Flying Start Gold Award for Transition



Early Education Settings

Flying Start Gold Award for Transition for Early Education settings

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|  | **Ready** | **Possible Evidence** | **Achieved** | **Further evidence required if necessary** |
| F1 | Provide parents/carers with a timeline of transition into school and support for completing the school admissions form if required | * Photocopies of guide
* Statements from parents (anonymised)
* Evidence of Individual arrangements to meet needs – IEPs (anonymised)
* Reflective log
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| F2 | Families are made aware that they may contact Family Workers prior to / after their child starts school once they share their child’s school with you | * Newsletters
* Letters to parents (anonymised)
* Record of staff discussions
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| F3 | Support parents to access the Flying Start website to view video’s and tips on how they can support their child’s transition process | * Record of staff discussion
* Minutes of staff meeting including any action plans
* Family Work notes / records of support given (anonymised)
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| F4 | Where required, families receive support to embed healthy eating and sleeping routines through their local Flying Start Children’s Centre, Health Visitor or Nursery staff | * Statements from parents (anonymised)
* Reflective log (observations of how individuals are benefitting)
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| F5 | Staff identify where a family may struggle / be unable to provide the child with the equipment they need to start school such as school uniform and shoes and provide support | * Record of staff discussion
* Minutes of staff meeting including any action plans
* Family Work notes / records of support given (anonymised)
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| F6 | Provide the next school with a summary of attainment for each child, including the child’s two year check if it was carried out in the setting | * Signed handover sheet
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| F7 | Parents are reminded they need to keep their child’s immunisation schedule up to date prior to starting school  | * Newsletters to parents
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| F8 | Through good communication with parents and previous providers, Staff identify and plan for individual needs of children prior to starting; such as support to toilet independently, to communicate, share resources and interact positively with other children and adults | * IEPs (anonymised)
* Statements from parents (anonymised)
* Photos
* Reflective log (observations of how individuals are benefitting)
* Transition notes
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| F9 | Share relevant information from other professionals who may have been involved; such as the SENS team, Health, SALT, CAMHS, Children’s social care or Early Help with the next school (with parental consent) | * Photocopies of information given (dated)
* IEPs (anonymised)
* Evidence of support given to parents prior to transition
* Reflective log
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| F10 | Staff are focused on providing the parent/caregiver with the information and support they need as their child starts school  | * Transition Policy
* Reflective log
* Feedback from parents /caregivers (anonymised)
* Minutes of staff meetings / record of staff discussion
* Observations from others visiting
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| F11 | Staff provide additional support for the transition of children with Special Educational Needs, Medical needs and Looked-After Children | * Records of visits to the next school with the parents
* IEPs (anonymised)
* Statements from parents (anonymised)
* PEPs (anonymised)

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| F12 | Encourage visits from a child’s next school to the setting in Summer Term 2 to meet with child’s key person if possible | * Welcome pack / prospectus
* Policy
* Letter to parents (template)
* Newsletters
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| F13 | At least two members of staff attend free one-day Five to Thrive training and a FTT Champion is appointed in the setting/nursery to ensure messages are passed to parents and staff. *New staff are encouraged to attend the training as part of their induction programme*<https://www.flyingstartluton.com/professional/training-information/five-to-thrive-professional/> | * Five to Thrive display boards
* Staff certificates
* Training logs/induction records
* Newsletters to parents
* Staff meeting minutes with recorded discussion
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