

Bristol Universal Transfer Record 2024

Child's Name: Belinda		Date of birth: 25.05.2020	
Preferred name: BeeBee		Date of assessment: 01.06.2024	
Additional documents shared (e.g., SEND / CP/ PEP /etc)	Y / N	Further conversations required to support transition of child & family	Y / N
About Me - my family and key person have noticed			
<ul style="list-style-type: none"> Things I am interested in and activities we like to do together. <p>B loves playing outside, climbing and jumping and looking for bugs and minibeasts. She enjoys playing in the park with her brothers and sisters, Mummy and Nanny and is confident to go on the big slide by herself. She loves singing and joining in with rhymes and stories and all JoJo and GranGran books and programmes.</p> <ul style="list-style-type: none"> What helps me to settle and feel secure? (See also 'All About Me' in SEND Transfer Pack where relevant) <p>B Likes lots of praise and to know that the adults around her have noticed her. She has a photo of mummy in her drawer that she likes to hold on to when she is upset for any reason.</p>			
Development & Learning Assessment			
Child's age in months at time of assessment			
Key headlines about my Characteristics of Effective Learning			
Playing and Exploring Active Learning Creativity & Critical Thinking Emotional Wellbeing			
<p>B is confident to join in with familiar activities and can stay on task for a long time in play of her own choosing such as making dens with her friends or playing in the mud kitchen. She is beginning to be more confident when she has support and praise and is starting to make links in her learning with a few prompts. She sometimes needs support to recognise and manage her emotions but responds well when she is supported to feel safe and acknowledged.</p>			
EYFS Areas of learning			
Comments on strengths and areas for development if appropriate			
PSED	B plays well with others and is developing confidence in play. She settles well at the start of the day when she can have time in the cosy corner with her key person or a familiar adult. She looks to adults for support when she feels upset.		
Communication & Language	<p>B is beginning to express herself more and often uses gesture to get her meaning across. She loves songs & rhymes. At home she chats about what she is doing & asks lots of questions when something grabs her attention. Her favourite book is anything 'JoJo and GranGran'!</p> <p>WellComm Language Assessment - Section 6 Green</p>		
Physical Development	B has great large physical skills, can run and jump, kick a ball and loves the climbing equipment at nursery. She loves drawing and painting and can hold a pencil well. B is starting to use the potty with support at nursery.		
Literacy	B loves non-fiction books about bugs and the story of the Hungry Caterpillar.		
Mathematics	B is beginning to recognise number and quantities especially when linked to her play and interests.		

Understanding the World	B has a passion for minibeast and knows about lot of different bugs and where to find them in the garden. She loves to talk about her family and going to the park with Nanny and her siblings.
Expressive Arts	
<p>Progress Pathway - Is the child's learning and development following an expected pathway of progress, or are there any indications that it might be delayed or different? B is progressing well in most areas but has been identified as being slightly delayed in her speech and language and we are using WellComm strategies in provision in section 7.</p> <p>Are there any strategies, reasonable adjustments, or adaptations in Ordinarily Available Provision that support the child in the early years setting? Is any support for toileting required? (Please give details).</p> <p>B is being supported with Makaton in routines, we model using comparative language such as shorter and longer, and help her to use longer sentences in play (WellComm section 7) We are supporting the family with starting toilet training.</p>	
Key person	Jessie
Date 01.06.2024	

Universal Transition Administration information

Name of Child Belinda	Name of Early Years provider Bristol Nursery Contact email Telephone	Date started at Setting 02.09.2022 Other settings attended																														
Name of school transitioning to Bristol Primary	Languages used at home English Multilingual: Yes / No	Attendance <table border="1" data-bbox="951 465 1493 562"> <tr> <th colspan="2">M</th> <th colspan="2">T</th> <th colspan="2">W</th> <th colspan="2">Th</th> <th colspan="2">F</th> </tr> <tr> <td>am</td><td>pm</td> <td>am</td><td>pm</td> <td>am</td><td>pm</td> <td>am</td><td>pm</td> <td>am</td><td>pm</td> </tr> <tr> <td>X</td><td>X</td> <td>X</td><td>X</td> <td>X</td><td></td> <td></td><td></td> <td></td><td></td> </tr> </table> Regular attender Y / N	M		T		W		Th		F		am	pm	am	pm	am	pm	am	pm	am	pm	X	X	X	X	X					
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<input type="checkbox"/> <input checked="" type="checkbox"/> Parental consent to share information as discussed. (Please tick to confirm)																																

Bristol Universal Transfer Record 2024

Child's Name: Wiktor W		Date of birth: 27.11.2019	
Preferred name: 'Vik '		Date of assessment: 01.06.2024	
Additional documents shared (e.g., SEND / CP/ PEP /etc)	Y / N	Further conversations required to support transition of child & family	Y / N
About Me - my family and key person have noticed			
<ul style="list-style-type: none"> Things I am interested in and activities we like to do together. Vik enjoys cooking and helping at home and at nursery. He loves performing and dancing and talks a lot about the family camping trips and visits to relatives in London. He is very excited about his new baby brother due in the summer. What helps me to settle and feel secure? (See also 'All About Me' in SEND Transfer Pack where relevant) Vik has settled well here. We have learned some key words in Polish that helped him understand the routines and he finds the visual timetable reassuring to know when Mumia will collect at the end of the day. 			
Development & Learning Assessment			
Child's age in months at time of assessment			
Key headlines about my Characteristics of Effective Learning			
Playing and Exploring Active Learning Creativity & Critical Thinking Emotional Wellbeing			
Vik enjoys all aspects of nursery life and is often to be found building cities and roadways with his friends in the block area. He also has a keen interest in music and dance. He focusses well and is now demonstrating good perseverance and resilience when things don't go according to plan. He has lots of his own ideas and can adapt them creatively showing good imaginative skills			
EYFS Areas of learning			
Comments on strengths and areas for development if appropriate			
PSED	V has made lots of friends at nursery and has a great relationship with his key person who he will go to for support if he's ever upset. He shows a lot of kindness to his friends and shows a lot of confidence when he get a chance to sing and dance.		
Communication & Language	V is very chatty. He loves to explain his models and creations to the group. He is bilingual in Polish and English. He chats well in Polish at home and is starting to use English more in including in short sentences. He can follow instructions and stories in English well now with props and Makaton to support his understanding. His favourite story is The Gingerbread Man. <i>WellComm Language Assessment - Not screened</i>		
Physical Development	V is very well coordinated and loves showing us his street dance moves. He is beginning to use a tripod grip for drawing and can use the woodwork tools well in nursery.		
Literacy	He can recognise and write his name well.		
Mathematics			
Understanding the World	Vik can talk about his trips to London on the coach and on the Tube with his mum and dad to see his grandparents. He likes to build models of roads and trains in his play and name some places he has been to.		
Expressive Arts	Vik is an accomplished street dancer for his age.		

Progress Pathway - Is the child's learning and development following an expected pathway of progress, or are there any indications that it might be delayed or different?

Vik is learning and developing well for his age and stage and is making good progress in acquiring English since he started at nursery.

Are there any strategies, reasonable adjustments, or adaptations in Ordinarily Available Provision that support the child in the early years setting? Is any support for toileting required? (Please give details).

Makaton, visuals and simple prompts help Vik across the day as he is still acquiring English as an additional language. We model back simple sentences and use props where needed to help his understanding & English development.

Key person Billie

Date 01.06.2024

Universal Transition Administration information

Name of Child <i>Viktor</i>	Name of Early Years provider <i>Bristol Nursery</i> Contact email /Telephone	Date started at Setting <i>02.09.2022</i> Other settings attended Childminder when aged 2																														
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