

TRANSITION AUDIT SECTION 1: TRANSITION THROUGH THE CHILD'S EYES.



	Minimal	Emerging	Effective	Enhanced
How will I know which school I am going to, what class I will be in and who my teachers are?	I have been told my teacher's name and the name of my new school, but I haven't been to visit.	I have met my new teacher, so when I start my new class I will know who they are. My teacher knows which of my friends will also be coming to my new school.	I have a photo book from my new school, so I can see what is in my new classroom, what colour my uniform will be and what my teachers look like.	My parent/carer has looked at the school website. I have seen a video clip of my new school and classroom. In the video I can hear the children talk about what they like to play with and what they like best about the school. The video also has one of my teachers showing me the whole environment.
Will the teachers know who I am and what I like to do?	My teachers know my name.	I went to my new school with my parent/carer. The teachers knew my name and said hello to me when I arrived for my first visit. We stayed for a while and I played with some of the toys.	My teachers came to meet me and my family at home and/or setting. They asked me about my family and what I like to play with the most, and played with me. At the home visit they spoke to my parent/carer about anything that may worry me. They took a photograph of me with my loved ones and showed me a photo book of all the things in my new classroom.	My teacher has used everything that they know about me from the home visit and/or setting to make changes to the classroom, to help me settle. I have had extra visits to the school so that I can get used to my new teachers and my new school.
How will I know where to put my belongings and where to look to help me find the things that I like to play with?	I have to hang my coat on a peg, but I do not know which one is mine. I don't know what things are in the classroom that I can play with.	I know where to hang my coat because my peg has a photograph of me and my name beside it. My teachers have shown me where my other belongings go. There are lots of things to play with, but I don't know if there are any of my favourite toys.	I can find lots of things I like because, even though I can't read all the words, I can see where things are. There are lots of pictures around to help me, and my teachers have shown me where everything is. I can see a photograph of me and my family on the wall and/or other familiar things from home.	The teachers use words that are familiar to me that include languages I hear (where relevant) and use pictures to help me understand. My teachers talk to me about things I may bring from home, and I know where to put these to keep them safe. I know where to look to find things that I really enjoy playing with.



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<p>What will I do when I am at school?</p> <p>How will I know what I can do and where I can go?</p>	<p>The teacher will tell me what to do.</p> <p>My teacher will take me on a tour of the environment.</p>	<p>The teacher will tell me what I can do every day and will sometimes show me different parts of the environment that I can use.</p>	<p>My teacher will help me to understand what is happening in the day, by explaining and showing me pictures/ photographs (for example, a visual timeline). This will also help me to understand if there is anything that is different and when it is time for my parent/ carer to pick me up.</p>	<p>My teachers will give a signal for when it is time for a change and remind me what I will be doing next. This will help me to finish what I am doing or put things aside so that I can carry on playing with them later.</p> <p>If needed, my teacher will provide a social story for me to have at home to see what changes to the routine I might expect.</p>
<p>If I am sad, someone hurts me or I find it hard to talk/play with friends, who will help me?</p>	<p>I am told it is safe at school by my parents/carers and teachers.</p>	<p>I feel safe at school because I know who to go to if I am feeling sad, if someone hurts me or I hurt myself.</p>	<p>A teacher/s will always be nearby to help or play with me when I am playing inside or outside. My teachers will listen to me if I have a problem and work with me to help me solve it. My teacher has explained the class rules and will help me to remember to share and take turns when playing with the toys. My teacher will help me feel better when I am sad and make sure that my parent/ carer knows how I was feeling.</p>	<p>My teacher uses stories puppets/props and role play to help me understand different feelings and emotions. I can use pictures to let my teachers know how I am feeling.</p> <p>My teacher gives specific feedback to help me identify what I did successfully.</p>
<p>Priority action(s):</p>				<p>Deadline:</p>

TRANSITION AUDIT SECTION 2: EFFECTIVE TRANSITION FOR PARENTS/CARERS.



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What does the school expect from me as a parent/carer?	We received a letter through the post / via email to confirm our child's place at school and start date.	We attended an induction meeting to help us become familiar with the school routines and procedures. This included details about uniform (where relevant) and the names of staff that will be looking after our child. We signed a home school learning agreement.	The school provides simple but effective ideas and information about what we can do to help our child settle into school. We attended sessions with our child so that they became familiar with their new surroundings and staff that will look after them. Staff share regular and relevant information to help us support our child's learning and development. We know who other members of staff are in the school that we can contact if we have a concern.	Interactive information sessions are offered to us to help our understanding of the Early Years foundation stage (EYFS) and what this looks like for our child's learning and development. We are signposted to resources online, courses in the community or other tools, to support our children's learning and development. Workshops to support our understanding of our child's learning and development are facilitated throughout the year.
What will the school do to meet my child's needs?	Teachers gather information about our child when they have started school.	We completed an information sheet about our child as well as standard admission forms. We had a brief conversation with a member of staff at the induction meeting about our child.	Teachers visit our child's previous setting and/or carry out a home visit, to find out information about our child. This is used to make changes, to help our child settle. Teachers talk to us about the ways that we can work together to best support any additional needs our child has, to enable a smooth start to school.	We are invited to meet teachers and other professionals, to discuss our child's needs and plan the best way to support them before they start school. Adaptations are made and reviewed regularly so that our child is well supported during the transition period. We have input into plans and targets for our child.



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Will the school provide me with opportunities to meet other parents/carers?	We see other parents/carers whilst waiting to drop off or collect our children.	We get to know other parents/carers through the induction meetings and visits to the school.	The school offers coffee mornings and regular stay-and-play sessions for us to attend, to encourage networking amongst families. Events before and after school allow those that are working to attend. Teachers are aware of any families new to the area. The school Parent and Teaching Association (PTA) regularly encourages new parents/carers to join and attend events.	Information is shared with us about community groups and other activities taking place in the local area. Weekend and/or evening events are planned, to help parents/carers network and socialise. "Parent/carer buddies/ambassadors" are fully utilised, to support new families.
What will the school do to ensure my child is safe and happy?	We can sometimes speak to staff when we drop off or collect our child.	We have opportunities to speak to staff daily and share any concerns. Staff are flexible with supporting my child's start to school, by allowing us to come into the classroom and stay for a short while. Clear procedures are in place, to ensure that staff know who will drop off and collect our child.	Teachers take time to listen to our concerns and provide feedback on how we can be best supported, to help our child's transition to school. Teachers provide us with information about how our child is settling in and any concerns they may have. They make us aware of other professionals that may need to be involved to best support our child's needs.	We are made aware of all the school policies and procedures, which are available on the website. Processes are clearly explained, and we know what to do and who to speak to if we have any further concerns. The school will follow guidelines and processes, to ensure our child is kept safe at all times.
Priority action(s):				Deadline:

TRANSITION AUDIT SECTION 3: EFFECTIVE TRANSITION PRACTICE FOR PRACTITIONERS/SCHOOL/SETTING.



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Do leaders understand that transition is a process and not a singular event?	There is a policy that indicates processes to support transition, but staff are not aware of the current processes in place.	Staff have some understanding of the importance of transition for young children. They recognise that this will require more than one event, to help children have a smooth start to school.	There is an effective and collaborative approach to support transition for all children, regardless of their family backgrounds and needs. This is adhered to by all leaders and staff. To support this process, a calendar of transition events is planned well in advance.	The impact of transition procedures is reviewed annually and changes made, to strengthen practice.
Has information from feeder providers been obtained and acted upon?	Some information has been received from feeder providers and been reviewed.	Where information is missing, staff have made contact with feeder settings to find out about any potential barriers to transition that children might have. Children with high levels of need are discussed in detail with the previous key person and plans are developed to support transition.	Strong partnerships between school and feeder providers have been established to enable the smooth sharing of information about every child starting school. Exit attainment information is valued and used to plan for the incoming cohort.	All information gathered is used to plan effective transition and to inform adaptations required to the routine and learning environment. Successful strategies that have been used at feeder settings are implemented to effectively meet the needs of individuals.
Have staff started to build positive relationships with parents/carers before the children start school?	There is limited information shared with families before their children starts school.	Induction meetings are in place for families prior to the children starting, to help them become familiar with school routines and procedures. This includes information about uniform (where relevant) and meeting staff.	Sufficient time is planned in advance, to visit children in their current settings and/ or at home, and for parents/ carers and their children to visit their new school. Staff are committed to providing extra support for parents/carers that may require this. Parents/ carers' concerns and questions are listened to and acted upon.	Staff actively listen and provide feedback to parents/ carers about how their child is settling in. All information gathered through the various transition events is effectively used, to plan the provision to meet the needs of all children. All staff are fully aware of the needs of the incoming cohort.



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Are staff aware of children with SEND or those that will need additional support to settle?	Information about the child is not shared until the first week of term or later.	Information is exchanged between the school, the previous setting and external professionals supporting the child and family.	Meetings are in place with professionals and the family, to support an effective transition to school. Relevant information from professionals involved with the child is available and shared. This allows staff to review and plan appropriately for individual children in a timely way.	The process for information sharing is fully embedded to plan to meet the needs of children effectively. Children with SEND and/or those with high levels of need are well supported to have a smooth transition to school. Staff are well trained to best meet the needs of SEND children.
Is there is a warm welcome for the child and family?	Some children are greeted at the door by their name.	Staff warmly welcome all children and families as they arrive. Staff ensure that every child's name is pronounced correctly.	Staff invite parents/carers to come into the classroom daily, to engage in the activities on offer at the start of the day. Key persons make concerted efforts to get the know the child and family well.	Daily activities are reviewed and changed regularly, to effectively engage parents/carers with their child's learning.
Does the environment, resources available and routines meet the needs of the incoming cohort?	The environment is clean, tidy and organised, with accessible activity zones for children to explore.	Staff have knowledge of the incoming cohort, and have made some changes to the environment to reflect their needs.	All staff have a thorough understanding of the needs of the incoming cohort and have made several adaptations to best meet their needs. Resources have been carefully chosen to engage all learners. Staff have a good knowledge of the community that the school serves. The provision has a range of resources that reflect cultural identity and diversity. Staff regularly discuss the needs of the children and evaluate what is working well and what may need to change.	Staff are fully committed, to regularly review and make further adaptations to the learning environment, to best meet the needs of the cohort and individual children.



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