

## **Advice for completing the Transition to School Meeting document**

Once you've booked a meeting date, place and time with the school and parents, consider who will lead the meeting. If the meeting is taking place in the early years setting then it should be either the key person or setting Senco who will take the lead.

Before the meeting complete any information you can about the child's strengths, the main areas of concern, the strategies you have used, and any professionals who have been involved.

The information included in the transition meeting document needs to give an accurate picture of the child. This is particularly important when you come to adding the developmental levels/band of the child. You need to be really confident that the child is secure in the development band you have placed him/her in. You also need to check that the statements you are making match the development band.

It should be a positive meeting, but also a realistic one which makes the child's needs clear so the school can plan for their needs.

**Professionals involved** - You will need to have contacted any professionals involved to see if they are able to attend the meeting. If they are unable to attend they may want to send an updated report. It will be useful to have a copy of the professional's last report with any strategies they advised.

The practitioner (setting senco and/or key person) completing the document will need to include the names and contact details of any professionals involved with the child and family.

**Child's strengths and interests** – Think about what motivates the child, where do they like to play, how do they approach a task?

Ensure you highlight the child's strengths, for example,

'J smiles when her peers come and bring her toys, she is really starting to notice them now'

'H can really focus on an activity he has chosen; we are now working to support him to complete adult directed tasks'

'K notices when other children are upset and will go and give them a toy'.

**Main areas of concern** – Include the diagnosis if there is one. You will also need to comment on the child's attention skills, communication, social interaction etc.

If there are particular aspects of the day that can cause the child to become distressed then you need to include this e.g. tidy up time etc. If particular words cause upset these should be included as well.

**Successful strategies used in the early years setting** – Include any strategies that you have used successfully with the child. These may include objects of reference, workstation, access to outdoor environment, sensory activities, the use of particular words, the deployment of practitioners, specific activities etc.

## **What needs to be in place to support the child transition into school?**

**Think about arrangements for Home/School communication** – Discuss how you currently share information with the family and what arrangements the school will need to introduce to ensure that the family are kept updated.

It may be useful to have an action plan which makes it clear who is involved and what needs to be done to effectively support the child as they prepare to transfer. This part of the document should be completed during the meeting. It is always useful to take some ideas of what may be needed for the child/family/school with you (jot them down on a post it note beforehand).

During the meeting there may have been some information shared that you feel needs to be included in the action plan, for example it might be beneficial for the child to start off attending school in the morning session initially.

Discuss any specific suggestions to support the child's transition into school, ie; a book of photos to show key areas of the school and classroom. You need to ensure that the photos you take won't be things that will change before the child starts school ie; if you've shown a photo of a blue water tray in the room, the child may be confused if when they arrive at school the water tray is red!

The child may benefit from access to a book bag/school uniforms to play with in the imaginative play area, staff may need training on a particular aspect of the child's care or condition.

Write the actions and agree who will complete them and by what date.  
At the end of the meeting ensure a copy of the document is given to the parents, school and keep one for your setting file.