

# 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**

**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:

**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:

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: \_\_\_\_\_