

Section 7 updated: How to use the 'All about Me' book

Early Years Transition

All about Me

**A guide for supporting parents
and professionals**

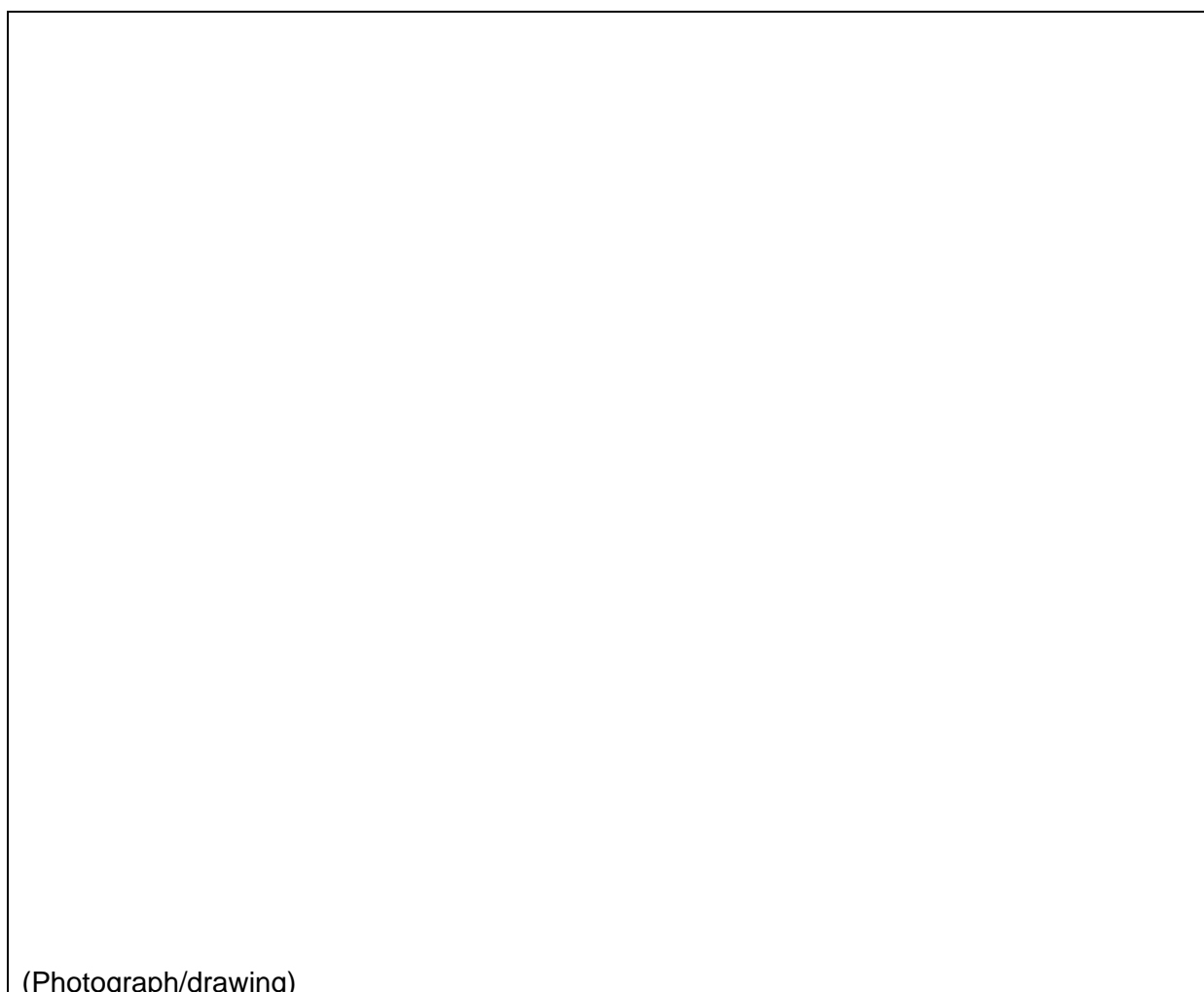
County Hall, Trowbridge, Wiltshire BA14 8JD

Please read this document carefully and retain it for future reference

Section 7. How to use the 'All about Me' book

- The 'All about Me' book is intended for use by parents and all professionals who provide Early Years (EY) care for children and help to prepare them for transition.
- The whole document does not have to be used; individual pages can be combined and used as required.
- The EY provider may decide to use the 'All about Me' book for all children. However, it is more likely that it will be most useful to use for individual children where additional information is needed. This could be around a child's transition from home to early years setting, for transition within existing provision or for additional information around transition to school;
- Although some of the sheets in the 'All about Me' book mention transition to school, it is not intended to be used as a transition document. Should a school need additional information concerning the specific needs of a child then this should be done via the 'Early Years Transfer Form for Children with Difficulties and Disabilities' (Section 4)
- A settling-in plan, an action plan to support inclusion and a transfer sheet (room to room) have been included at the end of the 'All about Me' book for use and guidance to support the transfer of information at times of transition;
- It is suggested that when the 'All about Me' book is no longer required it is returned to the child's parents.

All about Me



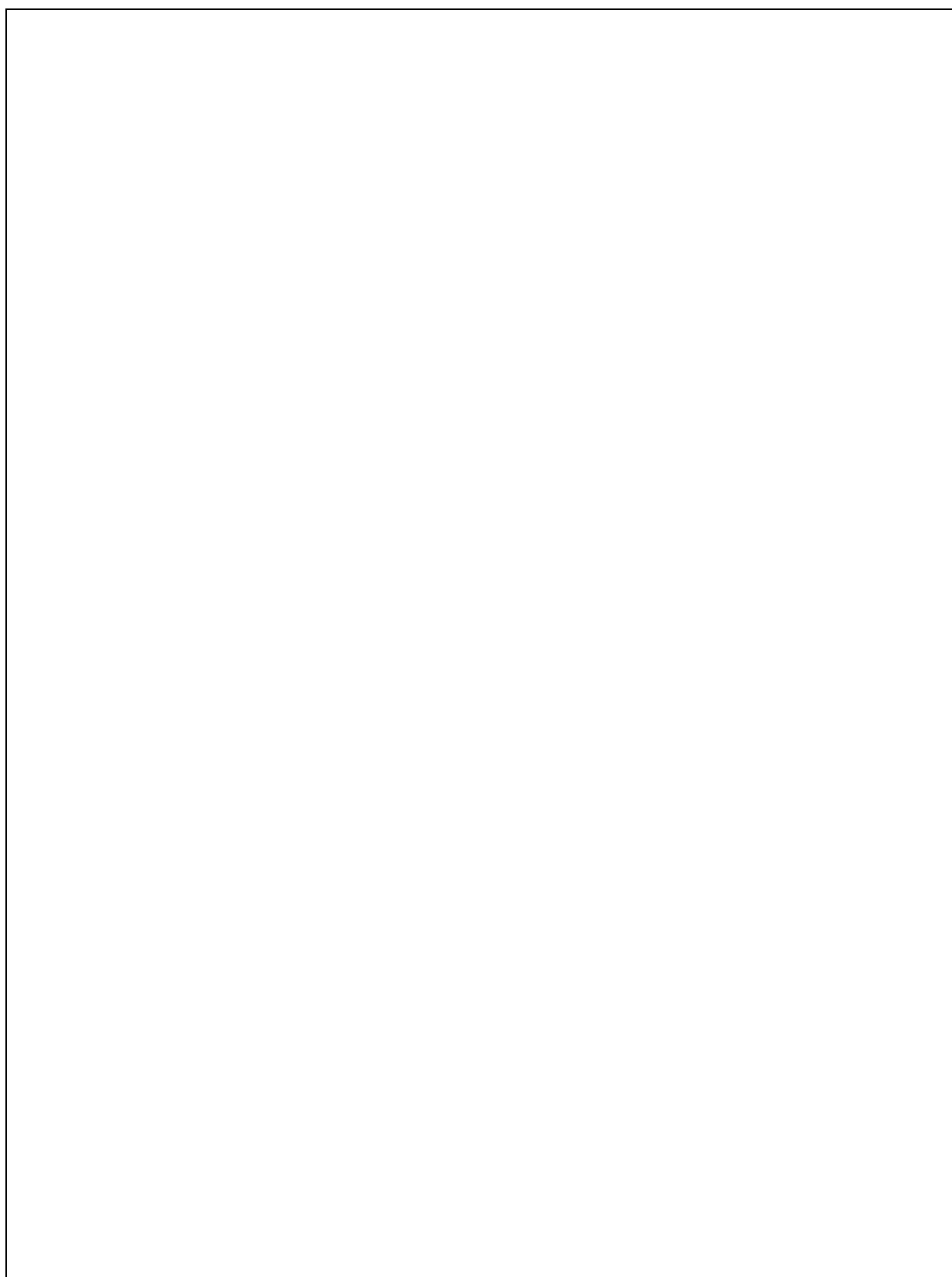
(Photograph/drawing)

My name is:

I was born on:

I go to:
(Name of setting)

Pictures of people who are important to me

A large, empty rectangular box with a thin black border, intended for pasting photographs of people who are important to the individual. The box is currently blank.

Parents/carers may like to contribute photos e.g. of family and friends, child-care providers.

Things I would like you to know about me

- **I like**

- **I don't like**

- **Things I can do**

Things I would like you to know about me

- **My family and I celebrate**
(The cultural and religious events I take part in)

- **My favourite toys**

- **My favourite rhymes and stories**

Action plan to support inclusion			
Areas to consider	Action	Who	By when
Arrange a LISM - initial meeting for all involved: parents, play leader, manager, other agencies.			
Arrange initial visit to the family home?			
Arrange a visit to any other settings the child may attend			
Conduct a risk assessment			
Nappy changing arrangements			
Funding Inclusion Support Worker if appropriate			
Employment of new staff			
Staff training			

Action plan to support inclusion			
Areas to consider	Action	Who	By when
Medical needs Health care plan			
Accessibility into the learning environment			
Differentiations to planning			
Individual education plans			
Arrangement for induction			

Child's name Date of birth

Transfer sheet (room to room)	
Things I like	
Things I don't like	
Things I can do Separate from main carer Settled within the group Happy to communicate with adults Self care Organisational skills	
Things I need help with Need support and reassurance	
If I'm upset, I ... (Strategies used to calm the child)	

Transfer sheet (room to room)	
My favourite toys	
My favourite rhymes and stories	
My special friends Relationships with my peers Stage of play Size of group	
Approach to learning Disposition and attitude	
Additional comments	
Parents/Carers' comments	

Example of a completed settling-in plan

Child's name. Billy Jones..... **Date of Birth**14 February 2001...

Settling-in plan

Key person : Katie

- **What would the parent like the setting to do for the child?**

Jesse Jones would like Billy to enjoy his time at the setting. She would like him to make friends and have fun with the other children. She also feels he would really benefit from being able to use the outside area for most of the morning as they do not have a garden at home.

- **Induction sessions**

Jesse will bring Billy in every morning for the first week between 10 -11am. Jessie will be introduced to other parents by the room leader. For the next two weeks Billy will attend on a Monday and Wednesday morning – Jesse will stay for the first hour and leave for a short time if Billy is settled. Katie will contact Jesse on her mobile to reassure her that he is settled. Jesse will say goodbye before she leaves and tell Billy that she will return. In week four Billy will stay on his own if he has settled well.

- **Things for the setting to do**

Help Billy get to know Katie and the children in her key group. Katie will ask an older child to play with Billy. She will use the visual timetable to help Billy to become familiar with the routine of the morning. Katie will complete Billy's daily diary. Billy has been observed in his induction session to be watching what is happening; staff will continue to let him do this and for him to do this and join in when he is ready.

- **Things to do at home**

Jesse will talk to Billy at home about the things she knows he has enjoyed playing with on his induction visits. She will use the setting's song book to sing the same songs as those he sings at the setting.

- **Review date**

Review meeting with Jesse arranged for week six.

Settling-in plan

- **Things that make me feel happy about starting my new setting/school**

Billy told Grandma he liked being in the garden

- **Things that make me feel worried about starting my new setting/school**

Jesse does not feel Billy is unduly worried about anything in particular but will continue to watch and listen for any signs that he may be worried and will let Katie know if this happens.

- **Activities I enjoyed during my induction visit**

Billy enjoyed the sand and water in the outside area. He also enjoyed playing with playdough with his mum close by.