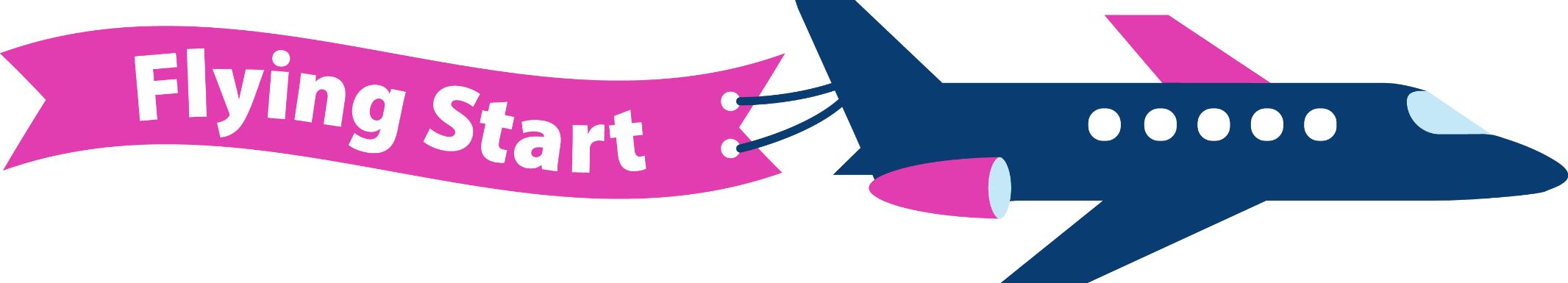
Flying Start Gold Award for Transition



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 |  |  |
| 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 |  |  |
| 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) |  |  |
| 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) |  |  |
| 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) |  |  |
| 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 |  |  |
| F7 | Parents are reminded they need to keep their child’s immunisation schedule up to date prior to starting school | * Newsletters to parents |  |  |
| 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 |  |  |
| 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 |  |  |
| 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 |  |  |
| 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) |  |  |
| 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 |  |  |
| 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 |  |  |