

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 belowChoose an item. Choose an item.Other: |
| Visuals [ ]  | Please select from the drop-down box belowChoose 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

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| --- |
| 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| VerbalChoose an item. | Sign LanguageChoose an item. | PECSChoose an item. | Visual systemChoose an item. | OtherChoose 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.

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|  |

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 |

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| 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?**  |
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| --- |
| **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: |