



London Borough
of Hounslow

Transition Early Years SEND Transition Arrangements for Children on SEND Support Register

Provided by Early Years SEN Team

**ONE
HOUNSLOW**

Purpose of this guidance

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

- 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/carers 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

Transitions

Types of transition

Room move within the same setting

Setting to setting move

Setting to childminder move

Setting to mainstream school nursery

Setting to mainstream school reception

Setting to specialist provision nursery

Setting to specialist provision reception

Can take place...

As a mid-year move

With little or no warning
(child just leaves setting)

In summer term for move in September
(i.e. next academic year)

The Guidance document that follows provides information pertinent to all types of transitions and there is a section at the end with information related to transition to school.

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.



SEND Code of Practice 2015



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

- One Page Transition to School Summary
- Child Protection Record File Transfer
(if applicable)

Provided by the Early Years & Childcare Advisors
[Hounslow Family Service Directory.](#)

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 – *Tab 2 Excel spreadsheet or Word version*
- Transition Information for Child on SEND Support Register – *Tab 3 Excel spreadsheet or Word version*
- 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

Step by step process

1

Planning and Preparation

2

Tasks and Timescales

3

Parent/Carer consent

4

Sharing Information

5

Meeting (Face to face / Virtual)

6

Action(s)

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

SEND Support Register

SEN & Disabilities (SEND) Support Register																											
Name of Setting										Name of SENCO																	
Term										Name of Manager																	
Name of Child	DOB	Broad Area of Need / Primary Need	Professionals Involved						Level of SEN / Census Information		Placement/Funding information				Additional Information												
			Health CCG/Trust Hounslow Y/N (i.e. - Borough of GP)	Speech Language Therapist	Physiotherapist	Occupational Therapist	Paediatrician (CDC)	Other (Portage, SENSS HI and/or VI etc.)	SEN Support	Education Health Care Plan	Non-funded (Parent or Carer paying cost of placement)	2- year funded	3- and 4- year funded (15 hrs or 30 hrs)	Early Years Pupil Premium (EYPP)	Disability Living Allowance (DLA)	SEN Inclusion Funding	Disability Access Fund (DAF)	Targeted Plan	2-year health review check (Y/N)	EYFS 2-year progress check (Y/N)	English Additional Language (EAL)	Looked After Child (LAC)	Social Care Vulnerable (SCV)	Reception Aged Child (RAC)	Borough of residency Hounslow Y/N	Discussed with Parent/Carer / Consent obtained Y/N	

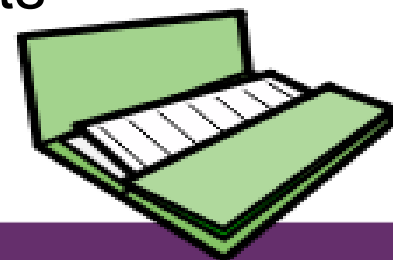


Check that the setting SEND Support Register contains current and accurate information for all children on the register.

Step 1 – Planning and Preparation

Individual Child Folder / EYFS levels

- Ensure that the 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 the information on next placement and that the place has been confirmed by the parent.
- Consider timescales to factor in a communication with parent/carer to obtain consent to share information



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** whom the information will be shared



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

Step 3 – Parent/Carer Consent

Parent/carers Consent Form

Sharing Information with Next Placement

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

Transition – Early Years SEND Parent/Carer Consent Form 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 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 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



Next placement information		
Name of next placement		
Next placement has been informed that child has SEND by the parent	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name & role of professional - point of contact		
Only to be completed if the child is transitioning to a school nursery or reception placement		
Reception placement: Acceptance completed online via eAdmissions	<input type="checkbox"/> Yes	Date: <input type="text"/> <input type="checkbox"/> No
Nursery acceptance: Acceptance letter sent	<input type="checkbox"/> Yes	Date: <input type="text"/> <input type="checkbox"/> No

- 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/carers also attends meeting*) →

Supporting reports and assessments (Confirm who will be sharing this information with next placement and the documents that the parent/carers 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/carers would like to share with next placement.

Views of Child:

Step 3 – Parent/Carer Consent

- Tick how consent has been obtained
- 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/carers 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/carers to share all the information that has been ticked in the above section ' <i>Information to be shared with next placement</i> '.	
Parent/carers is in agreement for all relevant reports and assessments to be shared with next placement.	
Parent/carers 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 Transition to School One Page Summary



London Borough
of Hounslow

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	THW	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
Music
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



Step 4 – Sharing Information

Early Years SEND Individual Progress Tracker


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			
2nd 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)

 London Borough of Hounslow																			
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		
Telephone		
Name of Next Placement Information		
Name of Provision/School		
Name of SENCO/Point of Contact		
Email		
Telephone		
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 2024		
Address and postcode		
Borough of residency		
Home language		
Current Provision		
Start date at current provision		
Any other provision that the child attends		
Information sharing with next placement		
School acceptance letter/Admissions has been submitted		
Next placement has been informed that child has SEND		
Next placement has confirmed attendance at meeting		Date:
Next Placement has arranged a visit to meet child		Date:
Universal Records (if sent separately)		
Transition / Cover Letter Summer 2024		Date:
One Page Transition to School Summary sent		Date:
Child Protection Record File Transfer (if applicable)		Date:
Universal Record sent (if sent 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		
Sense of Self		
Understanding Emotions		
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		
Audiology		
Health Visitor		
Occupational Therapist		
Paediatrician (CC/CDDT)		
Physiotherapist		
Speech and Language Therapist		
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		Excellent (100%) Regular (85% or above) Infrequent (34% or below)
Parent/Carer consent obtained to share information with next placement		
Obtained		
How Consent Obtained		Date:
Parent/Carer's Views		
Any other additional information/comments useful to share with next placement that is not covered in the above and/or at the transition meeting.		
Examples could include interest in others, potential triggers for anxiety/fears or unwanted behaviour, response and management of change and transitions, strategies and...		

Transition Information for a Child on SEND Support Register (Tab 3) (Versions available in Word and Excel)

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 Excel / Word version available**
- Early Years SEND Individual Progress Tracker / Assessment Information Birth to 5 Matters to **Tab 2 Excel / Word version available**
- Complete all sections of the Transition Information for Child on SEND Support Register (drop down boxes have been incorporated to aid completion of some sections) **Tab 3 Excel / Word version available**

Supporting documents and paperwork

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, to adhere to recommended deadline dates (Note to remain GDPR compliant).
- 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 next placement 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 setting (e.g. Key Person, 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 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 Professionals from the next placement and agree next steps

Transition Early Years SEND Arrangements for Children with SEND

SENCO Prompt Sheet for Discussions / Meeting with next placement

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 next placement (e.g., Key Person, 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
- Next Placement to share transition arrangements for preparing the child.

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 early years provision/school professional not covered in the transition documents that were sent to the next placement

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

Prompts to consider in preparation for meeting with early years professionals from the next placement. (This list provides some suggestions on possible topics / subjects / information that you could ask to support the parent/carer and child in preparing for transition to the next placement).

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 at the next placement? (Name, telephone and email)
- How will the setting 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 next placement for the parent / carer (*this may be the SENCO, Key Person or class teacher if transitioning to school*)



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 events the next placement are planning to support transition. Will there be any additional activities required to support move?
- Will the next placement 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 early years 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 the 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 early years 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



Support from the Early Years SEN Team

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





FAQs – specific to transition for SEND



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.



FAQs – specific to transition for SEND



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.



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

**ONE
HOUNSLOW**

Transitioning to School

Please consider the following points that apply where a child is transitioning to a school placement.



Contact Lists for School Professionals

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 1 – Planning and Preparation

Individual Child Folder / EYFS levels

- Ensure that the 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

Timescales

- Check school offer and acceptance dates so that you have information on next placement

https://www.hounslow.gov.uk/info/20028/primary_admissions



- Recommended deadline for completing all transitions is **Friday 28 June 2024** (*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 3 – Parent/Carer Consent

- Ensure next placement is confirmed (*acceptance has been completed online via eAmissions website*) →
- SEND information to be shared →
- Attendance information →

Next placement information		
Name of next placement		
Next placement has been informed that child has SEND by the parent	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name & role of professional - point of contact		
Only to be completed if the child is transitioning to a school nursery or reception placement		
Reception placement: Acceptance completed online via eAmissions	<input type="checkbox"/> Yes	Date: <input type="text"/> <input type="checkbox"/> No
Nursery acceptance: Acceptance letter sent	<input type="checkbox"/> Yes	Date: <input type="text"/> <input type="checkbox"/> No

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 (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

- 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

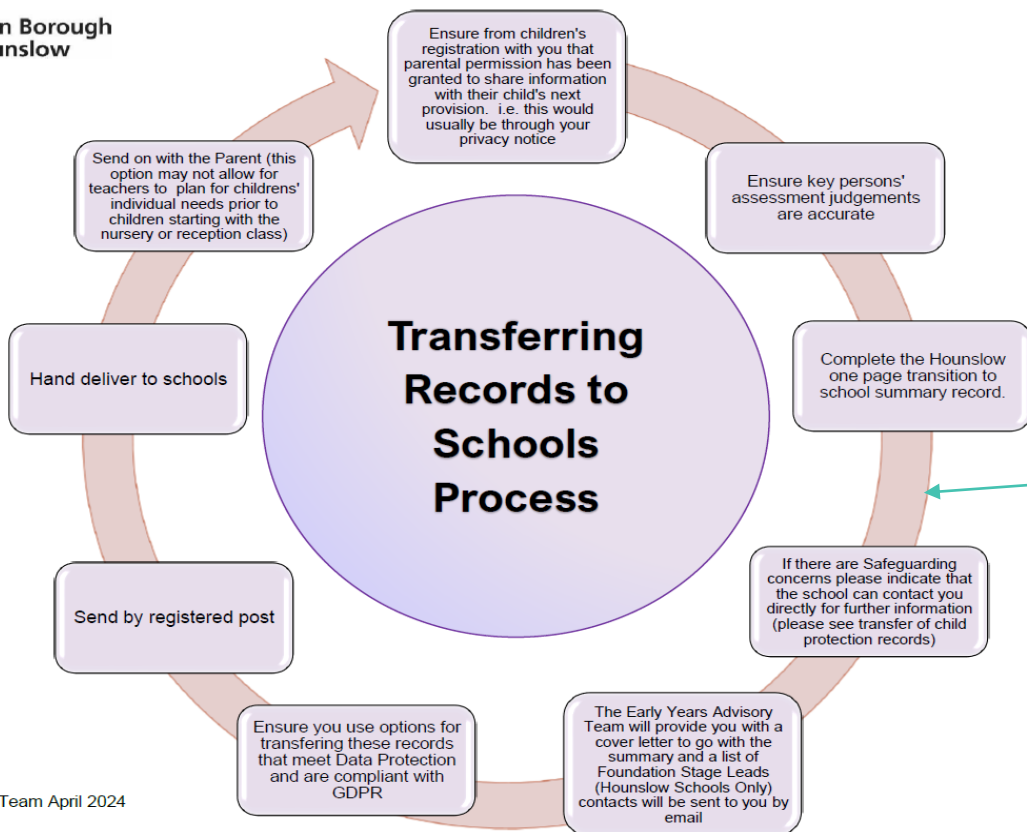
Please tick how consent from Parent/Carer has been obtained:	
<input type="checkbox"/> Verbal (telephone)	<input type="checkbox"/> Verbal (Face to face meeting)
<input type="checkbox"/> Written (email)	<input type="checkbox"/> Written (letter)
Date:	

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 in agreement 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

Sending information to next placement

- Ensure that all documents are sent securely to next placement, and you adhere to recommended deadline date of **Friday 28 June 2024**
- 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 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





FAQs – specific to transition for SEND



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.

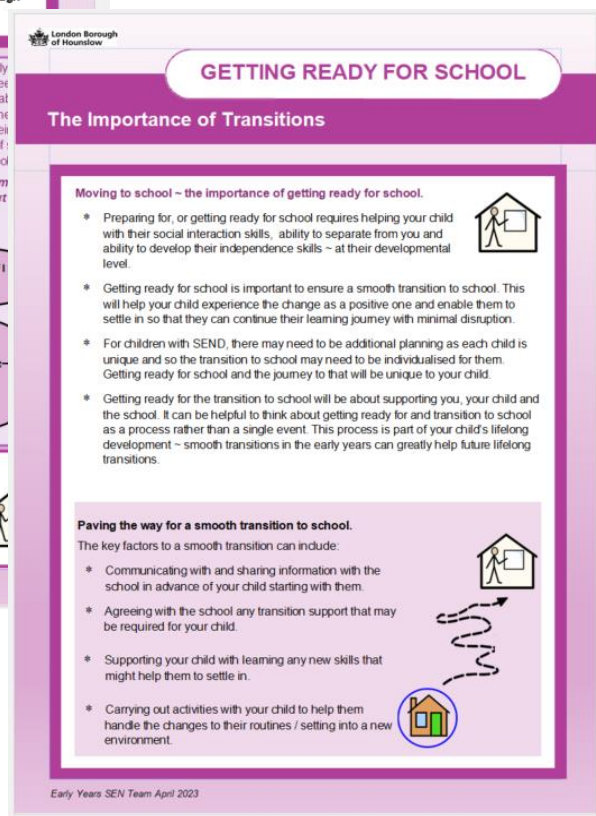
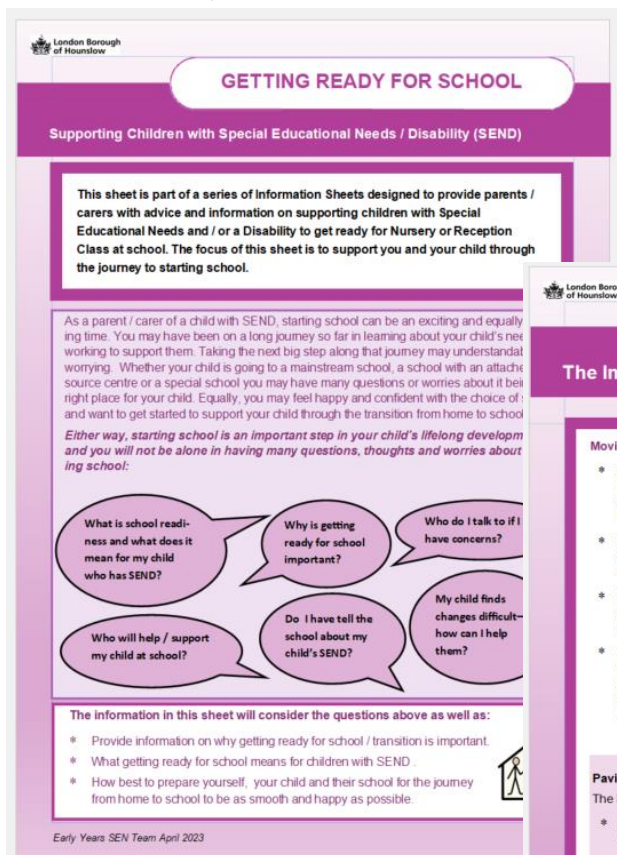
What if the school professional is invited but unable to attend a transition meeting and/or visit?



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

Getting Ready for School Information Sheets

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 Information Sheets

GETTING READY FOR SCHOOL

Personal, Social and Emotional Skills



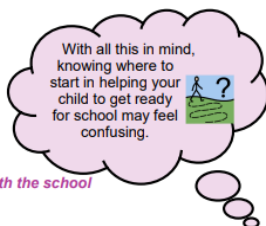
This sheet is part of a series of Information Sheets designed to provide parents / carers with advice and information on supporting children with Special Educational Needs and / or a Disability with their Personal, Social and Emotional Development in preparation for Nursery or Reception class at school.

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 / undressing 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 Information Sheets

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 any more

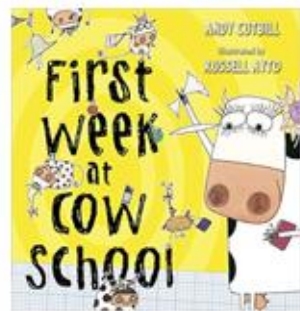
2



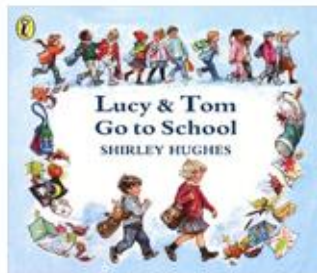
I can now wear pants. I can choose which pants I want to wear.

3

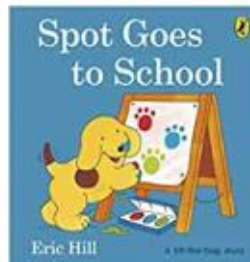
Story books to support transition



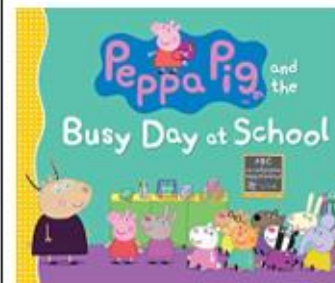
First Week at Cow School
By Andy Cutbill



Lucy and Tom Go to School
By Shirley Hughes



Spot Goes to School
By Eric Hill



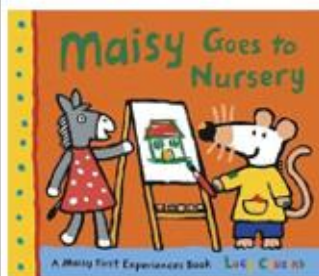
Peppa and the Busy Day at School
By Candlewick Press



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



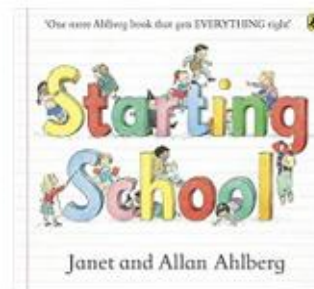
See You Later Mum!
By Jennifer Northway



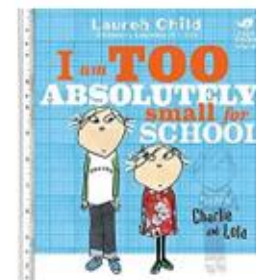
Maisy Goes to Nursery
By Lucy Cousins



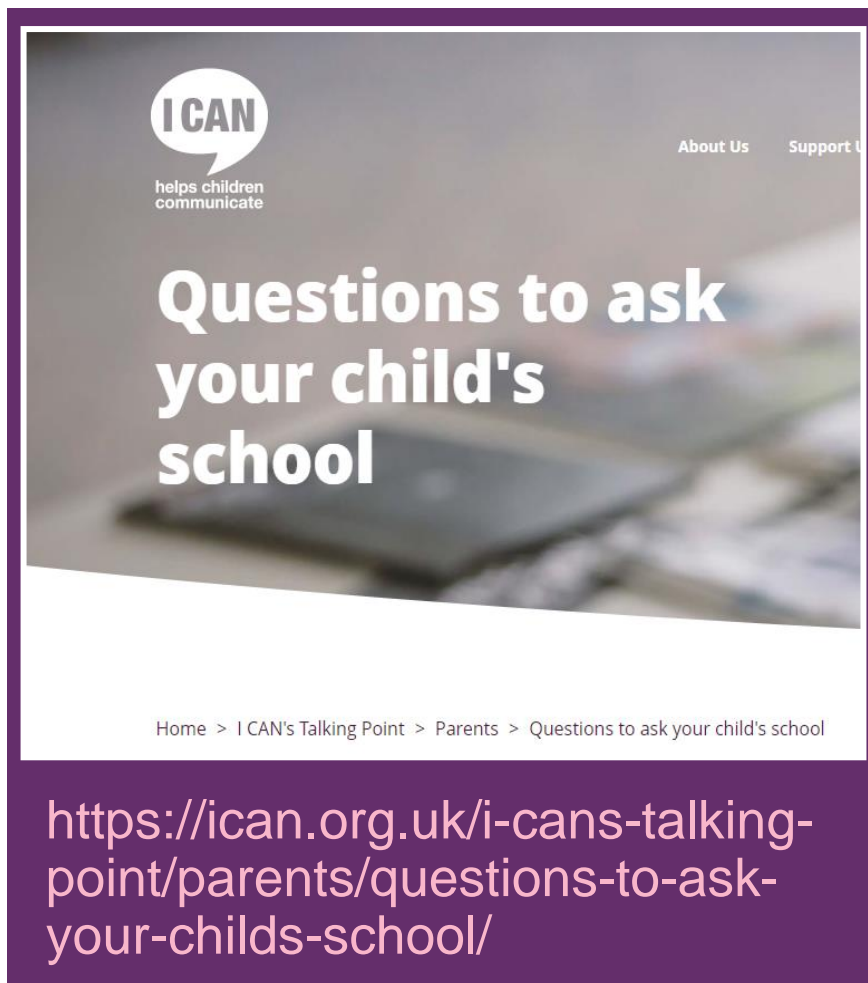
Harry and the Dinosaurs Go to School
By Ian Whybrow



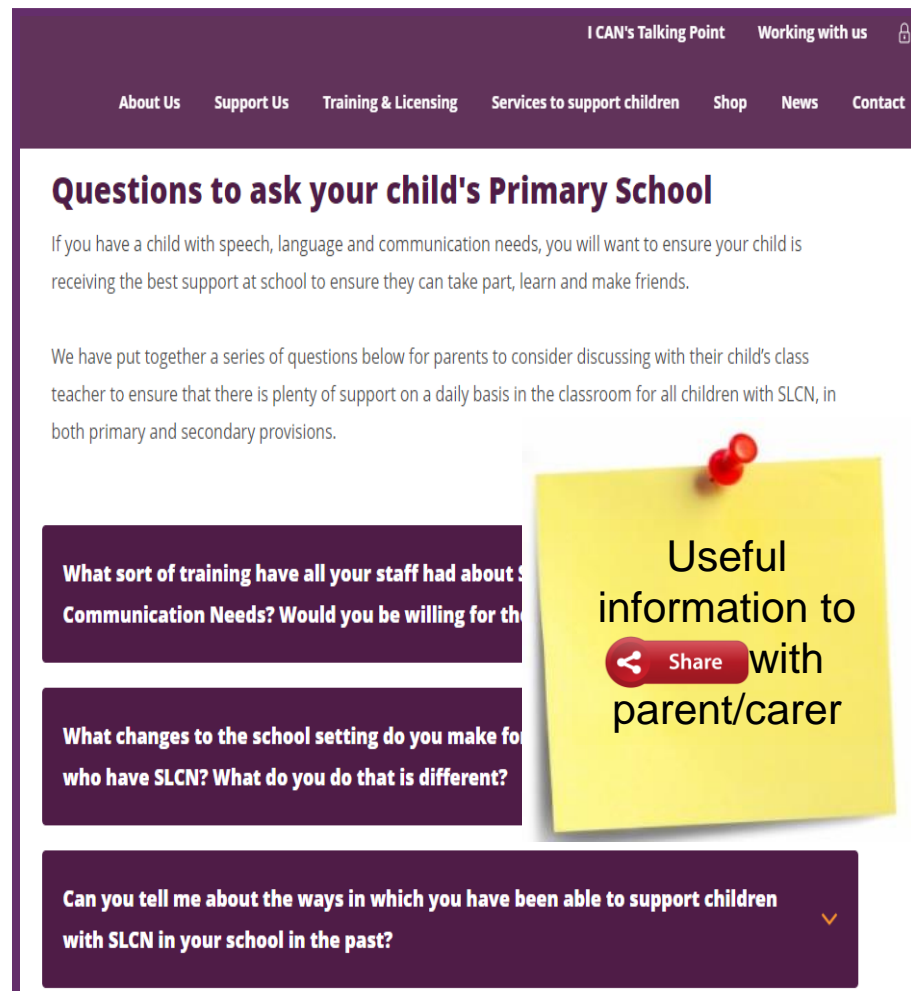
Starting School
By Janet and Allan Ahlberg



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



The screenshot shows the I CAN website header with the logo 'I CAN helps children communicate'. The main heading is 'Questions to ask your child's school'. Below the heading is a breadcrumb trail: 'Home > I CAN's Talking Point > Parents > Questions to ask your child's school'. At the bottom of the screenshot, the URL is displayed: <https://ican.org.uk/i-cans-talking-point/parents/questions-to-ask-your-childs-school/>



The screenshot shows the 'Questions to ask your child's Primary School' page. The header includes 'I CAN's Talking Point' and 'Working with us'. The navigation menu lists: 'About Us', 'Support Us', 'Training & Licensing', 'Services to support children', 'Shop', 'News', and 'Contact'. The main heading is 'Questions to ask your child's Primary School'. The text below reads: 'If you have a child with speech, language and communication needs, you will want to ensure your child is receiving the best support at school to ensure they can take part, learn and make friends. We have put together a series of questions below for parents to consider discussing with their child's class teacher to ensure that there is plenty of support on a daily basis in the classroom for all children with SLCN, in both primary and secondary provisions.'

Three questions are listed in purple boxes:

- What sort of training have all your staff had about SLCN? What sort of training have you had about Communication Needs? Would you be willing for the school to have a communication needs training session?
- What changes to the school setting do you make for children who have SLCN? What do you do that is different?
- Can you tell me about the ways in which you have been able to support children with SLCN in your school in the past?

A yellow sticky note graphic on the right says: 'Useful information to share with parent/carer'. A red 'Share' button is also visible.

Other Useful Websites / Resources

<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>