

## My Learning Journey

Please attach any documents related to the child's learning journey as appropriate, such as My Unique Progress and/or the Progress Check at Age 2.

## Graduated Approach

If the child is currently supported through the Graduated Approach, please tick all that apply.

- Broad area of need: Communication and Interaction (C&I); Cognition and Learning (C&L); Social Emotional & Mental Health (SEMH); Sensory/Physical needs including Physical Development (PD), Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI).
- Targeted Plan, Personalised Plan or Education Health & Care Plan (EHCP) in place.
- Other professionals involved: Specialist Teacher (STLS), Speech and Language Therapist (SALT), Paediatrician, Portage, Health Visitor, Occupational Therapist (OT), Physiotherapist (Physio), Special Education Needs Inclusion Funding (SENIF) Practitioner and please specify any other relevant professionals.

## Additional Information About Me

Please tick all that apply.

- Child in Care (CiC), Previously in care, Personal Education Plan (PEP) in place, Child in Need (CHiN), Child Protection (CP) plan in place, Early Help involvement.
- Funding accessed including Free For Two (FF2), Early Years Pupil Premium (EYPP), Disability Access Fund (DAF), Special Education Needs Inclusion Funding (SENIF).

## Consent and Transition Meeting

Please give details of any arranged transition meeting and ensure parents/carers consent to share the information contained in this document.



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# Guidance to Completing My Unique Transition

To support children through important transitions such as moving from a setting/childminder to another one, moving to a different room within the same setting or moving from a setting/childminder to school, it is pivotal that the receiving setting/childminder/room/school has as much information as possible about the child to ensure a smooth transition.

The My Unique Transition document has been designed to be completed by the key person/childminder together with parents/carers to provide a holistic view of the child and enable them to be uniquely supported in their new environment.

## Photo/Self-Portrait

A photo of the child could be added here or the child could draw a picture of themselves.

## About Me and My Current Setting

This section should be completed with key information about the child, including their preferred name, birthday, who their key person/childminder is and how to contact them, details about the child's attendance at the current setting/childminder (ie starting date and sessions attended), plus any other settings/childminders attended.

## All About Me

This section should contain the child's voice and should be written from their perspective, describing them in detail and including any relevant information to support the receiving setting/childminder/room/school in getting to know them. For example:

Things that I like and I am happy doing

"I like digging in the sandpit looking for treasures."

Things that I don't like and I find difficult

"I find it difficult to sit on a carpet for more than 5 minutes."

My current fascinations and interests

"I love dinosaurs and dinosaurs' stories."

I learn best when (including the Characteristics of Effective Learning)

"I learn best when I am outdoors and I have a challenge to solve."

I communicate by (including verbal and non-verbal communication eg single words, full sentences, gestures, Makaton, visual support etc)

"I use single words and pointing to show what I need. I am starting to use/understand basic Makaton and objects of reference."

and I speak (including all the languages spoken within my family, specifying which one is my first one)

"I speak English and Romanian, my Dad speaks Polish but my main language is Romanian."

## Key Person's Comments

This section should contain information from the key person/childminder about the child including strategies for supporting their wellbeing, their communication and social interaction and physical development.

For example:

"Charlie needs help with putting on his shoes."

"Charlie can be a bit shy in non-familiar environments and likes to watch before joining in."

"Charlie is sensitive to loud noises and wears ear defenders when the environment gets too loud."

## Family Information

This section is for the parents/carers to specify relevant information about the child, including people, pets and things that are important to them and who they live with.

## Health/Medical Information

This section should provide a brief description of any health/medical needs, if any.

Additional information to attach to the My Unique Transition document could include: an Individual Health Care Plan and a Personal Emergency Evacuation Plan (PEEP). Also, please include details of any Health/Medical Professionals involved.