Moving Forward:
Early Years Foundation Stage
0 to 5 Years

A Transition Guarantee for Stockton-on-Tees

Education Improvement Service December 2016
Context

‘If our approach to transition is firmly rooted throughout our practice...we are more likely to be raising emotionally intelligent children who make strong attachments, are resilient and resourceful when faced with change and are able to take risks and embrace new experiences.’

Anne O’Connor, 2007

A number of challenges are faced by children transferring from early years settings to school nursery/school reception class. Some children, particularly transition-vulnerable children, struggle to adjust to the more independent expectations of the school nursery or school reception class. There is a growing body of research, both in this country and internationally, which associates the transition of children from one setting to another with underachievement.

The aim of the Stockton-On-Tees Transition Guarantee is to ensure that transition arrangements between one early years setting and another are effective enough for children to be safe and secure so that they continue to make progress towards achieving a good level of development at the end of the Early Years Foundation Stage.

It is designed to support all children to have high quality transition experiences that enhance their performance and well-being as learners. It is a borough-wide strategy, which provides a common framework for all settings and schools to coordinate, to communicate and to integrate their work around transitions within and across the early years sector.

These documents support the process of transition, both within a setting and onto the next stage of education, for each and every child.
The Transition Guarantee

- All early years settings are statutorily required to produce an EYFS progress check at age two to support early identification of development needs so that additional interventions can be put into place and impact on children’s progress measured.

- All early years settings use New STEPs Tracker (or equivalent system) to record children’s attainment and progress.

- All early years settings, who sign up to Transition Guarantee, must pass on the information or documents pertinent to each individual child to the next early years setting:
  - Early Years Foundation Stage Profile (EYFSP)
  - The EYFS Progress Check at age two (Integrated Review)
  - Tracker – New STEPS or equivalent
  - Personal Education Plan (PEP) for Looked After Children
  - Early Years Pupil Premium (EYPP) with impact recorded
  - Education Health Care Plan (EHCP)

- All early years settings who sign up to the Transition Guarantee adhere to the ‘Moving Forward’ transition package of protocols and pro-forma.

- All early years settings who sign up to the Transition Guarantee will be expected to engage in networking opportunities including:
  - Partnership meetings
  - School early years cluster meetings
  - Locality training and information groups

Implementation of the Transition Guarantee is overseen through the existing challenge, monitoring and support structures of the Local Authority.

Support can be offered through the Early Years Training and Development Officers and/or Early Years Development Advisers 0-7.
The Transition Process

This overview of the sequence of events highlights the process of transition and places children and parents/carers firmly at the heart of the process. The time line is included to act as an aide memoire.

The transition planning process should consider the following:

- Key members of staff
- Individual children’s needs
- Strategies employed
- Children and parent/carer views
- Early years actions
- Monitoring
- Next steps

As part of the process, in early years settings all children’s transition needs are identified and children’s level of need are then placed into one of the three transition categories.

To ensure that the specific needs of each child are effectively met, every opportunity must be taken to fully involve each parent/carer during the decision making process.

![Transition Pyramid Diagram]
Transition Level High: This level of support focuses on children with severe, complex and persistent levels of vulnerability for example children with physical disability or visual impairment, or other chronic medical conditions. This level of vulnerability might include children who may be recently bereaved, or suffering from any type of loss. Children who exhibit extreme behaviour or children in need or on child protection plans may also come into this category. The child does not need to be on the SEND register for learning. The transition of this group of learners is challenging due to the requirement for good partnership working, integrated support, communication across different agencies and organisations and the preparation of school nursery and school reception staff in making appropriate provision in the light of shared information. The SENCo or the relevant professional (e.g. key person with responsibility for LAC / PP or other vulnerable children) would normally be the designated contact and would co-ordinate, monitor and pass on information to relevant staff.
All LAC children should be categorised as red.

Transition Level Medium: This level of support focuses on children with moderate levels of vulnerability. In some circumstances, children may be highly sensitive to change and may exhibit their distress across a range of behaviours at the point of transition. The child does not need to be on the SEND register for learning. This level will require additional planning, liaison and transition support opportunities, perhaps in the form of extra visits and or transition group sessions. The SENCo or the relevant professional (e.g. key person with responsibility for LAC, PP or other vulnerable children) would normally be the designated contact and would coordinate, monitor and cascade information to other relevant staff.

Transition Level Universal: Universal Transition includes all early years children who attend Ofsted registered childcare and education across the Borough. The standard of the universal transition should enable all early years children who attend Ofsted registered childcare and education to move on to their next setting feeling supported and ready to learn within their new environment. The universal transition is a solid platform from which children continue their learning journey.
Documentation to Transfer to School Nursery or School Reception Class

Parental/carer permission should be sought for each child.

For every child, documents transferred should include:

- Moving Forward: Early Years Foundation Stage Birth to 5 Years transition pro-forma – include supportive documents identified from this pro-forma
- New STEPs or equivalent tracker
- EYFS progress check at age two (working towards an Integrated review)
- Learning Journal or electronic journals

Where appropriate, some children will have the following documentation:
(This is not exhaustive)

- Any individual Child Risk Assessment (e.g. flight/attachment/toileting)
- Any Early Help Assessment documentation
- Education Health Care Plan (EHCP)
- Any Educational Psychologist’s assessment(s)
- LAC PEP file – Please keep separately from rest of file and follow the usual confidentiality processes.
- Any CP/CIN files - Please keep separately from rest of file and follow the usual confidentiality processes.
- Operation Encompass documentation
- Early Years Pupil Premium – key person involved, any additional support in place highlighted to school
- Any support plans and other documentation relevant to any High Needs Funding
- One Stop Referral
- Early Years Foundation Stage Profile results (EYFSP)
Appendix 1a
Ideas to Support Children Getting Ready for School Nursery or School Reception Class

The child’s current setting may have some of the following resources and routines in place that support a child’s transition to their next educational provision.

The role of the key person is paramount to the children’s successful transition. The key person is pivotal in this process to ensure that both the family and the school are kept fully informed, for example when the transition visits are to take place, and relevant documents are forwarded to the next setting/school with parental permission.

The setting may wish to share some of these ideas with their families to support children’s transition process.

- Transition booklet – prepared and sent out by the school nursery to the setting. This allows the key person in the provision to share information with parents/carers and children of what to expect when they attend school nursery, for example staffing, the environment and activities that children may enjoy.

- Transition visit: take the opportunity to talk with children about their transition visit, for example at circle time. Children might want to talk about:
  - What happened on their visit
  - Who they met
  - What they enjoyed about their visit

- Uniform dressing up opportunities – have you got pieces of school uniform available for children to see and to practice trying on; this will encourage and support children’s independence.

This is not an exhaustive list; you may have other ideas that you wish to use to support children’s transitions.
Appendix 1b
Moving on to School Nursery or School Reception Class

(To be completed by parents/carers with appropriate support by the early years setting as needed.)

- Have you given the relevant notice to your child’s current provider that your child is moving onto their next setting?

- Has your child’s key person spoken with you about your child moving on to school nursery?

- Have you talked with your child about going to school nursery?

- Do you know if your child’s current nursery shared any of the following with your child?
  - Pictures of your child’s next nursery?
  - School uniform, if a uniform is worn?
  - Any other information about your child’s school nursery?

- Does your child have any medical needs that the school needs to know about, e.g. wears glasses or uses an inhaler?

- Are there any other professionals and/or agencies involved with your child that you wish to inform us of? You may wish to speak with us in confidence about this.
Do you have any concerns about your child managing:

- Toilets
- Dressing themselves
- Routines within nursery
- Snack time
- Friendships
- Behaviour
- Communicating with others

Would you like to speak with someone from the school nursery?

Is there anything else you feel we need to know that would help your child settle happily into school nursery?

You may wish to add a photo of your child here:

Please hand this completed questionnaire back to your child’s setting.
## TRANSITION PROFORMAS

**Form completed by:**

**Setting:**

<table>
<thead>
<tr>
<th>Stockton-on-Tees BOROUGH COUNCIL</th>
</tr>
</thead>
</table>

### Level of Support – (See Glossary of levels of transitions)

<table>
<thead>
<tr>
<th>Please highlight as appropriate:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High (red)</td>
<td></td>
</tr>
<tr>
<td>Medium (yellow)</td>
<td></td>
</tr>
<tr>
<td>Universal (dark green)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>DOB</th>
<th>Family Name if different</th>
<th>Contact Tel:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address (If confidential placement see Designated Teacher)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Primary Carer(s):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Relationship to child:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Primary School</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Settings Attended in addition to current setting (Please name)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Children's Centre:</th>
<th>Name of Private Setting:</th>
<th>Name of Childminder:</th>
<th>Name of School:</th>
</tr>
</thead>
</table>

### Please tick the appropriate box

- 2 year funded place
- 3 year funded place
- 15 hours
- 30 hours

**Here I am:**

(space to add a small photograph of the child)

<table>
<thead>
<tr>
<th>The EYFS progress check at age two</th>
<th>Date completed:</th>
</tr>
</thead>
</table>

**Date completed:**

---
<table>
<thead>
<tr>
<th>Please tick any box that would apply for this child:</th>
<th></th>
<th>SEND/High Needs Banding:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>![ ]</td>
<td>Funding applied for: (date)</td>
</tr>
<tr>
<td>Looked After Child</td>
<td>![ ]</td>
<td>Funding agreed until (date):</td>
</tr>
<tr>
<td>Child Protection</td>
<td>![ ]</td>
<td></td>
</tr>
<tr>
<td>Child in Need</td>
<td>![ ]</td>
<td></td>
</tr>
<tr>
<td>Name of social worker</td>
<td>![ ]</td>
<td></td>
</tr>
<tr>
<td><strong>PEP in place? Yes/No</strong></td>
<td>![ ]</td>
<td></td>
</tr>
<tr>
<td>Disadvantaged child (EYPP)</td>
<td>![ ]</td>
<td></td>
</tr>
<tr>
<td>EYPP additional information available? Yes/No</td>
<td>![ ]</td>
<td></td>
</tr>
<tr>
<td>Early Help Assessment in place</td>
<td>![ ]</td>
<td></td>
</tr>
<tr>
<td>Name of Lead Professional</td>
<td>![ ]</td>
<td></td>
</tr>
<tr>
<td>Gypsy, Roma and Traveller child (GRT)</td>
<td>![ ]</td>
<td></td>
</tr>
<tr>
<td>Child with special educational needs and/or a disability</td>
<td>![ ]</td>
<td></td>
</tr>
<tr>
<td>Most able children (Gifted and talented)</td>
<td>![ ]</td>
<td></td>
</tr>
<tr>
<td>Child in specialist provision</td>
<td>![ ]</td>
<td></td>
</tr>
<tr>
<td>Child for whom English is an additional language (EAL)</td>
<td>![ ]</td>
<td></td>
</tr>
<tr>
<td>Minority ethnic group</td>
<td>![ ]</td>
<td>Early Help Assessment (date):</td>
</tr>
<tr>
<td>Young carer</td>
<td>![ ]</td>
<td>Education, Health and Care Plan in place (date):</td>
</tr>
<tr>
<td>Medical conditions</td>
<td>![ ]</td>
<td></td>
</tr>
<tr>
<td>Any other comments not listed above</td>
<td>![ ]</td>
<td></td>
</tr>
</tbody>
</table>
## Current Assessment (from New STEPs tracker)

<table>
<thead>
<tr>
<th>Prime Area of Learning</th>
<th>Age band</th>
<th>Secure</th>
<th>Developing</th>
<th>Specific Area of Learning</th>
<th>Age band</th>
<th>Secure</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSED: Making relationships</td>
<td></td>
<td></td>
<td></td>
<td><strong>Literacy</strong> Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSED: Self-confidence &amp; self-awareness</td>
<td></td>
<td></td>
<td></td>
<td><strong>Literacy</strong> Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSED: Managing feelings &amp; behaviour</td>
<td></td>
<td></td>
<td></td>
<td><strong>Mathematics</strong> Numbers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD: Moving &amp; handling</td>
<td></td>
<td></td>
<td></td>
<td><strong>Mathematics</strong> Shape, space &amp; measures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD: Health &amp; self-care</td>
<td></td>
<td></td>
<td></td>
<td>Understanding the world: People &amp; communities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL: Listening &amp; attention</td>
<td></td>
<td></td>
<td></td>
<td>Understanding the world: The world</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL: Understanding</td>
<td></td>
<td></td>
<td></td>
<td>Understanding the world: Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL: Speaking</td>
<td></td>
<td></td>
<td></td>
<td>Expressive arts &amp; design: Exploring &amp; using media &amp; materials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Have you had the opportunity to moderate these outcomes with another setting or school?

- Age of child, in months, at the time of the current assessment:
<table>
<thead>
<tr>
<th>Characteristics of Effective Learning: please give some brief details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Playing and Exploring</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Active Learning</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Creating and Thinking Critically</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Signature of parent/carer:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Signature of person completing this form</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Timeline</td>
</tr>
<tr>
<td>----------</td>
</tr>
</tbody>
</table>
| 49+ months (PVI to Y1) | - Early Years Foundation Stage Profile (EYFSP)  
- New STEPs or equivalent tracker and any other assessments completed.  
- Transition visits to school and setting  
- EYPP – key person involved, any additional support in place highlighted to school  
- PEP – completed and sent to Virtual School Head  
- SEND  
- Higher needs funding  
- Child protection file – please ensure you keep a copy of the chronology for evidence and hand the original to the school  
- Early Help Assessment  
- Any other paperwork from relevant agencies/professionals involved | - Setting to support parents through the schools’ admission process.  
- Transition visits  
- Transition booklet  
- Key person involvement  
- Supporting parents unable to attend school transition visits e.g. working parent  
- Talk with your child about change in the setting they attend.  
- Information sent to school with parental permission:  
  - EYFS Progress Check - sent to school by setting/parent  
  - Learning journal, tracker to inform baseline  
- Portage |
| (CF working on transition R to Y1 within school) | | |
| 37 months to 48+ months (School nursery/PVI to Reception class) | - New STEPs or equivalent tracker and any other assessments completed.  
- Transition visits to school and setting  
- 3 year funded place  
- EYPP – key person involved, any additional support in place highlighted to school  
- PEP – completed and sent to Virtual School Head  
- SEND  
- Higher needs funding  
- Child protection file – please ensure you keep a copy of the chronology for evidence and hand the original to the school  
- Early Help Assessment | - Setting/school nursery to support parents through the schools’ admission process.  
- Transition visits  
- Transition booklet  
- Key person involvement  
- Supporting parents unable to attend school transition visits e.g. working parent  
- Talk with your child about change in the setting they attend.  
- Information sent to school with parental permission:  
  - EYFS Progress Check - sent to school by setting/parent  
  - Learning journal, tracker to inform baseline  
- Portage |
<table>
<thead>
<tr>
<th>Age Range</th>
<th>Actions bully stated</th>
<th>Actions not bully stated</th>
</tr>
</thead>
</table>
| 28 months to 36 months (School nursery 3 years) | • Any other paperwork from relevant agencies/professionals involved | • Setting to support parents in considering applying for school nursery place  
• School to contact private provider to confirm child’s place in school nursery and for relevant information.  
• Transition visits  
• Transition booklet  
• Key person involvement  
• Supporting parents unable to attend school transition visits e.g. working parent  
• Talk with your child about change in the setting they attend.  
• Information sent to school with parental permission:  
  - EYFS Progress Check - sent to school by setting/parent  
  - Learning journal, tracker to inform baseline  
• Portage | • New STEPs or equivalent tracker and any other assessments completed.  
• Transition visits to school and setting  
• 3 year funded place  
• EYPP – key person involved, any additional support in place highlighted to school  
• PEP – completed and sent to Virtual School Head  
• SEND  
• Higher needs funding  
• Child protection file – please ensure you keep a copy of the chronology for evidence and hand the original to the school  
• Early Help Assessment  
• Any other paperwork from relevant agencies/professionals involved | • Setting to support parents in considering applying for school nursery place  
• School to contact private provider to confirm child’s place in school nursery and for relevant information.  
• Transition visits  
• Transition booklet  
• Key person involvement  
• Supporting parents unable to attend school transition visits e.g. working parent  
• Talk with your child about change in the setting they attend.  
• Information sent to school with parental permission:  
  - EYFS Progress Check - sent to school by setting/parent  
  - Learning journal, tracker to inform baseline  
• Portage | • EYFS Progress Check – involve parents  
• New STEPs or equivalent tracker  
• 2 yr funded place  
• PEP– completed and sent to Virtual School Head  
• SEND  
• Higher needs funding  
• Early Help Assessment  
• Any other paperwork from relevant agencies/professionals involved | • Setting to support parents in considering applying for school nursery place  
• Key Person involved  
• Room transition visits both ways | • EYFS Progress Check – involve parents  
• New STEPs or equivalent tracker  
• PEP– completed and sent to Virtual School Head  
• SEND | • Setting to support parents in considering applying for school nursery place  
• Key Person involved  
• Room transition visits both ways |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAC</td>
<td>Looked After Child</td>
</tr>
<tr>
<td>PEP</td>
<td>Personal Education Plan</td>
</tr>
<tr>
<td>SEND</td>
<td>Special Educational Needs</td>
</tr>
<tr>
<td>SENCo</td>
<td>Special Educational Needs Co-ordinator</td>
</tr>
<tr>
<td>CIN</td>
<td>Child in Need</td>
</tr>
<tr>
<td>CP</td>
<td>Child Protection</td>
</tr>
<tr>
<td>EYPP</td>
<td>Early Years Pupil Premium</td>
</tr>
<tr>
<td>EHCP</td>
<td>Education, Health Care Plan</td>
</tr>
<tr>
<td>EHA</td>
<td>Early Help Assessment</td>
</tr>
<tr>
<td>EYFSP</td>
<td>Early Years Foundation Stage Profile</td>
</tr>
</tbody>
</table>

**Glossary for terms within the pro-forma:**

- Early Help Assessment
- *Any other paperwork from relevant agencies/professionals involved*

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Details</th>
</tr>
</thead>
</table>
| 7 months - 13 months | - Follow settings policy and procedures to support within nursery transitions  
                        - New STEPs or equivalent tracker  
                        - PEP – completed and sent to Virtual School Head  
                        - SEND  
                        - Early Help Assessment  
                        - *Any other paperwork from relevant agencies/professionals involved*  |

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Details</th>
</tr>
</thead>
</table>
| 0 months – 6 months | - New STEPs or equivalent tracker  
                        - PEP – completed and sent to Virtual School Head  
                        - SEND  
                        - Early Help Assessment  
                        - *Any other paperwork from relevant agencies/professionals involved*  |