



section	Ready Schools	Page no.
<b>2</b>	<b>Supporting smooth transitions</b> An introduction to effective transition and the Supporting Smooth Transition toolkit.	<b>2.1 - 2.4</b>
<b>3</b>	<b>Reception class transition planner</b> An annual transition planner to help practitioners to plan for transition across a 12-month period.	<b>3.1</b>
	<b>Nursery class transition planner</b> An annual transition planner to help practitioners to plan for transition across a 12-month period.	<b>3.2</b>
	<b>PVI transition planner</b> An annual transition planner to help practitioners to plan for transition across a 12-month period.	<b>3.3</b>
<b>4</b>	<b>Transition Level of Need pathway and guidance</b> A document that highlights key dates, responsibilities and actions, to support the transition level of need processes	<b>4.1 - 4.4</b>
<b>5</b>	<b>Transition Level of Need tool</b> Access the Transition Level of Need tool at <a href="http://www.hfleducation.org">www.hfleducation.org</a> . A digital tool, which has been developed to collate information of potential barriers to learning, at the point of transition into school for individual children.	<b>5a &amp; 5b</b>
	<b>Transition Level of Need criteria</b> A document to provide practitioners with criteria of potential barriers to transition. The rating indicates the type of support a child may need when they start school. This is to be used alongside the Transition Level of Need tool.	<b>5.1 - 5.10</b>
<b>6</b>	<b>Information sharing guidance to support transition</b> This outlines how to share information between professionals (schools and PVI settings), in accordance with GDPR and EYFS Statutory Framework guidance.	<b>6.1 - 6.2</b>
<b>7</b>	<b>How to use the Transition Level of Need tool – child-level (PVI/Childminders/Nursery practitioners)</b> Guidance on how to complete the transition level of need for individuals and how to send appropriate information to individual schools.	<b>7.1 - 7.2</b>



section	Ready Schools	Page no.
<b>8</b>	<b>How to use the Transition Level of Need tool - school-level and FAQs (Schools - Reception and Nursery classes)</b> Guidance on how to collate the information received from the previous provider to support the analysis of levels of need and answers to frequently asked questions.	<b>8.1 - 8.3</b>
<b>9</b>	<b>Returning the Transition Level of Need information</b> Guidance on how to return the collated transition level of need overview to HFL Education eytransition@hfleducation.org	<b>9.1 - 9.3</b>
<b>10</b>	<b>Advice for schools on children who have been cared for at home</b> A document to use when talking to new families to obtain appropriate information when their child has been cared for at home in order to complete the Transition Level of Need tool.	<b>10.1 - 10.3</b>
<b>11</b>	<b>Gathering information from out of county providers</b> A document to share with early years practitioners at feeder settings outside of Hertfordshire to gather information to complete the Transition Level of Need tool.	<b>11.1 - 11.2</b>
<b>12</b>	<b>Information for school business managers</b> Guidance for school business managers on how to use the Transition Level of Need information received from feeder settings or being passed on to receiving schools.	<b>12.1 - 12.3</b>
<b>13</b>	<b>Transition guidance for governors</b> Guidance for governors to review and monitor transition procedures.	<b>13.1 - 13.3</b>
<b>14</b>	<b>Transition record (hard copy)</b> Current providers complete a transition record for every child moving to a new provider or class. This version will need to be printed for use.	<b>14.1</b>
	<b>Transition record (digital copy)</b> Current providers complete a transition record for every child moving to a new provider or class. This version can be used digitally and sent electronically via email.	<b>14.2</b>
<b>15</b>	<b>Supporting children against identified level of need</b> A document to provide suggestions of support against all transition level of need criteria.	<b>15.1 - 15.15</b>



section	Ready Schools	Page no.
16	<b>What is a transition level of need plan?</b> A document to explain how all professionals and agencies working with the family should meet to support transition into school.	16.1 - 16.2
17	<b>Level of need support planner</b> A document to outline procedures in supporting smooth transitions for children identified as having varying levels of need at point of entry to school.	17.1 - 17.2
18	<b>Individual transition plan</b> A proforma of a plan which can be used to support individual children with transition into school.	18.1
19	<b>Cohort planner to support level of need</b> A proforma of a plan which can be used to identify the levels of needs across a cohort.	19.1
20	<b>Transition audit</b> An audit tool for practitioners to use to reflect on their current transition processes and to adapt their practice where identified to support smooth transition for every child.	20.1 - 20.6
21	<b>Example transition policy</b> An example of a transition policy which schools can adopt or embed into their own policy to ensure all staff are aware of the importance of best practice when supporting smooth transitions.	21.1 - 21.3
22	<b>Admissions Pack and Example allocation letter</b> Guidance on which documents could be included in an admissions pack for new school starters and an example allocation letter than can be amended by schools.	22.1 - 22.4
23	<b>Guidance for induction PowerPoint</b> A document that explains how to host an induction meeting, how to use and amend the PowerPoint and which documents to share with parents/carers during this time.	23.1 - 23.2
24	<b>PowerPoint for Parent induction</b> A PowerPoint for schools to use during the induction for parents/carers. The PowerPoint includes information about EYFS, and activities for parents/carers to engage with during the session. Providers will need to edit parts to ensure it is pertinent to them. <b>The guidance document will explain how and when to do this.</b>	24.1 - 24.11



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25	<b>Evaluation form for induction meeting</b> A proforma of a parent/carer evaluation to provide during the induction meeting.	25.1
26	<b>Networking opportunities for parents/carers and example parental survey</b> A document of suggestions for ways to encourage new parents/carers to network and an example parental survey.	26.1 - 26.5
27	<b>Coping with incontinence</b> A document providing settings with guidance and legal requirements when supporting a child and their family with incontinence needs.	27.1 - 27.4
28	<b>Using the website and social media to support transition</b> A document providing schools with ideas to support their use of social media and use of digital platforms.	28.1 - 28.2
29	<b>Top tips for successful home visits</b> A document to support schools carrying out home visits. <b>Ensure that every member of staff carrying out the visit has accessed a copy.</b>	29.1 - 29.2
30	<b>Example home visits policy</b> An example of a home visit policy which providers can adopt or embed into their own policy to ensure all practitioners carrying out home visits follow the correct protocol.	30.1 - 30.3
31	<b>Home visit form</b> A proforma for practitioners to use when carrying out home visits to ensure pertinent information is gathered about the child and their family to support smooth transitions.	31.1
32	<b>Risk assessment for transition</b> A document for schools to use to risk assess home visits.	32.1 - 32.3
33	<b>Top tips for setting visits (School perspective)</b> A document to support providers carrying out visits of feeder settings. <b>Ensure that every member of staff carrying out the visit has accessed to a copy.</b>	33.1
34	<b>Previous setting visit form</b> A proforma for practitioners to use when carrying out visits to previous setting, to ensure pertinent information is gathered about the child and their family to support smooth transitions.	34.1



section	Ready Schools	Page no.
<b>35</b>	<b>Top tips for setting visits (provider prospective)</b> A document for PVI providers, nursery school and nursery classes to use when schools visit.	<b>35.1 - 35.2</b>
<b>36</b>	<b>How to create a booklet for children about the school</b> A document that explains how to amend the 'This is my School' booklet. (Document 56.1-56.12)	<b>36.1</b>
<b>37</b>	<b>Guidance of children's voice consultation</b> A guide to consulting with children and enabling practitioners to confidently use children's feedback to inform and adapt provision in response to their thoughts and ideas.	<b>37.1 - 37.2</b>
<b>38</b>	<b>Activities to gather children's voice before transition</b> A selection of activities to evaluate how children are feeling about upcoming transitions and to measure how successful current transition are from a child's point of view.	<b>38.1 - 38.3</b>
<b>39</b>	<b>Activities to gather children's voice after transition</b> A selection of activities to evaluate how children are feeling on completion of transitions and to measure how successful current transition are from a child's point of view.	<b>39.1 - 39.4</b>
<b>40</b>	<b>Ready Steady Go - EAL</b> Guidance on ways to support transition for children with English as an additional language.	<b>40.1 - 40.2</b>
<b>41</b>	<b>Ready Steady Go - PD</b> Guidance on ways to support children identified to have physical development needs.	<b>41.1 - 41.2</b>
<b>42</b>	<b>Ready Steady Go - PSED</b> Guidance on ways to support children identified to have personal, social and emotional development needs.	<b>42.1 - 42.2</b>
<b>43</b>	<b>Ready Steady Go - CL</b> Guidance on ways to support children identified to have communications and language needs.	<b>43.1 - 43.2</b>
<b>44</b>	<b>Ready Steady Go - SEND</b> Guidance on ways to support children with special educational needs or disabilities.	<b>44.1 - 44.3</b>



Section	Ready Families	Page no.
<b>45</b>	<b>Parent/carer guide to home visits</b> A document to provide parents/carers with information regarding home visits to be provided prior to the visit.	<b>45.1 - 45.2</b>
<b>46</b>	<b>Life skills for little ones - Starting school or nursery</b> A list of children's story books which can be included in the parent/carer pack.	<b>46.1 - 46.4</b>
<b>47</b>	<b>Take time to read (Nursery)</b> A document put together by the library service to provide to parents/carers.	<b>47.1 - 47.2</b>
<b>48</b>	<b>Take time to read (Reception)</b> A document put together by the library service to provide to parents/carers.	<b>48.1 - 48.2</b>
<b>49</b>	<b>This is me (Parent and child)</b> A document for parents/carers to complete with their child and pass on to the school. <b>(Child contribution document 54.1)</b>	<b>49.1 - 49.5</b>
<b>50</b>	<b>My child's first day at school</b> A leaflet to give to parents/carers at the induction meeting providing them with information about the first day of school.	<b>50.1</b>
<b>51</b>	<b>Supporting your child's independence needs as they start school</b> A document to provide parents/carers with top tips for developing independence skills with their child.	<b>51.1 - 51.3</b>
<b>52</b>	<b>Transition supplement - links to useful documents</b> A document with useful links that can be shared with parents/carers to find out more information about their child's development.	<b>52.1</b>
<b>53</b>	<b>Top tips for parents/carers with children starting school</b> A document to provide parents/carers with managing their child starting school.	<b>53.1</b>



Section	Ready Child	Page no.
<b>54</b>	<b>This is me</b> A document for children to complete by themselves and be added to parent/carer version. (Document 49.1-49.5).	<b>54.1</b>
<b>55</b>	<b>My first visit</b> An activity leaflet to be given to children on their first visit to the school.	<b>55.1 - 55.2</b>
<b>56</b>	<b>This is my school</b> A booklet for children to take home prior to starting the new setting which includes photos and information pertinent to them. <b>(Guidance document 36.1)</b>	<b>56.1 - 56.12</b>
<b>57</b>	<b>Transition activities</b> An activity leaflet to be shared with children and their parents/carers during their induction sessions for ideas of things to complete at home. Examples and resources need to be prepared by practitioners in advance and are detailed on the leaflet.	<b>57.1 - 57.5</b>
<b>58</b>	<b>Getting ready for school leaflet</b> An activity leaflet that is aimed at children and gives a range of practical activities for them to practise in the summer holiday to support them to be ready for school.	<b>58.1</b>
<b>59</b>	<b>50 ideas of things to do before I start school</b> An activity leaflet that is aimed at children and gives a range of practical activities for them to practise in the summer holiday to support them to be ready for school.	<b>59.1 - 59.2</b>
<b>60</b>	<b>50 days until I start school</b> An activity leaflet that is aimed at children. Record activities and events completed before they start school.	<b>60.1</b>
<b>61</b>	<b>Before I go to school</b> A document to give to children to help them prepare for their first day at school.	<b>61.1</b>