

Nursery to School Transition Passport

Insert a picture here

All about me

Name:

**Section B** – My Understanding

*Section B to be completed by Nursery Setting.*

|  |  |
| --- | --- |
| Author: | Email: |

|  |  |
| --- | --- |
| Please choose which of the following you use to support [Abstract]’s understanding | Examples |
| Verbal Instructions | Please select from the drop-down box below  Choose an item.  Choose an item.  Other: |
| Visuals | Please select from the drop-down box below  Choose an item.  Choose an item.  Other: |
| Transition Songs  *A transition song is a song that you sing during an activity like “this is way we brush our teeth”* | Please write the songs below:  1.  2.  3.  4. |



Group Activities

|  |
| --- |
| You can help [Abstract] understand and access group activities by:  Please select from the four drop-down boxes below |
| Choose an item. |
| Choose an item. |
| Choose an item. |



**Section B** – My Communication

[Abstract] ‘s current communication system, *select from the* options below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Verbal  Choose an item. | Sign Language  Choose an item. | PECS  Choose an item. | Visual system  Choose an item. | Other  Choose an item. |

|  |  |
| --- | --- |
| How would they request something that is out of reach? | Choose an item.  Choose an item. |
| Other: |
| How they request for help or assistance? | Choose an item.  Choose an item. |
| Other: |
| If they are enjoying something, how do they show it? | Choose an item.  Choose an item. |
| Other: |
| If they are hurt or upset, how do they usually let you know? | Choose an item.  Choose an item. |
| Other: |
| How do you initially gain their attention? | Choose an item.  Choose an item. |



**Section B** - Routines

How would [Abstract] react to a change in routine or a new environment?

Please describe in the box below.

|  |
| --- |
|  |

Please choose which strategies you use to support [Abstract]from the table below:

|  |  |
| --- | --- |
| To help understand the everyday nursery/home routine. | Choose an item.  Choose an item.  Choose an item. |
| Other: |
| To support when there are changes in the normal routine or the end of an activity/routine. | Choose an item.  Choose an item.  Choose an item. |
| Other: |

**Section B** – Social Interaction 

|  |  |
| --- | --- |
| Who does [Abstract]like to interact with? | Mum  Dad  Brother  Sister  Family member  Friends  Other |
| The best times of the day to interact with are: | Choose an item. |
| Other: |
| The times finds it hard to interact with peers are: | Choose an item. |
| Other: |
| The toys or activities finds most difficult to share/interact with peers are: | Choose an item. |
| Other: |
| The toys/activities that can share/play well with peers are: | Choose an item. |
| Other |

|  |  |
| --- | --- |
| How are you supporting to interact? | |
| Adults | Choose an item. |
| Other: |
| Children | Choose an item. |
| Other: |

**Section B** – My Skills Checklist

|  |  |
| --- | --- |
| I can… | I can… |
| Wash my hands  Dry my hands  I can blow my nose  Brush my teeth  Use a potty  Use the toilet | Find my coat  Find my coat peg  Put my arms into my coat  Do a zip up to the top  Do buttons  Put on my underwear  Take off my clothes |

|  |  |
| --- | --- |
| I can… | I can… |
| Put on my socks  Find my shoes  Put on my shoes  Do up my shoes  Take off my shoes  Feed myself with my hand  Spoon  Fork  knife  Pour myself a drink | Tidy away my toys  Clear away things I have used  Put my clothes away  Help at home  Follow instructions  Hold hands on the street  Use the hand rail |

|  |  |
| --- | --- |
| I can… | I can… |
| Sing simple rhymes  Sing and clap to a song  Tap to a beat  Dance and move  Join in a group song  Choose a song to sing | Request a drink  Request a snack  Request a toy  Ask for help  Ask to play  Greet the teacher |

|  |  |
| --- | --- |
| I can… | I can… |
| Recognise my name  Write the first letter  Copy my name  Find my coat peg  Sit on the carpet  Use outdoor equipment  Use an Ipad  Sit at the table to do an activity | Count from 1 to 5  Recognise each number  Place 1 to 5 in order  Write 1 to 5 in order  Match numbers  Arrange letters of Alphabet  Cut along a line  Cut out a shape |

|  |
| --- |
| Other skills I can do: |

**Section B** – Behaviour

In this section we want you to think about your child’s behaviour as a communication, sometimes the behaviour is not appropriate or desirable, it may cause you to feel embarrassed or worried. All behaviour has a function and in order to help teach your child alternative and more acceptable ways to communicate or manage a situation, we ask you to consider behaviour that is challenging to manage, for you and your child. Please fill in the boxes below

|  |  |  |  |
| --- | --- | --- | --- |
| **Challenging**  **behaviour** | **What triggers this challenging behaviour?** | **What are they trying to achieve/**  **Communicate?** | **How you can help prevent this happening?** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |
| --- |
| **When things go wrong, the best way to respond is:** |
| Provide reassurance  Ignore the behaviour  Create a distraction  Use redirection  Give access to a preferred item / activities  Sing sings  Give choices  Use a visual or a social story |
| Other: |