

Early Years Transition Guide for Parents/Carers of Children with Special Education Needs and/or Disabilities



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INTRODUCTION

The Early Years transition guide sets an expectation and gives guidance to support successful transitions into and between all Early Years settings for all children. This guidance aims to support parents/carers and settings to facilitate a smooth transition for all children who may have an additional need. At the time of transition these children may be more vulnerable and therefore support should be given according to individual need.

-  [Transitions and Settling In - a guide for parents](#)
-  [Transitions and Settling In - a guide for practitioners](#)

GUIDELINES FOR GOOD PRACTICE

When preparing your child for school, you may like to consider the following points:

- Visit the new Early Years setting or school, it can help reduce some of your fears of the unknown. Before the visit you may want to look at their website, where you will find their prospectus and daily routines. Some may have a virtual tour of the building; others may have photo books that you can share with your child and discuss in the security of your own home.
- You will be introduced to a key person who has a particular role to play in supporting and preparing your child for transition; some children may experience feelings of sadness and resistance before leaving their current setting, especially if they have been there for a very long time.
- You as parents and carers could share stories to explore the new situations that your child will experience when they move. Stories, particularly open-ended ones, can encourage a child to reason and problem-solve independently.
- The Early Years setting or school need to understand your child's likes and dislikes and if they have any additional, physical, sensory, medical or dietary needs, for example. This will encourage positive relationships with both adults and children.
- Children need time to settle into their new Early Years setting or school and may go through a period of regression. This is quite normal. Your child may for a time want to stand and watch before joining in, again this is quite usual and appropriate.
- Regular transition meetings between Early Years settings and schools enable important information to be shared and transition arrangements agreed. Children who find changes to their usual routines challenging may need extra visits to their new setting or school and this can be part of the transition plan.
- Some children may attend more than one Early Years setting or school during the course of a day. For these children it is vital that all practitioners work in partnership to exchange information. The EYFS Transition Record (appendix 1) should be completed by the setting where the child spends most of their time, in collaboration with other provider information.
- If your child transfers to a new Early Years setting, for example after moving to a new house, the principles of good practice remain the same. The Early Years setting, or school should aim to offer the same positive transition experiences.

CHILDREN WHO MAY NEED EXTRA SUPPORT - GOOD PRACTICE ENHANCEMENTS

For some children who may need extra support or have special educational needs and or disabilities (SEND), there may be further considerations and enhanced partnership for ensuring a smooth transition into an Early Years setting or from a setting into a school.

 [gov.uk/children-with-special-educational-needs](https://www.gov.uk/children-with-special-educational-needs)

If there are additional needs in your child's development, planning for change can be less daunting when you have opportunities to give your views at all stages and you are fully involved in what will happen. Transition should be a process which involves you, your child, the current setting, next setting/school and other services who are supporting the child's needs.

- In the East Riding of Yorkshire, we aim for children with additional needs to be known to Early Years Support (appendix 2) and where appropriate have a Termly Support Plan. Some children may be known to Early Years Education Services - Portage, Area SENDCO, Educational Psychology Team, Sensory and Physical Teaching Service, and to Health Services - Health Visitor, Speech and Language Therapist, Physio/Occupational Therapist, Paediatrician.
- Whilst in pre-school, the Early Years setting SENCO and key person will have had regular meetings and reviews with you to discuss needs and progress, and to facilitate liaison with other services in health and education.
- As preparation for transition from Early Years setting to school, a joint transition meeting will be held with parents/carers, the setting, the school SENCO, and when appropriate other services supporting the child. This is to clarify the child's strengths and the areas in which they need support. Care plans, support plans and any relevant adjustments will be discussed.
- A transition meeting should be completed within the spring term before starting school, or if your child has an Education Health and Care Plan (EHCP), (appendix 3) an annual review will take place before November in the autumn term.
- The Early Years Foundation Stage Transition Record, the Termly Support Plan (appendix 4), the developmental overview (appendix 5 and 6) and reports by other services are encouraged to be shared prior to the transition with your consent, and then passed to the next setting/school when the child leaves.
- Some children with additional needs may benefit from extra visits to their new setting. For children starting school these visits should take place the term before they start. Sometimes practitioners from the school may find it helpful to visit the child while they are in the setting or at home. Some children may be supported by having visual information such as photographs/videos of the new setting and about the routine of the day or may have an individual admission plan when they start. These can be discussed and arranged at the transition meeting.

CHILDREN WITH AN EDUCATION HEALTH AND CARE PLAN (EHCP)

For children who have an EHCP before starting school, the same guidance for transition preparation is applicable. A key difference is that a school placement is requested in liaison with Local Authority SENDART team, who consult with parents about their preferences of schools. A request for placement then goes from the Local Authority SENDART Teams to the school or schools, who will then receive a copy of the EHC Plan so they can consider if they can meet the child's needs. For further guidance please refer to the Early Years Support/SEND Transition into Reception pathway (appendix 7).

TIMELINE

All children allocated places will be able to start at their new school in Reception on the first day of the Autumn term in September. Before then, the primary school your child has been allocated will contact you to let you know about any induction days, familiarisation visits and any other arrangements they have in place for helping with the transition to primary school. There is a legal requirement that all children attend school full time or receive suitable education once they reach compulsory school age.

If your child has additional needs or has a Termly Support Plan you may wish to seek advice from the SENCO about applying for a school place. Applications should be made by the stated deadlines below.

If your child is 'Looked After', that is in the care of a Local Authority, was previously Looked After, or has been adopted from care, your child may have a different priority in the oversubscription criteria for your preferred school. You will need to provide the admission authority with written proof of their status after applying.

The actual points at which each child reaches this compulsory school age are set out in the table below:

Child's fifth birthday falls between	Child reaches compulsory school age
1 September and 31 December	31 December
1 January and 31 March	31 March
1 April and 31 August	31 August

DEFERRING/DELAYING STARTING SCHOOL

As a parent/carer you can decide to defer your child's admission to school to a later date, up to the point at which your child reaches compulsory school age (see table above). Your child must be in school full-time by this point.

If you wish to defer your child's admission to school, you are advised to maintain half-termly contact with your child's allocated school as to when you wish your child to start. You may also wish to discuss part time attendance until your child reaches compulsory school age.

If your child is 'summer born', born between 1 April and 31 August, and you wish to keep the place allocated, for that academic year, your child must start by no later than the beginning of the Summer term in the Reception year. Allocated school places may not be deferred beyond the start of the Summer term in the Reception.

For a summer born child you can request delayed admission to a lower year group (see below) or apply for an 'in-year' school place for the start of Year 1. In-year applications for a school place for the following school year should be made by 31 May.

Once your child has reached compulsory school age, you have a legal duty to ensure that your child attends school regularly and full-time. Regular school attendance directly affects how well a child performs in their school life.

If your child is summer born, between 1 April and 31 August, you may request that your child start the Reception year 12 months later than their chronological peers. This is called delayed admission. It is your right to request delayed admission if you feel this is best for your child, but the decision is for the admission authority to make.

If your child has an Education, Health, and Care Plan (EHCP), there is a different admission process. Parents/carers are recommended to seek advice from the SENCO and the Special Educational Need and Disability Assessment and Review Team (SENDART) about applying for a school place. Applications received relating to children with EHCP's will be dealt with in accordance with the Special Educational Needs and Disability Code of Practice.

 [gov.uk/government/publications/send-code-of-practice-0-to-25](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Requests to delay school admission to be educated out of year group are considered on the individual circumstances, the child's best interests and guidance/research on the impact of delaying by a school year.

 educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

Research shows that delaying a year generally has a negative impact on longer term learning outcomes, could affect emotional well-being, and may have implications when older, including increasing the risk of a young person leaving school before completion of courses.

KEY DATES

September 2022	Starting primary or infant school in September 2023 a guide for parents - published
15 January 2023	National closing date for online applications ✎ eastriding.gov.uk/apply-for-a-school-place
26 February 2023	Last day for confirmation of change of address or preference for application to be considered on time
17 April 2023	Emails sent to those who applied online and offer letters sent by post from the 17 April 2023
19 May 2023	Appeals against refusals to be submitted
June and July 2023	Appeals planned to be heard
September 2023	Start of academic year for the Reception year group - children start school



GLOSSARY

ADDITIONAL INCLUSION SUPPORT FUNDING (AIS) - If a child is accessing an Early Years setting with a level of SEND support that requires over and above what the setting can reasonably provide with their own means the setting may be eligible to apply for funding.

ANNUAL REVIEW - Meeting which involves everyone supporting a child to consider current support and see if it meets their needs. Meeting must be held every six months.

AREA SENCO - Provides advice and guidance through the delivery of training/visits/emails/ telephone support to private, independent, and voluntary Early Years settings within East Riding of Yorkshire.

ASSESSMENT - Information (usually from multiple sources) that is put together and working out what type of support is needed.

CHILD-LED - Where the child takes the lead, and the adult responds.

CO-CONSTRUCTION - Working with others to develop concepts, skills, and knowledge.

CoP - Code of Practice. The code provides guidance on policies and procedures.

CURRICULUM - A plan for children's development and learning experiences, both formal and informal.

DISABILITY ACCESS FUND (DAF) - Children aged three and four years old, who are in receipt of Disability Living Allowance and accessing universal 15 hours of funded childcare per week could be eligible to apply for the fund. The funding supports Early Years providers to make reasonable adjustments in their setting.

DELAYED ADMISSION - Requesting your child starts reception class twelve months later than their chronological peers.

DEFERRED ADMISSION - Requesting your child starts school at a later date up to the point they reach compulsory school age.

DEVELOPMENT - Child development refers to the sequence of physical, language, thought, social and emotional changes that occur in a child from birth to the beginning of adulthood.

DIETARY NEED - Someone who has specific and /or a restricted diet. The need could be founded on religious or allergy related grounds.

EARLY INTERVENTION - Process of identifying and intervening to help prevent issues from happening.

EARLY YEARS SETTINGS - All early year's providers including childminders, day nurseries and pre-schools.

EARLY YEARS TRANSITION RECORD - Plan drawn up to support the move from one setting to another such as from nursery to school Reception.

EARLY HELP ASSESSMENT (EHA) - A voluntary assessment undertaken by a practitioner in contact with a child or family.

EDUCATION, HEALTH AND CARE PLAN (EHCP) - Document which sets out the education, healthcare and social needs of a child or young person where additional support is needed.

EDUCATIONAL PSYCHOLOGIST - EPs understand how children/young people learn and what things can make learning difficult and use their knowledge of psychology to help children/young people make progress.

EARLY YEARS FOUNDATION STAGE (EYFS) - Standards for learning, development, and care of children from birth to five years old.

EARLY YEARS SUPPORT (EYS) - Team of practitioners from a range of services who facilitate early intervention, information sharing and planning. Early Years Support is for babies/children aged 0-5 years where support may be needed regarding their learning/development and/or physical medical needs with a Lead Practitioner.

FAMILY MEETING - Lead Practitioner coordinates a meeting for the family and other services supporting the child to plan actions and share information.

GRADUATED APPROACH - Where it is identified that a child has may have an additional need, the four-part cycle of assess, plan, do and review approach is begun. The approach is undertaken by working in partnership with parent/carers and practitioners.

HOME EDUCATION - Where a child is educated at home by their parents rather than in school.

HOLISTIC - Recognising all aspects of children's development and learning, including physical, personal, social, emotional, spiritual and cognitive.

IN YEAR APPLICATIONS - When a child is already attending a school and a request is made to move to another school for example when moving to a different area.

KEY PERSON - Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child, and build a relationship with their parents.

KNOWLEDGE - Facts, information, understanding about things.

LADO - Local Authority Designated Officer. Manages accusations against staff/volunteers working with children and young people.

LEAD PRACTITIONER - Point of contact for a child and their family. Lead practitioners will liaise with the family, Early Years settings, schools and other practitioners to support with making choices.

LOCAL OFFER - Information about provision available for children, young people and their families who have a special educational need or disability in your local authority.

LOOKED AFTER - Child who is in the care of the Local Authority.

MAINSTREAM SCHOOL - School that provides education for all children.

MEDICAL NEED - A medical/healthcare need is related to the treatment, control or prevention of a disease, illness, injury or disability, and the care or aftercare of a person with these needs.

MULTI-AGENCY WORKING - Practitioners from different sectors working together to provide joined up support for children, young people and their families.

OFSTED - Office for Standards in Education, Children's Services and Skills. Inspect and regulate services that care for children and young people.

OPEN ENDED STORY - Possible different endings.

PARENT/CARERS - Parents who have primary caring responsibilities.

PORTAGE - Home visiting educational service for pre-school children with additional support needs and their families.

PRACTITIONER(S) - Everyone that works with children.

PROGRESS - Moving forward.

SAPTS (SENSORY AND PHYSICAL TEACHING SERVICE) - Supporting children with a visual or hearing impairment or physical need.

SCHOOL ADMISSIONS TEAM - Coordinates all school admission applications for state funded and maintained schools in East Riding of Yorkshire.

SEND CODE OF PRACTICE - Statutory guidance that provides Part 3 of the Children and Families Act 2014. This tells Local Authorities what they must and should do to identify, assess, and provide for children and young people with Special Educational needs or disabilities.

SENDART - Local Authority Special Educational Needs and Disabilities Assessment and Review Team

SENDIASS (SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION, ADVICE AND SUPPORT SERVICE) - Offers free information, advice and support to parent and carers of children with social educational needs.

SENSORY NEEDS - Aversion to things that overstimulate senses such as dislike of loud noises, smells, intense smells, loud environments.

SLCN (SPEECH, LANGUAGE AND COMMUNICATION NEEDS) - Related to all aspects of communication. Can include difficulties with speech, understanding what others say and using language socially.

TERMLY SUPPORT PLAN - Part of the graduated approach. A plan is put together to monitor and review progress on a termly basis with parent /carers and all practitioners supporting the child and family. Termly support plans are usually reviewed in a family meeting format.

UNIVERSAL - Services for everybody within the specific age range (don't need to meet a criteria to access service).

INDEX OF ACRONYMS

Acronym	Full Meaning
AIS	Additional Inclusion Support
ASD	Autism
ASQ	Ages and Stages Questionnaire
CIN	Child in Need
CLA	Child Looked After
CP	Child Protection
DAF	Disability Access Funding
DFE	Department for Education
DLA	Disability Living Allowance
DO	Development Overview
EAL	English as an Additional Language
EEF	Early Education Funding
EHA	Early Help Assessment
EHCCO	Education, Health and Care Officer
EHCP	Education Health Care Plan
EP	Educational Psychologist
ERYC	East Riding of Yorkshire Council
EY	Early Years
EYS	Early Years Support
EYST	Early Years Support Team
EYDJ	Early Years Development Journal
EYFS	Early Years Foundation Stage
EYPP	Early Years Pupil Premium
FS	Foundation Stage
FSM	Free School Meals
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
LA	Local Authority

LADO	Local Authority Designated Officer
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
OAP	Observation, Assessment and Planning
OFSTED	Office for Standards in Education, Children's Services and Skills
OPD	Other Physical Disability
OT	Occupational Therapist
OTH	Other
PD	Physical Difficulties
PMLD	Profound and Multiple Learning Difficulties
PVI	Private, Voluntary, and Independent
SALT	Speech and Language Therapy
SaPTS	Sensory and Physical Teaching Service
SEMH	Social Emotional and Mental Health needs
SENDART	Special Educational Needs and Disabilities Assessment and Review Team
SEN/SEND	Special Educational Needs (and Disabilities)
SENCO	Special Educational Needs Coordinator
SENDIASS	Special Educational Needs and Disability Information Advice and Support Service
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SMART	Specific, Measurable, Agreed, Realistic and Timely
SPLD	Specific Learning Difficulty
TBC	To Be Confirmed
TSP	Termly Support Plan
VI	Visual Impairment

USEFUL LINKS

Children with special educational needs and disabilities (SEND)

 gov.uk/children-with-special-educational-needs

Disability Living Allowance

 gov.uk/dla-disability-living-allowance-benefit

East Riding of Yorkshire Local Offer

 eastridinglocaloffer.org.uk

FISH

 eastriding.gov.uk/living/children-and-families/the-family-information-service-hub

Guidance videos from PACEY- Professional Association for Childcare and Early Years

 [Transitions and Settling In - a guide for parents](#)

 [Transitions and Settling In - a guide for practitioners](#)

Repeating a School Year

 educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

School Admissions

 eastriding.gov.uk/apply-for-a-school-place

SENDIASS

 eastridingsendiass.org.uk

Special Educational Needs and Disability Code of Practice

 gov.uk/government/publications/send-code-of-practice-0-to-25

