

Positive Transitions in the Early Years

- principles, processes and responsibilities.



Introduction

Starting school or nursery is a time of change and can be a source of both excitement and anxiety for children and for their parents/carers.

Positive transitions are vital for all children's emotional wellbeing and achievement, and planning for these transitions is fundamental to effective early years practice. Some children, such as those with SEND or those who may have experienced trauma will need additional enhanced transition arrangements.

This guidance has been written for all Bristol early years settings, childminders, schools and linked professionals to support consistent and effective transition planning for all children, particularly those with SEND and other vulnerabilities. It focuses primarily on transition into school, however many of the ideas will be useful to support any of the transitions that young children experience. (e.g. starting at an early years setting, moving between rooms or classes in a setting or school, transitions within the daily routine etc.)



A continuously improving setting will have well qualified and experienced staff who work together with other practitioners and parents to support transition, within and between settings and between early years settings and primary school (pg. 15)

Aims of the guidance

- To support schools and settings to provide all children with positive transition experiences that foster their wellbeing, learning and development
- To build on existing good transition practice across the city
- To provide clarity regarding responsibilities, processes, and strategies that support transition to enable a coherent and consistent city-wide approach
- To develop a city-wide commitment from all professionals to improve transition experiences for our young children, particularly those with SEND

Key principles for positive transitions

Following a consultation process with the early years sector and linked professionals, feedback was gathered regarding what is important for transitions to work well. This feedback has been used to develop the following Bristol transition principles:

- Transition should be seen as a process rather an event.
- There is continuity of inclusive child centred provision across early years settings and schools.
- The child's voice is captured and valued as part of the process.
- Parents/carers are valued, informed, included and supported to navigate the transition process.
- Senior leadership teams in schools and early years settings have a commitment to good transition support as well as respect of one another's aims and ethos.

- Strong integrated working between early years settings, schools and other agencies supports good transition.
- Well organised and up to date information is shared in a timely manner and is used to inform school planning.
- Children are supported to prepare for transitions and relevant strategies and resources are shared to ensure consistency and continuity in their new school.
- There is early identification of need supported by effective intervention.
- There is recognition that enhanced transition arrangements will be needed for some children.
- Commitment to CPD underpins good practice and includes staff development to support understanding of transition and of SEND.
- There is continuity of support for children with SEND from specialist teams across early years settings and schools.

Strategies and processes to support positive transitions

- Timeline of Support

Forward planning and preparation for transition is key to its success for children and families. This is highlighted in the following statutory and non-statutory documents:



The Early Years Ofsted Inspection Handbook 2021 states that settings will be rated as inadequate in Personal Development criteria if: 'Practitioners do not support children's social and emotional well-being or prepare them for transitions within the setting and/or to other settings and school'.



Special educational needs and disability code of practice: 0 to 25 years

(5.47 Pg. 88) SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.



Key to a high-quality experience for all children in the early years is ensuring continuity between home, key people and all the settings that make up children's individual learning journeys. (Pg.16)

Transition is a process that takes time. It is vital that all professionals working with children in the EYFS have a clear understanding of their responsibilities in relation to transition and of the processes and strategies that support a positive transition for all children.

The following timeline shows the key responsibilities and strategies at different points in the year, for both early years settings and schools. The timeline sets out actions to support **ALL** children and then actions that are 'additional to or different from' these that will be needed to support **SOME** children.

'Some children' would include children with SEND, children with emerging needs, those who may have experienced trauma and those unique children who require additional support for whatever reason.

As well as providing clear expectations in relation to responsibilities, the timeline can also be used to support reflective discussions amongst teams and provide an opportunity to **audit** current practice and provision.

AUTUMN PRIOR TO TRANSITION TO SCHOOL

Actions to support ALL children	To be led by		Actions 'additional to or different from' in order to support SOME children
	EY Setting	School	
Update transition policy with regard to this guidance document.	✓	✓	
	✓		Ensuring Sept. census/headcount data reflects all children with SEND.
<ul style="list-style-type: none"> • Arranging and publicising school open days for prospective families. • School website information is up to date to support parents/carers making informed choices e.g. EYFS provision. 		✓	<ul style="list-style-type: none"> • Ensure that school information for prospective parents/carers is accessible to all families. • School website information is up to date to support parents/carers making informed choices e.g. SEND information.
Encouraging families of pre-school children to look at local school websites and to attend school open days.	✓		<ul style="list-style-type: none"> • It is more likely that families of children with SEND will need support with looking at school information and visiting different settings. • Ensure that parent/carers are aware that admissions to specialist settings require an EHCP.
Signpost parents/carers to information about primary school admissions, and how and when to apply.	✓	✓	<ul style="list-style-type: none"> • It is more likely that families of children with SEND will need support with the school admission process. • Mainstream applications should be made for all children with SEND unless they have a final EHCP.
Engage in moderation clusters with local Early Years settings and schools to develop a shared understanding of assessment judgements and to foster working relationships	✓	✓	
	✓		A Key Stage Transfer form is completed and submitted for children with an EHCP by October 31 st .
<p>All practitioners continue to monitor and review children's development in order to identify and plan for any emerging needs.</p> <ul style="list-style-type: none"> • Reference should be made to section 1 of the Ordinarily Available Provision. • SENCo meets with Early Years Portage and Inclusion specialist to support inclusive practice and the identification of needs. • Provide information and support to access Bristol's Children's Centre services for families as appropriate. 	✓		<p>Ensure that identified needs are met through a graduated approach which is followed in partnership with parents/carers.</p> <ul style="list-style-type: none"> • Reference should be made to section 2 of the Ordinarily Available Provision guidance document and the 'Children and Young People's Outcomes Framework' as appropriate. • SENCo meets with Early Years Portage and Inclusion specialist to inform the ongoing support of children with identified needs. Childminders can seek support from the SENCo for childminders and may be supported to make a referral for individual specialist support. • Submission of EHC assessment requests for any children whose needs cannot be met through Ordinarily Available Provision.

SPRING PRIOR TO TRANSITION TO SCHOOL

Actions to support ALL children	To be Led by		Actions that are additional to or different from in order to support SOME children
	EY Setting	School	
Reference should be made to the information on the Establishment Portal and reminders of the 15 th January deadline sent to all parents/carers who have not yet made their primary school application.	✓	✓	<ul style="list-style-type: none"> It is more likely that families of children with SEND will need support with the school application process. Mainstream applications should be made for all children with SEND unless they have a final EHCP.
	✓		Ensuring January census/headcount data reflects children with SEND.
Engage in moderation clusters with local Early Years settings and schools to develop a shared understanding of assessment judgements and to foster working relationships	✓	✓	
	✓		Any EHCPs that require an 'Annual Review' should be scheduled to take place before 15th February .
All practitioners continue to monitor and review children's development as Autumn term. <ul style="list-style-type: none"> SENCo meets with Early Years Portage and Inclusion Specialist to support inclusive practice and the identification of needs. Provide information and support for toilet training for identified children and families. e.g. ERIC's guide to potty training Provide information and support to access Bristol's Children's Centre services for families as appropriate. 	✓		Ensure that a graduated approach continues to be followed, as Autumn term. <ul style="list-style-type: none"> SENCo meets with Early Years Portage and Inclusion Specialist to inform the ongoing support of children with identified needs. Provide information and support for toilet training of children with additional needs. Submission of EHC assessment requests for any children whose needs cannot be met through Ordinarily Available Provision.
Early years practitioners should consider attending Transition Network or Teaching School CPD.	✓	✓	SENCo attendance at Early Years Portage and Inclusion CPD on 'Supporting transition'.

SUMMER PRIOR TO TRANSITION TO SCHOOL

Actions to support ALL children	To be Led by		Actions that are additional to or different from in order to support SOME children
	EY Setting	School	
	✓		Ensuring April census/headcount data reflects all children with SEND.
Primary school places are confirmed in April. <ul style="list-style-type: none"> Information and updates and acceptance status can be accessed through the Establishment Portal, by both early years' settings and schools. All families are encouraged to respond to offers as soon as possible. 	✓	✓	Once school places for children have been accepted , the early years setting and school should begin communication about enhanced transition in partnership with family. <ul style="list-style-type: none"> Diarising meetings and visits as needed. Diarising and hosting review meetings for Bristol SEND Support Plans, Individual Healthcare Plans, Individual Risk Assessments, Personal Education Plans. Agree Transfer Action Plan with families and receiving schools as appropriate.

			<ul style="list-style-type: none"> Parents/carers of children with SEND should respond to mainstream offers unless they have a final EHCP.
<p>Commence sending and closing transition process for all children moving on to school. For example:</p> <ul style="list-style-type: none"> Provide children with language for change such as <i>new, different, same, beginning, start, leave</i> and use stories/books to support discussions. Consider those children that are staying at the setting. Be open to discussions about transition during child initiated play or adult led opportunities such as circle times – feelings, hopes and fears; exploring ‘what might be the same and what might be different’. Adaptation of the curriculum to include activities such as undressing for P.E. Photos of new schools on a notice board in nursery. Invite school staff to visit and meet children transferring to their school. Events and resources to celebrate the time that children have spent in the setting e.g. leaver party, certificates, photos etc and to enable them to leave an imprint e.g. handprints, a paper chain, leaving a stone, planting a tree together. The Universal Transition Record is completed, with reference to the guidance, for all children starting school and submitted by the Term 6 deadline (this record can also be useful for children moving to another early years setting). All safeguarding information is shared in a secure manner following national and local guidance. Attend local transition event to have face to face discussions and to handover Universal Transition Records. 	✓		<p>Commence enhanced sending and closing transition process for some children. For example:</p> <ul style="list-style-type: none"> Support development of independence in relation to self-care skills. Exploring emotions with individuals in relation to change. Use individual visual aids, such as social stories, countdown calendar, photobooks etc to support children to prepare for transition. Activities and resources that will support some children to feel that they will be ‘kept in mind’ by the early years setting and do not feel rejected e.g. showing them that their picture will be kept in a book or on the wall. Invite school staff to meet individual children in the early years setting and to observe interventions in practice. Attend a transfer meeting to review any relevant planning documents (e.g. Individual Education Plans, Bristol SEND Support Plans, Individual Healthcare Plans, Individual Risk Assessments, Personal Education Plans) and to agree Transfer Action Plan with families, schools and other professionals. Complete Early Years Transfer Pack or Autism Transition Pack documents for children who have SEND, including confirmation on funding, and share with receiving school. Signpost any relevant CPD for reception class practitioners in relevant specialist interventions that the child receives. Arrange for transfer of individual resources e.g. sensory resources, social stories, PECS books (including transition resources if appropriate). Liaise with therapists for collection and delivery of any specialist equipment.
<p>Commence receiving transition process for all children due to start school. For example:</p> <ul style="list-style-type: none"> Clear induction policy and procedures. Up to date early years information on website e.g. staffing, environment, the routine etc. Staff to visit children in the early years settings. 		✓	<p>Commence enhanced receiving transition process for some all children. For example:</p> <ul style="list-style-type: none"> School staff to make additional visits to individual children in their early years setting and to observe interventions in practice. Attend a transfer meeting to review any relevant planning documents (e.g. Individual Education Plans, Bristol SEND Support Plans, Individual Healthcare Plans, Individual Risk Assessments, Personal

<ul style="list-style-type: none"> • Invite children and families to visit the school e.g. stay and play, story-time, teddy bears' picnic. • Welcome pack containing essential information including forms for allergies, contact numbers, password, and interests. • Welcome events to share key information with parents/carers; introduction to governors etc. • 'Hello' postcard sent to children over the summer holidays. • Read and consider information in the Universal Transition Records to inform planning for the class and individuals. • Reflect on additional information and peer relationships shared at local transition event when planning for the class and individuals. • Planning the reception class environment to support children to settle, including mirroring of early years visual supports. 			<p>Education Plan) and to agree Transfer Action Plan with families, early years settings and other professionals.</p> <ul style="list-style-type: none"> • Receive, disseminate and consider Early Years Transfer Pack or Autism Transition Pack documents for children who have SEND, including confirmation of any top-up funding. • Consider employment/deployment of staff to ensure that individual children's needs can be met with reference to any additional funding. • Arranging staff CPD in relevant specialist interventions (e.g. Early Years Inclusion Team Workshops) • Planning the reception class environment and layout to support individual needs including use of individual equipment and resources. • Planning the reception class curriculum to support children to settle well and build on progress, particularly in relation to interactions and targeted interventions.
---	--	--	--



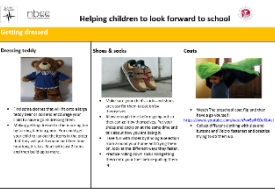

AUTUMN FOLLOWING TRANSITION TO SCHOOL




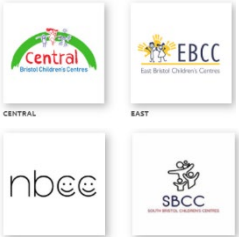




Actions to support ALL children	To be Led by		Actions that are additional to or different from in order to support SOME children
	EY Setting	School	
<p>Continue receiving transition process for all children starting school. For example:</p> <ul style="list-style-type: none"> • Each child allocated a clearly identified key person and their role explained to parents/carers • Home visits to meet parents/carers and children and to gather information. This supports children to feel more secure with their new key person. • Photos on pegs/room/drawers ready before the children start to give them a sense of belonging. • Staggered entry to enable smaller groups of children to become familiar with the staff, the environment and the routine before full cohort attendance. • Flexibility around parent/carer handovers to support settling in and reassurance. • Taking children on tours of the learning environment, both inside and out as well as other significant areas e.g. school hall, library, office. • Invite families to share examples of children's previous work e.g. learning diaries. • Circle times to support children with change – feelings, hopes and fears; exploring 'what is the same and what is different, but okay'. 		✓	<p>Continue receiving transition process for some children starting school. For example:</p> <ul style="list-style-type: none"> • Key person to be familiar with 'All About Me' information, strategies and targets, strengths and areas for development; linking regularly with parents/carers. Relevant information shared with other school staff as appropriate. • Individualised settling programmes – this could include a quicker induction for some children as well as a slower one e.g. where a consistent routine is important. • Receive any delivery of any specialist equipment and arrange for appropriate storage and training in its use. • Consider use of a transition object from home or early years setting for individual children who may be feeling particularly anxious. • Consider use of a buddy system. • Favoured activities to be available for individual children with limited interests. • Ensure individual resources e.g. sensory resources, social stories, PECS books have been received from early years setting and are available to the child. • Home school communication books.

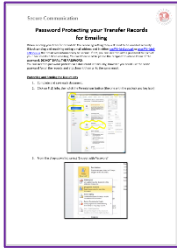
<ul style="list-style-type: none"> • 'Welcome' displays for children and photo board of staff with names and interests for children and their families to look at together. • Acknowledge that there may be children who find transition more difficult and that a flexible approach to the use of strategies identified for 'some' children may be beneficial. 			<ul style="list-style-type: none"> • Strategies and provision are implemented in accordance with reports from professionals and EHCP, Bristol SEND Support Plan and/or Personal Education Plan (if the child has one) in order to achieve identified targets and outcomes. • Follow-up with early years setting if child's information has not been shared/received. • Liaise with professionals with regards to children whose needs were not identified before or during their transition. • Gather evidence and apply for Top Up funding if appropriate. • Diarise Annual Review of EHCP or Bristol SEND Support Plan (if the child has one). An EHC plan or Bristol SEND Support Plan for a child under five should be reviewed at least every six months to ensure that the provision continues to be appropriate.
<p>Receive feedback from parents/carers and professionals to inform review of transition process for all children.</p>	✓	✓	<p>Gather feedback from parents/carers and professionals to inform review of transition process for individual children.</p>

Resources to support transition to school

(Please click on thumbnails to access links to information)

	<p>Books to support starting school A list of books for children to support conversations about starting school and the emotions that might be involved can be downloaded from the Transition to School page of the Bristol Early Years website.</p>
	<p>Important Dates for Admission to Primary Education; A leaflet for Parents & Carers A guidance document for families. When to apply and dates for offers and appeals for new reception primary places can be downloaded from the Transition to School page of the Bristol Early Years website.</p>
	<p>Helping children to look forward to school. A leaflet for parents/carers with lots of practical ideas to support school readiness can be downloaded from the Transition to School page of the Bristol Early Years website.</p>
	<p>Supporting transition at home for children with SEND Information for parents/carers about practical ways to help prepare children with SEND for transition to school can be downloaded from the Transition to School page of the Bristol Early Years website.</p>

	<p>Best Practice Tips: settling babies and children into a childminder setting Things to consider and ideas to support a smooth settling-in for young children when starting at a childminder setting.</p>
	<p>Translating and Interpreting Service Information on how to access interpreting service for families with EAL where a supported transition meeting is required.</p>
	<p>Eric's guide to potty training and Eric's guide for children with additional needs. Useful guides for settings and for families about how to support potty training with all children plus some additional guidance for how to best support children with additional needs.</p>
	<p>Family Support Hubs Children's Centres offer a mix of universal and targeted family support services for a range of issues including education and care, parenting, domestic abuse, accessing health and social care services and are based in localities across Bristol.</p>
	<p>The Bristol Standard Dimension 2 - Relationships and Interactions can support your reflective discussions around transition If you do not have the password please email Bristol.standard@bristol.gov.uk</p>
	<p>Transition photo story example This example will give you some ideas about how you might be able to develop a photobook about your school to support transition for vulnerable children.</p>
	<p>SAY provide an accessible, impartial and confidential SENDIAS service to empower parents/carers to play an active and informed role in their child's education.</p> <ul style="list-style-type: none"> • helping with complex legal processes like EHC assessments, mediation, appeals, exclusions and complaints • a dedicated Information, Advice & Support (IAS) Line. • monthly support group meetings • information events and courses
	<p>FLORA (Families, Local Offer, Resources and Advice) provides information, advice, signposting and support for families who are in the early stages of identifying that their child may have additional needs. The FLORA team can help families navigate the services and support that is available to them, their family and child. Call: 0117 352 6020 Email: FLORA@bristol.gov.uk</p>



Password Protecting your Transfer documents for emailing

When sending your transfer records to the receiving setting they will need to be emailed securely.

This guidance explains how to do this and can be downloaded from the Transition to School page of the Bristol Early Years website.

Children in Care and Children Previously in Care

Children in care and children previously in care will benefit from the actions outlined in the timeline above that are 'additional to or different from' those provided for all children. For these children practitioners will also need to be aware of the following information:

Children in Care will have regular Personal Education Plan (PEP) meetings as part of the care planning process. A PEP meeting with a specific focus on transition will be planned for term 5 to include the Designated Teacher for Children in Care at the new school. An 'enhanced transition plan' will be agreed at this meeting.

Because of the unique and specific circumstances of Children in Care plans need to be flexible, sometimes there is mobility or change. It may be necessary to modify plans or organise further meetings with different schools as a result. As ever, sensitive support and strict confidentiality will be needed.

Children Previously in Care will benefit from a similar planning process and meeting to organise an 'enhanced transition plan'. With the agreement of the family, it would be best practise to invite the Designated Teacher for Previously Looked After Children from the new school to this meeting.

Children involved with Social Care

This concerns any child assessed as needing a Social Worker at any time due to safeguarding and/or welfare reasons and includes all children subject to a Child in Need Plan or Child Protection Plan. This cohort of children is identified as a group of children who face significant barriers to education and their experiences can affect their attendance, learning, behaviour and well-being.

Children who have a Social Worker will benefit from an 'enhanced transition plan' and it is best practice to invite the Designated Safeguarding Lead to any meetings and to ensure the child's Safeguarding File is transferred within 5 days of the child starting at their new school. All safeguarding information should be shared in a secure manner following [national and local guidance](#).

Children who attend more than one setting

The EYFS 2021 states that Providers must maintain records and obtain and share information to ensure the safe to help ensure the needs of all children are met. Providers must enable a regular two-way flow of information with parents/carers, and between providers, if a child is attending more than one setting ([3.69](#)).

For children that attend more than one setting, the [Universal Transfer Record](#) (and [Early Years Transfer Pack](#) or [Autism Transition Pack](#) if appropriate) should be completed by the setting where the child spends most of their time. Other settings attended by the child should work in partnership to inform completion of these records.

SEND funding explained

Mainstream schools are funded based on how many pupils they have. This is called 'element 1' funding. They get extra funding for pupils with additional needs. This is called 'element 2' funding. The school can apply for additional funding for pupils with more complex needs. This is called 'element 3' or 'top up' funding.

If a nursery pupil has been funded by the Early Years SEN Panel, the same funding band will usually transfer to the school as 'element 3' or 'top-up' funding. This is paid at the maximum SEN funding rate for one year, with a review to be held by the following May.

Current maximum Primary rates:

Band 1 - £0

Band 2 - £1,000

Band 3 - £5,000

Band 4 - £10,000

[Guide to funding for SEN in schools and educational settings](#)

Delayed or Deferred Entry to School

Occasionally, parents/carers may not wish for their child to go to school in the September of the school year in which they reach the age of five; and they may want to consider the option to defer or delay taking up a school place. [This guidance](#) aims to help explain what these terms mean and help families decide what is best for the child. It is important for early years settings and families to be aware that the implications of both deferred and delayed entry can be complex.

EYFS Profile

Where a child has completed their reception year in an early years provider setting, having delayed entry to school, and will be starting school in Year 1 with their chronological peer group, the provider must complete the statutory [EYFS Profile assessment](#) in term 6, and submit the data to the local authority. Please contact Kate Irvine, kate.irvine@bristol-schools.uk for support with this.

Where a child has delayed entry by a whole year and will be starting school in a reception class a year later than normal, then no EYFS Profile assessment is needed, as this will be completed by the school at the end of reception year.

A case study of a positive transition from pre-school to reception.

Background. Jemima came to our setting in January when she was two years old. She had a range of traumatic early life experiences and was cared for by a grandparent (Tanya) whom she lived with. We were the first experience of care that she had received away from Tanya. Staff from the setting visited Jemima in her home and supported her and Tanya as she started at our setting.

Jemima's experience at our setting. It became clear quite quickly that Jemima found it difficult to regulate and manage her emotions and behaviour and respond to boundaries and routines. We explained and shared the strategies that we were using with Jemima with Tanya. We journeyed with Tanya using a graduated response with the level of support that we provided for Jemima. Tanya was reluctant to seek support from external agencies, in terms on how this would reflect on her as a care provider. We reassured Tanya and, with her agreement, sought advice from the inclusion team. The support plan and risk assessment provided evidence that we should apply for additional funding and Tanya also agreed with our suggestion to seek support from the Educational psychologist team.

Thinking about school. Tanya did not have a network of support to draw upon and we provided a listening ear for Tanya as she began to look at schools to find the best suited place for Jemima. We made Tanya aware that as a previously looked after child Jemima would allow her to be higher up in terms of the admissions criteria. We supported Tanya with the paperwork as she applied for her school place.

The transition process:

Late April. Once the school places had been allocated our SENCo (Beatrice) suggested to Tanya, and then with her agreement, phoned the school and gave them a brief background to Jemima. Beatrice then explained that Jemima would need an enhanced transition process and explained the current level of support that Jemima was receiving at our setting. B also suggested that visits to our setting would be really useful, for the receiving setting to see the strategies that we were using. The receiving school noted that this was really helpful to know and phoned back after discussion with the staff members to book some dates.

May 28th. The SENCo from the school and the head teacher came to observe Jemima and chat to us they also saw a current intervention that we were using with Jemima (bucket time). They also were able to see Jemima within her free play and ask questions. As a setting we felt that this showed a typical session with Jemima. She had an outburst during the time they were visiting, displaying distressed behaviour.

June 28th Transition meeting at receiving school. This took place at the receiving school. It was attended by Beatrice and support staff for Jemima, Tanya, the SENCo from school, the new class teacher and support staff to be. During the meeting we talked through the enhanced transition pack and information, answered any worries or questions that Tanya had and talked about how the settling in process may work for Jemima.

June 29th. Class teacher came to our setting to visit all children we were transferring to the school including Jemima.

July 3rd. The support staff who would be supporting Jemima at school came again to the setting to play alongside Jemima and observe and chat to our staff.

July 5th. Support staff member from pre-school accompanied Jemima to school for settling in visit and story time.

Comments from the receiving school. “This was my first enhanced transition as the SENCo– and I felt really supported by the pre-school.”

“We really appreciated that you were open to us coming to visit you – more than once!”

“We felt that what you showed us was a true impression of how Jemima could be and that was good rather than saying it’s all fine.”

“We know that our working together was really beneficial for Tanya - it really helped the whole process for Jemima that we had good communication and transfer.”

“We would just like to add that although the transition went smoothly, it was felt that all the support from agencies etc that Jemima received with you, simply disappeared when she transitioned to primary school.”

Pre-school’s view of the transition process for Jemima. “The school really listened to us about our experience and concerns and treated us as professionals.”

“It really felt like we were working together and sharing information to make the transition as smooth as possible.”

“The school really invested in the transition process, especially in time.”

On-going progress at school. We heard from the school that Jemima had settled and was skipping to get there as she enjoyed it so much! Tanya dropped in to visit us and said that Jemima was doing well with her reading and despite moving to a new house, she had chosen to keep her there because of how well she had settled and was getting on. *(Shared by the Early Years SENCo of a pre-school in North Bristol)*

Transition documents and completed examples

The key documents to support transfer to school for all children and also for children with SEND/other vulnerable children are listed below and can be downloaded from [Bristol Early Years Website](#). Guidance on how to send transfer documents securely is also included on this page. Please note, these documents could also be used to support transition and sharing of information from one Early Years setting to another.

Transfer documents for all children:

- Universal Transfer Record
- Completed examples of Universal Transfer Record
- Universal Transfer Record Guidance
- Universal Transfer Record Parents /Carers Letter
-

Additional Transfer documents for children with SEND and other vulnerable children:

- Transfer Pack Summary Sheet for children with additional needs
- Transfer Pack All About me for children with additional needs
- Transfer Pack Action Plan for children with additional needs
- Completed example of Transfer Pack of children with additional needs

Bristol Early Years. February 2022