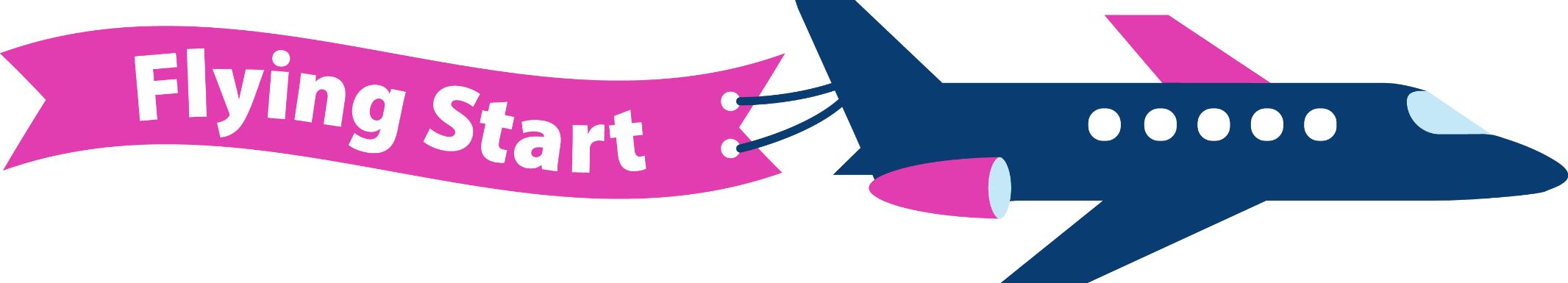
Flying Start Gold Award for Transition



Schools

Flying Start Gold Award for Transition for Schools

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|  | **School Ready** | **Possible Evidence** | **Achieved** | **Further evidence required if necessary** |
| S1 | All staff in Year R understand the transition plan for children starting school and evidence shows this is discussed at induction and staff meetings | * Induction programme * Records of policies training and meetings |  |  |
| S3 | The Transition Plan includes a section on transition for late and in-year arrivals | * Copy of plan with section highlighted |  |  |
| S4 | A commitment to transition demonstrated by setting visits undertaken in Summer Term 2 | * Welcome pack / prospectus * Policy * Letter to parents (anonymised) * Newsletters |  |  |
| S5 | Regular staff meetings are held to discuss consistency of approach & share good practice re specific needs | * Minutes of staff meetings * Action plans * Newsletters |  |  |
| S6 | Staff attend Flying Start training (such as Five to Thrive or other attachment/transition training) to develop their understanding of attachment theory and how transition impacts attachment and behaviour | * Photocopies of training certificates * Training audit * Resources purchased * CPD * Staff appraisals to establish training impact (anonymised) |  |  |
| S7 | All staff who work with children with additional needs have access to and have read reports from other professionals | * IEP’s (anonymised) * Staff to sign reports when read * To be recorded in minutes of meetings |  |  |
| S8 | Staff share information and knowledge gained from training; discuss successful approaches and use of resources | * Minutes of staff meetings * Training days * Training evaluation forms * Reflective log * Photos of information displayed on memo board/notice board/displays * Information/advice sheets given to parents * Content of any parenting courses run |  |  |
| S9 | One to one transition meetings with new parents are offered (at home or at school) Childcare setting key worker may be included within visits | * Parent meeting timetable * Copies of letters to parents (anonymised) * Feedback from parents * Newsletters |  |  |
| S10 | Staff value the parents’ and the child’s voice and record in order to support the child to settle well and inform initial assessments. Information sent up by the feeder settings are read and valued as part of this process | * Records of collected parent / child voice – actions as a result * Reflective log |  |  |
| S11 | New parents are offered support through systems such as ‘Buddying‘ or ‘Parent Champions’ or informal opportunities for existing parents to talk to new parents | * Newsletters * Copies of letters to parents (anonymised) * Feedback from parents |  |  |
| S12 | Work with parents ensures staff know the languages spoken at home, honorific’s (how people are addressed) and cultural rules regarding interaction | * Photocopies of child’s records (anonymised) * Records of discussions with parents * Communication books * Letters sent to parents (anonymised) * Registration forms * Feedback from parents |  |  |