

Early Years Team: Transition Between Settings Checklists

Many children find transitioning to a new setting challenging in the early years. They often have limited experience of change and may not yet have developed the coping strategies needed to manage it effectively. Children with Special Educational Needs and Disabilities (SEND) may experience additional difficulties and therefore require enhanced support.

To ensure a smooth and successful transition into a new nursery or reception class, several key principles should be followed.

The first principle is that the views of both the parents and the child must be carefully considered. This should form the foundation of a high-quality transition process. It is recommended that practitioners meet with parents to discuss any concerns, as well as their expectations for the transition. They need to have met the child, so they know them as much as is possible before the move.

The second principle is the effective sharing of information with the receiving setting. While this may seem straightforward, it can present challenges. Parental consent must be obtained before sharing information. It is also essential to ensure that all documentation is sent to the correct contact within the new setting.

It is not uncommon for the receiving settings to report that documentation has not been received. This can occur when information is sent to a generic email address. Therefore, it is important to confirm the appropriate contact details and follow up to ensure that all documents have been successfully received.

The third principle involves arranging additional visits for the child and their family. Many children benefit from visiting the new setting when it is quiet or has fewer children present. This allows them time to familiarise themselves with the environment and build relationships with new adults in a calm and supportive way.

These visits should be carefully planned around the child's interests and needs. For example, while transition visits often involve story time, some children with SEND may find language-based activities or sitting still for extended periods difficult. Selecting appropriate activities can significantly enhance the child's experience.

Visiting the SEND child in their present setting and at home is invaluable for the new setting to understand the needs of the child and should be done whenever possible

We have developed the following checklists to support high-quality transitions. Please use it to ensure that all appropriate steps have been taken to support the child's transition and ensure it is successful

Process for present setting	Tick
Update the child's SEND Support Plan and any other relevant documents, ensuring they accurately reflect the support provided.	
Hold a transition review meeting with parents and relevant staff from the new and present setting (invite the Area SENCo or Early Years Practitioner if appropriate). Develop a transition plan during this meeting.	
Invite the staff from the new setting to come to you for a visit to see the child in your setting	
Ask for extra visits or visits at quiet times if needed	
Share all your paperwork with the new setting ensure that it's arrived with the new settings SENCO	
Share the transition book of the new setting with the child and talk about them going to the new setting in a positive and developmentally appropriate way	
Process for receiving setting	Tick
Contact the child's present setting to ask for any concerns they have about their child starting and reassure them Whenever possible do a home visit.	
Hold a transition review meeting with parents and relevant staff from the new setting (invite the Area SENCo or Early Years Practitioner if appropriate). Develop a transition plan during this meeting.	
Create a photo book of the new setting, highlighting changes as well as familiar aspects. Share this with the present setting and the family of the child.	
Ask to visit the child in their present setting	
Arrange extra visits to your setting as needed	
Contact your Area SENCo for any advice or information about the child	
Check what training your staff will need to meet the child's needs and arrange for this to happen	
Check what resources this child will need and arrange to have them ready on the child's first day	
Processes for the parents / carers	Tick
Ask to talk to SENCo at the new setting and explain your child's needs share any reports or diagnosis'	
Ask about any extra visit opportunities they have for children with SEND	
Ask for a photo transition book	
Practice the journey to school before the first day so they are familiar	

Wash all the school uniform and try it on before the first day wear in any new shoes a little	
Share the photobook or look at the school website at pictures of the school and talk positively about them starting the new setting	
Share story books about starting school.	