**TRANSITION MEETING RECORD**

**Child Centred Transition Planning**

**Who are you going to invite?**

* Parents/carers
* Key Person from setting
* Owner/Manager
* Setting Senco
* School Senco/class teacher/foundation stage lead
* Early Years SEND Officer
* Health Visitor
* Speech and Language Therapist
* Physiotherapist/Occupational Therapist
* Portage Worker
* Social Worker/Family Support Worker
* Other

If other professionals cannot attend, can you request the latest report from them prior to the meeting?

**Gather together supporting setting evidence to share with school:**

* EYFS tracking documenting ages and stages of learning and development for prime and specific areas.
* Summative assessment of EYFS including Characteristics of Effective Learning.
* Early Years Support Plan – front page documenting outcomes and strategies and summative review page showing next steps.
* Individual Health Care Plan for children with medical/physical needs.
* Provision Map – How do I support your learning.
* One Page Profile.

**Documentation from other professionals to share with school:**

* Most recent report from health professionals.
* Most recent record of involvement from Early Years SEND Officer/Portage end of involvement report.
* CAF/TAF paperwork.
* Minutes of meetings for CLA, CP, CIN with social care involvement.
* Child’s PEP if CLA.

**Before the meeting:**

* Discuss the purpose of the transition meeting with parents and explain what will happen and the questions you will ask parents.
* Contact School Senco to arrange a date of meeting around their availability. Ask if the meeting can be carried out virtually and what their preferred means for this is, Zoom/Teams?
* Check internet connectivity is sufficient to hold the meeting online.
* Gather together the email addresses of all invitees and send out invites, giving plenty of notice of the date of meeting.
* Note down who will be attending following invitees’ responses.
* Decide who is going to chair the meeting and who will complete the transition meeting record.
* Invite the School Senco/teacher to visit the setting and meet with the child prior to the meeting (following Covid guidelines and sharing Risk Assessments appropriately).

**At the meeting:**

* When everyone has joined the meeting, go around and ask each person to introduce themselves, name and role.
* Tell the participants you will be completing a transition meeting record and questions will be asked following the format of person centred transition planning.
* Start by sharing the child’s one page profile. You can share your screen so all participants can see if this is an electronic document you have written.
* Next talk about things the child is interested in at your setting. What are their strengths and areas for development? Fill in the All About Me columns on the transition record document prior to the meeting if this helps. Discuss what is going well – what works for the child and why. Say what is not going as well. Talk about the progress that they have made over the last 6 months.
* Give parents an opportunity to talk about their child. Complete the Parent Voice section of the form.
* Ask parents about the Voice of the Child. What do they think their child is looking forward to? How do they know? If the child can talk, find out from them prior to the meeting what their thoughts and views are. If not, have they shown non-verbally their excitement or worry about going to school, for example when showing photographs of the school or sharing a book about going to school?
* Finally, complete together with all professionals, parents and setting staff, the Transition Plan. What are everyone’s thoughts on the best way to support the child’s transition to school? Think about strategies which work in setting to continue in school. Discuss the support they currently receive at different parts of the daily routine. What will the child’s school day look like? Which parts of the day might they find more challenging? What will they enjoy most? Does the child need specialist resources and equipment in school? Who will provide that? Do you need to involve other services/professionals in order to make the transition an effective one? Will the child need an enhanced transition package, longer time to settle in, more visits?
* Ask the participants if anyone has any further questions or comments.

**After the meeting:**

* If possible, completed paperwork can be photocopied and shared with all attendees (if attending in person), or if completed electronically, emailed to all participants. If handwritten at the meeting, scan or photograph and email to all participants.
* Send all records and documents listed above if relevant to school prior to the end of term, either by post or email. Ask parental permission before sharing information with school.
* Arrange dates for additional visits to school, accompanied by key person if possible, with school Senco/staff.