

Early Years Foundation Stage Transition Pack for F2/3



Produced by Oxfordshire's Early Years Foundation Stage Advisory Team. Spring 2013

Early Years Foundation Stage – Transition Pack for F2/3 (2 – 4 years)

Information sharing is an important part in helping parents, carers and practitioners to recognise children’s progress and understand their needs in a transition process. The effective sharing of information is part of high quality provision during the period of change between settings, and will help children and families.

‘Oxfordshire County Council has a duty to ensure that all children have access to high quality early years provision that helps them reach their potential.’ (Nursery Education Funding Agreement 2013 - 2014, p.1)

The Nursery Education Funding Agreement sets out the requirements which need to be completed and complied with by all settings who receive funding for places.

Nursery Education Funding Agreement 2013 - 2014

Providers need to meet the requirements set out in the agreement for Partnership work by:

4.1 Work in partnership with parents and provide them with any relevant information or advice about their child’s progress and grant entitlements.

4.2 Work collaboratively with other early years providers locally, particularly around splitting the entitlement, transition to school, and support local partnership activities, using Council approved transition documentation as published from time to time.

4.3 With parents’ agreement, transfer Council approved records of individual children to receiving schools and settings, including those records relating to achievements and identified Special Educational Needs.

(Extract from Nursery Education Funding Agreement 2013- 2014, p.5/6)

This pack contains a set of documents to assist with transition and information sharing in the Early Years Foundation Stage, when children are moving from F2/3 to F1 or another setting. **It is a Local Authority requirement that funded settings must complete a transition report for each child who moves setting, but the format can be decided by your setting. The following formats include the necessary contents.**

Documents found in the pack:

1. Early Years Foundation Stage – Learning and Development Summary at 24-36 months (document 1 page 5)
2. Communication Passport (document 2 page 7)
3. Early Years Foundation Stage – Summary of Key information on Transition (document 3 page 8)
4. Early Years Foundation Stage - Learning and Development Transition Summary (document 4 page 9)

- **Early Years Foundation Stage Progress check at two years old**

The EYFS Progress check **MUST** be completed for children between the ages of 30-36 months by the practitioner who know the child well (Key Person). This needs to be a holistic picture of the child, so should be based on parent/carer contributions to children's development, alongside practitioner contributions. If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent the most time.

Early Years Foundation Stage – Learning and Development Summary at 24 – 36 months

(Document 1 page 5)

The information contained within this report needs to be completed by the child-minder/setting for a child. This will show the EYFS Progress for the check at two years old and needs to be completed before the child transfers to a new setting.

- **Communication Passport** (document 2 page 7)

This provides an opportunity for practitioners and parents/carers to give details of an individual child's likes and dislikes. This can be completed, when a child transfers, to support a smooth transition for the child.

- **Early Years Foundation Stage – Summary of Key information on Transition** (document 3 page 8)

This provides key information for practitioners. This can follow a child throughout the EYFS and can be updated regularly.

- **Early Years Foundation Stage - Learning and Development Transition Summary** (document 4 page 9)
This document gives an overview of a child's achievement in the Prime and Specific Areas of Learning and Development and the Characteristics of Effective Learning. This is for parents/carers and the next setting.

This pack should be used in conjunction with the following documents:

- [Nursery Education Funding agreement](#) (NEF) (Oxfordshire County Council 2013-2014)
- [Statutory Guidance for Local Authorities](#)
- [A Know How Guide – The EYFS Progress Check at age two](#) (DfE March 2012)
- [Development Matters in the EYFS](#) (DfE March 2012)
- [Statutory Framework for the EYFS](#) (DfE March 2012)
- Early Years [Developmental Journal](#) (Early Support DfE January 2013)
- [SEN Code of Practice](#) (DfE Jan. 2001 - ref 0581 2001)
- [Oxfordshire's SEN handbook for Early Years Settings and Services.](#)

Early Years Foundation Stage - Learning and Development Summary at 24-36 Months

Setting:

Name:	Date of Birth:	Age in Months:	Key Person:
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Personal, Social and Emotional Development		Physical Development		Communication and Language		
Self-confidence and self-awareness e.g. 22-36 B Months		Months	Moving and handling	Months	Listening and attention	Months
Making relationships		Months	Health and self-care	Months	Understanding	Months
Managing feelings and behaviour		Months			Speaking	Months
Next Steps to support learning and development		Next Steps to support learning and development		Next Steps to support learning and development		

Comments relating to the 3 Characteristics of Effective Learning: (See 'Development Matters in the EYFS')
Playing and Exploring Finding out and exploring; Playing with what they know; Being willing to have a go
Active Learning Being involved and concentrating; Enjoying and achieving what they set out to do; Keeping on trying
Creating and thinking critically Having their own ideas; Making links; Choosing ways to do things
Parents/Carers comments
Other professionals involved
Key Person Signature Parent/Carer Signature Date completed

Communication Passport

Things I like:	Things it will help you to know about me:	Things I don't like:
When I am happy I	<p><u>Communication Passport</u></p> <p>Name:</p> <p>D.O.B:</p> <p>Setting:</p>	When I am sad I
When I am anxious I	When I am distressed these things help me	When I am angry I
Moving around and staying safe:	These people help me (e.g. Physio, Speech & Language Therapist):	My self-help skills:

Early Years Foundation Stage – Summary of Key Information on Transition

Name of Setting	Name of Child	Date of Birth								
Date started at setting	Other settings attended	Pattern of attendance/number of sessions Mon, Tue, Wed, Thurs, Fri								
Home Language SEN statement and/or most recent review.	Name of child's new setting or school	Additional information <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Looked after child</td> <td style="width: 20%;">Yes/No</td> </tr> <tr> <td>Personal education plan included</td> <td>Yes/No</td> </tr> <tr> <td>Common Assessment Framework</td> <td>Yes/No</td> </tr> <tr> <td>Child Protection Plan</td> <td>Yes/No</td> </tr> </table>	Looked after child	Yes/No	Personal education plan included	Yes/No	Common Assessment Framework	Yes/No	Child Protection Plan	Yes/No
Looked after child	Yes/No									
Personal education plan included	Yes/No									
Common Assessment Framework	Yes/No									
Child Protection Plan	Yes/No									
Photo of child	SEN Code of Practice: What stage? Please circle Pre IEP, IEP – Early Years Action, Early Years Action Plus, Other Type of intervention: e.g. Speech & Language, Behaviour Plan Impact? Last review date: Please attach, and list below, any relevant documentation e.g. SEN statement and/or most recent review, Communication Passport, Learning & Development, Transition Summary	General information relating to dietary needs, health, allergies.								
	Other professionals involved									
Key Person										
Signed										
Date.....										

Early Years Foundation Stage – Learning and Development Transition Summary

Setting:

Name:

Date of Birth:

Age in Months:

Key Person:

Personal, Social and Emotional Development	Physical Development	Communication and Language
Self-confidence and self-awareness e.g. 30–50 B Months	Moving and Handling Months	Listening and attention Months
Making relationships Months	Health & self-care Months	Understanding Months
Managing feelings and behaviour Months		Speaking Months
Next Steps to support learning and development	Next Steps to support learning and development	Next Steps to support learning and development

Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Reading Months	Numbers Months	People and communities Months	Exploring and using media and materials Months
Writing Months	Shape, space and measures Months	The world Months	Being imaginative Months
		Technology Months	
Next Steps to support learning and development	Next Steps to support learning and development	Next Steps to support learning and development	Next Steps to support learning and development

Comments relating to the 3 Characteristics of Effective Learning: (See 'Development Matters in the EYFS')

Playing and Exploring
Finding out and exploring; Playing with what they know; Being willing to have a go

Active Learning
Being involved and concentrating; Enjoying and achieving what they set out to do; Keeping on trying

Creating and thinking critically
Having their own ideas; Making links; Choosing ways to do things

Parents/Carers comments

Other professionals involved

Key Person Signature

Parent/Carer Signature Date completed

Early Years Developmental Journal

The new Early Years Developmental Journal is designed for families, practitioners and others to use as a way of recording, celebrating and supporting children's progress. It is also for people who would like to find out more about children's development in the early years. It supports key working by helping everyone involved with a child to share what they know and discuss how best to work together to support development and learning. This Journal is particularly useful if you know or suspect that your child or a child who you are helping is unlikely to progress in the same way or at the same rate as other children - whether or not a particular factor or learning difficulty has been identified and given a name.

Download a full copy of the report here:

http://www.ncb.org.uk/media/894183/early_years_developmental_journal2013.pdf

Families of some disabled children/children with SEN may also be using other Early Support resources alongside or integrated in their IEP. These additional materials celebrate progress, support shared planning, and include other Early Support Developmental Journals for children with specific identified needs. Some may also use a Family File and Service Plan to identify next steps and priorities for both the family and the child. The transition document should clearly take account of, and value all the information provided and should be developed with the parents/carers to ensure it is relevant and appropriate for them.

All Early Support Materials are available from: [Http://www.ncp.org.uk](http://www.ncp.org.uk)

Glossary

F1; Foundation 1 (4-5yrs old)

F2 Foundation 2 (3-4yrs old)

F3 Foundation 3 (2-3yrs old)