

# SUPPORTING TRANSITIONS THROUGHOUT THE EARLY YEARS FOUNDATION STAGE (EYFS)

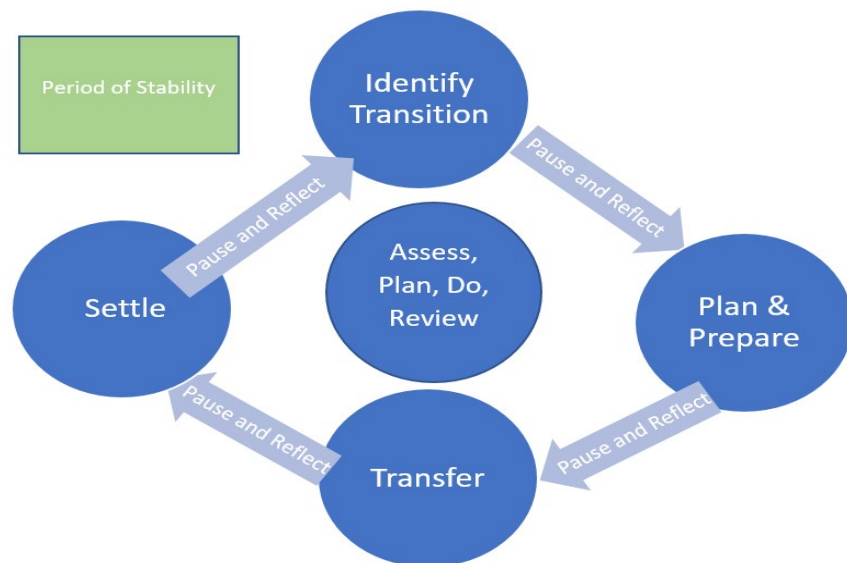
# Contents

Introduction	Page 3
Transitions into Early Years settings	Page 4
Transitions throughout the daily routine	Page 5
Transitions to and from the setting (daily)	Page 6
Transitions from one room to another	Page 7
Transitions from a setting into Reception	Page 8
Reflections on transitions in the Early Years	Page 9
Receiving children into Reception	Page 10-13
Reflections on receiving children into Reception	Page 14
Transitions into Year One	Page 15
Reflections on transitions into Year One	Page 16
Useful websites and resources	Page 17
Model documents – ‘All about me’*	Page 18-20

\*These may need adapting for your school, setting, or for individual children.

# Introduction

Transitions are usually viewed as an event that involves change. By considering a transition as a process rather than an event, we can support children as they encounter the many transitions that happen in their everyday lives. Some transitions are bigger than others, for example starting in a new early years provision, or in a new room in an existing provision and children and their families will need varying levels of support as they encounter different transitions.



“They are times of exciting change certainly and times of new opportunities and growth for every child. They can also be times of uncertainty where surroundings are not the same, expectations and procedures different and faces yet unfamiliar. Getting transition right is vital for every child and is not a single event that merely ‘happens.’ Transition should be viewed as a process rather than an event that involves children, practitioners, and parents together. Transition has been described as an ongoing journey rather than a destination.” (Early Years Matters 2023)

## Key Points:

- Transition is a process, not an event.
- High quality transitions recognise the importance of feeling ‘known.’
- Some children are particularly vulnerable at times of transition.
- Transitions are opportunities for professional dialogue.
- The key person makes essential connections.
- Transition includes moving from EYFS to KS1

(Birth To 5 Matters).

# Transitions into Early Years settings

Positive transitions are vital for young children's well-being and development. Children experiencing childcare for the first time is a huge adjustment. This transition, as with all transitions, should be seen as an ongoing process. It is important that this is adapted to meet the needs of the individual child, to support their emotional wellbeing. This is particularly important for children with Special Educational Needs and Disabilities (SEND).

Children will feel more secure when the provision they are entering has been tailored to meet their needs and interests. It is important that we ensure that we are supporting children to be ready for transitions both mentally and emotionally. This initial period of induction for a child can be very overwhelming, and it is crucial they are provided with time to adjust. Every child is different and will need different levels of support during this transition.

It is vital to consider the whole family. Parents often need support when their child is first starting to attend childcare. They may need reassurance and should be kept very well informed. The key person approach is a useful tool during this time. The relationship between a parent/carer and child's key person is central to the child feeling settled. Children will feel safer if they can see that their parent or carer trusts their key person.

## Helpful Strategies...

- Add a new page to your website or welcome pack, 'starting at our setting' to make it easy for new families to find the relevant information.
- Before a child starts at the provision, share a setting booklet or information sheet with the parents that includes pictures of staff for them to show their child.
- Ask families to complete an 'all about me' form or booklet for the child to support you to provide activities they enjoy and support their emotions more knowledgeably.
- Arrange visits to the provision. It can be scary and overwhelming for a child to start at a setting if they have never seen it. Children may find it helpful to have multiple visits to the setting to become comfortable. These visits should be agreed with the family on an ongoing basis whilst the child settles, and the number of visits and duration should be flexible to meet the needs of the child.
- Provide opportunities for children to get to know their peers and learn their names.
- Help children learn to identify their feelings (develop emotional literacy) so that they can talk to you about how they are feeling and why.
- Follow the child's lead, enable them to access their comforter (if they have one) when they choose to.

## Reflecting on practice

### Ask yourself...

- Are children's induction periods flexible to meet the child's needs or does daily functioning take priority?
- How does this experience feel for a parent?
- How are *new* parents supported throughout this time?
- Are children provided with time to explore at their own pace?
- Are parents kept accurately well informed about their child's emotional reaction whilst transitioning into the setting?
- Are children supported to develop an understanding of the setting's routine?
- Are the youngest children's own routines supported effectively within the setting?
- Are children provided with time and space to share their emotions and be supported by adults?
- Are staff well supported to manage their own emotions whilst supporting children with theirs?

# Transitions throughout the daily routine

Often when we consider transitions, we overlook the significance of transitions throughout the day. Routine is helpful for children to make sense of the world around them and learn about time, but transitions throughout the routine can also create very busy periods that can be overstimulating, confusing or scary for some children.

These types of transitions might include moving from indoors to outdoors, getting ready for lunch, moving to a different area such as visiting the sensory room and going to the bathroom. Any significant disruptions to free flow play where children are asked to or need to move or change their activity is a transition of this kind. It is crucial that these transitions are kept to a minimum, to reduce disruptions to children's play, as otherwise this can negatively impact their perseverance and imagination.

It is inevitable that these transitions need to take place, and how these happen should be carefully considered. Transitions can be seen as learning opportunities for children and made purposeful. Poorly planned transitional periods can also be busy occasions for staff and can be challenging.

## Reflecting on practice

### Ask yourself...

- How does would this feel for the child?
- Is it clear what children need to do?
- Have the children's views been considered?
- How many times do children transition throughout the day?
- How busy does this feel?
- Are the children waiting?
- What are we teaching children during this time?
- How long is this transition taking?

### Helpful Strategies...

- Use transitions as learning opportunities – when safe to, encourage children to take part in listening and attention games, such as creeping like mice whilst moving from indoors to outdoors or getting on the bus to go up the stairs and giving the practitioner a bus ticket. Songs and games are a fun way to support children's skills whilst safely transitioning from one space to another.
- Move children in small groups. This enables children to hear staff more clearly and provides a calmer environment.
- Consider the different communication needs of children in the group, consider using visual cues.
- Pre-warn children that a transitional time is near, allowing them to gently adjust to the idea of finishing their play.
- Provide children with opportunities to come back to their activity. For example, children may enjoy having a model shelf where they can put their creations to share with their peers or pick up again after their lunch.
- Ask children for their thoughts around transitions.
- Provide children with resources to support them where needed, some children may find the noise of transitional periods overstimulating and may prefer to use noise reducing headphones to help them.
- Evaluate each transition to ensure is it necessary and effective. Ensure children are not expected to wait for prolonged periods of time and that expectations of children are realistic for their age.
- Consider if children can have a role in the transition to enhance its purpose, i.e., can children help get labels ready for lunch if they want to.

## Transitions to and from the setting (daily)

Transitions include not just movements 'horizontally' from one room to another within the same setting or moving to a more structured part of the day such as lunchtime. Transitions also occur in a 'linear' way by moving from home to childminder, home to setting, childminder to setting and back again all in the same day. This linear transition can be anytime of the day, after a morning session, or after lunch, or in the evening after wrap around or at the end of the setting day to go home.

When transitions in the early years are managed sensitively it lays the foundations for positive feelings towards the many other transitions children will face through life. **Some children are particularly vulnerable at times of transition.** Moving from a place like home situation in which children feel 'known', to another 'place' where they don't have the same home comforts, can raise insecurities about having their entitlements and needs met and what they are feeling that day. Children who lack confidence or have low self-esteem or those for whom English is not their first language and those who have simply had to cope with too much change or loss in their young lives may be particularly vulnerable at times of transition. Transition for children who are more vulnerable is effectively supported when they are given additional times and opportunities to make the necessary readjustments to the changes ahead, and when their emotional development and wellbeing is prioritised.

- Strong, respectful relationships between parents and practitioners lay the foundation for positive transition.
- For the practitioner, a genuine dialogue with parents provides information, affording opportunities to extend ideas and educational experiences within the setting.
- As importantly, parents draw comfort from relationships with those caring for their child, while easy, visible conversations between significant adults are deeply reassuring to children.
- Separation anxiety affects both parents and children, and warm exchanges between practitioners and family members are hugely significant in easing this process.
- It's vital to plan handovers between practitioners to ensure that children's needs are met, and new attachments are strengthened.



### Reflecting on practice

#### Ask yourself...

- How do you prepare children for their time to go home?
- Is it clear what children need to do when they arrive or prepare to leave?
- Have the children's views been considered?
- How many times does the child have a linear transition during their day (i.e., childminder, setting, wraparound?)
- How busy does this feel for you, how would it feel for the child?
- How are we supporting children during the waiting time?
- How long is this transition taking?
- How are parents supported with these transitions?
- How calm is the transition time for the child, do you allow them to prepare for the transition?

# Transitions from one room to another

Moving to a new room and adjusting to changes such as new educators, a new key person and a new environment are significant transitions for a child and need to be planned for carefully, sensitively and implemented gradually. 'Young children desire to move forward and the challenge of transition can be highly motivating for them.' Bennett, 2006, cited in Barnardo's, 2016:2.

Children's experience of room-to-room transitions can be very positive when they are planned for appropriately by the key people in their lives. Providing continuity of care and ensuring a secure base for children can support children to predict and cope with change. Actively involving the child, parents and key educators in the process will encourage a smooth transition. When the process focuses on continuity of experience for the child between the different environments, this will lead to a smooth transition, allowing both child and family to transition between these worlds in a positive manner. Transitions or changes for children that are planned for and managed well lead to successful outcomes for the child and the adults in their life.

- **Transition Policy:** Have a robust transition policy in place that includes how the setting manages room to room transitions. Review, update, and translate the policy and procedure related to room-to-room transitions into practice, regularly. Ensure the policy is documented clearly and share it with relevant educators and parents. This ensures continuity for children and ensures that everyone involved has a clear understanding of their role in facilitating a smooth transition for each child.
- **Key Person:** The child will be allocated a new key person; this educator could visit the child's current room. This allows the child time to become familiar with their new key person in an environment which is familiar to them and where they feel comfortable. From here visits can be arranged for the child to visit their new room. Sometimes a child may need several visits. The original key person from the previous room may spend time with a child in their new room to help them to settle in. This provides time for the child to become familiar with the new room and new key person while having someone with them that they feel secure with. The child spends more time there each day until a full move is made. It is important to provide opportunities for the parent and new and previous key persons to meet to plan for the child's transition. Make parents aware of when the transition will commence so that they can provide support and talk to their child about the transition.
- **Transitional Objects:** Having a security object that children are very familiar with, such as a blanket, soft toy or small animal figure can provide children with emotional comfort during a transition. Provide children with access to a transition box with items they enjoyed playing with in their previous room such as books, small world resources, etc.

## Reflecting on practice

### Ask yourself...

- Do you give children opportunities to discover their new room and become familiar with new routines and people?
- Do you provide visuals to the family of the child, such as providing photos of the child's new room, key person and people who work in there?
- Is there a transition teddy/toy you can use for the child to go to the next room?
- How are parents/carers supported through the transition process from one room to another?
- Are parents given the opportunity to visit the room with the child and new key person?
- Do you complete a new 'All about me' form on transition to a new room, to know the voice of the child? Situations can change in time. Therefore, the new key person has updated information.

# Transitions from a setting into Reception

It is crucial that the transition for children from an Early Years setting into Reception is seen as an ongoing process. Expectations of what children should be aiming to achieve before they transition to school should be realistic and relevant. Close working relationships between schools and feeder settings is key to supporting children effectively. Through these relationships, you can agree key skills to support children with before they start in Reception, such as toileting and getting dressed independently. Children's emotional well-being should be paramount. Supporting them to understand this change and talk about their emotions will build their confidence and ability to relate to their peers when they start Reception. It is important that children develop an understanding that their time at the Early Years setting will come to an end, as an unexpected ending can have a significant negative impact on children.

Children should be viewed as individual, and care should be taken to support their individual understanding of the process. Time should also be taken to support parents/carers. This can be a daunting time for the entire family, and parents may need reassurance. Arranging time for parents to meet with their child's key person or visit the setting for a 'ready for school' evening can be beneficial for families and settings, as it can help ensure clear communication.

## Reflecting on practice

Ask yourself...

- What is important for children to know about their school?
- Are we supporting children's independence enough?
- Are parents well informed about what we are doing to support children?
- Do we start considering this transition early enough?
- What do teachers need to know about the children?
- How does the child feel?

## Helpful strategies...

- Host a 'ready for school' evening for parents, where you can share the importance of supporting children in their independence and provide an opportunity for parents to ask questions.
- Ensure you view this transition as an ongoing process. This will support you to give them the best start in Reception – consider organising/attending a cluster group with local schools to discuss how to collectively support the transition.
- Provide children with a 'starting school' booklet with pictures of their new school and teacher to support them in familiarising themselves with their new class.
- Invite the schoolteachers into the setting to spend time with the children in advance to allow time for additional visits if possible.
- Role play going to school, provide children with school uniform to dress up in.
- Ensure all relevant paperwork such as children's ICP paperwork is shared with schools and time is allocated for liaising with relevant staff to answer questions.
- Share ideas with parents for activities to complete over the summer to support with the transition, such as making a map of the route to school. Refer parents to the '50 things to Do' app for ideas.
- Consider arrangements for a 'staggered start' to school if needed, particularly for children with additional needs.
- Promote conversations with children about starting school, write down their questions to ask their teacher when they visit.
- Share (with parents' permission) which children will be joining the same classes to support parents and children to build friendships.



# Reflections on Transitions in the Early Years

# Receiving children into Reception

UNICEF's [School Readiness. A conceptual Framework\\*](#), description of school readiness states that three elements together increase children's likelihood of future success. All these elements are important and must work together:

- 1. Ready Children:** Children's readiness for a transition affects their learning and development. This is related to aspects such as communication skills, personal, social, and emotional and physical development.
- 2. Ready Settings and Schools:** Early years settings and schools' readiness for children ensures learning environments are child-friendly and adapt to the diverse needs of young learners and their families. This is related to how early years professionals create learning environments that foster and support a smooth transition.
- 3. Ready Families:** Families' readiness focuses on parental and caregiver attitudes and involvement in their children's early learning, development, and transition.

\* Size: 1,558KB File format: pdf

## Reflecting on practice

### Ask yourself...

- Does your school have a transitions policy that is shared with parents and other professionals?
- Is there an agreed transitions timetable between feeder settings and school, to effectively plan for transitions?
- Is transition given priority at appropriate times of the year?
- Is the impact of a positive transition experience acknowledged by your school?
- Are all staff aware of how to effectively support transitions, including lunchtime staff and office staff, for example?
- Do you have well established links with your feeder schools and/or settings?
- Is there ongoing communication between providers and school throughout the year?
- Are pre-school practitioners aware of the 'settling in' process for their feeder schools?
- Have you had discussions with your feeder settings about the format of the transition information you prefer?
- Is information shared with parents in a timely, accessible way, including for families with EAL?
- Are parents given opportunities to ask questions throughout the process?
- Do you use a range of transition activities to support individual children and their families through the process?
- Do you adapt your transitions activities depending on the children and/or families if required?
- Could your transition unintentionally favour some children over others?
- When planning your transition do you think about the changes for parents and carers too?

# Ready Children



Positive transitions are vital for young children's well-being and development. Some children will have been in childcare provision from a very young age while others will have much less experience in a group setting. Transition should be seen as an ongoing process which has been carefully adapted to meet the needs of every child and to support their emotional well-being. This is particularly important for any children with SEND or additional needs and those who may have had a long period without attending a setting. Children will feel more secure when the setting they are entering has been tailored to meet their needs and interests.

## Helpful strategies...

- Create a 'countdown to starting school' calendar showing the weeks in advance and noting when key events are taking place.
- Invite each child to create an 'All About me' book or box (provide examples and/or photos to support parents with ideas for this).
- Provide children with a 'Starting School' book with photos and key information about the new class. For children with SEND and/or additional needs consider making a personalised starting schoolbook, e.g., Welcome Johnny, my name is...
- Arrange visits to school. Some children will find it extremely hard to start in a new setting without a visit to see where they will be attending. Where whole group visits are not possible, consider scheduling opportunities for children to visit individually with a parent to look around.
- Suggest stories to read at home that support with transitions (See Useful websites and resources).
- Role play going to school, e.g., try on school uniform; pack a lunch box, wear a backpack, or carry a book bag, PE bag, etc.
- Provide ideas for summer home learning activities, e.g., create an environmental print treasure hunt in the local environment, make a map of the route to school, sing songs and rhymes, play with numbers, send a postcard to school, refer to '50 Things to Do' app.

# Ready Schools

Planning for transition is crucial and it is helpful to plot out the various parts of the process across the academic year. Gathering information from previous providers and other relevant professionals will ensure the transition process is as smooth as possible. Seeking feedback from parents in previous cohorts will support with reflection on which aspects are successful and which could do with further development.

## Helpful strategies...

- Maintain close relationships with all feeder settings throughout the year. Consider organising/attending a cluster group with local settings to discuss how to collectively support the transition.
- Contact feeder settings to discuss information about children prior to transition and plan additional support for any children who might need it. Gather information about learning and development including the Characteristics of Effective Learning. Identify EYPP/PP, SEND and vulnerable children to provide the right level of support from the start.
- Add a new page to the school website called 'Getting Ready for School' – this will make it easy for new families to find all the relevant information without having to search the website.
- Create a FAQ document on the school website to support parents with the practicalities of starting school, e.g., what do we need to bring on the first day?
- Plan a New Parents Meeting. You could share this in many ways including through a live video meeting, on a digital platform, or record yourselves delivering the presentation. Some families who have not had a positive experience with education previously could go on the school website or YouTube channel and you can send a link to new families to watch the recording at home. Provide an email address for parents to submit questions. Consider what specific information is needed for parents of children with SEND and/or additional needs.
- SENDCo to attend any upcoming TAF meetings before becoming the lead professional. Use information gathered in transition activities to plan your provision for the new starters.
- Ask parents and children to evaluate your transition activities to understand how to improve this next time.

## Ready Families



It is vitally important to build positive relationships with parents/carers right from the start. Parents have a wealth of information about their child and are their first and most important educator. Many parents are very anxious about the transition into reception. It is important to provide the right amount of support and information, so families feel adequately prepared but not overwhelmed. The change from a full-time nursery place to a shorter school day in reception can cause plenty of upheaval and new routines for the whole family which need to be navigated thoughtfully. Their own experiences of childcare, school and education might also influence their expectations of what their role should be. It is important to consider individual needs rather than adopting a 'one size fits all' approach. This is particularly important for any children with SEND or medical needs.

### Helpful strategies...

- Arrange home visits to each family when possible. Where this is not possible, calls could be arranged via a digital platform or telephone. Post any paperwork to families in advance so they have copies prior to the visit or call. Initial meetings could alternatively be held on neutral ground, e.g., a local park, to begin to build positive relationships with families who may be anxious.
- Record a series of 'Meet the Teacher' videos to share online, e.g., read a story and share some information about yourself - What are your hobbies? Do you have any pets? How long have you been working at the school? Try and include all staff who will be working in the EYFS including Teaching Assistants.
- Create a personalised folder of key documents for each new child with clear timescales for items that need to be returned. Provide a stamped addressed envelope to make it easy for parents to post things back to school.
- Signpost families to helpful online resources (see Useful Websites and resources)
- Arrange TAF/transition meetings with parents/carers and all relevant professionals where required (in person, electronically or on the phone), especially for children with emerging or identified needs.
- Consider arrangements for a staggered start to school, especially for children with any additional needs.
- If possible, invite parents in to experience the setting and the school lunch.

## Reflections on receiving children into Reception

# Transitions into Year One

Positive transitions from the Early Years Foundation Stage (EYFS) into Key Stage One (KS1) are vital for young children's well-being and development. Transition should not be viewed as a single event but where the process of change takes place gradually over time. It is important to consider individual needs, and this is particularly important for any children with SEND or medical needs. Knowledge of child development and of the EYFS and KS1 curriculums should be used to inform practice as you prepare for transition. There should be a pedagogy based around the Characteristics of Effective Learning - it is these Characteristics that will support children to be strong, confident, competent learners. We will want to support children to look forward to the move into year one and feel inspired about the challenges ahead. Opportunities for children to meet their year one teacher in a safe and familiar environment, such as their reception classroom, is beneficial for both the children, and the new class teacher.

Gathering information from previous teachers, not just about the children but about their previous learning experiences will ensure the transition process is as smooth as possible. Getting parents involved in transition is key to reassuring them and their children. They will be used to regularly contributing to the learning experiences that their child has been having in Reception.

## Reflecting on practice

### Ask yourself...

- Are there opportunities for previous parents and children to feedback about their transition experience so that you can further improve?
- Are there opportunities for the reception and year one practitioners to observe each other's practice?
- Do transition conversations include the Characteristics of Effective Learning?

### Helpful strategies...

- Provide opportunities such as circle time or stories for children to discuss their feelings and any anxieties about transition.
- Organise transition days/sessions for children to meet their new teacher and visit the new classroom.
- Provide opportunities for shared learning between reception and year one, e.g., story swaps or joint projects.
- Create a display of learning from the reception children in their new year one classroom at the end of the summer term.
- Provide a summer project or activity to be worked on at home and shared at school with the new teacher in September. Send a postcard to each child at home from the new teacher and invite them to send one back.
- Reception and year one teachers need dedicated time to share and talk about individual learning journeys and cohort data so that it can be used positively to shape the next steps in learning. Ensure updated SEND paperwork is shared and discussed.
- Consider what provision is in place for the children who did not reach a 'Good Level of Development' at the end of the EYFS. Ensure planning is closely matched to the needs of individuals, groups, and the cohort. Provide opportunities for EYFS and KS1 staff to plan learning together and work alongside each other in the summer term. Discuss similarities in routines and resources to promote continuity.
- Consider how staff might be able to move up with the children to year one, even if it is for a few weeks or the autumn term.
- Produce a transition booklet for children and parents/carers to welcome them into year one.
- Hold an information meeting for parents/carers to explain the expectations in year one and invite questions.
- Provide opportunities for parents to visit a year one classroom and meet the staff.
- Introduce a buddy system for children and families, linking them up with someone from the current year one.

## Reflections on transitions into Year One



## Useful websites and resources

### Practitioners

- [Being school-ready | PACEY](#)
- [High-Quality-Transitions.pdf \(birthto5matters.org.uk\)](#)  
Size: 208KB File format: pdf
- [Transitions-case-studies.pdf \(birthto5matters.org.uk\)](#)  
Size: 113KB File format: pdf
- [What-to-expect-in-the-EYFS.pdf \(development-matters.org.uk\)](#)  
Size: 6.0MB File format: pdf
- [Transitions - Early Education \(early-education.org.uk\)](#)
- [Barnardos-Key-Person-Booklet.pdf \(limerickchildcare.ie\)](#)  
Size: 540KB File format: pdf

### Families

- [Starting primary school - BBC Parents' Toolkit - BBC Bitesize](#)
- [Being school-ready | PACEY](#)
- [Words for Life | National Literacy Trust | Words for Life](#)
- [Potty training: how to start & best age to potty train - ERIC](#)
- [School reception class - Foundation Years](#)

## Potential books to support transition

'A House for Hermit Crab' – Eric Carle  
 'Great Big Book of Feelings' – Mary Hoffman and Ros Asquith  
 'I Am Absolutely Too Small for School' – Lauren Child  
 'Little Owl's First Day' – Debi Gliori and Alison Brown  
 'Never Take a Bear to School' – Mark Sperring and Britta Teckentrup  
 'Ruby's Worry' – Tom Percival  
 'The Mega Magic Teacher Swap' – Rochelle Humes (Transition to Year One)  
 'The Way I Feel' - Janan Cain  
 'Topsy and Tim Start School' – Jean Adamson  
 'Whiffy Wilson: The Wolf Who Wouldn't go to School' – Caryl Hart and Leonie Lord  
 'You Choose' - Nick Sharratt and Pippa Goodhart

Book Trust has a list of books for [Starting School](#).

All about me

Name:

What I enjoy doing at home:

I can:

Experiences I have had with my family:

Ways, I express myself:

Anything I or my family are worried about:

# All about me

Child's Name		Date of Birth		Home language	
What are your child's favourite things to do?					
Are there any activities they don't like doing?					
Is there anything that causes your child high levels of anxiety, e.g., loud noises, busy places, messy play?					
What would your child like us to do if they are upset?					
Does your child sleep during the day?					
How does your child communicate?		Gesture	One or two words at a time	Short sentences	Longer sentences
Do they like to play alone, with one other child or in a group of friends? (This could change based on the activity, where they are or who they are with)		Alone	One other child	With a group of friends	
Can they listen to stories, and do they join in?		Don't listen to stories	Enjoy listening	Join in or knows what happens next	
Do they enjoy making marks with pencils, paint, mud, or other resources?		Yes		No	
Can they draw a picture and tell you what they have drawn?		Yes		No	
Can they understand simple instructions, e.g., "can you get your shoes"?		Yes	No	Sometimes	
Can they follow simple instructions, e.g., "can you get your shoes"?		Yes	No	Sometimes	
Can they pass you one or two of a requested object?		Yes	No	Sometimes	
Do they play imaginatively, e.g., with a kitchen?		Yes	No	Sometimes	
Is your child toilet trained?		No – wears nappies/pull ups	Toilet training now	Yes – uses the toilet independently most/all the time	
Can your child:		Put on their own coat/shoes?		Wash their own hands?	
Do you have any concerns about your child's development?		Yes		No	
Is there anything else you would like to tell us about your child?					

# All about me

**Things you need to know about me** (e.g., my diagnosis (if I have one), I need adults to keep me safe, I cannot use my words to communicate, etc.):

**I live with:**

**Things that help me** (e.g., first and then visuals, visual timetable, having a quiet space to go to):

**Things that I like** (e.g., play, toys, food, people, etc.):

**Name:**

**I was born on:**

**Things that I don't like:** (e.g., getting messy, being touched, loud noises, certain foods on my plate):

**Medical needs** (glue ear, glasses, OT/physio advice, equipment, allergies):

**When you speak to me it helps if** (e.g., you say my name first to get my attention, you keep your language simple, keep your voice calm, use Makaton):

**Self-help needs** (toileting, dressing, feeding):

**Top Tips** (e.g., use visuals, tell me what to do and not what not to do, use a sand-timer to prepare me for transitions, etc.):

**Things I am good at:**