

My unique progress/transition

Name of setting and contact details: _____

Child's Name: _____ Male/Female _____ Date of Birth: _____ Age in months _____ Ethnicity _____

Number of hours per week: _____ Attendance: Regular/Irregular Attend another setting (inc childminder): Yes/No

This progress record can be completed at summative assessment points throughout a child's EYFS journey and shared at any transition including transition to Reception class.

Please note this progress record should only be shared with the parents'/carers' permission

<p>Unique information from the key person Useful comments about the child, including how and where he/she likes to learn, strengths and identified areas to develop across the curriculum:</p> <div style="border: 1px solid black; height: 200px; width: 100%;"></div>
<p>Unique information from the parents/carers Parents/Carers - Please use the space below for your comments about your child's progress and any other information you would like to share as your child moves on:</p> <div style="border: 1px solid black; height: 200px; width: 100%;"></div>

The grid below shows the age/stage bands from Development Matters that we are currently using to inform our planning, in response to our ongoing observation led assessment and knowledge of the child.

Stages of development (months)	ELG																				
	6 (40-60)																				
	5 (30-50)																				
	4 (22-36)																				
	3 (16-26)																				
	2 (8-20)																				
1 (0-11)																					
Stages of development	Areas/ aspects of learning	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Reading	Writing	Numbers	Shape, space and measures	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative			
		Personal, social and emotional development			Communication and language			Physical development		Literacy		Mathematics		Understanding the world			Expressive arts and design				

Please complete (✓) only if this applies:

Broad areas of need and support:

Communication and interaction Cognition and learning Social, emotional and mental health visual hearing physical multi-sensory Sensory and/or physical needs

Child supported through a graduated approach Targeted plan in place Personalised plan in place Education Health and Care (EHC) Plan

Current EHC Plan (attached) Specialist Teacher: _____ Speech & Language Therapist: _____

Health / Medical Professional: Care Plan Child in Care Personal Education Plan (ePEP) in place EAL

Kent Family Support Framework in place Transition Meeting (arranged yes/no)

Parent/Carer signature: _____ Print Name: _____ Date: _____

By signing this you are giving permission to share this document with the school/setting/other professionals

Key Person Signature: _____ Print Name: _____