



BARNLSLEY
Metropolitan Borough Council

Transition Checklist

To be used as part of the Graduated Response

TRANSITION CHECKLIST FOR NEW SETTING

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| Ensure that the child or young person has been consulted on their own concerns and what they are looking forward to and this has been recorded. Any One Page Profiles/Pupil Passports/All About Me's/Transition Plans have been communicated and made available to key staff. | |
| Contact relevant services to ensure their involvement in arrangements for provision of specialist equipment and identification of staff training needs. | |
| Arrange dates for staff to receive all necessary training (as advised by relevant services) | |
| As appropriate, Individual Risk Assessment, PEEP and Healthcare plan are in place. | |
| Up to date reports from all involved services received and shared with relevant staff. | |
| Any necessary adaptations to site /classrooms have been assessed by Children's Therapy Services, Visual Impairment and Hearing Impairment services and advised adaptations completed. | |
| Child / young person has looked around school to ensure they know where lifts are, where ramps are, where hygiene room is situated, where key staff are based and where to go for help etc. | |
| The transition plan has been co-produced and agreed with the current setting, new setting, parents /carers and young person. Share this with staff. | |
| All relevant staff in school are aware of any support needs and any agreements in place e.g. can leave lesson early, toilet pass etc. Any necessary risk assessments, accessibility audits are in place. | |
| Ensure that specialist equipment is available for the child / young person on the first day in the new setting. | |
| Information about transition / new setting has been prepared for the child / young person in a format that they can independently access e.g. Braille, large print, pictorial, electronically, symbols. | |