**Transition to school information form \***

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| **Name of EY setting or childminder** |  | **Photo of child** |
| **Name of allocated school** |  |
| **Child’s full name** |  |
| **Date of birth** |  |
| **Date started at EY setting or childminder** |  |
| **Attendance**  **e.g., good, or poor?** |  |
| **Weekly hours accessed**  **e.g., 15 hours / 30 hours or other** |  |
| **Home language - EAL?** |  |
| **Spoken language in setting** |  |
| **Medical information e.g., allergies** |  |

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| **Speech and language support?** | Yes/No | **Any previous or active referrals?** | Yes/No |
| **LAC / EY PEP?\*** | Yes/No | **Early Help?** | Yes/No |
| **SEND Involvement?\*** | Yes/No | **Child in need plan?** | Yes/No |
| **EHCP in place or in progress?\*** | Yes/No | **Child protection plan?** | Yes/No |

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| **Profile of the Child** | | |
| *What makes the child unique? How do they learn? What do they like? What are the characteristics of effective learning?* | | |
| **Learning and Development** | | |
| **Starting school information *(from Development Matters and Birth to Five)*** | **Working towards or secure** | **Additional comments** |
| I understand questions or instructions that have two parts, such as “Get your coat and wait at the door.” |  | **Communication and Language** |
| I can talk about rhymes and books and tell a story. |  |
| I use longer sentences of 4-6 words. |  |
| I use talk to organise my play and myself: “Let’s go on a bus, you sit there, I will be the driver.” |  |
| I can listen attentively and respond to what I hear. |  |
| I play with at least one or more children, extending and elaborating my ideas. |  | **Personal, Social and Emotional Development** |
| I remember and increasingly follow rules. |  |
| I can talk about my feelings using words like happy, sad, angry, and worried. |  |
| I talk to my friends to solve problems that might happen when we are playing. |  |
| I am independent when meeting my own care needs like brushing teeth, toileting, feeding myself and washing my hands. |  |
| I understand the importance of healthy life choices like exercise, eating healthy, personal hygiene, teeth brushing etc… |  |
| Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. |  | **Physical Development** |
| I use large-muscle movements to wave flags or streamers, paint, mark make or catch a large ball, beanbag, or an object. |  |
| I can go up steps and stairs, or climb up apparatus, using alternate feet. |  |
| I can use a comfortable grip with good control when using pens and pencils.  Dominant hand L/R/Undecided? |  |
| I can get dressed and undressed independently, for example putting my own coat and shoes on and doing up zips. |  |
| I am developing my phonological awareness and I can:   * Spot and suggest rhymes * Count or clap syllables in a word * Recognise words with the same initial sound, such as money and mother |  | **Literacy** |
| I can engage in extended conversations about stories, learning new vocabulary. |  |
| I can handle books carefully and the correct way up with growing competence. |  |
| I can use print and letter knowledge in my early writing e.g., writing a pretend shopping list that starts at the top. |  |
| I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). |  | **Mathematics** |
| I can solve real world mathematical problems with numbers up to 5. |  |
| I can make comparisons to objects relating to size, length, weight, and capacity. |  |
| I am interested in my world and beginning to understand the need to respect and care for the environment and all living things. |  | **Understanding the World** |
| I like to talk about my family and community, and I am developing positive attitudes in the differences between people. |  |
| I can explore different materials freely and use them to create different things.  I take part in simple pretend play. |  | **Expressive Arts and Design** |
| I know and can sing a few nursery rhymes and songs. |  |

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| **Child’s voice** | **Parent or carer’s voice** |
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**\*Please note the following:**

* This form must be completed and shared with permission from the Child’s parents. You must ensure a secure process is in place for sharing of confidential documentation.
* Children with SEND / EHCP may need documentation that better supports understanding of need [SEND and Inclusion – Bolton Start Well](https://www.boltonstartwell.org.uk/resources/send-inclusion/18) and an enhanced transition
* Children who are looked after (LAC) may have a comprehensive Personal education plan (PEP) in place so may not need this form completing in addition