

A photograph of two young children playing on a colorful, interlocking mat. One child, wearing a white sweater, is on the left, and another, wearing a yellow sweater, is on the right. They are both looking at a colorful geometric toy. In the background, there are other toys, including a yellow bear in a blue bowl and a green egg. A wooden ring toy with colorful rings is in the foreground.

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

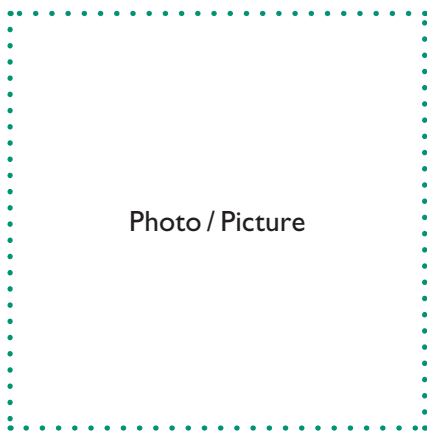
2022 - 2023



1. EYFS TRANSITION RECORD
2. EARLY YEARS SUPPORT PATHWAY
3. EHCP PROCESS FLOWCHART
4. EARLY YEARS SUPPORT PLAN
5. EYFS DEVELOPMENT OVERVIEW
6. INFORMATION TO SUPPORT EYFS DEVELOPMENT OVERVIEW
7. TRANSITION INTO RECEPTION PATHWAY

I. EYFS TRANSITION RECORD

Name of setting:	Setting Manager:
Setting contact details:	
Name of child:	Date completed:
Age in months:	Date of birth:



Gender / Identity:	Who I live with:
Date of admission:	Key person:
Ethnicity:	Languages spoken at home:
Date child started:	Two year funding accessed:
How many sessions / hours attended per week:	Setting / School transferring to:
Date the child last attended the setting:	Leaving date:
Date of transfer:	Attendance:

Additional information submitted with this transition record (please tick all that apply):

- | | |
|--|--|
| <input type="checkbox"/> External Agency reports | <input type="checkbox"/> Support Plan |
| <input type="checkbox"/> Care Plan | <input type="checkbox"/> Early Help Assessment |
| <input type="checkbox"/> EHCP (Educational Health Care Plan) | |

ALL ABOUT ME

I like to be called:	Special people in my life:
My friends are:	Things I do with my family:
My current interests are:	When I am happy I like to:
Things I really like:	When I am sad I like to:
Things I don't like:	Things I find hard:
Things I am good at:	Other information:

Most recent summative assessment completed:

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

Child is at age and stage of development	
Child needs some additional support	
Child requires referral for services	

Key person comments:

COMMUNICATION AND LANGUAGE

Child is at age and stage of development	
Child needs some additional support	
Child requires referral for services	

Key person comments:

PHYSICAL DEVELOPMENT

Child is at age and stage of development

Child needs some additional support

Child requires referral for services

Key person comments:

LITERACY

Child is at age and stage of development

Child needs some additional support

Child requires referral for services

Key person comments:

MATHEMATICS

Child is at age and stage of development

Child needs some additional support

Child requires referral for services

Key person comments:

UNDERSTANDING THE WORLD

Child is at age and stage of development

Child needs some additional support

Child requires referral for services

Key person comments:

EXPRESSIVE ARTS AND DESIGN

Child is at age and stage of development

Child needs some additional support

Child requires referral for services

Key person comments:

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring (engagement)

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning (motivation)

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and thinking critically (thinking)

- Having their own ideas
- Making links (using what they already know to learn new things)
- Choosing ways to do things

Key person comments / observations about how the child learns:

The child's voice at the time of the above assessment:

Parent's / Carer's comments:

I / we give permission for this information to be shared with the school.

Signature:

(Parents / Carers)

Date:

Signature:

(Key person)

Date:

Signature:

(Manager)

Date:

2. EARLY YEARS SUPPORT PATHWAY

A. IDENTIFICATION

Criteria for Early Years Support

1. Aged 0-5 years.
2. Requests for babies / children who have or may have an SEND (Special Educational Needs and Disabilities).
3. Learning / development and or physical / medical needs are identified.
4. One or more specialist services are required.
5. Children who are looked after.
6. Children who live in a different local authority but attend an East Riding early years setting.

If a child does not meet criteria for Early Years Support

1. Signpost referrer to universal services.
2. Identify a lead professional.
3. Ongoing support needs maybe addressed through completing an Early Help Assessment (EHA).
4. To contact Early Years Support team if needs change to make a new request.

Making a request

Parent / carer with support from a professional to complete a request for Early Years Support.

The request can be completed online via the Early Years Support local offer website and searching for Early Years Support www.eastridinglocaloffer.org.uk

*Information booklet available via the East Riding local offer to guide referrers when making a request.



B. DECISION MAKING

Making a request

Parent / carer with support from a professional to complete a request for Early Years Support.

The request can be completed online via the Early Years Support local offer website and searching for Early Years Support www.eastridinglocaloffer.org.uk

*Information booklet available via the East Riding local offer to guide referrers when making a request.



EARLY YEARS SUPPORT PATHWAY

C. ACTIONS

1. Support required from one or more specialist service e.g Portage.
2. Referrals to other services may be made following the team discussion and agreement from parent / carers.
3. The need for a next steps discussion will be agreed. A member of the Early Years Support team will be identified to facilitate and coordinate the initial discussion with parents / carers and the person who made the request.
4. Monitor and review progress – a referral to a service maybe recommended and then progress reviewed by the Early Years Support team at a later date e.g child to participate in a block of Talktime and review at Early Years Support with final Talktime assessment.

Next steps discussion – Initial date set between parents / carers and the person who made the request only. The discussion enables parents to share any concerns they may have, ask any questions about the services recommended by the team and plan the next steps together. This discussion is informal and not all of the services recommended to support the family will be invited. Notes from the discussion will be made and shared with the services that are to begin supporting with the family.

Early Years Support Family Meetings – Following the initial next steps discussion, further family meetings will be arranged as and when needed. These meetings will bring together all those involved with providing support to the child and family to jointly review support given and plan the next steps. These will then be formulated into a support plan. The support plan is designed to be flexible and reviewed as and when needed – there are no set timescales.

Family meetings will need to be arranged to support transition e.g. when a child starts school or an early years setting, and where it is agreed that an assessment for an Education, Health and Care Plan is to be requested.

Lead Practitioner is responsible for arranging the family meeting, circulating the support plans and any other relevant paperwork.

The final support plan should be agreed with the parents / carers before distributing copies to those services the family would like to share the plan with.

A copy of the support plan with the date, time and venue of the next family meeting, should be submitted to the Early Support Coordinator at the above address.

The Lead Practitioner must inform Early Years Support of the following:

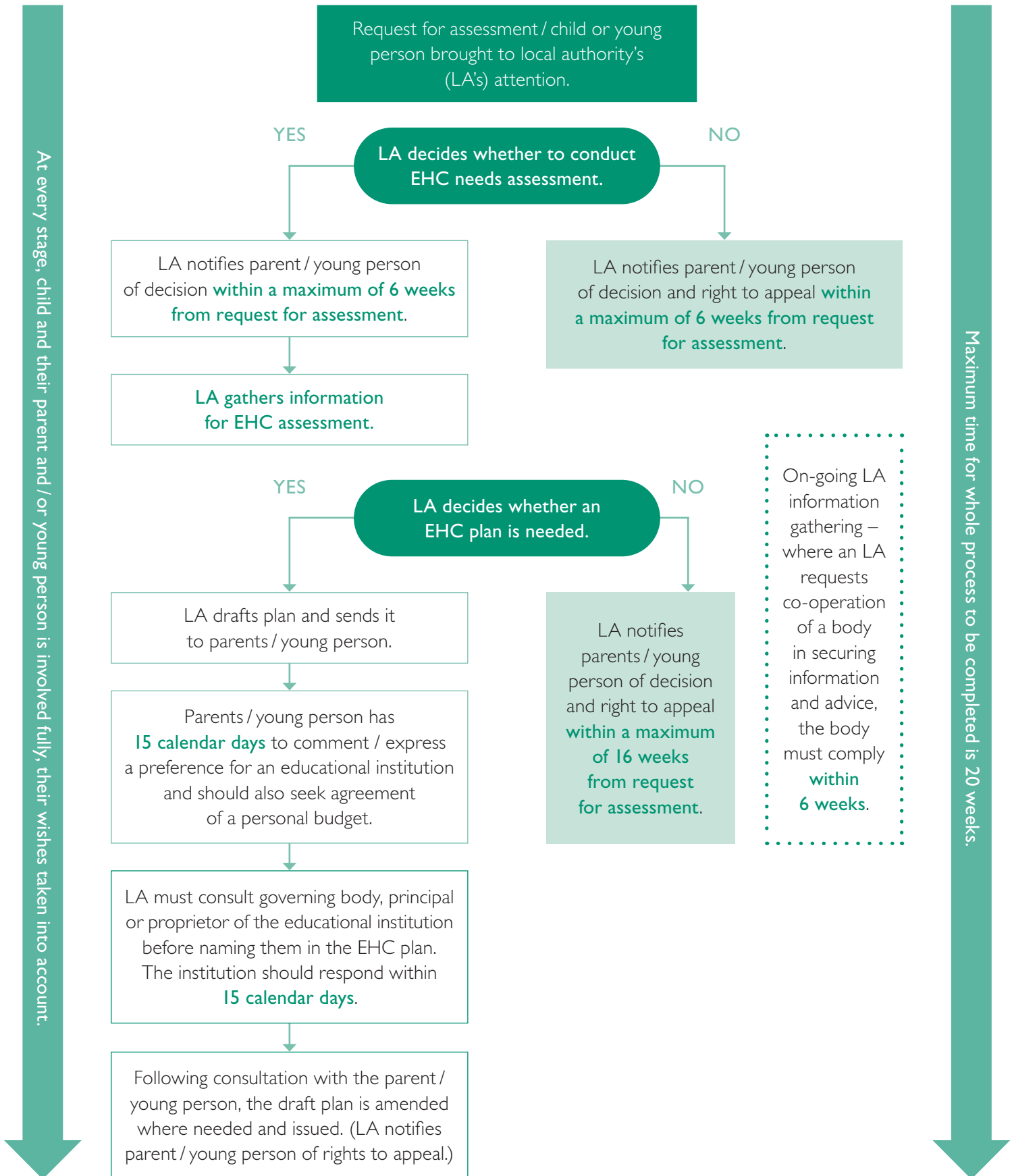
- A proposed change to the Lead Professional.
- When a child is due to start an Early Years setting or school.
- When a child is due to move out of the authority.
- Where it has been agreed that a request for an EHC plan is to be made.

All changes should be emailed to: eyst@eastriding.gov.uk

Transition into school – at the beginning of the spring term someone from the Early Years Support Team will contact the lead practitioner to discuss transition into school.

Area SENCOs support early years settings with all transitions including between rooms within your setting, transitions to other settings and into school.

3. STATUTORY TIMESCALES FOR EHC (EDUCATIONAL HEALTH CARE) NEEDS ASSESSMENT AND EHC PLAN DEVELOPMENT



4. MY SUPPORT PLAN

	My name:	My parents are:
	I like to be known as:	
	My DOB:	Other people who help me:
	My age (months):	
	Planning / review meeting date:	Next review date:
	My Childcare setting / school:	
	Name of lead professional:	

Why do I have a Support Plan?

Other professional(s) involved / consulted:	
Name:	Role:

What makes me happy, things I like and other important things you need to know about me and my family:

MY SUPPORT PLAN

MY SOCIAL AND FAMILY NEEDS

- What is important to me?
- What I do outside of nursery? (Do I see friends; attend groups, clubs or activities?)
- What are my interests? Where do I go to do these things?
- What is going well for me and my family?
- What support do I receive from family, friends, community members and other professionals?

- What do we find difficult, challenging or stressful?
- What is not working well?
- Am I safe at home and in the community?
- Has my family had any previous social care assessments or involvement?
- Does my family know how to access the Local Offer and Family Information Services?

What is working well?

Challenges:

What could happen next to help, who will do this and by which date (agreed actions)?

MY SUPPORT PLAN

MY HEALTH

- Do I have any general health needs? E.g. chest infections, constipation, diarrhoea, eczema, asthma, allergies.
- Do I have any specific health needs related to my condition? E.g. epilepsy.
- Do I need a health care plan?
- Do I need a Risk Assessment?
- Do I have needs around eating and drinking? E.g. ability to swallow, chew, choking risks, diet etc.
- Do I need help with using the toilet?

- Do I need help with my physical development and mobility?
- Do I have any vision, hearing or sensory processing needs?
- Do I need support with sleeping through the night?
- What medication do I take?
- Do I have difficulty with access to appointments with health professionals?
- Are my immunisations up to date?
- Do I have a need for adaptations and specialist equipment?

What is working well?

Challenges:

What could happen next to help, who will do this and by which date (agreed actions)?

MY SUPPORT PLAN

MY LEARNING AND DEVELOPMENT

(Strengths and needs that may require additional to or different provision)

COMMUNICATION AND INTERACTION

What I can do:

Challenges:

What you can do to help me:

MY SUPPORT PLAN

COGNITION AND LEARNING

What I can do:

Challenges:

What you can do to help me:

MY SUPPORT PLAN

SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

What I can do:

Challenges:

What you can do to help me:

MY SUPPORT PLAN

SENSORY AND/OR PHYSICAL NEEDS (INCLUDING MEDICAL NEEDS)

What I can do:

Challenges:

What you can do to help me:

THINGS I WOULD LIKE TO BE ABLE TO DO NEXT (OUTCOMES)

MY SUPPORT PLAN

SMART TARGETS (Specific, Measurable, Achievable, Relevant, Time bound)		
By the next review of this plan I would like to be able to:	Ways to help me – How?	Who? Where? When?
1. What?	Adult support needed:	Organisation / routine:
To what degree of success?	Toys and equipment to use:	Activities to try:
<hr/>		
2. What?	Adult support needed:	Organisation / routine:
To what degree of success?	Toys and equipment to use:	Activities to try:
<hr/>		

MY SUPPORT PLAN

3. What?	Adult support needed:	Organisation / routine:	
To what degree of success?	Toys and equipment to use:	Activities to try:	
HOW DID I DO? (Pre-school staff to record at each session)			
Date	Target 1		

MY SUPPORT PLAN

				Evaluation:

MY SUPPORT PLAN

Evaluation:

MY SUPPORT PLAN

Evaluation:

MY SUPPORT PLAN

PEOPLE INVOLVED IN DRAWING UP AND EVALUATING THIS PLAN

Parent(s):		Signature:
Key person:		Signature:
Portage worker:		Signature:
		Signature:
		Signature:
		Signature:
Date / time / venue of next review:		

MY SUPPORT PLAN

Your views are very important to us.

As parents and carers who have experienced an Early Years Support family meeting / support plan review you are encouraged to take part in a survey to give your views and share your experiences.

Your feedback will be used to influence how East Riding Early Support is developed at a local level and to improve partnership working.

The questionnaire should take no longer than five minutes to complete by scanning the QR code or accessing the link below.

Thank you.



www.smartsurvey.co.uk/s/Earlyyearsupport

ADDITIONAL INFORMATION IF REQUIRED

6. EARLY YEARS FOUNDATION STAGE DEVELOPMENT OVERVIEW

The overview is to be used for those children whose development is not in line with their peers and the setting are having to put in additional support for the child.

This overview would be a useful document to support a referral to Early Years Support, for children transferring to another setting or school.

IDENTIFICATION

Identification

- Aged 0 – 5 Years.
- For babies / children who have / may have SEND (Special Educational Needs and Disabilities).
- Learning / development and or physical / medical needs identified.
- An early years support plan is in place.
- One or more specialist services are required.
- Children who are looked after – there would be a PEP (Personal Education Plan).
- Children who live in a different Local Authority but attend East Riding early years settings.



COMPLETION

At the time of assessment ensure all personal details are complete:

- Full name.
- Date of birth.
- Age in months when assessment taken.
- Name of key person.
- Name of SENCO.

Summative assessment

- Identify current age / stage of development across all seven areas of learning and development
- Add date of assessment across all seven areas of learning and development when recording the completed assessment. – see example.



INFORMATION SHARING

Supporting documentation

- Support plan.
- Developmental journal.
- Progress check at two years.
- Ages and Stages Questionnaires (ASQ) – if available.
- Evidence of the graduated approach.
- Shared with parents / carers – signatures.

7. EARLY YEARS SUPPORT / SEND TRANSITION INTO RECEPTION PATHWAY

AUTUMN TERM	
Half term one	Half term two
<ul style="list-style-type: none"> ■ Offer a range of opportunities for parents / carers to access information about the transition process, e.g. open days, information events, consultations, newsletters. 	<ul style="list-style-type: none"> ■ Continue to establish close links with main feeder setting / school.
<ul style="list-style-type: none"> ■ An initial transition planning meeting should be held early in the autumn term for children with SEND (Special Educational Needs and Disabilities). ■ Parents should be invited to share any concerns and be fully involved in the planning for transition process. 	<ul style="list-style-type: none"> ■ If a child has an education, health and care plan (EHCP) hold the annual review before November and invite the school.
<ul style="list-style-type: none"> ■ Share information about school admissions process with early years setting and families. 	<ul style="list-style-type: none"> ■ If a child has an education, health and care plan (EHCP) hold the annual review before November. Invite the school (if known or a preference has been given). When children have an EHCP, the Local Authority SEND Team then consults with the school or schools for a placement.
<ul style="list-style-type: none"> ■ During a child's time in a preschool setting the setting Special Educational Need Coordinator (SENCO) and the child's key person will have had regular meetings with parents or carers for discussion and to facilitate liaison with other practitioners. 	
<ul style="list-style-type: none"> ■ Parent / carers to apply for a school Primary school place via East Riding School admissions. ■ School places and admissions (eastriding.gov.uk). 	

EARLY YEARS SUPPORT / SEND TRANSITION INTO RECEPTION PATHWAY

SPRING TERM

Half term three

- Offer a range of opportunities for parents / carers to access information about the transition process, e.g. open days, information events, consultations, newsletters.

- Request welcome packs from the schools your children will move on to, distributing key dates and information to parents.

- The deadline for amending the EHCP with the details of the child's provision is February 15th in the year they are due to transfer to the new school – SENDART and the Area SENCOs can advise further.

- Schools and settings to start arranging transition plan meetings for children with additional needs.

- The deadline for applying for a school place is usually mid January. Please share information with parent / carers about school admissions process.

Half term four

- As preparation for transferring to school a transition meeting for parents with the SENCO at the school and, when appropriate, other professionals supporting the child should be arranged. The transition meeting is a partnership between parents / carers, preschool setting and school.
- Settings should expect to gather together their records of how they have supported children at SEN (Special Educational Needs) Support and agree with parents what needs to be shared as part of the transition process.

- Regular transition meetings between settings and schools enable important information to be shared and transition arrangements agreed.

- School staff to visit Early Years settings.
- Complete the Early Years paperwork in transition pack; share this with parents.
- Induction visits to school with parents / carers and / or with setting staff. Early Years summary / transfer form sent to school.
- Add extra transition visits for late notice families.

- A Transition Policy will help clarify the process of transition for all stakeholders and ensure that they are clear about the principles and practice.

- Transfer assessments, progress reports and learning journeys in good time, and share vital information about a child's heritage, language and social skills.

EARLY YEARS SUPPORT / SEND TRANSITION INTO RECEPTION PATHWAY

SUMMER TERM	
Half term five	Half term six
<ul style="list-style-type: none"> ■ Offer a range of opportunities for parents / carers to access information about the transition process, e.g. open days, information events, consultations, newsletters. 	<ul style="list-style-type: none"> ■ Outside agency reports and records such as completed and current SEN. ■ Support Plans are an important addition to the Early Years Transfer Record and should be passed to the school or new setting when the child leaves. ■ Medical care plans and any relevant adjustments should be discussed at the transition meeting.
<ul style="list-style-type: none"> ■ Practitioners from the pre-school/nursery may visit the school to share information and offer suggestions for the physical space to ensure there are some familiar features for the children to enable them to feel comfortable and relaxed in the new environment. 	<ul style="list-style-type: none"> ■ Stories about starting school, transition, fears and worries.
<ul style="list-style-type: none"> ■ Visiting the new setting or school plays an important part in dispelling fears of the unknown. ■ Asking school for photographs from such visits can help to make the environment more familiar for the child over summer in the security of a familiar setting. ■ A photo book that includes information regarding new premises, key people and daily routines may be developed. 	<ul style="list-style-type: none"> ■ The key person has a particular role to play in supporting and preparing the child for transition; particularly children who may experience feelings of sadness and resistance before leaving a setting, especially if he/she has been there for a very long time.
<ul style="list-style-type: none"> ■ Regular transition meetings between settings and schools enable important information to be shared and transition arrangements agreed. 	<ul style="list-style-type: none"> ■ Use stories to explore the new situations that the child will experience when he /she moves. Stories, particularly open ended ones, can empower a child to reason and problem solve independently.
<ul style="list-style-type: none"> ■ Some children with additional needs may require extra visits to their new school prior to the term before starting accompanied by an additional support worker. ■ These can be arranged during the transition meeting at the school as well as any additional support such as a new visual schedule or tailored admission plan to ensure a smooth transition. 	<ul style="list-style-type: none"> ■ Having friends in the same class may help children adjust to the demands of the new environment.