

Smooth Transitions in the Early Years: A Good Practice Guide



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Introduction

This guide is designed to support all Early Years practitioners in Oxfordshire to prepare children for transition*. The guidance has been compiled in accordance with Government legislation and guidance.

Smooth transitions within the EYFS depend on a commitment from all professionals involved to develop positive communication links. In order to promote continuity for all children experiencing transitions between settings, it is important that there is a shared approach between all those professionals involved.

***transition – for the purpose of this document, refers to any changes in provider that a child may experience, in particular the transfer of children to school.**

Key principles for good practice in supporting successful early years transitions

Unique Child

- Recognise that all children, can be vulnerable at times of change, particularly those with additional needs e.g. those with a Special Educational Need (SEN) or a child in care. Planning for these children will need additional, flexible support.
- Prepare the child for change. It is important that all children experience a positive transition. With appropriate preparation and understanding, children are more likely to feel secure and settle more easily into their new environment. It is here that the Early Years Summary/Transfer Form can act as a supportive tool within the transition process.

Positive Relationships

- Transitions can be eased by careful proactive planning, sharing of information and mutual visiting between parents, carers and professionals.
- Listen to and acknowledge the important role of parents and carers throughout this process
- Work together. An essential element of an effective transition is for childminders, settings and schools to work together, to establish a clear understanding of one another's aims, purpose and philosophy.
- Sign post families to health services e.g. Health visiting and School health nursing
- Offer a range of opportunities for parents/carers to access information about the transition process, e.g. open days, information events, consultations, newsletters.

Enabling Environments

- Children cope better with transitions when conditions are similar, communication is encouraged, and the process of change takes place gradually over time
- The emotions that come with change can be successfully handled by children when their new setting/school has a clear, welcoming procedure.

Children learn and develop in different ways and at different rates

- Ensure that consideration is given to the child's holistic needs. It is important to ensure that the continuity of children's experiences involves all aspects of their care and learning

See 'All about me' in the Appendix 4, it is good practice to complete this with the child and their family.

Guidelines for good practice

When preparing a child for school, it is important to remember that the preparation is not about assessing his/her academic skills. It is about helping him/her to develop positive self-esteem and confidence. A positive disposition will promote a child's readiness for school.

- Visiting the new setting or school plays an important part in dispelling fears of the unknown. Encouraging the child to use a digital or disposable camera on such visits can help to make the environment more familiar for the child. This supports a personalised approach and the autonomy can be very empowering for the child. The photographs can then be shared by the child and discussed in the security of a familiar setting.
- Where an individual child transfers to a new setting, for example after moving house, the principles of good practice remain the same. The setting should aim to offer the same positive transition experiences.
- Effective communication with parents and carers is crucial in ensuring a smooth transition; children may disclose their concerns at home. Staff and parent relationships need to be positive to ensure that this information is shared in order that the appropriate support is offered. Ideally parents, including fathers, should be involved in any planning as parents have a wealth of knowledge that professionals can draw on.
- The key person has a particular role to play in supporting and preparing the child for transition; particularly children who may experience feelings of sadness and resistance before leaving a setting, especially if he/she has been there for a very long time.
- Use stories to explore the new situations that the child will experience when he/she moves. Stories, particularly open ended ones, can empower a child to reason and problem solve independently.
- Acknowledge a child's relationships with both adults and children. Having friends in the same class may help children adjust to the demands of the new environment.
- Recognise that a child needs time to settle and that a period of regression is quite normal, for a child to stand and watch before joining in is quite usual and appropriate.
- Regular transition meetings between settings and schools enable important information to be shared and transition arrangements agreed. A partnership agreement can be put in place at this stage (between parent, school and setting, see appendix 11)

- A Transition Policy will help clarify the process of transition for all stakeholders and ensure that they are clear about the principles and practice. A suggested model policy is included in Appendix 10

Involving Parents and Carers in the Transition Process

In order to develop a shared understanding and an equal partnership, communication between setting, school and parents/carers is essential during the transition process.

Parents and carers are their child's first and foremost educators. We need to listen to what they can tell us about their children and accept that as parents and carers, they have a wealth of knowledge that we would do well to heed.

We need to be knowledgeable about a child's ethnicity, language and dialect, community and locality if we are to offer them familiar sights, sounds and experiences that will help them settle. Sending a child to a new setting or class can be a daunting experience for parents and carers as well as children! Many parents and carers bringing their children to a setting for the first time may have unhappy memories about education. It is vital that we put ourselves in their position and look closely at how we can make our settings and schools welcoming and less threatening to new parents so that they, in turn, can give positive messages to their children.

Parents and carers are keen for their children to be happy and successful at school. They want to know that:

- their child will be safe and nurtured
- the school/setting will value the learning from home
- the school/setting will respond to and value children's cultural background
- the school/setting will respond to the needs of their child – particularly if they have disabilities
- the school/setting will get to know their child and respond to their uniqueness.

Involving a parent/carer fully in the transition process can reduce anxiety greatly for them and for their children.

Children Who Attend More Than One Setting

Some children will attend more than one setting during the course of the day, for example a breakfast club, school, after school club and/or a childminder. For these children it is vital that all practitioners work in partnership to exchange information. The Summary/Transfer Form should be completed by the setting where the child spends most of their time in collaboration with other provider information. Other settings attended by the child may complete a Summary/Transfer Form should they wish to.

Children with Additional Needs

The Special Educational Needs and Disability Code of Practice 2015 says that a child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'

Transition should be a process which involves parents/carers, child, setting and receiving setting. A child's transition from home to a preschool setting or from a setting to school can be an anxious time, particularly if there are additional needs with regard to their development of speech and language and communication, health and physical needs or general development. Periods of change can be made less daunting if parents' and carers' views are respected and they feel that they have made a suitable contribution to what will happen when their child moves to a new setting.

- During a child's time in a preschool setting the setting Special Educational Need Coordinator (SENCo), and the child's key person will have had regular meetings with parents or carers for discussion and to facilitate liaison with other professionals.
- As preparation for transferring to school a transition meeting for parents with the SENCo at the school and, when appropriate, other professionals supporting the child should be arranged. The transition meeting is a partnership between parents/carers, preschool setting and school.
- Outside agency reports and records such as completed and current SEN Support Plans are an important addition to the Early Years Transfer Record and must be passed to the school or new setting when the child leaves.
- Medical care plans and any relevant adjustments must be discussed at the transition meeting.
- Some children with additional needs may require extra visits to their new school prior to the term before starting. These can be arranged during the transition meeting at the school as well as any additional support such as a new visual schedule or tailored admission plan to ensure a smooth transition.

Please refer to the Transition Plan included in the appendix.

Looked After Children

Definitions

A child is defined as being “looked after” by a Local Authority if he or she is in their care or is provided with accommodation for a continuous period of more than 24 hours by the authority. There are four main groups:

1. Children who are accommodated under a voluntary agreement with their Parents, there is no court proceedings and the parents retain parental responsibility. **(Section 20)**
2. Children who are subject to a care order **(Section 31)** or interim care order **(Section 38)**. This is made if the court thinks a child is likely to suffer significant harm. A care order gives shared parental responsibility between the Local Authority and the parents.
3. Children who are the subject of emergency orders for the protection of the child **(Sections 44 and 46)**.
4. Children who are compulsorily accommodated, including children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement **(Section 21)**

Under section 22 (3A) of the Children Act 1989, local authorities have a duty to promote and monitor the educational achievement of Looked After Children **(LAC)**. Section 99 of the Children and Families Act 2014 imposes a requirement for an officer to be appointed to discharge this duty, sometimes referred to as a ‘Virtual School Headteacher’.

As Looked After Children can have a number of care placements they may, as a result, have more changes in education placements. It is important that extra vigilance is given to any issues in development so that these can be identified and an early intervention provided to ensure potential is maximised.

Where transitions occur the Virtual School should be consulted to avoid choosing a school that is unlikely to meet the child’s needs. Looked After Children are given the highest priority within school admission arrangements.

To make sure a smooth transition is achieved here may need to be an enhanced programme of visits provided to enable the child to make new attachments with staff and become comfortable in the new provision. Each provision should have a coordinator responsible for Looked After Children who acts as the main contact for social workers, carers and any other professionals involved whilst the child is at their provision.

A good transition will involve a sharing of information between the two provision coordinators or the Designated Teacher in a school setting.

For more detailed information regarding moving educational provision refer to the following guidance documents on the Virtual School webpages: transition checklist and protocol for moves and absences.

All Looked After Children aged 2+ who attend an educational provision are required to have a Personal Education Plan (PEP) which records both care planning information as well as educational next steps to ensure appropriate progress is made.

A Personal Education Plan (PEP) is drawn up in a meeting including the child, parents/carers and all relevant professionals. For more detailed information regarding the PEP process please consult the guidance documents.

<https://www.oxfordshire.gov.uk/cms/public-site/virtual-school-looked-after-children-and-care-leavers-0-25>


You may have Looked After Children on your roll from more than one local authority. Each authority will have their own system for organising and recording this progress and their social workers or Personal Education Plan Co-ordinators will provide appropriate documentation.

A small number of children may have an Education, Health and Care (EHC) plan. This is usually where needs are complex and provides a written record of the special provision that must be put in place for the child. For more detailed information regarding the EHC plan process consult the guidance documents.

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>.

Timeline for Transition in the Early Years (Childminders, settings and schools)

The routines and processes in place that support all transitions must be flexible to ensure the needs of individual children and their families are met. Where possible, children will need time to become familiar with their new surroundings, at their own pace and with support from their key person.

 12 Months preceding transfer to school					
Transition planning is a continuous and evolving process and can be adapted to meet the needs of the individual child. Many activities such as joint meetings between settings, childminders and school staff can be on-going throughout the year. Similarly it is good practice for joint events such as outings or picnics to happen throughout the year. The dates in the boxes are suggestions that may need to be adjusted.					
Autumn 1 September-October (Prior starting school)	Autumn 2 November- December	Spring 1 January-February	Spring 2 March-April	Summer 1 and 2 May-July	Autumn1 September - October (Starting school)
Allow for settling in period in setting. Review transition process re: children who have just started.	Continue to establish close links with main feeder setting/school.	Check that the school admission form has been completed by parents/carers.	Schools and settings to start arranging transition plan meetings for children with additional needs.	School staff to visit Early Years settings. Complete the Early Years paperwork in transition pack; share this with parents. Induction visits to school with parents/carers and/or with setting staff. Early Years summary/transfer form sent to school. Add extra transition visits for late notice families.	Allow settling in period, evaluate process.

Oxfordshire Early Years Summary/Transfer Form.

Please refer to the guidance notes when completing this form

Child's Full name:		M/F	UPN if allocated:		LAC: Y/N EHA: Y/N		Belonging Authority:				
Name used if different from above:											
Parental Responsibility:			Pupil Premium Y/N			Date of progress check at 2 years: Area of concern:					
Date of Birth:	Age in months at time of assessment:			Form completed by:			Date completed:				
Name and address of setting/childminder:					Date of entry:			Date of leaving:			
Key Person:					Contact number:			Hours per week:			
Other settings attended:					Does the child have additional needs? Y/N <i>(if yes, please also complete EYFS SEN Transition Plan)</i>						
Language(s) spoken at home by the child:					Language(s) used by family to the child:						
Transferring to:											
Current achievements in Prime Areas of Learning: (Key - E=entering D=developing S=secure)											
Communication and Language											
Listening and Attention	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S							
Understanding	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S							
Speaking	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S							
Physical Development											
Moving and handling	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S							
Health and self-care	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S							
Personal, social and Emotional Development											
Self-confidence and self-awareness	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S							
Managing feelings and behaviour	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S							
Current achievements in Specific Areas of learning: (Key - E=entering D=developing S=secure)											
Literacy											
Reading	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S							
Writing	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S							
Mathematics											
Numbers	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S							
Shape, space and measure	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S							
Understanding the world					Expressive Arts and Design						
People and communities	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S	Exploring and using media and materials	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S		
The world	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S	Being imaginative	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S		
Technology	16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S		16-26 E D S	22-36 E D S	30-50 E D S	40-60 E D S		
Characteristics of Effective Learning:											
Engagement			Motivation				Thinking				

Oxfordshire Early Years Summary/Transfer Form

Please refer to the guidance notes (Appendix1) when completing this form

Significant information: <i>(e.g. attendance, special interests, favoured areas e.g. small world, friendships, individual needs, likes and dislikes, fears)</i>	
Has an Early Help Assessment form been completed (TAF)?	
Medical information: <i>(including allergies and special dietary requirements)</i>	Is a Care Plan in place?: Y/N
Other agency involvement: <i>(please give details i.e. names and contact details)</i>	
Parents'/Carers' comments:	
Child's comments:	

Key Person.....
Date.....
Manager/Lead Practitioner
Date.....

I acknowledge the content of this form and agree that (insert name of provider) can pass this information on to my child's school.

Parent/Carer.....
Date.....

Please note that personal details supplied on this form will be held and/or computerised by (insert name of provider) for Education purposes only. The transfer from will be passed onto the receiving setting only.

Personal details will be safeguarded and will not be divulged to any other individual or organisations for any other purposes.

Organisations must comply with GDPR 2018 requirements

Restricted

Transition Action Plan (children with additional needs)

Transition Action Plan foras discussed at transition plan meeting on

Name of current setting (if applicable)

New Setting/School

Start date

Who attended the transition plan meeting:		
Name	Relationship/Role	Contact Details
Other people involved with :		

Please note the following to indicate the interventions currently in place:

SEN Support Needs: **Y** **N** Education and Healthcare Plan: **Y** **N**

Inclusion funding: **Y** **N** Additional Funding: **Y** **N**

Comments:

What things will really help to make a positive transition (see prompts on page 2)?

What will help	Who will be involved and what will they do	When by

Training Needs for receiving school/setting

Resources needed

Actions (include date to review progress towards implementing this plan)

Date:

cc:

Please attach the child's current SEN Support Plan and most recent review as well as any relevant reports.

Prompt sheet to help with Transition meeting/making a plan

It may also be useful to refer to the SEN Toolkit www.oxfordshire.gov.uk/cms/public-site/early-years-sen-toolkit

Communication Needs: e.g. ways of expressing self, help needed to understand

Social Emotional and Behaviour Needs: e.g. how to help be calm and feel secure

Learning Needs:

Personal Care Needs: e.g. sleep, toileting, eating and drinking

Safety Needs:

Sensory Needs:

Physical Needs:

Medical Needs:

(see 'Managing medicine in schools and EY settings')

Plan Visits:

Plan first day/week: What needs to be in place on day 1?

Plan arrangements for communication between home and school

Appendices

1. Information sharing
2. Oxfordshire Early Years Transfer Form Guidance Notes (pg.18)
3. Transition Action Plan example (pg.21)
4. All About..... (pg.25)
5. Communication chart (pg.26)
6. Communication chart - example (pg.27)
7. EYFS Transition Audit (pg.28)
8. Moving Educational Provision - Transition checklist, VSLAC (pg.32)
9. EYFS report on transfer at the end of the Early Years Foundation Stage (pg.33)
10. EYFS report guidance (pg.36)
11. Transition policy (pg.39)
12. Early Years - School Readiness Partnership Agreement (Exemplar)

Information sharing – Appendix 1

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe.

Sharing information of a sensitive and/or safeguarding nature, during transition time, can sometimes be a cause of anxiety for practitioners. Remember to follow the Seven Golden Rules for sharing information.

The seven golden rules to sharing information

1. **Remember that the General Data Protection Regulations, Data Protection Act 2018 and human rights laws are not barriers** to justify information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately;
2. **Be open and honest** with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so
3. **Seek advice** from other practitioners or your information governance lead if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible;
4. Where possible share with consent and, where possible, respect the wishes of those who do not consent to having their information shared. **Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful reason to do so**, such as where safety may be at risk. You will need to base your judgment on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared;
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and wellbeing of the individual and others who may be affected by their actions;
6. **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (Practitioners must always follow their organisation's policy on security for handling personal information);
7. **Keep a record of your decision and the reasons for it** - whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

Appendix 2 - Oxfordshire Early Years Transfer Form Guidance Notes

The Early Years Transfer Form must be completed for all EYFS children moving into school.

The observations and assessments that you have already completed for each child will support you with this.

The aim of the document is to provide a clear summary of information relating to the child's learning and development. It should be completed as part of a transition process and not in isolation. This is to ensure continuity and progression in planning for children's learning as well as consistency in practice to meet the needs of each individual child.

Further guidance regarding good transition practice is contained in the accompanying Transition Guidance Pack.

*Parental permission **must** be obtained prior to this information being transferred.*

Completing the Form

Personal Details

Please give details of the child and setting in the boxes at the beginning of the form including:

- **DOB/Age in months at time of assessment** - Please write the child's date of birth and the child's age in months.
- **EHA** - If an Early Help Assessment has been completed for the child, you only need to state 'yes'.
There is no need to include any further information on the form.
- **LAC** - Indicate whether the child is a Looked After Child (LAC) and which is the Belonging Authority.
- **Key Person** - Give details of the child's Key Person at the setting.
- **Language(s) spoken at home by child**. E.g. the main language(s) the child speaks at home.
- **Language(s) used by family to the child**. E.g. language(s) spoken by parents and extended family.
- **Other settings attended** - Give details of any other pre-school, nursery or childminder the child attends.
- **Transferring to** - Record name of the school the child is expected to attend at the time of this summary.
- **Additional needs** - E.g. Does the child have additional needs regarding speech & language? Are there behavioural concerns? Is the child on the Special Education Needs (SEN) or Gifted and Talented (G &T) register? If yes, please complete the **transition action plan in addition to this summary form**.
- **Date of Entry/Date of Leaving/Hours per week** - Give details of starting and leaving date. Please also give details of how many hours a week, the child is due to attend. Please make further comment in significant information about attendance patterns.

Prime Areas of Learning

Please provide a summary of the child's achievements in each of the prime areas including Communication and language, Physical development and Personal, social and emotional development. Please also include any next steps that you have identified for the child.

Specific Areas of Learning

Please provide a summary of the child's achievements in each of the specific areas. Please include any next steps you have identified for the child, particularly in Literacy and Mathematics.

Aspects of Learning

Please enter E (entering), D (developing) and S (secure) in the appropriate age band/s for each aspect of learning or whatever system your setting currently uses.

Entering – this means that the child is ready to begin progressing through this age band

Developing – this means that the child is still embedding learning and is not quite secure in this age band i.e. some of the statements of learning have been assessed

Secure – this means that the child is competent in this age band and their development reflects the majority of statements in this age band

The non-statutory guidance material for the EYFS and your own observations, assessments and records will provide you with this information. Age bands should be shaded in using a 'best fit judgment'. This means that the child's development reflects the majority of statements within that age band.

Characteristics of Effective Learning

Please provide a summary of the elements of characteristics of effective learning that the child displays during their play. Please use pages 6-7 of 'Development Matters in the EYFS' as guidance.

Significant information

E.g. attendance patterns, special interests & preferred learning styles, friendship groups in setting, changes in circumstance at home such as toileting issues, birth of a sibling, separation/divorce, house move. Please include anything that will support the child's emotional well-being as they transfer into their new school.

Medical information

E.g. allergies, medication, glasses, hearing aid, current medical conditions
N.B. Parents will need to provide the school with up-to-date medical information prior to the child starting school.

Other agency involvement

E.g. educational psychologist, speech & language support, social care.
Please include details of a named person to contact within the service involved.

Parents'/Carers' Comments

Throughout the child's time in your setting there should be ongoing communication with parents/carers. It is important that the Key Person and parents/carers meet regularly to share their knowledge of the child.

On completion of the Early Years Transfer Form, the setting should arrange to meet the parents/carers. The form should form the basis of a discussion where parents/carers are invited to contribute. The parents should receive a copy for their keeping.

Child's Comments

Please record any views the child has about their time while at the setting.

What to do with the completed Transfer Form

Once the Summary/Transfer Form has been completed it must be sent to the child's school. It is the responsibility of the current setting to ensure that the child's school receives the form **before** the child moves and preferably before the last two weeks of term. Please do **not** give this form to the child's parents/carers to take to the school but as stated above, they should receive a copy of their own to retain.

Important Note

The Summary/Transfer Form is intended for information to be shared between pre school settings and schools so that each child's learning journey can be supported. It can also be used as the child's final summary report.

Security Disclaimer

The information contained in the Summary/Transfer Form should be treated confidentially and all due care and attention should be taken by the practitioner completing the form. It is the responsibility of each setting to ensure that the information is stored and transferred securely.

It is recommended that the Summary/Transfer Form is handed to the receiving school in person at transition meetings (refer to Transition Guidance Pack for further details). When this is not possible, the information should be sent by Recorded Delivery post. Any data transferred electronically must conform to the Data Security Protocol. **Under no circumstances should this information be sent via email or any other unprotected format.**

Appendix 4

Transition Action Plan for Joel as discussed at transition plan meeting on May 10th 2017

Name of current setting (if applicable) - Moonlight pre-school

New Setting/School - Sunshine Primary

Start Date September 2017

Who attended the transition plan meeting:		
Name	Relationship/Role	Contact Details
John Jackson	Father	
Ana Garcia	SENCo from pre-school	
Shaan Lee	SENCo from new school	
Michael Weber	Speech Therapist	
Other people involved with Joel		
Claire Jackson	Mother	
Molly Akintola	Early Years SEN teacher (report sent to meeting)	

Please note the following to indicate the interventions currently in place:

SEN Support Needs: **Yes** ✓ **No** Education and Healthcare Plan: **Yes** **No** ✓

Inclusion funding: **Yes** **No** Additional Funding: **Yes** ✓ **No**

Comments: Joel has received additional funding since January 2017 so is supported for the equivalent of 15 hours per week in order to keep him safe and work towards outcomes on his SEN support plan (see attached)

What things will really help to make a positive transition (see prompts on page 2)?

What will help	Who will be involved and what will they do	When by
Joel will need a signing environment	<ul style="list-style-type: none"> • Signing training will be provided for the school by the SALT. One session in July and a follow up in September. • Oxfordshire signing booklet emailed to school today • Signing resource pack emailed to school today as well as demonstrated at meeting. • Ongoing support for learning new signs: Makaton web site for sign of the week and printable resources some of which are £1.99 each. 	Dates for training – July 12 th 2017 at 3.30pm to 5.00pm and Sep 20 th 3.30 pm to 5.00pm

<p>Joel will need pictures to help him understand the routine, expectations and choices.</p> <p>1) He has a visual timetable which shows the routine and when anxious it helps to look together at what has happened already and what is coming next.</p> <p>2) Joel is supported during transition times by now and next board</p> <p>3) Joel is helped to make choices about what he wants to do by using a choice board with 3 pictures on it that he can choose from.</p>	<p>Joel is supported well at pre-school with the visual support described. The new class teacher will visit Joel at pre-school and video him using these resources. Parents are happy for this video to be shared with the new EYFS team at a staff meeting before September.</p> <p>School will make the resources and have them in place so that they can be used on Joel's first day.</p>	<p>School visit planned for June 15th, 2017.</p> <p>Staff meeting to take place before the end of July.</p> <p>Resources ready in time for Joel's first day.</p>
<p>There are times when Joel becomes distressed and anxious. He shows this by becoming very restless, shouting and sometimes hurting others – usual triggers are transition, change, loud noises and when required to sit as part of a large group.</p>	<p>At these times Joel needs support to calm himself by having an adult sit with him in a quiet area, to look at one of his favourite books whilst firmly stroking his back. Weighted cushion recommended by Occupational Therapist at recent multi-disciplinary assessment</p> <p>Quiet area needed. Order weighted cushion</p>	<p>Agreed that the book area would be a suitable quiet space.</p> <p>Shaan to order weighted cushion asap which will be used by the setting for the rest of the term and transfer to school with Joel.</p>
<p>Joel has very limited concentration and flits from one activity to another. He likes trains but needs support to develop other play interests.</p>	<p>Joel will need adult support to choose a variety of different play experiences and to help him find ways of becoming more 'involved' in a greater range of activities.</p> <ul style="list-style-type: none"> • When Joel first starts it will be important to have trains out. • Support interest in other activities through use of trains e.g. trains in paint. • Adults will need to use descriptive commentary. • Adults will need to model play 	<p>Shaan and Ana will work together with support from EYSEN team to request additional funding transfers to school in September 2017</p>
<p>Joel generally plays alongside other children and avoids group times.</p>	<p>Plan small group times and adult support.</p>	<p>Shaan and Ana will work together with support from</p>

<p>He will need adult support to develop shared play and will need to take part in small group times.</p>		<p>EYSEN team to request additional funding transfers to school in September 2017</p>
<p>Joel is learning to use the potty at home and at pre-school but he is very anxious about this. He refuses to sit on a toilet and needs an adult to encourage and reassure him to use the potty. He is likely to continue to need a potty at school – when he first starts.</p>	<p>John and Claire will bring Joel's potty to school each day as this is familiar to Joel.</p> <p>School will ensure that there is an adult available to support Joel in this way.</p>	<p>Shaan and Ana will work together with support from EYSEN team to request additional funding transfers to school in September 2017</p>
<p>Joel is a quick mover when he sees an opening and it will be important to ensure he is not able to run off or escape when doors are opened. A risk assessment will need to be completed before Joel starts at school.</p>	<p>John would like to visit the reception class and help write a risk assessment so that he can be confident that Joel will be safe.</p>	<p>June 13th – John will visit class and work with Shaan to write RA</p>
<p>Joel finds change difficult and will therefore benefit from additional visits to school and a photo album to help him share these visits with his family. John and Claire are in the process of preparing an 'All about me' with Joel including photographs that he will be able to share with his new teacher and 'friends'.</p>	<p>Joel will visit the reception class every week for an hour supported by Ana. They will bring a camera and take photos of things that Joel likes and things that it will be helpful for him to have a record of.</p>	<p>Ana and Shaan to arrange dates starting from after half term.</p> <p>Joel and Ana will bring a copy of Joel's 'all about me' on their first visit.</p>

Training Needs for receiving school/setting

- Signing
- Descriptive Commentary – available as part of Transition Training on September 12th, 2017
- Use of a visual environment – available as part of Transition Training on September 12th, 2017
- Strategies to encourage social communication - available as part of Transition Training on September 12th, 2017

Resources needed

- Visual time table with photos
- Choice board and now and next board with photos
- Weighted cushion
- Potty (from home)
- TA support – full time to start with

Actions (include date to review progress towards implementing this plan)

- See plan for actions
- Shaan to book transition training with Molly from the EYSEN team
- Ana will ensure that all SEN paperwork including the most up to date SEN support plan is passed on to the school before the end of term
- Shaan will arrange a review date with parents and SALT in early October but will make sure a daily communication is established with the class teacher. Email would suit John and Claire.
- Meeting arranged at Sunshine primary - July 5th at 3.30pm to review progress of plan and discuss any concerns.

Date: May 10th 2017

cc:

John and Claire Jackson
Shaan Lee at Sunshine Primary
Ana Garcia at Moonshine pre-school
Michael Weber Speech and Language Therapist
Molly Akintola, Early Years SEN Teacher

Please attach the child's current SEN Support Plan and most recent review as well as any relevant reports.

Appendix 3

All about.....

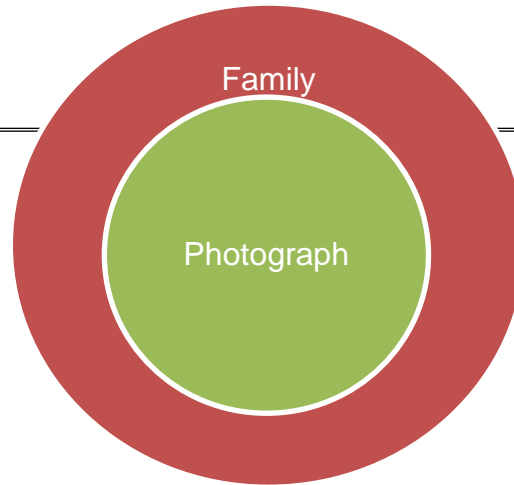
People who are important to me?

This is how I communicate? (If needed include a communication chart)

What do people like and admire about me?

What's important to me?

Likes & dislikes (What makes me happy and sad?)



What's important to keep me healthy & safe?

My Culture

Appendix 5

Communication Chart

.....'s Communication Chart

When does this	We think it means	And we should

Adapted from 'Filling in the All About Me' A guide for parents by Oxfordshire Family Support Network

Appendix 6

Communication Chart (completed)

Joel's Communication Chart

When Joel does this	We think it means	And we should
Taps his mouth with his hand	He wants something to eat	Offer him something e.g. banana or apple and encourage him to choose

Adapted from 'Filling in the All About Me' A guide for parents by Oxfordshire Family Support Network

Appendix 7

EYFS Transition Audit

All Transitions

Do you:	Evidence	How could it be improved?
Meet with senior management and all relevant staff well in advance to discuss and evaluate policies for transition and settling? Do management give special consideration to times of transition (for children, parents and staff) and ensure that staff have enough time to prepare?		
Organise and support a full home visiting programme?		
Allocate sufficient time for preparing staff/parents/children and for staff to access, read and share information?		
Plan a programme of formal visits and frequent drop-in sessions?		
Share transition plans with parents (and children, where relevant)?		
Evaluate correspondence to parents? Is the tone welcoming, the information direct? Does it invite parents to become involved in the process and suggest ways they can help you to help their child?		
Allow children (and staff helping them to settle) time for the settling process, to regress a little, to stand and watch others until they are ready to join in , to keep their parent, carer or transitional object with them as long as the want?		
Respond sensitively to parents anxieties? Are you aware of why some parents are overanxious (for example, their first child or last born, or has health problems, or the family has domestic difficulties)? Are you supportive, but firm, with parents who put their own needs first (due to, for example, work commitments)?		

<p>Plan how to support and enable parents settling their children? Do you offer flexibility at the start of sessions so that parents stay as long as they need, a place for them to go when they first leave very young children for a short while, opportunities for them to meet and chat with other parents going through the same experience?</p>		
---	--	--

Home to Setting

Do you:	Evidence	How could it be improved?
Offer home visits?		
Plan a timetable for home visits, including interpreters and the child's Key Person?		
Prepare welcome packs?		
Develop an admission form/home visiting format that allows parents to tell you everything they want you to know about their child?		
Use this information to plan the learning environment (for example, responding to children's schemas)?		
Use photographs of the child and their family (taken with parental permission) for labels and in welcoming displays?		
Offer staggered admissions/transition?		
Ask older children to prepare materials and information that they think will be helpful to new children?		
Offer flexible/staggered start times and individual settling programmes?		

Access and read all incoming information on individual children, highlight those likely to be vulnerable and have special or additional needs, and brief all relevant staff?		
Review each child's settling on a daily basis with parents and key staff?		

Between EYFS settings

As well as the above, do you:	Evidence	How could it be improved?
Visit and observe children in their previous setting?		
Provide as much information as possible about your setting?		
Talk about funding entitlements for children?		
Ensure that children will still have constant access to outdoors and resources necessary for all the areas of learning in the EYFS?		
Use a staff member as a 'bridging person' who moves between the settings to support children with the move?		
Talk with parents about the EYFS and how you plan for children's progress across settings?		

From EYFS setting into reception

As well as the above, do you provide opportunities:	Evidence	How could it be improved?
For children and parents to visit Year 1 classrooms and relevant staff well in advance of the move?		
Talk about funding entitlements for children?		

For Year 1 staff to spend time observing children at play, the organisation and routines of EYFS classes, EYFS staff supporting child-initiated activities?		
For EYFS practitioners to share the EYFS profiles with Year 1 staff, and explain how the profiles can help establish starting points for each child?		
For children to raise questions, talk about their concerns, and to have these feelings acknowledged?		
For children to reflect upon and share their achievements with Year 1 staff?		

For children to talk about how they would like to handle the move and incorporate their suggestions?		
To commemorate their 'graduation' from the EYFS, with, for example, a party, assembly or souvenir book?		
As Year 1 staff do you also:	Evidence	How could it be improved?
Familiarise yourself with the EYFS guidance and materials supporting transition into Key Stage 1?		
Initially need a modified EYFS curriculum (such as, children who are summer-born, very active or have had a disadvantaged Early Years' experience?		
Invite parents to an informal session soon after the transition to the children can show off their new class and teacher?		

Appendix 8



Oxfordshire Virtual School for Looked After Children Moving Educational Provision- Transition Checklist

Virtual School must be made aware of any planned school transfer. If the transfer is other than at the end of year 6 or 11, a planned school transfer request form must be completed by the social worker and permission for the move sought from the Virtual School Headteacher and Corporate Parenting Manager.

- ✓ Arrange a meeting between the current and the new educational provision, including the young person, parents/carers, social worker and any other professionals involved in the education of that young person. Ensure that key information is passed across and the young person is introduced to new staff. Ensure the young person has the opportunity to ask any questions and is prepped to talk about their strengths and success in their current educational provision- perhaps they can show a piece of work they are proud of.
- ✓ Arrange for the young person to visit the new provision for at least half a day. If possible match them with a buddy and get them to meet their new teacher/form tutor.
- ✓ Set the date of the first PEP in the new provision and ensure staff from the current provision can attend as a final handover/goodbye.
- ✓ Ensure any support is set up in the new provision so there is no delay after the child starts
- ✓ Ensure files, supporting documents etc are transferred over. Virtual School will arrange for the ePEP to be transferred- make sure it is complete and processed otherwise your payment may go to the wrong school!
- ✓ Ensure teachers in the new school have been briefed of any particular needs of the young person, and their most recent progress and attainment data.

In the case of unplanned/emergency school moves:

When the above planning cannot take place because a child moves suddenly, the following is good practice

- ✓ Contact the new school to discuss the needs of the child, support in place and transfer of any files, controlled assessment and other information.
- ✓ If possible, send a representative from the school that the child has a good relationship with to the first PEP at the new school- this is to handover any final information and ensure a positive ending for the child. This can also include handing over of any goodbye cards that staff or other children have chosen to send.
- ✓ Give the child the opportunity to come back to your school for a day to say good bye and ensure a positive ending.

Appendix 9

EARLY YEARS FOUNDATION STAGE REPORT ON TRANSFER AT THE END OF THE EARLY YEARS FOUNDATION STAGE	
Name	
D.O.B	
Setting/School	
Date	

Date of admission to F1 (Reception)

Number of authorised absences **Receiving support for**
SEN/EAL

Number of unauthorised absences **Documentation for SEN/EAL**
to follow

Characteristics of effective learning	How (name of child) learns
By playing and exploring: <ul style="list-style-type: none"> finding out and exploring using what they know in their play being willing to have a go 	
Through active learning: <ul style="list-style-type: none"> being involved and concentrating keeping on trying enjoying achieving what they set out to do 	

By creating and thinking critically

- having their own ideas
- using what they already know to learn new things
- choosing ways to do things and finding new ways

Key for assessment at the end of the EYFS:
EMERGING = not yet at the level expected at the end of the EYFS. **EXPECTED** = at the level expected at the end of the EYFS. **EXCEEDING** = beyond the level expected at the end of the EYFS.

Area of learning		Aspect	Emerging	Expected	Exceeding
Communication and language	ELG01	Listening and attention			
	ELG02	Understanding			
	ELG03	Speaking			
Physical development	ELG04	Moving and handling			
	ELG05	Health and self-care			
Personal, social and emotional development	ELG06	Self-confidence and self-			
	ELG07	Managing feelings and			
	ELG08	Making relationships			
Literacy	ELG09	Reading			
	ELG10	Writing			
Mathematics	ELG11	Numbers			
	ELG12	Shape, space and measures			

Understanding the world	ELG13	People and communities			
	ELG14	The world			
	ELG15	Technology			
Expressive arts and design	ELG16	Exploring and using media and			
	ELG17	Being imaginative			

Appendix 10

Early Years Foundation Stage Profile Report – GUIDANCE

Area of learning		Aspect	Emerging	Expected	Exceeding
Communication and language	ELG01	Listening and attention		*	
	ELG02	Understanding		*	
	ELG03	Speaking		*	
Physical development	ELG04	Moving and handling		*	
	ELG05	Health and self-care		*	
Personal, social and emotional development	ELG06	Self-confidence and self-awareness			*
	ELG07	Managing feelings and behaviour			*
	ELG08	Making relationships			*
Literacy	ELG09	Reading		*	
	ELG10	Writing		*	
Mathematics	ELG11	Numbers		*	
	ELG12	Shape, space and measures		*	
Understanding the world	ELG13	People and communities		*	
	ELG14	The world		*	
	ELG15	Technology		*	
Expressive arts and design	ELG16	Exploring and using media and materials		*	

	ELG17	Being imaginative		*	
Learning Characteristics		How M learns			
<p>By playing and exploring</p> <ul style="list-style-type: none"> • finding out and exploring • using what they know in their play • being willing to have a go 		<p>M loves to have “hands-on” and is often one of the first children to approach, experiment with, and use any new resources or activities: she is always excited by anything that is new or different and uses this confidence and enthusiasm to involve and draw in other children. M makes full use of the Reception Unit’s continuous and enhanced provision. She accesses all areas equally, but particularly enjoys being outside, the role-play, workshop, writing and reading areas. Through her play in these areas, M clearly demonstrates what she knows, whether this is through, for example, incidental talk to a friend about what she has been learning in phonics, through role-playing or talking about scenarios from “real life”, through writing words and sentences that reflect previous phonics and writing teaching, or through selecting and using workshop materials to create pictures or models that are linked to stories we have</p>			
<p>Through active learning</p> <ul style="list-style-type: none"> • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do 		<p>M can spend extended periods of time concentrating on activities of her own choosing, as well as on adult led tasks. She often returns to “projects” of her own choosing, maintaining interest until she is happy with the result. M shows a fantastic attitude towards learning. She wants to get better at things all of the time, and will access areas of the Reception Unit to practice skills that have been previously taught, until she gets them “just right”. Comments such as “Look, I have been practising ...” or “I have done some learning all by myself!” are very common! When she does achieve something new, or completes an activity to her satisfaction, she cannot wait to share this with other children, adults at school, or her family! She loves putting her writing or pictures in her special learning journey file and having her photo taken to be uploaded to the learning platform.</p>			

By creating and thinking critically

- having their own ideas
- using what they already know to learn new things
- choosing ways to do things and finding new ways

“I’ve got an idea!” or “I know what we could do!” are phrases that are often exclaimed by M, in both child initiated and adult led situations. In this way, she leads the play and learning of other children, gains their interest and channels their focus. Through action or talk, she responds very thoughtfully to adult comments such as, “I wonder what would happen if ...”, or “what could you do?” to solve problems or find improved ways of doing things. She doesn’t let “problems” stand in her way, and will find ways around them! For instance, if we have no blu-tack to hang her pictures up with, then never mind, M will think for a minute, go to the workshop, return with a piece of tape and tell me “this will work instead, because this is sticky too!”.

Appendix 11

EYFS Transition Policy

“Children may move between several different settings in the course of a day, a week, a month or a year...Children's social, emotional and educational needs are central to any transition between one setting and another or within one setting... Some children and their parents will find transition times stressful while others will enjoy the experience...”

Effective communication between settings is key to ensuring that children's needs are met and there is continuity in their learning.”

Aims for the Policy

We want our children to have a positive experience of transitions which will not hinder their wellbeing, learning or development.

Children and parents are actively involved in the process of transition and their perceptions about transition are explored and valued.

Equal Opportunities

Continuity of support is important at times of transition. A Key Person is identified early to help this process and make contact with any other professionals who may be involved with the child and/or family.

Transition Plans are completed for children with additional needs.

At we are committed:

- To ensure a smooth transition between settings, year groups and key stages for parents, children and practitioners
- To ensure information is shared between different settings in terms of children's development, learning records and any other information
- To ensure parents, children and practitioners have adequate information relating to transition
- To ensure the children settle quickly into their new setting or year group

(1) Transition into setting

- Give details of systems and procedures (*e.g. home visits*)

(2) Transition into Reception

- Give details of systems and procedures (*e.g. joint activities*)

(3) Transition into Key Stage One

- Give details of systems and procedures (*e.g. how the EYFS Profile is used in Year 1*)

(4) Transition from Breakfast Club, into After School Club, from/to Childminders

- Give details of systems and procedures (*e.g. how information is communicated*)

Appendix 12

Early Years - School Readiness Partnership Agreement (Exemplar)

*This guidance is to adapt for partnership working between schools and preschools/childminders. You should agree details that are pertinent to your work and adapt/add to allow for effective collaboration.
This document is part of the School Readiness package of key documents for EY providers to use to ensure children and families are ready for school and vice versa.*

Between..... (Insert name e.g. Pre-school)

And (Insert name School)

Date from Date to.....

1. GENERAL:

In forming this partnership agreement both parties are committing to:

- collaborative working from the school/academy staff, and governing body and the pre-school/nursery staff and managers/committee members/childminders (substitute as appropriate);
- opportunities for professional discussions around joint planned activities;
- shared policies and procedures;
- scheduled joint planning meeting times;
- joint training, where appropriate;
- an understanding of the statutory duties which people must work to. For example, Ofsted requirements, EYFS; SEN Code of Practice and safeguarding:
 - the delivery of high quality Early Years Foundation Stage Practice;
 - inclusion, diversity and equal opportunities;
 - having regard to: Oxfordshire Early Education Funding agreement, EHA, Education Health and care needs assessment for the delivery of the early years practice, the sharing of information and decision making.

Name of Partnership:	School: Setting/childminder:
Statement of intent (purpose of partnership)	The statement should include intentions to ensure: <ul style="list-style-type: none"> • an effective channel of communication between all parties including parents and carers; • seamless delivery of the Early Years Foundation Stage across pre-school and school resulting in smooth transitions for children.
Who will be the link person/s between School and Pre-School/Nursery/Childminder	

School	Early Years Provision

2. ROLES AND RESPONSIBILITIES:

<p>On behalf of the School/ Academy:</p> <ul style="list-style-type: none"> • Chair of Governors or the EY Foundation Stage Governor • EY Foundation Stage Lead across the school or Reception Teacher • Head Teacher 	<p>On behalf of the pre-school/childminder:</p> <ul style="list-style-type: none"> • Chair of Committee or Trustee • Supervisor or Manager or owner • Childminder 	<p>On behalf of the Out of School Hours Provision:</p> <ul style="list-style-type: none"> • Chair of Committee or Trustee • Supervisor or Manager or owner
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Define the roles and responsibilities of staff involved in the partnership and to whom they are accountable to.

Name	Role/responsibility	Accountable to

3. PARTNERSHIP WORKING This section should detail the collaborative working strategy in terms of shared ethos and principles.

- Links between the pre-school/childminder and school on websites and in each prospectus to aid collaborative working
- Newsletters, flyers and notice boards
- Joint open days / Joint training when relevant
- Joint planning

- Link person from school will attend pre-school committee meetings and vice versa as appropriate
- Key policies that reflect the partnership and are cross referenced by both parties
- Issues or areas of concern regarding daily routines are addressed to ensure continued effective work- ing relationships are maintained
- The early identification of any issues/concerns or special needs of individual children is shared
- Provisions are to complete SEF regarding partnership working
- The most effective use is made of resources, equipment and staff
- The requirements of Early Education Funding for the delivery of the early years entitlement are met
- Greater flexibility in how parents can access the increased early years entitlement
- Parental consent, working together to ensure strong partnerships with families

4. Agree the areas for communication with regards to children transferring to school from an EY provider; agree the various aspects areas of work, leads, and outcomes. It is always advisable to have review dates and to ensure that these do happen. You can create your own Action Plan (What, Who When and How) using the table below as a guide.

Children identified /concerns:	Action required	Responsible leads	Outcomes	Review date
SEND				
LAC				
EYPP				
EAL				
EHA				
CIN/CP				
CAF/TAC				

More able working above developmental stage				
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5. Moderation of assessments – ensure consistency and accuracy of judgements by moderating together using the Development Matters and children’s learning journals. Ideally these meetings should be held throughout the year and at least in the summer term before children transfer to school.

Date of moderation meeting:	
Agreed Attendee/s:	
Venue:	

6. CONTACT WITH PARENTS:

This section identifies who has which responsibilities in terms of working with parents.

School and pre-school’s/childminders prospectuses to reflect and support each provision and to have shared ethos and principles

- Separate clear complaints procedure for pre-school/childminder and school
- Clear working policies in terms of communication with parents that align to each provision
- Agreement of working practices – such as use of ‘What to Expect When’ document, Smooth transitions in the Early Years, EAL document, School Readiness booklets, Why good attendance is important, Parental engagement and attendance, Health and development two year old reviews, How to spend Pupil premium, Home visit policy/settling in policy (see Early Years Toolkit).

7. ADMISSION POLICIES AND PROCEDURES.

(adapt to suit relevant parties in the agreement)

- No pre-school child can be guaranteed a place at the school unless it is an Academy and the admission policy clearly states this
- The allocation of school places must be through the admission policy and procedures endorsed by Oxfordshire County Council
- Settling-in procedures – identify what these are and ensure that they are shared and agreed between the provisions and parents (see policy of the Early Years toolkit)

- Transition procedures - identify the detail of procedures (see the transition timeline and the transition guidance document on the Early Years toolkit)

8. SHARING OF INFORMATION:

- Details of data collection and information sharing
- Details of parents' consent and confidentiality procedures – pre-school consent forms to include consent to share information with school
- Management information required
- Safeguarding procedures, particularly in terms of responsibilities if members of staff are working across settings (follow your safeguarding policy and procedure if you have concerns).

9. POLICIES:

- Policies should be in place according to the Early Years Foundation Stage Statutory Framework.
- Policies should be reviewed at least annually and have the date of review recorded on each policy.
- Policies should be signed and agreed by all partners
- Pre-school/childminder to ensure policies are in line with school/Academy principles
- Ensure all policies are available and easily accessible
- Every provider to have its own SENCO and designated Safeguarding lead and follow Oxfordshire Safeguarding Children's Board guidance
- Health and Safety policies should be aligned wherever possible

10. ORGANISATION:

This section should detail what should happen in terms of visits to the school/Academy or nursery site and should also be used if it is a nursery/pre-school setting that is operating on a school site.

- Arrivals and departures are signed in and out, identification badges checked and verified on visit, evidence of DBS checks available.

- Safeguarding policy and procedure shared
- Mobile phones are turned off and securely stored by provision
- The site is secure and not accessible to strangers
- Emergency procedures, e.g. fire is shared
- Cleaning of premises arrangements are scheduled out of hours
- Timetabling use of shared resources and areas of play is clear.
- Health and safety responsibilities are shared with visitors
- Insurance is in place
- Planning for Emergency Situations in Early Years Settings is in place

11. REVIEW OF AGREEMENT

There needs to be a clear process for monitoring and reviewing the agreement. Decide which areas of work you are going to focus on each term/year and monitor progress.

Date of review	Piece of work to be reviewed	By whom	Criteria for measuring success	Next steps

12. We the undersigned confirm that we have read this Partnership Agreement and accept the roles and responsibilities contained in it.

We also agree to actively work to use this agreement to facilitate transitions across the Early Years Foundation Stage; to support collaborative working; to share information to achieve a consistent approach and to raise the quality of the provision for all of the children in our care.

To be completed by members of all parties to this agreement as appropriate.

Name	
Chair of School Governors	
Signature	
Date	

Name	
Chair of Pre-school Committee /owner of nursery/childminder	
Signature	
Date	

Name	
EY Foundation Stage Co-ordinator / Reception Teacher	
Signature	
Date	

DATE FOR REVIEW

Signed copies of this agreement and any subsequent reviews to be kept on file by the school/ Academy/Nursery/pre-school/Childminder/out of school provision/children’s centre (delete as applicable).

NOTE: This guidance is to adapt throughout for your partnership working. You should agree details that are pertinent to your work and adapt/add to allow for effective collaboration.

We would like to acknowledge Somerset Early Years Improvement team whose documents were referred to during the preparation of this guide.

September 2019