

Guidance to Completing My First Transition

All transitions throughout a child's life are important but a child's first transition into a group or childminder setting will pave the way for many more.

Getting to know the children and their families is the first important step to understanding their needs and the best way for them to be supported at the setting. The [Equality Act 2010](#) places an anticipatory duty on early years settings to make reasonable adjustments, remove barriers to learning and be ready and prepared for all children. Reasonable adjustments could be as simple as providing additional visual strategies for children learning English as an Additional Language or allowing for flexible settling in sessions, to more involved adjustments such as changing the location of a room to accommodate a child with mobility needs. These adjustments must be made in an 'anticipatory' manner which means before the child starts at a setting.

My First Transition document has been designed to be completed before the child starts at the early years setting by the SENCO and key person or the childminder, to facilitate the conversation with parents/carers in order to fully understand the needs of the child and the family, and plan for any reasonable adjustments in advance. The document should be completed alongside existing admissions paperwork to ensure a smooth and supportive transition from home to setting.

Throughout the document, at the end of each section, there will be prompts for 'things to consider' that may be additional to existing admissions paperwork but will support the creation of the My First Transition Action Plan. The Plan summarises any actions and reasonable adjustments that need to be addressed before the child starts at the setting.

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 Family

This section should be completed with key information about the child, including their preferred name, and how to pronounce it, their birthday, important family members and who they live with. This is important to know as the child may live with grandparents or foster carers, or they may share time between parents.

If the child is already attending another setting/childminder it will also give information as to who their key person/childminder is and how to contact them, plus details about the child's attendance at the current setting/childminder (ie starting date and sessions attended).

All About Me

This All About Me 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 setting/childminder 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 five minutes."

My current fascinations and interests, including any known schema/repeated patterns of play

"I love dinosaurs and dinosaurs' stories."

I learn best when "people show me what to do when giving me instructions."

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

"I communicate by using single words and pointing."

My family and people who care about me would like you to know

This is an opportunity to discuss any feeding, toileting, sleeping, routines etc to plan for reasonable adjustments. This section is particularly important for babies and very young children, whether they require any reasonable adjustments or not.

For all children, please consider important aspects of their care, such as how they prefer to be comforted.

My wellbeing is best supported by

"I like to be supported by having cuddles with my muzzie (blanket)."

Is there anything I need to have in place before I start?

As a result of the discussion with the family, following the above example, you may want to consider:

- have items of interest such as dinosaurs to be available when entering nursery
- staff to support when giving instructions by modelling what to do and by using simple language
- all staff to be aware that 'muzzie' is their special word for blanket.

My Languages and Cultures

This section should be completed in conversation with the parents/carers to help gather information about the cultures and languages relevant to the child and their family's environment. Languages and cultures are a very important aspect of a child and family's identity, and this information should be used to plan settling in sessions and inclusive practice.

A child's preferred language is the one that the child consistently uses or understands, but it is important to note all the other languages that the child is exposed to, what they can say and understand in those languages together with their favourite stories and songs.

The key 'survival' words are the labels that a child and their family use to represent key concepts such as 'help,' 'drink,' 'toilet.' These can be proper words in any of the child's languages or family nicknames (eg muzzie for muslin). When recording the key survival words given by the family, the key person should write them down phonetically, exactly as they would pronounce them.

The setting's environment and practice should reflect the child and family's culture and languages to foster a sense of belonging. For this reason, it is important to understand the child's immediate and extended family network (including relatives, close friends etc). This could also help identify any additional support/strategies required to fully include the family and ensure effective two-way communication (eg providing an interpreter, establishing a home-setting book if information is better exchanged in writing etc).

Is there anything I need to have in place before I start?

As a result of the discussion with the family, you may want to consider:

- establishing the survival words and reviewing visual support strategies in the setting
- attending [English as an Additional Language training](#)
- signpost families to multilingual resources such as [BBC Tiny Happy People](#), [National Literacy Trust](#), [Speech and Language UK](#)
- contacting the [Equality and Inclusion Adviser](#) for further support.

Health/Medical Information

This section supports conversations with parents regarding the overall health and development of their child. Points for discussions should include:

- is there any relevant information relating to the child's birth? Were they premature or were there any complications?
- has the child had their two-year development check with their Health Visitor? If so, what was the outcome? If they have not had it, do the parents have any concerns and would an [Integrated Review at Two](#) or a package of support referral be appropriate?
- does the child have any allergies or medical needs that would require an [Individual Healthcare Plan](#)? This should be discussed with parents/carers and completed together. Risk assessment, emergency procedures, Personal Emergency Evacuation Plan (PEEP) and specific training may need to be in place before a child can safely start at the setting
- does the child have any involvement with other professionals such as GP, Paediatrician, Health Visitor, Hospital, Physiotherapist, Speech and Language Therapist, Occupational Therapist, Children's Care Coordination Team, Portage, Hearing and Visual Impairment Team, Specialist Teacher?

Risk assessments, PEEP, physical disability, and complex needs information can be accessed on the [Valence STLS website](#). Children may need to have a risk assessment in place to ensure their safety in the setting.

Careful consideration and planning needs to be given to actions related to health and medical needs. Settings should not rush a child's transition and parents need to be informed of a start date once all reasonable adjustments have been put into place to ensure their child's needs are met and everything is in place for a smooth and safe transition.

For children with complex needs already known to Portage, an application for [Special Education Needs Inclusion Fund \(SENIF\)](#) can be made before the child starts at the setting.

Is there anything I need to have in place before I start?

As a result of the discussion with the family, you may want to consider:

- contacting the [Equality and Inclusion Adviser](#) for further support
- contacting other professionals involved for up-to-date reports
- completing an Individual Healthcare Plan with input from the family and other health professionals
- completing a risk assessment and a PEEP
- making reasonable adjustments as required
- agreeing a start date with the family including settling in session/s once everything is in place
- referring the child to the Early Years LIFT for specialist support.

Additional Information (if this applies to me):

If the child attends another setting, please tick what level of support is already in place eg Targeted Plan, Personalised Plan, EHCP in place.

Due to the child's individual needs parents may be eligible to apply for [Disability Living Allowance](#) (DLA). In turn, that would enable the setting to apply for [Disability Access Fund](#) (DAF). When a child is eligible for DAF, each child is entitled to a [Silver Emporium subscription](#).

The remaining part of this section may help to start conversations regarding sensitive information such as the [child being adopted or in care](#), social services involvement, family in the armed forces, specific family situations eg bereavement. This will also give the setting an indication if the child may be eligible for [Early Years Pupil Premium \(EYPP\)](#) or if there are additional services involved with the family.

Is there anything I need to have in place before I start?

As a result of the discussion with the family, you may want to consider:

- contacting the other setting and putting in place Targeted/Personalised plans. Support needs to be in place before the child starts at the setting including any additional training
- signposting parents on how to claim DLA or the setting could apply for DAF
- claiming EYPP as appropriate
- contacting any other services involved with the child/family.

My First Transition Action Plan

This section should be used to finalise a transition action plan resulting from all the information gathered throughout the document. This would include agreeing a start date and settling in arrangements such as dates, times, duration of sessions, will family stay, etc.

The action plan needs to detail what needs to be completed, by whom and by when, to meet the child's needs and ensure reasonable adjustments are in place before a child starts.

What follows is a sample action plan:

Action	By whom	By when
Dinosaurs always available when entering nursery	Key person	From first settling in session
Key person to inform all staff that 'muzzie' is their special word for blanket	Key person	From first settling in session
Establishing the survival words and reviewing visual support strategies in the setting	Key person/ SENCO	By first settling in session
Contact Health Professionals	SENCO	Before child starts at setting
Implement Individual Health Care Plan, Risk Assessment, Training Plan and PEEP	SENCO	Before child starts at setting
Contact Portage to arrange transition meeting and obtaining reports	SENCO	Before child starts at setting
EY LIFT referral for specialist support	SENCO	After conversation with Portage
Contact other setting for sharing information	Key person/ SENCO	Before child starts at the setting
Implement Personalised Plan with Portage input	Key person/ SENCO	Before child starts at the setting
Contact Social Worker	DSL	Before child starts at the setting
Claim SENIF with Portage support	SENCO	Before child starts at the setting
Claim DAF and EYPP	SENCO	Once the child is at the setting

Please note: permission to contact other professionals and share information needs to be obtained from the person with parental responsibility. In case of children in care, this would be the social worker.