


## PROGRESS SUMMARY (Transition to School)

<b>Name</b>	Joshua Wells	<b>Assessment Date:</b> 10:05:17
<b>Date of Birth:</b>	10/08/2013	<b>Age:</b> 45 months
<b>Contextual Information:</b> <ul style="list-style-type: none"><li>• Joshua has been attending pre-school for 3 sessions since September 2016 and for 5 sessions since January 2017.</li><li>• Joshua joined his adoptive family in August 2016. He found it very difficult to settle into pre-school initially in September and also was unsettled after the Christmas and Easter breaks.</li><li>• Prior to July 2016, Joshua received support from a speech and language therapist. He now participates in Social Communication groups arranged by Pre-school (using EYPP funding).</li><li>• The additional (funded) transition support which was put in place to facilitate home visits, has helped to bring security and continuity. There has been a marked improvement in Joshua's behaviour.</li><li>• The developing friendship with James has also been a great help in increasing Joshua's well-being and confidence.</li></ul>		

A portrait of a young boy with dark hair and bangs, looking directly at the camera with a slight smile. He is wearing a blue and green horizontally striped shirt. The background is a plain, light-colored wall.

### Characteristics of Effective Learning

#### **Playing and Exploring** (*finding out, playing with what they know, being willing to have a go*)

Joshua enjoys playing with cars and trains. He will take initiative in setting up the car mat, by constructing buildings using wooden blocks and Duplo, and combining these with complex structures and arrangements using the wooden railway track. He is confident taking on the role of mechanic or engineer, playing alone or with James.

#### **Active learning** (*concentrating, keeping trying, enjoying what they set out to do*)

Joshua has good concentration when he is free to choose his own activities or is doing something he especially enjoys. He spent a long time making a pulley system with a basket and string to transport wooden blocks and small equipment up and downstairs in the play house and wanted to show his small group how it worked.

Joshua enjoys a challenge when he feels confident he can achieve success or show his prior knowledge, such as playing with numbers in Maths, jigsaws, or setting himself new goals in outdoor physical activities. He tends to avoid drawing, painting, and writing and craft activities and can get upset easily when not achieving what he wanted to achieve.

#### **Creating & Thinking Critically** (*having their own ideas, making links & choosing their ways to do things*)

Joshua is a creative thinker who prefers to try things out rather than to ask for help. He enjoys den building (using a sheet, string and clothes pegs "like on a washing line"). When he made "alien goo", he added too much water, and then tried again to "make it work".

<b>Transition Advice:</b> From our knowledge of the child we strongly advise that... <ul style="list-style-type: none"> <li>Joshua has access to a timetable to show him what is happening, when it will happen and when he will be collected. Forewarning about changes is helpful.</li> <li>He can keep a family photograph and favourite toy car/ small dog "Pinkie" in his bag as items for comfort if needed.</li> <li>James is in the same group within the class. He can visit his sister in year 2.</li> <li>Joshua has additional support with toileting. He has a history of wetting and soiling which can reoccur at transition times. He needs reminders, especially when absorbed in play, and may need some practical hygiene support. The school nurse may need to be involved?</li> <li>There is an opportunity to talk with parents if doing work on families.</li> <li>Joshua likes talking about cars, and prefers fact books to stories and construction rather than art work.</li> <li>Support is given during times of change. Sticker/reward charts for good behaviour work well.</li> </ul>	
<b>Child's Voice:</b>  I want to go to big school to play on the big play things and do Forest school, and because Emma goes there.	<b>Parents'/Carers' Comment:</b>  We are pleased that Joshua has begun to settle into Pre-school. He has achieved a lot. He is looking forward to school, but we are concerned that he won't be confident to say what he needs and we are worried about toileting issues/negative behaviour patterns. We hope there will be support with conversational language, with expressing his feelings and making friends.  As Joshua has recently been adopted, he may still talk about his foster carers as being part of his family. Please contact us if you do "all about me" work which is about his early years.

<b>Personal, Social &amp; Emotional Development</b> <ul style="list-style-type: none"> <li>Joshua is beginning to join in with other children's play with support, when they are doing activities that interest him. He has begun to seek me out to tell me things or just be with me during the day. He rarely speaks about his feelings. Joshua has now formed a strong friendship with James, but if James isn't there, prefers to play alone.</li> <li>Joshua loves helping me to set up activities and readily receives praise. He can organise his own play, but is wary of new people and shies away from social situations.</li> <li>Joshua will come to me when he is upset, but is often unaware of how he is feeling. He understands Pre-school rules, but finds it hard to empathise with others. He can take other children's toys and occasionally hide or break them when he is upset or angry.</li> </ul>	<b>Making relationships</b> <b>Developing 22-36 months</b>
	<b>Self-confidence &amp; self-awareness</b> <b>Developing 30-50 months</b>
	<b>Managing feelings &amp; behaviour</b> <b>Developing 22-36 months</b>

<b>Communication and Language</b> <ul style="list-style-type: none"> <li>Joshua's listening skills are well developed and he pays attention to conversation and stories if they interest him.</li> <li>Joshua responds to instructions and can answer questions about how things work or why things happen.</li> <li>Joshua can recall things in the correct order, but often muddles his tenses and sometimes his word order when explaining things. He rarely initiates conversation with others, but does chat to James about what he is doing and what he did at the weekend. There is still a real need for the social communication groups and support is still needed to talk about things like feelings and starting school.</li> </ul>	Listening & attention <b>Secure 30-50 months</b>
	Understanding <b>Secure 30-50 months</b>
	Speaking <b>Entering 30-50 months</b>
<b>Physical Development</b> <ul style="list-style-type: none"> <li>Joshua is confident to move skilfully in many different ways, showing a good sense of balance and great hand eye co-ordination when playing with a ball. His pencil grip and use of small equipment is still developing.</li> <li>Joshua can wash his hands and almost dress himself independently. He needs help with choosing weather appropriate clothes and rarely expresses that he is too hot or cold (or full at Lunchtime). He still needs help with toileting sometimes and can lack control in this area when upset or distracted.</li> </ul>	Moving and handling  <b>Developing 30-50 months</b>
	Health & self-care  <b>Entering 30-50 months</b>

<b>Literacy</b> <ul style="list-style-type: none"> <li>Joshua continues to read familiar words and enjoy looking at Fact books. He is still less interested in stories and story books (which may affect his use of language and writing later on in school). Joshua is showing a real interest in games about letters and sounds. He can say the sounds in some words and make words out of sounds.</li> <li>Joshua describes what he has drawn and written when using tools outside or in the sand tray. He can write J, and match some letters with</li> </ul>	Reading  <b>Entering 40-60 months</b>	<b>Mathematics</b> <p>Joshua is very confident and highly motivated towards, all aspects of number, problem solving and shape exploration. He especially enjoyed the Maths Trail on the farm visit, finding ways of counting and recording groups of sheep and finding 2D and 3D shapes using their mathematical names and describing their position to other children.</p>	Numbers  <b>Entering 40-60 months</b>
	Writing  <b>Developing 30-50 months</b>		Space, Shape and Measure  <b>Entering 40-60 months</b>

sounds, but finds the physical act of writing, drawing and painting difficult and tends to avoid these activities.			
<b>Understanding the World</b> <ul style="list-style-type: none"> <li>Joshua is beginning to talk about his family and significant events. He talked about his trip to the farm and tractor ride and explained that it was a party to celebrate being adopted.</li> <li>Joshua loves Forest School and is naturally curious and can talk in detail about animals and plants. He is fascinated by science and can explain why things happen and wants to know how things work.</li> <li>Joshua is interested in all aspects of technology and very confident in this area.</li> </ul>	People & communities <b>Entering 30-50</b>	<b>Expressive Arts &amp; Design</b> <ul style="list-style-type: none"> <li>Joshua loves music, and enjoys experimenting with sounds. He is able to keep time, tap out rhythms and move in response to familiar and new types of music. Joshua confidently uses a variety of construction materials and tools both indoors and outside.</li> <li>Joshua makes up his own rhythms and sound sequences on the key board and drums, and moves rhythmically to music, making up dance moves. He prefers small world play to role play, tending to act out similar scenarios, being a mechanic or engineer, and fixing problems with trains and cars.</li> </ul>	Exploring & using media materials <b>Developing 30-50 months</b>
	The world <b>Secure 30-50 months</b>		Being imaginative  <b>Entering 30-50 months</b>
	Technology <b>Secure 30-50 months</b>		

<b>Parents'/Carers' signature:</b>	<b>Key person's signature:</b>	<b>Moderated by:</b>
<b>Date:</b>	<b>Date:</b>	<b>Date:</b>