

Transition Early Years SEND Transition Arrangements for Children on SEND Support Register Summer Term 2023

Provided by Early Years SEN Team

Purpose of this guidance

To provide setting SENCOs with information on transition arrangements for children with SEND for Summer Term 2023

- Providing documents that can be used to ensure a consistent and manageable process for planning and preparing transitions
- A step-by-step guide for managing each stage of the process
- Promoting parent/carer involvement and ensuring consent to share information is obtained
- Consistent approaches in communications and sharing of information with next placement
- Ideas on useful resources / websites to support transition that can be shared with parents/carers

Transition for a child with SEND

Universal

For all children in the setting moving on to next placement

SEND Specific

For all children on the setting SEND Support Register

Transition for a child with Special Educational Needs or disability (SEND) may need a more individualised transition process with **additional or different** planning to ensure that it is smooth and successful from the beginning.



Department
for Education



Department
of Health

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations who
work with and support children and young
people with special educational needs and
disabilities

Chapter 5; Early years providers

Transition

This section sets out duties
in relation to:

- Planning and preparing for transition
- Sharing of information
- Parental involvement and agreement within the transition process

Chapter 5; Early years providers

Transition

5.47 'SEN Support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC Plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with the parents the information to be shared as part of the planning process'

SEND Code of Practice 0 – 25 years (January 2015) Para 5.47 Page 88

Documents you will need

Universal

Completed by setting for all children

- Transition / Cover letter sent to school
- One Page Transition to School Summary
- Child Protection Record File Transfer
(if applicable)

Documents you will need

SEND Specific

Completed by setting for all children on the
SEND Support Register

- Early Years SEND Individual Progress Tracker [or](#) Assessment Information Birth to 5 Matters – *Excel spreadsheet Tab 2*
- Transition Information for Child on SEND Support Register – *Excel spreadsheet Tab 3*
- Transition EY SEND - Parent / Carer Consent Form
- Transition EY SEND – SENCO Prompt Sheet



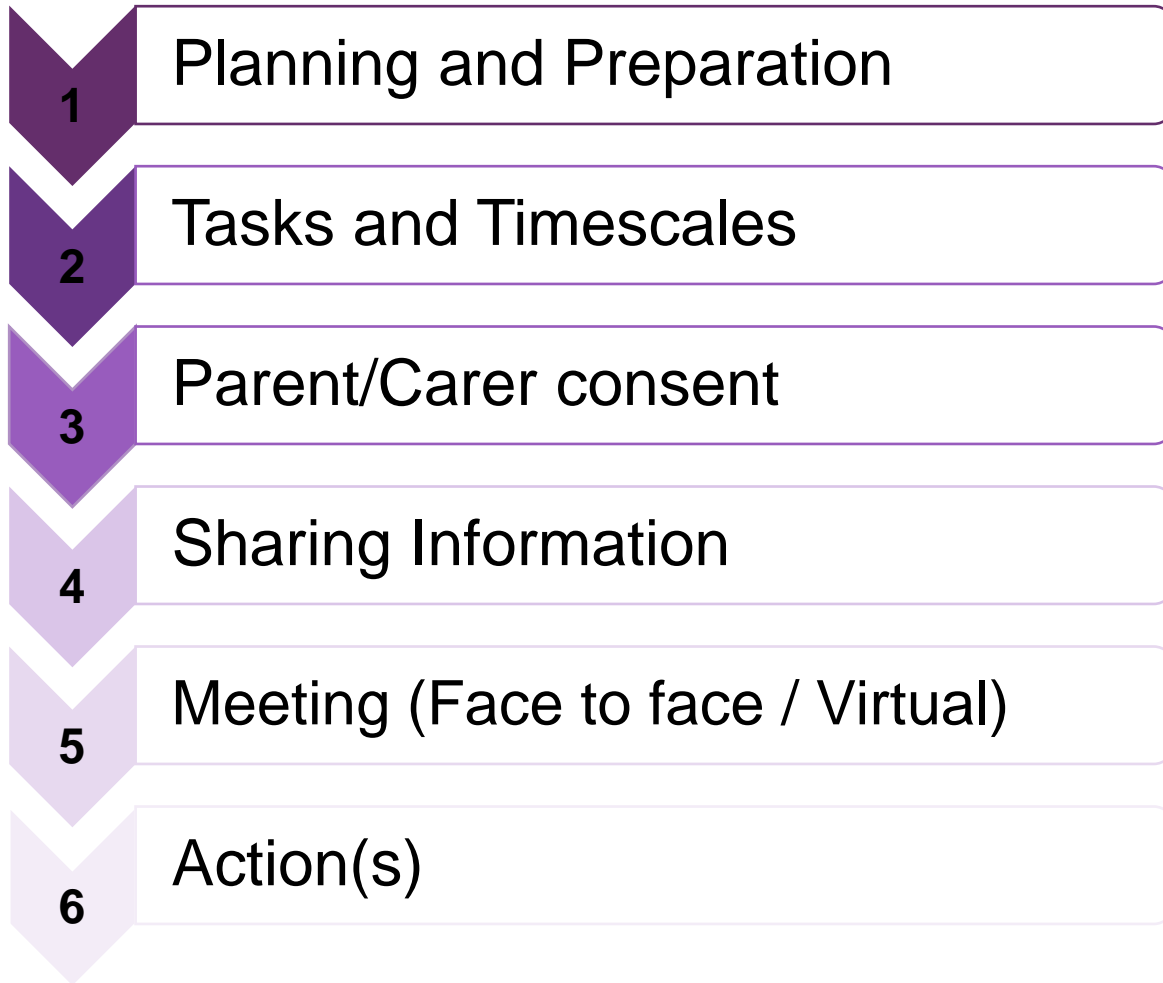
Make sure you read all documents so that you
are clear on what you will be required to do

In addition you will need contact details for Early Years Foundation Stage Leads and school SENCOs (Hounslow Schools)

You will be emailed a list of the contact details for Early Years Foundation Stage Lead by EY & Childcare colleagues and contact details for school SENCOs by the Early Years SEN Team



Step by step process



A suggested step by step guide to support you to manage each stage of the transition arrangements to enable the smooth transition of children with SEND

Step 1 – Planning and Preparation

Individual Child Folder / EYFS levels

- Ensure that each child's individual file / record is in order so that information can be readily accessed
- Ensure that all relevant supporting documents are filed by agency/professional and date order
- Check that EYFS levels best fit judgements provided by the key person / additional adult are accurate
- Note the date of the most recent assessment as this will be needed when completing transition documents



Step 2 – Tasks and Timescales

Tasks

- Familiarise yourself with all transition documents that need to be completed (both universal and specific to child with SEND)
- Consider what information you already have access to and what you may need to obtain from either the parent/carer or a colleague
- Liaise with colleagues to decide who is best placed to provide accurate information and/or complete sections of each document
- List and order by priority any key actions that you will need to complete



Step 2 – Tasks and Timescales

Timescales

- Identify all key dates in the transition process and plan tasks to ensure you adhere to required deadlines
- Check school offer and acceptance dates so that you have information on next placement (see slide below for acceptance key dates)
- Consider timescales to factor in a communication with parent/carer to obtain consent to share information
- Recommended deadline for completing all transitions is **Wednesday 28 June 2023** (*this is a recommended date as most placements will be confirmed and will allow schools time to put in place transition arrangements / required resources*)



Step 2 – Tasks and Timescales

Always check with parents/carers to confirm they have returned their acceptance letters by the deadline date

- Mainstream Nursery deadline to return acceptance letter
Each school to set own return date (offers any time after 10 March 2023 but no later than 5 May 2023)
- Mainstream Reception deadline to return acceptance letter
Tuesday 2 May 2023
- Specialist Assessment Nursery (Lindon Bennett School) deadline to return acceptance letter
Thursday 9 June 2023

Only exception may be children undergoing an EHC needs assessment where placements are yet to be finalised

Step 3 – Parent/Carer Consent

SEND Code of Practice 2015

Chapter 5; Early years providers

Transition

5.47 'SEN Support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC Plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with the parents the information to be shared as part of the planning process'

Note in
particular

SEND Code of Practice 0 – 25 years (January 2015) Para 5.47 Page 88

Step 3 – Parent/Carer Consent

The information that you plan to share with next placement as part of transitions for a child with SEND must be discussed with the parent/carers so that they understand

- **Why** this information is being shared
- **What** is being shared
- **How** the information will be shared
- **With** who the information will be shared



The parent/carers must give consent to share information with next placement

Step 3 – Parent/Carer Consent

Parent/carer Consent Form – Summer 2023 Sharing Information with Next Placement

A document to support you with obtaining relevant information from parent/carer that is needed and as evidence that parent/carer consent has been obtained for your own records

Transition – Early Years SEND Parent/Carer Consent Form – Summer 2023 Sharing Information with Next Placement

The information that you share with next placement as part of transitions for a child on your SEND Support Register moving to next placement must be discussed with the parent/carer so that they understand:

- Why this information is being shared
- What is being shared
- How the information will be shared
- With whom the information will be shared

As part of good practice for transition and as stated in the SEND Code of Practice 0-25 years (January 2015 Para 5.47 Page 88):

'SEN Support should include planning and preparing for transition before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with the parents the information to be shared as part of the planning process.'

Please ensure that you have obtained consent to share any information you share with next placement from the Parent/Carer of the child named in this document. Please keep this document for your records.

Step 3 – Parent/Carer Consent

Ensure next placement is confirmed
(*acceptance letter returned*) →

Next placement information		
Name of next placement		
Acceptance letter has been returned	<input type="checkbox"/> Yes Date:	<input type="checkbox"/> No
School has been informed that child has SEND	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name & role of professional - point of contact		

▪ SEND information to be shared → with next placement

Information to be shared with next placement (Please tick each box to confirm that parent/carers has given consent to share this information with next placement).
<input type="checkbox"/> Information on child (name, dob, home language etc.)
<input type="checkbox"/> Early Years Foundation Stage (EYFS) best fit stage of development / Birth to Five Matters non-statutory guidance age range judgements (e.g., Early Years SEND Individual Progress Tracker)
<input type="checkbox"/> Areas of need and stage of SEN Support
<input type="checkbox"/> Additional funding accessed by the setting
<input type="checkbox"/> Professionals / Agencies involved (current or previous)
<input type="checkbox"/> Other relevant information (stage of toilet training, allergies, dietary requirements etc.)

▪ Attendance information →

Attendance Information (Please tick relevant boxes to confirm that parent/carers has given consent to share this information with next placement).
<input type="checkbox"/> Child has had excellent attendance
<input type="checkbox"/> Child has had regular attendance
<input type="checkbox"/> Child has had infrequent attendance
<input type="checkbox"/> Relevant information (reasons for infrequent attendance e.g., hospital stay / holiday etc)

Step 3 – Parent/Carer Consent

- Supporting reports and assessments (*check who will be sharing these with next placement*) →
- Confirm if meeting between setting SENCO and professional from next placement (*best practice would be that parent/carer also attends meeting*) →

Supporting reports and assessments (Confirm who will be sharing this information with next placement and the documents that the parent/carer is in agreement to be shared).

<input type="checkbox"/> Setting	<input type="checkbox"/> Parent/Carer
<input type="checkbox"/> Targeted Plans	
April 2023	
<input type="checkbox"/> Education Health and Care Plan (EHCP) – if applicable	
<input type="checkbox"/> Assessments / reports from Occupational Therapist	
<input type="checkbox"/> Assessments / reports from Physiotherapist	
<input type="checkbox"/> Assessments / reports from Speech and Language Therapist	
<input type="checkbox"/> Assessments / reports from Child Development Clinic (Paediatrician)	
<input type="checkbox"/> Assessments / reports from Child Development Team (e.g., Multi-Disciplinary SCD Assessment)	
<input type="checkbox"/> Any other relevant reports	

Meeting between setting SENCO and professional from next placement (Parent/Carer is aware that this meeting will be organised to share information on their child and is in agreement to this).

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

Views/Comments of Parent(s)/Carer(s):

Please note anything that the parent/carer would like to share with next placement.

Views of Child:

Step 3 – Parent/Carer Consent

- Tick how consent has been obtained *(this will be included in information sent to school)*
- Declaration section to confirm that parent/care fully understands the Why, What, How and With who questions and is agreement to share information

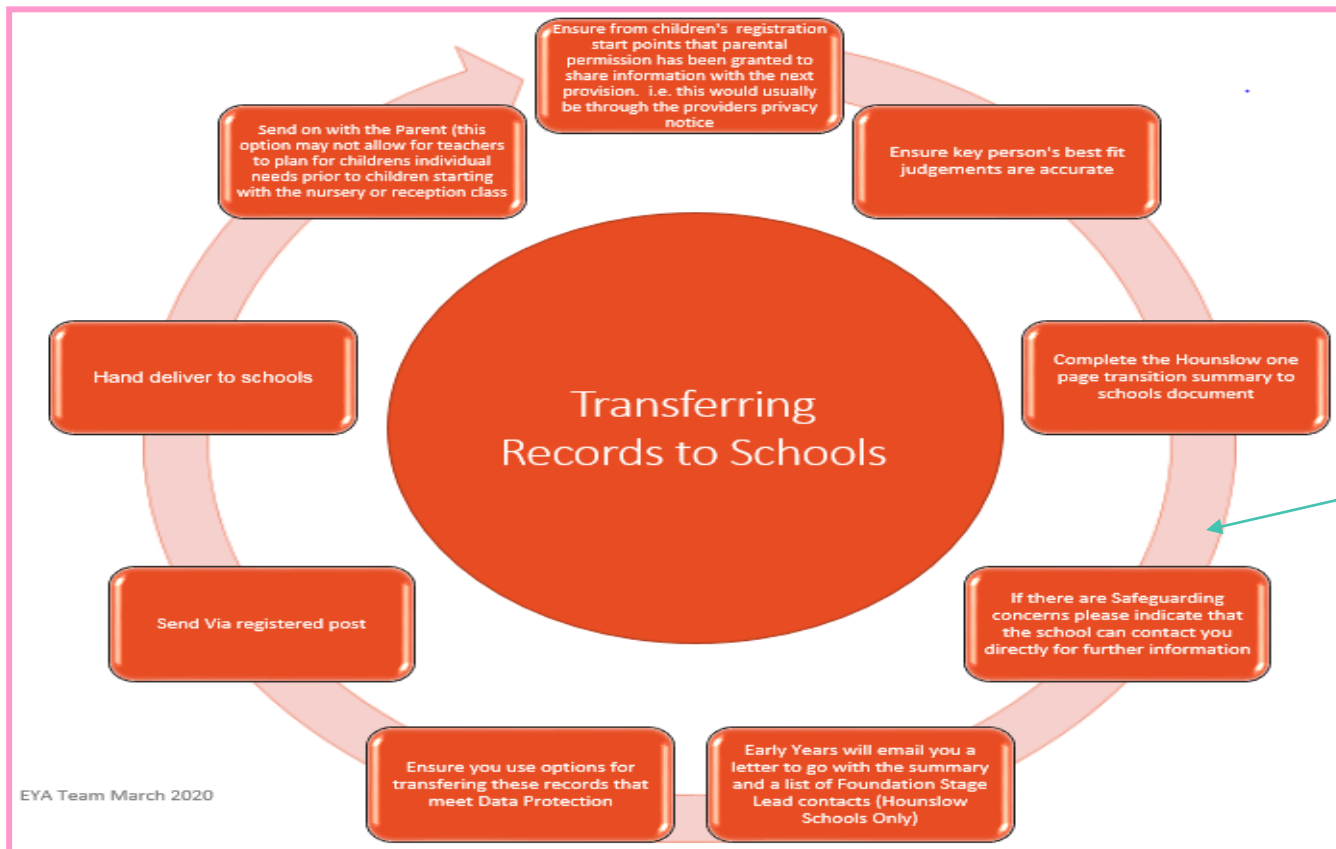
Please tick how consent from Parent/Carer has been obtained:	
<input type="checkbox"/> Verbal (telephone)	<input type="checkbox"/> Verbal (Face to face meeting)
<input type="checkbox"/> Written (email)	<input type="checkbox"/> Written (letter)
Date:	

Early Years Provider Declaration:	
The following have been discussed with the parent/carer and they understand the following: <ul style="list-style-type: none"> • Why this information is being shared 	
April 2023	
<ul style="list-style-type: none"> • What is being shared • How the information will be shared • With <u>who</u> the information will be shared 	
Informed consent has been obtained from parent/carer to share all the information that has been ticked in the above section ' <i>Information to be shared with next placement</i> '.	
Parent/carer is <u>in agreement</u> for all relevant reports and assessments to be shared with next placement.	
Parent/carer has been made aware that a meeting between the setting and school will be organised to share information on their child to support a smooth transition and have given consent for this to take place.	
Name of professional:	
Designated role:	
Date:	

Step 4 – Sharing Information

Universal

Completed by setting for all children



SEND Specific

Completed by setting for all children on the SEND Support Register

Step 4 – Sharing Information

Universal

Transition to School One Page Summary



Transition to school One Page Summary
 Statements are based on the skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently. They show the 'best fit' stage of development for children during the last term before they transition to school using the information from observations, parents and practitioner knowledge.

Name of Setting and Key Person: Contact details:																				
Child's Name:		If you are using Birth to Five Matter non-statutory guidance – please be aware that your judgement for Physical Development-Health and Self-Care will come under PSED- Managing Self.																		
Child's Date of Birth:		Areas of Development Aspects relating to EYFS Educational Programmes																		
Date assessment judgement made: Please refer to Tab 2		Personal, Social and Emotional Development			Communication and Language			Physical Development			Literacy			Mathematics			Understanding the World		Expressive Arts and Design	
Level of Development in relation to age related expectations		SR	MS	BR	LAU	S	GMS	FMS	C	WR	W	H	NP	PP	PCC	TNW	CWM	BIE		
Working at or above																				
Working towards																				
Working below																				
Working significantly below																				
If the child's best-fit judgement is 'working below' or 'working significantly below' please refer to SEND transition documents for further information.																				

Prime areas
Personal, social and emotional development
Self-Regulation/Managing Self
Building Relationships
Communication and language
Listening, Attention and Understanding
Speaking
Physical development
Gross Motor Skills
Fine Motor Skills
Specific areas
Literacy
Comprehension
Word Reading
Writing
Mathematics
Number
Numerical Patterns
Understanding the World
Past and Present
People, Culture and Communities
The Natural World
Expressive Arts and Design
Creating with Materials
Being Imaginative and Expressive

Suggest adding the following statements

Date assessment judgement made:

Please refer to Tab 2

Other information:

Please refer to SEND Specific Information Tab 3

Other information	
Characteristics of Effective Learning	Please refer to SEND Specific Information Tab 3
Child's Interests and behavioural traits:	Please refer to SEND Specific Information Tab 3
Other professionals involved with child:	Please refer to SEND Specific Information Tab 3
You may wish to provide a short summary of development in the prime areas PSED, C&L and PD	Please refer to SEND Specific Information Tab 3
Any other additional information such as home language(s), any skills that the child needs support with.	Please refer to SEND Specific Information Tab 3

Step 4 – Sharing Information

Early Years SEND Individual Progress Tracker

London Borough of Hounslow																			
Early Years SEND Individual Progress Tracker																			
Child's name										Child's date of birth									
Chronological Age of the Child / Assessment Period by colour		0 - 4mths	4 - 8mths	8 - 12mths	12 - 14mths	14 - 16mths	16 - 18mths	18 - 20mths	20 - 22mths	22 - 24mths	24 - 32mths	28 - 32mths	32 - 36mths	36 - 40mths	40 - 44mths	44 - 48mths	48 - 52mths	52 to 56mths	56 - 60mths
Prime Areas of Learning		Range 1 0 - 12mths			Range 2 12 - 18mths			Range 3 18 - 24mths			Range 4 24 - 36mths			Range 5 36 - 48mths			Range 6 48 - 60 mths		
		E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
PSED	Making Relationships																		
	Sense of Self																		
	Understanding Emotions																		
C&L	Listening & Attention																		
	Understanding																		
	Speaking																		
PD	Moving and Handling																		
	Health & Self-care																		
Assessment Period		Date	Age in months	Comments / Additional Notes															
On entry																			
1st assessment period																			

Early Years SEND Individual Progress Tracker (Tab 2)

Step 4 – Sharing Information

Assessment Information: Birth to 5 Matters (Non-statutory guidance for EYFS)

Assessment Information: Birth to 5 Matters (Non-statutory guidance for the Early Years Foundation Stage)																			
Child's name										Child's date of birth									
Chronological Age of the Child / Assessment Period by colour		0 - 4mths	4 - 8mths	8 - 12mths	12 - 14mths	14 - 16mths	16 - 18mths	18 - 20mths	20 - 22mths	22 - 24mths	24 - 32mths	28 - 32mths	32 - 36mths	36 - 40mths	40 - 44mths	44 - 48mths	48 - 52mths	52 to 56mths	56 - 60mths
Prime Areas of Learning		Range 1 0 - 12mths			Range 2 12 - 18mths			Range 3 18 - 24mths			Range 4 24 - 36mths			Range 5 36 - 48mths			Range 6 48 - 60 mths		
		E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
PSED	Making Relationships																		
	Sense of Self																		
	Understanding Emotions																		
C&L	Listening & Attention																		
	Understanding																		
PD	Speaking																		
	Moving and Handling																		
	Health & Self-care																		
Assessment Period		Date	Age in months		Comments / Additional Notes														
Final assessment before transition to school																			

Assessment Information: Birth to 5 Matters (Tab 2)
To be completed if Early Years SEND Individual Progress Tracker not used by setting

Step 4 – Sharing Information

Drop down boxes have been incorporated to aid with completion of the document.

Transition EY SEND - Transition Information for Child on SEND Support Register		
Setting Information		
Name of setting		
Name of SENCO		
Email		
Tel		
School information		
Name of school		
Name of SENCO		
Email		
Tel		
Information on child		
SURNAME (in upper case)		
First Name		
Preferred name if different from First Name		
Gender		
Date of Birth (e.g. 01.01.2000)		
National Curriculum Year (NCY) from September 2023		
Address and postcode		
Borough of residency		
Home Language		
Other Provision		
Any other provision that the child attends		
Next placement information		
Acceptance letter has been returned		
Next placement has been informed that child has SEND		
School has confirmed attendance at transition meeting	Date:	
School has arranged a visit to meet child	Date:	
Universal Records (if sent separately)		
Transition / Cover Letter Summer 2023	Date:	
One Page Transition to School Summary sent	Date:	
Child Protection Record File Transfer (if applicable)	Date:	
Universal Record sent (if separately)	Date:	
SEND Information		
Main / Primary need		
Stage of SEN Support		If undergoing EHC needs assessment date agreed:
Targeted Plan Number		
Does the child require / have a health care plan?		
Does the child require / have a risk assessment?		
Does the child require / have any specialist equipment?		
Any potential staff training needs		

An additional column has been included to capture any key information.

Three Prime Areas (provide one key / summary statement for each area)		
Personal / Social / Emotional		
Making relationships		
Managing Self		
Self-regulation		
Communication and Language		
Listening and Attention		
Understanding		
Speaking		
Physical / Self-help skills		
Moving and Handling		
Health and Self Care		
Strengths		
Special interests / What the child enjoys doing / likes:		
Additional Funding Streams		
SEN Inclusion Fund		
If you answered 'Yes' to SEN Inclusion Fund (Level of Need)		
Disability Access Fund (DAF)		
Early Years Pupil Premium (EYPP)		
Professional / Agency Involvement (Current or Previous)		
Health		
Health Visitor		
Speech & Lang. Therapist		
Occupational Therapist		
Physiotherapist		
Paediatrician (CDC)		
Child Development team		
Other		
Education		
Educational Psychologist		
Portage Home Visiting Team		
SEN Specialist Support HI		
SEN Specialist Support VI		
Other		
Social Care		
Child Protection		
Child in Need		
Vulnerable		
Looked after Child (LAC)		
Other relevant information		
Stage of Toilet Training		
Allergies		
Special Dietary Requirements		
Attendance Pattern		
Parent/Carer consent obtained to share information with next placement		
Obtained		
How Consent Obtained		
Date		
Parent's Views		

Step 4 – Sharing Information

Information / documents to be shared with next placement

- Suggested statement added to the Transition to School One Page Summary document (see Slide 20 for further information) **Tab 1**
- Early Years SEND Individual Progress Tracker / Assessment Information Birth to 5 Matters excel document to **Tab 2**
- Complete all sections of the Transition Information for Child on SEND Support Register (drop down boxes have been incorporated into the excel spreadsheet to aid completion of some sections) **Tab 3**
- *The excel spreadsheet has been sent to you with all three tabs already set up*

Relevant supporting evidence ...

- You are likely to have collected a large amount of supporting documents for a child/children on your setting SEND Support Register
- If you have kept each child's folder in order during their time at the setting, sorting documents should be a relatively straight forward process
- Remember to send only relevant supporting documents and paperwork (agree with parent who is sharing documents)
- Ensure parent/carer knows what supporting evidence you are sending to next placement

Step 4 – Sharing Information

Sending information to next placement

- Ensure that all documents are sent securely to next placement and you adhere to recommended deadline date of **Wednesday 28 June 2023**
- In your communication you will need to make it clear that there is additional information on the second and third tab for a child with SEND and ask that this be shared with the school SENCO
- *Include a request to hold a meeting proposing some provisional dates and times and ask who this will be with (name and role)*
- Request a return email confirming receipt of document(s) and supporting records / reports (if applicable)

Step 5 – Meeting

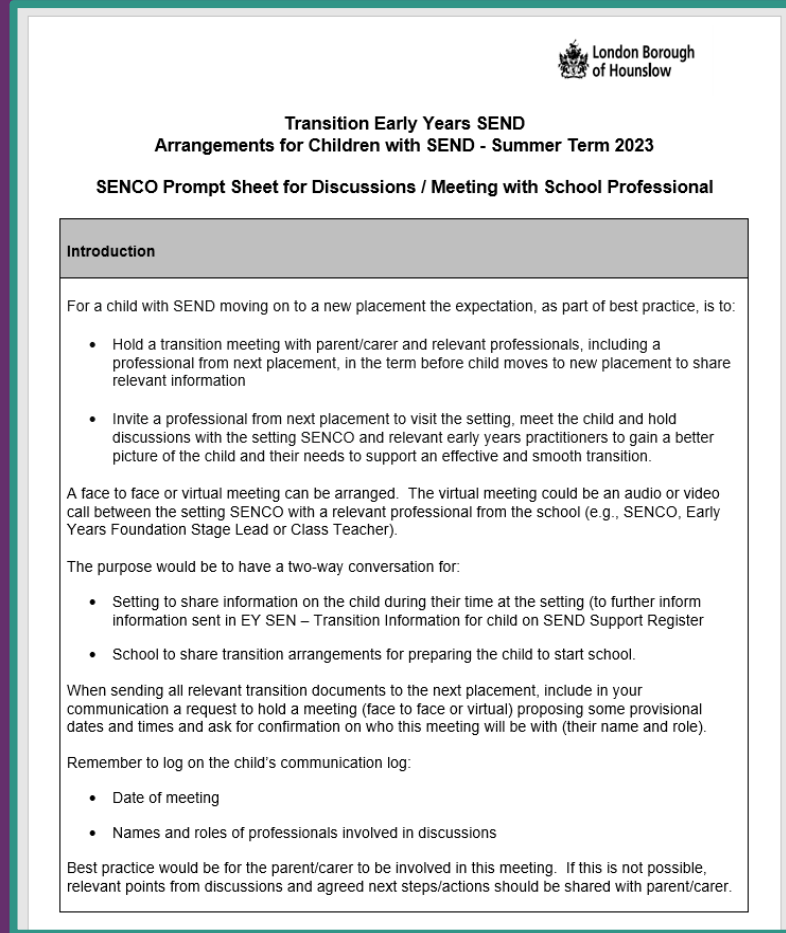
- For a child with SEND moving on to next placement *the expectation, as part of best practice, would be that a meeting is held in the term before transition and that a professional from school attends and that a subsequent visit is arranged*
- The meeting could be face to face or an audio or video call between the setting SENCO and relevant professional from the school (e.g. SENCO, EYFS Lead or Class Teacher) and could be dependent on the child's level of need and/or school professional's capacity to attend
- Best practice would be for parent/carer to be invited to this but if not possible relevant points from discussions and agreed actions / next steps should be shared with parent/carer



Step 5 – Meeting

A tool to support preparing for a meeting providing prompts to ensure key information sharing by **both** setting and school

SENCO Prompt Sheet for use during a meeting to inform discussions with School Professional and agree next steps



London Borough
of Hounslow

Transition Early Years SEND
Arrangements for Children with SEND - Summer Term 2023

SENCO Prompt Sheet for Discussions / Meeting with School Professional

Introduction

For a child with SEND moving on to a new placement the expectation, as part of best practice, is to:

- Hold a transition meeting with parent/carer and relevant professionals, including a professional from next placement, in the term before child moves to new placement to share relevant information
- Invite a professional from next placement to visit the setting, meet the child and hold discussions with the setting SENCO and relevant early years practitioners to gain a better picture of the child and their needs to support an effective and smooth transition.

A face to face or virtual meeting can be arranged. The virtual meeting could be an audio or video call between the setting SENCO with a relevant professional from the school (e.g., SENCO, Early Years Foundation Stage Lead or Class Teacher).

The purpose would be to have a two-way conversation for:

- Setting to share information on the child during their time at the setting (to further inform information sent in EY SEN – Transition Information for child on SEND Support Register)
- School to share transition arrangements for preparing the child to start school.

When sending all relevant transition documents to the next placement, include in your communication a request to hold a meeting (face to face or virtual) proposing some provisional dates and times and ask for confirmation on who this meeting will be with (their name and role).

Remember to log on the child's communication log:

- Date of meeting
- Names and roles of professionals involved in discussions

Best practice would be for the parent/carer to be involved in this meeting. If this is not possible, relevant points from discussions and agreed next steps/actions should be shared with parent/carer.

Step 5 – Meeting

Additional information requested by the school professional not covered in the transition documents that were sent to the next placement

- Check if there is anything else the school professional would like to know that was not covered in transition documents

Prompts to consider in preparation for meeting with school professional. (This list provides some suggestions on possible topics / subjects / information that you could ask to support the parent/carer and child in preparing for starting at school).

Communications with parent/carer

- Who is the best point of contact for the parent if they need to talk to someone or have any concerns about their child starting school? (Name, telephone and email)
- How will the school be corresponding with parents?
- If the parent/carer has any reports and/or updates from outside agencies / professionals who should these be shared with?

- Confirm who should be the main point of contact in the school for the parent / carer (*this may be the class teacher, SENCO or EY Foundation Stage Lead*)

Step 5 – Meeting

Settling in activities / events	
<ul style="list-style-type: none"> • Will there be any school events this term or at the beginning of September 2023 and how will these be arranged? • Will the school be arranging a home visit and if so, will it be this term or at the beginning of September 2023? • Special interests • What the child enjoys doing / likes 	
Transition books	
<ul style="list-style-type: none"> • Does the school provide transition books and if so, when and how will this be shared with the parent/carer? • What information / photographs are included in the transition book and is there any additional information that would be important to include in the book for the child? 	
Preparing for the first day	
<ul style="list-style-type: none"> • Will the child be able to bring a transitional object to school e.g., favourite toy or blanket? • Will there be any additional arrangements in place that the parent/carer will need to be aware of in order to prepare their child e.g., handwashing / new routines? 	
Additional support	
<ul style="list-style-type: none"> • What arrangements will be made to provide additional support? 	

- Ask about what events the school are planning to support transition. Will there be any additional activities required to support move?
- Will the school be arranging a transition book? *(Do they need any additional photos from you or parent? How will this be shared with parent?)*
- Confirm on first day arrangements
- What additional support arrangements have been put in place? *(this may be human resource and/or additional funding)*

Step 5 – Meeting

Additional information provided by the school professional not covered in the above

- Check if there is anything else that you or the parent/carer would like to know that was not covered

Systems for sharing supporting documents e.g., Targeted Plans and relevant health professional reports

- Confirm who will be providing supporting documents i.e., setting or parent/carer
- Provide list of reports / assessments to be shared
- Confirm date when documents will be sent
- Confirm how documents will be sent (ensure if being sent by setting that they are sent by a secure method)

- Confirm who will be providing supporting documents and how these will be sent to school (*Check who these should be delivered to and ask school professional to confirm by email once received*)

Agreed actions / next steps

Setting	School / Next Placement	Parent / Carer

- Agree actions / next steps (*a suggestion would be to add a date for when actions need to be completed*)

Step 6 – Actions

Actions arising from the meeting / contact

- Action any next steps that have been agreed from the meeting/contact with school professional
- Share relevant points from discussions with parents/carers and inform them of any actions they are responsible for
- Ensure all documentation relating to transitions is stored confidentially
- Update, where necessary, any Communication Logs
- Consider additional arrangements to support effective transitions



Your attached Early Years SEN Advisory Teacher will be available to provide you with any support relating to transitions for children with SEND

Please email or telephone your attached Early Years SEN Advisory if you have any questions





What do I do if the child's placement is not confirmed before the end of term?



Still prepare the transition documents and send to the parent/carer and ask that they share with the next placement, once confirmed. Keep a copy for your records.

What if the parent/carer will not agree to sharing information with next placement?



Still prepare the transition documents and send to the parent/carer to request they share with next placement. Keep a copy for your records. Log that consent to share not given.



What is my responsibility if parent has given notice that their child will not be coming back to the setting?



Advice would be to still prepare the transition documents and send to the parent/carer and ask that they share with the next placement, once confirmed. Keep a copy for your records.

What if I cannot get a response from the parent?



Still prepare the transition documents and send to the parent/carer and request that they share with school. Keep a copy for your records. Log number and type of contacts.



What if you have emailed the school professional and/or left a telephone message with the office to make arrangements for the transition meeting and visits but are not getting a response from the school?



Make two attempts to call, follow up with email to suggest a date and time when you are available if the school professional would like to make contact with you. Log contact.

What if the school professional is invited but unable to attend a transition meeting and/or visit?



Agree with the school professional as to how they would like to share information e.g., via a telephone call, MS Teams. Log contact.

London Borough of Hounslow

GETTING READY FOR SCHOOL

Supporting Children with Special Educational Needs / Disability (SEND)

This sheet is part of a series of Information Sheets designed to provide parents / carers with advice and information on supporting children with Special Educational Needs and / or a Disability to get ready for Nursery or Reception Class at school. The focus of this sheet is to support you and your child through the journey to starting school.

As a parent / carer of a child with SEND, starting school can be an exciting and equally daunting time. You may have been on a long journey so far in learning about your child's new working to support them. Taking the next big step along that journey may understand worrying. Whether your child is going to a mainstream school, a school with an attached source centre or a special school you may have many questions or worries about it being the right place for your child. Equally, you may feel happy and confident with the choice of school and want to get started to support your child through the transition from home to school.

Either way, starting school is an important step in your child's lifelong development and you will not be alone in having many questions, thoughts and worries about starting school:

What is school readiness and what does it mean for my child who has SEND?

Why is getting ready for school important?

Who do I talk to if I have concerns?

Who will help / support my child at school?

Do I have to tell the school about my child's SEND?

My child finds changes difficult - how can I help them?

The information in this sheet will consider the questions above as well as:

- Provide information on why getting ready for school / transition is important.
- What getting ready for school means for children with SEND.
- How best to prepare yourself, your child and their school for the journey from home to school to be as smooth and happy as possible.

London Borough of Hounslow

Early Years SEN Team April 2023

London Borough of Hounslow

GETTING READY FOR SCHOOL

The Importance of Transitions

Moving to school - the importance of getting ready for school.

- Preparing for, or getting ready for school requires helping your child with their social interaction skills, ability to separate from you and ability to develop their independence skills - at their developmental level.
- Getting ready for school is important to ensure a smooth transition to school. This will help your child experience the change as a positive one and enable them to settle in so that they can continue their learning journey with minimal disruption.
- For children with SEND, there may need to be additional planning as each child is unique and so the transition to school may need to be individualised for them. Getting ready for school and the journey to that will be unique to your child.
- Getting ready for the transition to school will be about supporting you, your child and the school. It can be helpful to think about getting ready for and transition to school as a process rather than a single event. This process is part of your child's lifelong development - smooth transitions in the early years can greatly help future lifelong transitions.

Paving the way for a smooth transition to school.
The key factors to a smooth transition can include:

- Communicating with and sharing information with the school in advance of your child starting with them.
- Agreeing with the school any transition support that may be required for your child.
- Supporting your child with learning any new skills that might help them to settle in.
- Carrying out activities with your child to help them handle the changes to their routines / setting into a new environment.

London Borough of Hounslow

Early Years SEN Team April 2023

The Early Years SEN Team has created a series of Information Sheets to provide parents/carers with advice and information on supporting children with SEND to get ready for school

GETTING READY FOR SCHOOL

Personal, Social and Emotional Skills



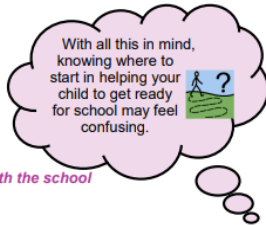
This sheet is part of a series of Information Sheets designed to provide parents / carers with advice and information on supporting children with Special Educational Needs and / or a Disability with their Personal, Social and Emotional Development in preparation for Nursery or Reception class at school.

Helping your child on their journey to be ready for starting school can raise lots of worries and anxieties along the way. This can be because changes can be stressful for some children with SEND, particularly if they may have difficulty:

- * Separating from you.
- * Settling into new environments.
- * Managing change or transitions.
- * Making relationships with new people.
- * Managing their emotions and behaviour.

Transition activities for each school may vary e.g. some schools may be holding virtual visits and others may be face to face.

If you have concerns be sure to share these with the school SENCO and/or Class Teacher.



You may not be alone in thinking about:

- * How your child will settle in at school and what might happen if they take a very long time to settle.
- * Whether you will be able to stay with them on the first day.
- * Who you can talk to at school about your child's needs.
- * Whether anyone will understand your child and be able to help them.
- * If your child's Class Teacher will know how to calm your child when they are upset.
- * Whether your child will respond to the Class Teacher's attempts to help them.
- * How your child will relate to other children and manage their frustrations.

This list is likely to go on. This information sheet will provide you with some advice or suggestions or how to support your child to be emotionally ready for starting school.

GETTING READY FOR SCHOOL

Independence Skills

This sheet is part of a series of Information Sheets designed to provide parents / carers with advice and information on supporting children with Special Educational Needs and / or a Disability to get ready for Nursery or Reception class at school. The focus of this information sheet is to support skills of independence such as undressing / dressing and skills relating to lunchtimes at school.

Helping your child with their independence skills will give you reassurance that you are supporting your child to be able to manage aspects of their day such as P.E., putting on their coats for break times and being able to manage lunchtimes. For children with SEND, independence skills will be unique to their individual needs. The aim of your support will be to help them get to their next steps at your child's developmental pace. Skills that may be useful to work on in preparation for school include:

- * Get undressed.
- * Getting dressed.
- * Managing lunch times.



You may have some worries and / or questions about how your child may manage aspects of their school day, especially if your child requires support with their independence skills. There may be many reasons why your child may require additional support with their independence skills. They may have physical and / or sensory needs or may have learning needs which require skills to be taught step by step.



The information in this sheet is designed to provide guidance on how you can support your child in preparation for school by breaking down the skills in order to teach your child their next step in dressing / un-dressing and feeding.

Before thinking about skills to teach, it can be helpful to find out the school's routines for P.E and lunchtimes. Some useful questions to ask are on the next page ~ it can also be useful to share with the school relevant information particularly in relation to your child's feeding needs.



GETTING READY FOR SCHOOL

Toileting Skills ~ Preparing your child for School



This sheet is part of a series of Information Sheets designed to provide parents / carers with advice and information on supporting children with Special Educational Needs and / or Disability with their toileting development in preparation for starting at school in either the Nursery Class or in Reception.

What is toilet training?

Toilet training requires a process of learning actions, language, routines and skills as well as developing physical readiness and independence to be able to go to the toilet. Children with Special Educational Needs and/or Disability may require additional support to help them to learn some of these skills in small steps. Working on one skill at a time can be very helpful in making your child's toileting journey more manageable for your child and you. Each step will take you and your child closer to the stage of more formal toilet training. Information in this sheet will provide guidance and advice on how best to support your child in relation to their toileting development.



You may have some questions and worries about supporting your child with their toileting development, particularly in preparation for school. **Do any of these questions sound familiar?** The information in these sheets will help you to consider answers to these questions.

My child is not showing signs of being ready for toilet training. Can I still work on toilet training?

When should I start toilet training?

Who can I talk to about my child's toileting at school?

Where do I start?

Does my child have to be toilet trained before they start school?

How do I know my child is ready for toilet training?



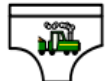
I can go to the toilet

1



I do not need nappy anymore

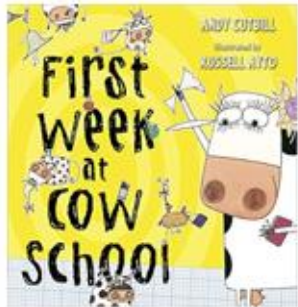
2



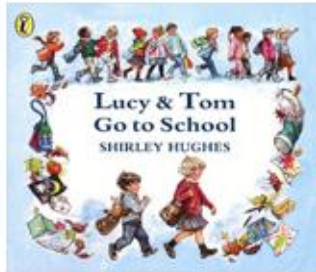
I can now wear pants. I can choose which pants I want to wear.

3

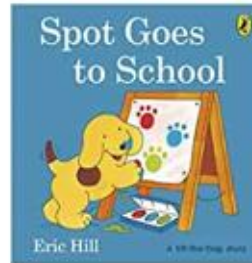
Story books to support transition



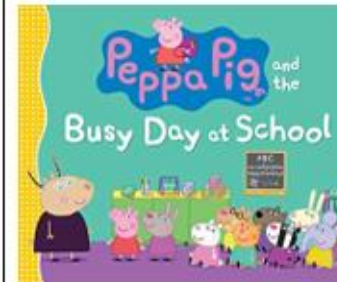
First Week at Cow School
By Andy Cutbill



Lucy and Tom Go to School
By Shirley Hughes



Spot Goes to School
By Eric Hill



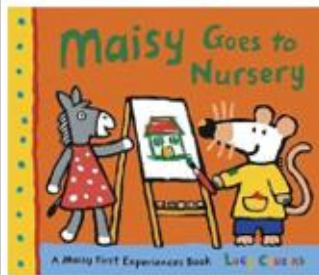
Peppa and the Busy Day at School
By Candlewick Press



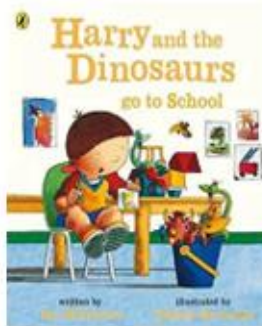
Usborne First Experience - Going to School
By Anne Civardi and Stephen Cartwright



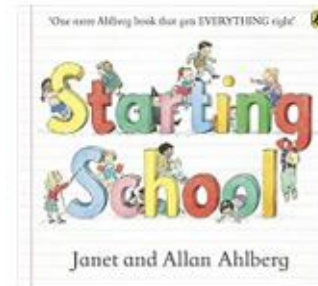
See You Later Mum!
By Jennifer Northway



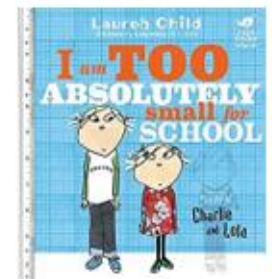
Maisy Goes to Nursery
By Lucy Cousins



Harry and the Dinosaurs Go to School
By Ian Whybrow



Starting School
By Janet and Allan Ahlberg



Charlie and Lola - I am Too Absolutely Small for School
By Lauren Child



BACKGROUND ▾

BIRTH TO 5 MATTERS GUIDANCE

ADDITIONAL RESOURCES ▾

DOWNLOAD OR BUY A COPY

Transitions



Key points:

- Transition is a process, not an event.
- High quality transitions recognise the importance of feeling "known".
- Some children are particularly vulnerable to at times of transition.
- Transitions are opportunities for professional dialogue.
- The key person makes essential connections.
- Transition includes moving from EYFS to KS1.

Transitions resources

[High Quality Transitions](#) – extended article based on the Birth to 5 Matters section on transitions

[Transitions case studies](#) – additional material for the Birth to 5 Matters guidance

DCSF (2007) [All about...transitions](#), EYFS guidance



High quality transitions



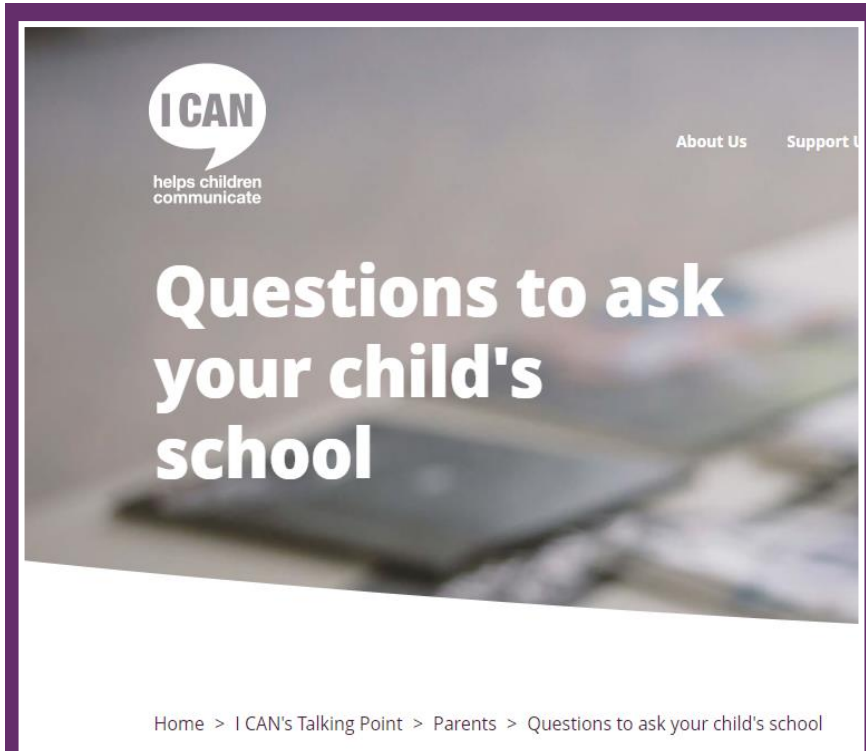
Transitions: Case studies

[All About...transitions](#)



Birth to 5 Matters: High quality transitions

Transitions – Birth To 5 Matters



<https://ican.org.uk/i-cans-talking-point/parents/questions-to-ask-your-childs-school/>

The screenshot displays the article content on the I CAN website. The page header includes 'I CAN's Talking Point' and 'Working with us'. The navigation menu contains 'About Us', 'Support Us', 'Training & Licensing', 'Services to support children', 'Shop', 'News', and 'Contact'. The article title is 'Questions to ask your child's Primary School'. The text explains that parents should ensure their child receives the best support at school. It mentions that a series of questions are provided for discussion with the class teacher. A yellow sticky note graphic is overlaid on the right side with the text 'Useful information to share with parent/carer'. Below the sticky note are three dark purple boxes containing questions: 'What sort of training have all your staff had about SLCN? Would you be willing for them to have more training?', 'What changes to the school setting do you make for children who have SLCN? What do you do that is different?', and 'Can you tell me about the ways in which you have been able to support children with SLCN in your school in the past?'.

<https://www.eyalliance.org.uk/hello-big-school-managing-transitions>

<https://www.pacey.org.uk/working-in-childcare/spotlight-on/being-school-ready/#childcarer>

<https://www.yourkidsot.com/blog/sensory-considerations-for-dressing>

<https://hungrylittleminds.campaign.gov.uk/#0>