

Guidance notes for practitioners

Supporting your child and family into school

This document is primarily intended to support practitioners in sharing information with Reception Teachers and Special Educational Needs Co-ordinators. However, it may also be used when children are transferring between childcare settings. There should be no information written on the document that has not been discussed and shared with the parents/carers first and signed by them. It is recommended that the child's learning diary and this document are given to the receiving school by the early years setting during Term 6. The learning diary must be returned to the parent/carer at the end of the following Term 1.

What are the aims of this document?

- To summarise and celebrate each child's learning and development over the past year using a detailed pen portrait of the child and to include EYFS assessment levels.
- To inform teachers of the child's achievements across the EYFS development areas.
- To provide additional information on the Supported Transition Delivery Plan for children with special educational needs (SEN).

Completing the form

Attendance

This should reflect the child's attendance in your setting over the last academic year. You may express this as a percentage of sessions attended or indicate the patterns of attendance with **excellent** (where there are a few or no absences); **good** (where there have been occasional absences due to illness or family holidays); **irregular or intermittent** (where there is an inconsistent pattern of attendance, a pattern of broken weeks is developing or where there are long periods of absence or unexpected absences).

Pen portrait

Within this area summarise the child's Characteristics of Effective Learning AND summarise their learning and development in all areas. Use the child's learning diary, your own knowledge and information from the parents, alongside Development Matters in the EYFS to comment on children's approaches and attitudes to:

- **Playing and exploring** – how they explore new resources; explore their understanding through representation and role play; and to what extent they enjoy challenge and taking risks.
- **Active learning** – to what extent does the child become involved in play and demonstrate concentration? Are they able to persist with a challenge and try new ways of achieving something? How does the child demonstrate a sense of satisfaction in completing tasks?
- **Creativity and critical thinking** – does the child create their own ideas? What is their approach to solving problems? How do they demonstrate that they can make links in their learning?

The following steps may help you to write the summary for each area of learning:

- Use the child's Learning Diary and your knowledge of the child to evidence your judgements.
- Use Development Matters in the EYFS to support you in this process.
- Summarise key aspects of the child's learning and development in all areas of learning, bearing in mind that it is to be read by parents and teachers. This should be an honest, accurate and reflective assessment of the child's learning and development.

Learning Diaries

These should be given to the school with the transition form. The school will be responsible for giving them back to parents at the end of Term 1. As a setting you **must** ask the school to sign once they have received the learning diary and should keep this for your records. Learning diaries should contain, in addition to observation and summary sheets:

- A Your initial All About Me form and any subsequent updates
- B All SEN Support Plans and monitoring sheets
- C Reviews and reports from any other agencies and professionals
- D Family Service Plan for SAFeh

Additional Information

This should be completed in discussion with the parent/carer. It is important that the views of the parent/carer are included. If there are no concerns for any of the following areas you should record "No concerns".

- 1 **Child's health** – this might include information about the child's general health e.g. episodes of glue ear; prone to chest infections; eating; sleeping; toileting.
- 2 **Child's behaviour** – this could be information from the setting about social skills, particularly friendships and the child's response to new situations e.g. new baby in the family, family break up, house move.
- 3 **Circumstances which might impact on learning** – this might include information about parental health, employment status, support networks, housing, parental responsibility, parental contact, Child Protection plan, Child in Need plan. For example, a sensitive question to ask could be: "Are there any concerns which might impact on the child's physical and emotional well-being?" A response example could be: "In discussion with the parent, (name), the parent had said that they are not aware of any concerns at home". Or: "In discussion with the parent, (name), the parent has expressed concerns about her father, who lives with the family, and who has mental health issues".

Signatures

The transition document must be signed by the parent/carer and the practitioner completing the form.

Where a supported transition plan is completed this must also be signed by the school.

In signing the document the parent/carer is giving permission for the information it contains to be passed on to their child's new school/setting.