

**Supporting Transitions for Children with Special Educational Needs and Disabled Children.**

**Establish Relationships:**

Successful transition preparation begins early so that there is time to establish good communication and build relationships between setting and school by the time the child starts attending the school. This can commence as soon as parents are notified of the child’s allocated school place for September 2021. The Key Person or Setting SENCO can contact the School SENCO or Foundation Stage Coordinator to begin to share information. There may be opportunities for mutual visits and settings will want to welcome Reception Class teachers and school SENCOs to see how children are learning and developing in the setting. Where parents are involved at the same time, this can be a helpful way of introducing them to school staff and of building up new relationships.

**Sharing Information:**

Information is shared with school providing parents give permission for this. The range of information gathered needs to include sufficient detail for the school to understand the child’s stage of learning and development, their likes, dislikes, who and what is important to them, their routines and how the child communicates. The EYFS transition record and additional information will be useful to share such information.

For a child whose needs have already been identified, information on other professionals who have already been involved in working with the family, for example, a health visitor, speech and language therapist, EY SEND Officer etc. should be included in this information.

It may be helpful for the Setting SENCO to set up a transition meeting with parents, EY SEND Officer, Health Visitor, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Community Paediatrician etc. and invite the School SENCO along to the meeting to share relevant information together. This is a good opportunity to discuss the needs of the child and what additional support, if any, they may need when they start school.

Settings should expect to gather together their records of how they have supported children at SEN Support (i.e. Early Years Support Plan, and/or Individual Health Care Plan) and agree with parents what needs to be shared as part of the transition process.

**Preparation in the School Setting:**

The information gathered in planning for a successful transition can give school a good picture of what they may need to do to prepare for the child. This may range from physical changes, such as specialised equipment and/or resources, to the layout or location of particular activities, to changes in policies and practices or daily routines.

# **Training and Support:**

Preparation in school may include consideration of staff skills and whether training may be needed, for example, in the use of a particular sign or symbol system of communication, or in particular procedures for supporting a child’s health needs.

**Transition into School:**

Schools themselves will vary in their approach to transition but many allocate time to do outreach visits to settings in order to prepare for children’s transition into school.

# Schools and settings may also agree shared learning projects and this will help to create continuities for children with SEND, along with others. It is helpful if arrangements for moving into school can also recognise friendship groups, for example, through the co-ordination of visits.

# **Children who have an Education, Health and Care Plan**

For children with an EHC plan before they move into school, planning needs to start at the annual review prior to transition into primary school and consider the school that the parents would like to request is named in the EHC plan.

The practical arrangements for transition, discussed above, need to sit alongside these statutory arrangements.

**Checklist of Action for Transition to School**

1. Gather as much information as possible about the child. Use admissions forms, ‘All About Me’ booklets, transition records. Pass on records, reports and contact details of other professionals (Setting SENCO).
2. Talk to parents and plan a home visit or setting visit for relevant staff (School)
3. Plan activities to talk about moving on and going to school. Give children chance to ask questions. Share stories about going to school. (Setting Key Person).
4. Arrange a transition meeting with parents, setting, school staff and any professionals involved before the child starts to plan SEN support (setting SENCO)
5. Liaise with the local authority specialist teacher for children with medical or physical needs (Jayne Catton) to support an effective transition for children with MPN. Invite her to attend a transition meeting with school and setting. (Setting SENCO)
6. Ensure staff receives any training that may be needed before the child starts at the setting or school. (School)
7. Have in place any specialist equipment the child may need and plan ahead as this may take time to source. (School)
8. Audit toys, books and other resources to ensure they are suitable and accessible for the child (School).
9. Consider the room layout to ensure mobility, the provision of a quiet area, toilet adaptations, and changes to lighting, flooring or furniture (School)
10. Be aware of the child’s friendship groups and discuss with parent and school staff (Key Person/Setting SENCO)
11. An enhanced transition plan may be required; Key Person may be able to take the child on extra familiarisation visits to the school. Photographs of the school staff, classroom, school environment etc. may be taken and made into a book for the child to share with parents over the school holidays to keep talking about and supporting the child’s transition
12. Where a child has an EHCP, plan for any additional staff that may be needed to be recruited, inducted and given the opportunity to get to know the child and the parents (School)
13. Agree an admission and settling in plan with the parents. (School SENCO)

**Information on supporting transitions for children with SEND can also be found in the SEN and disability in the early Years: A Toolkit, section 10, see** [**https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/early-years-toolkit-merged.pdf**](https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/early-years-toolkit-merged.pdf) **.**