

## Transition

This card gives guidance on how to use key elements of Progress from the Start to support the transition process and signposts practitioners to *Mind the Gap* materials.

- *Progress from the Start* is a programme which supports transition. Transition is a big responsibility for practitioners, families and carers and should be made a priority.
- *Progress Summaries* and the *Individual Progress Tracker* (see Card 3 and 6) should be used as the main transition documents as a child moves between different rooms within a setting.
- As part of the transition process, schools need to receive a copy of each child's *Transition Progress Summary* (see Card 6).
- At major transitions in a child's life such as moving from setting to setting, or starting school an up-to-date *Progress Summary* or the *Transition Progress Summary* should be shared with the receiving practitioner. The key person, children and parents/carers must have contributed to this key document to ensure a smooth transition for the child.
- During transition visits you may encourage the children to take their learning journeys to their new setting/school or new room to share with their new key person. The more information that can be shared about a child, the easier it will be to plan for future positive experiences.
- A really important part of the transition to school is for the key person to have the opportunity to discuss the child prior to them starting, sharing the learning journey and *Transition Progress Summary*. This will help inform the new practitioner about the children they will be receiving from different providers and enable them to plan an appropriate curriculum and environment.
- There is extensive guidance to support transition in Leicestershire's sister document *Mind the Gap: Transitions through Learning Journeys* (Leicestershire County Council, 2008). The seven booklets, with Top Tips in each, have been written to support practitioners with helping all children have smooth transitions. [www.leics.gov.uk/mind-the-gap](http://www.leics.gov.uk/mind-the-gap)

### Leaders and managers need to ensure that:

- transition is an ongoing process – this means making sure that there are established links between feeder pre-schools, schools and childminders if the child attends more than one setting.
- they read and sign each child's *Transition Progress Summary* to ensure the key person, child and parent/carer has contributed.
- support and time is given to practitioners working in the setting to complete the necessary paperwork.
- there are opportunities for conversations between the present and receiving practitioner in order for the new practitioner to know the children prior to starting. This will help the new practitioner to plan an appropriate environment and curriculum (see section 4 of *Mind the Gap: New Setting*).

