

## How to complete the Bristol Universal Transfer Record

The Universal Transfer Record (UTR) provides a succinct summary of learning and development and other relevant information to support the transition of children from nursery year into reception classes in schools, or between settings.

The Bristol UTR should be completed with reference to the principles, processes and responsibilities outlined in the 'Bristol Positive Transitions in the Early Years' guidance. It has been developed in consultation with the Bristol early years sector and it aims to be purposeful, practical, and manageable. It should contain all the relevant information about the child at a quick glance and clearly indicate where additional information may be included and where further conversations may be required to support transition of the child and family. The UTR should be completed by the child's key person wherever possible. Where a child attends two or more settings, providers should try to collaborate on transition as much as possible.

### About Me

Complete details and circle or highlight to indicate Yes or No (Y/N) **if additional documents and / or additional conversations** are required to support transition. This helps receiving settings quickly identify any children they will need further information about.

- Write a few sentences to capture the child's voice and share the child's interests and play preferences. This will include information you have gathered over time from parents and carers.
- Add a comment about the strategies and resources that support the child to settle and feel secure. This might include simple things such as verbal acknowledgement, using a transition object or photo of parents/carers etc.

### Development & Learning Assessment

Include the age (in months) of when that assessment was made. This will help the school or setting understand the child's development and how this might relate to their own assessment system.

- Characteristics of effective learning: Write a few simple sentences to capture how the child plays and learns through the statutory characteristics of effective learning; their confidence to play and explore; their attention and resilience; how they might plan, adapt, and develop their play and their emotional wellbeing.
- Areas of learning: Write a short celebratory statement about what and how the child is learning and developing in each of the prime areas of learning first. Practitioners should make comments in relation to their professional knowledge of the child. It is not necessary to comment on all the specific areas but do add something on any strengths or areas for further development if appropriate. It can be helpful to frame comments relating to areas for development using positive language, such as 'beginning to with visuals and prompts,' or 'is starting to .... when supported by an adult/ Makaton and more time for processing'.
- If a WellComm language assessment has been conducted, please indicate the section that the child has achieved 'green' in, on the form. If this has not been conducted – please leave blank or strike through.

### Progress Pathway


To be able to identify whether a child may have special educational needs or emerging needs please indicate whether the child is following an *expected* pathway of progress for their age and stage, or whether progress might be *delayed* or *different*. Practitioners should signpost here to any SEND documentation or assessments. Please note, that anything stated here **must** already have been discussed and shared with the family through ongoing parent partnerships.

### Ordinarily Available Provision

Practitioners should indicate the specific strategies, adaptations or adjustments that are used to support the child with accessing the play and learning on offer. These might include consistent use of Makaton, prompts and visuals, sensory breaks, or enhanced support at transitions of the day etc. This will ensure that receiving practitioners can plan for these to be replicated upon transition.

### **Universal Transition Administration Information**

This is where further information and details, such as attendance are recorded to help the receiving school or setting access all the information that they need to ensure a smooth and successful transition for both the child and the family. Practitioners should complete this to the best of their knowledge.

(NB. To insert a tick electronically, copy and paste the tick symbol  highlighted in the document)

### **Completing the UTR for Children with SEND and emerging needs:**

#### **Either**

Indicate where a SEND Transfer pack has been completed and sent to the school SENCO and indicate the level of support the child is receiving. (This is to ensure that teachers are clear about which children they need to link with the school's SENCO about.)

#### **Or**

Indicate that a transfer pack has not been completed but there are some emerging needs that are being observed, in which case please indicate the area or areas of need. (This is to help schools identify children who will benefit from specific adjustments and adaptations from the OAP to support transition and settling-in, or who may be on a pathway to an identification of need.) Please also highlight any children who are still being supported, or who have yet to start toilet training.

### **Additional Information**

Highlight, tick, or circle any of the relevant additional information that applies to the child.

Please indicate any other professionals involved with the child or family, and their contact details that would be useful for the school to know about.

### **Request for further conversations to support Transition**

Please use the box to indicate if further conversations between yourselves and the receiving school or setting would support a successful transition and remember to include your contact details.

### **Parental Consent and GDPR**

To be GDPR compliant, parents and carers must be made aware that the transfer record is being completed and shared with schools to improve outcomes for the child, in accordance with Data Protection Regulations (GDPR) and that they may request to view a copy if they wish.

A letter to inform parents about the Universal Transfer record including a link to the Privacy Notice associated with the form is available to download from the Bristol Early Years website.

### **How to Send the UTR to schools or settings**

When sending your UTRs to the receiving setting they will need to be emailed securely to the EYFS Leader of the school. Information on how to do this can be downloaded from the EYFS Transitions page of the Bristol Early Years website.

Your lead Teacher can assist you in finding out the correct names and contact emails of receiving schools or settings. Please Note, sending UTRs by post is not considered a secure method, therefore settings who are unable to email them should deliver documents by hand to the correct named person.