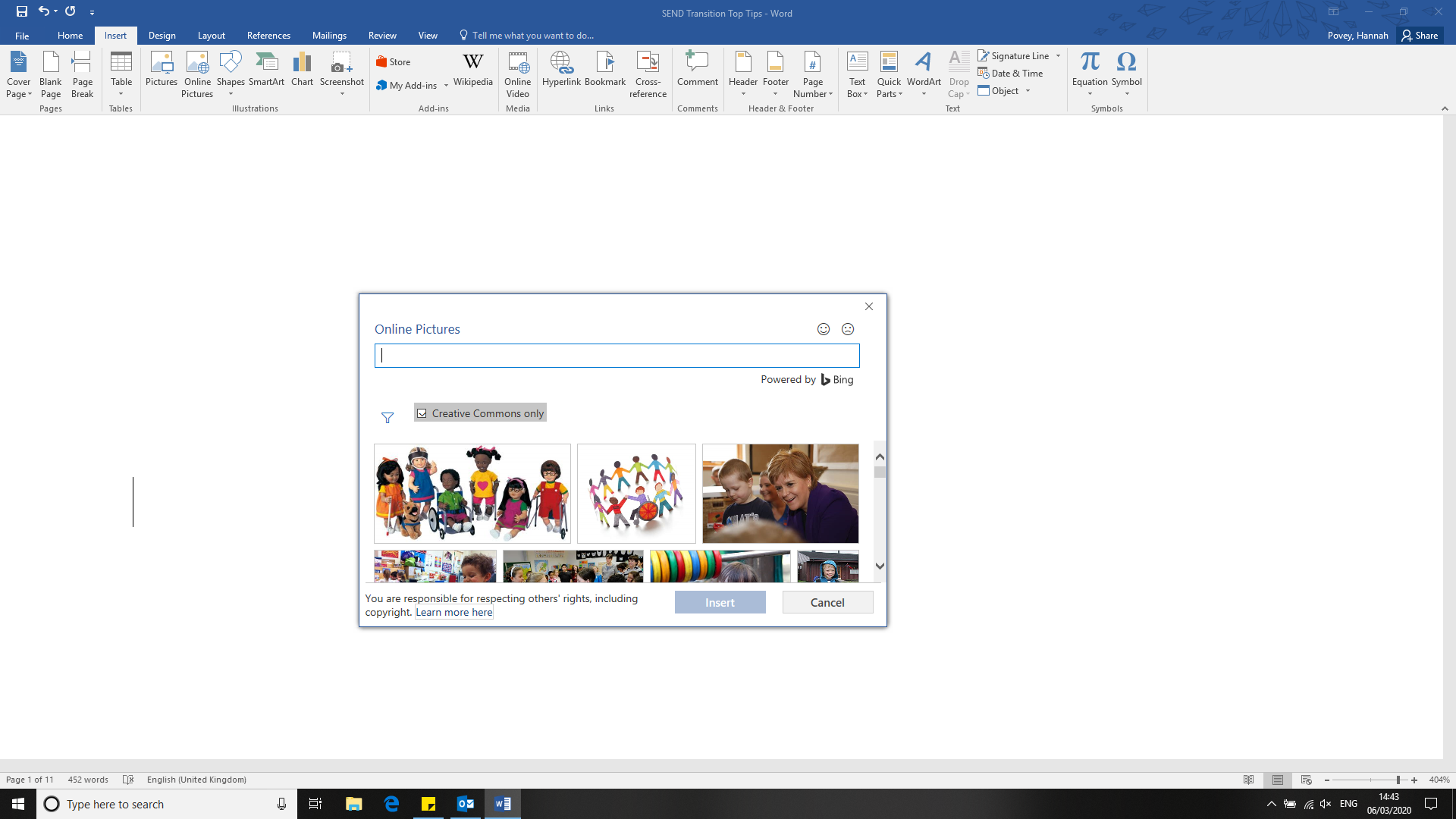
**Supporting Transition for**

**Children with Additional Needs in Early Years Settings - Guidance document**





**Document Guide and Contents**

What is the purpose of the document?

This guide is designed to support all Early Years practitioners in Portsmouth to prepare children with additional needs for transition. It contains useful planning tools which can be used when meeting with parents/carers and the school and ''All about me'' profiles which can record important information about the child which can be shared with school.

Smooth transitions within the EYFS depend on a commitment from all professionals involved to develop positive communication links. In order to promote continuity for all children experiencing transitions between settings, it is important that there is a shared approach between all those professionals involved.

It is important to recognise that all children, can be vulnerable at times of change, particularly those with additional needs e.g. those with a Special Educational Need (SEN) or a child in care. Planning for these children will need additional, flexible support and working in partnership.

Contents

* Top tips for transition
* A transition planning tool
* Formats for All about Me profiles



**Top Tips for Transition**

Please consider how children in your setting will cope with transition to school and identify those who will need additional support to ensure that this is as successful and smooth as possible.

Remember to take into account that schools have:

* Lower ratios - there will be 1-2 adults for 30 children
* A more structured day, including playtimes, lunchtimes, assemblies
* Higher expectations in terms of attention and concentration - e.g. daily phonics session of 20 minutes (approx.)
* New and unfamiliar adults and children
* New and unfamiliar environment
* Expectations that children will manage their own toileting, personal care, belongings etc.
* A staggered intake which can be confusing for children

|  |  |
| --- | --- |
| **Strategies to support a smooth transition include:** | **Best practice for children who need additional transition support include**: |
| * Photobooks * School uniform in the role play * Visits to school * Inviting teachers to visit your setting * Lend parents 'transition bags' so they can share these strategies over the summer * Sharing information with the school and teachers | * Attend citywide transition meeting and/or contact school to share information in the summer term. * Invite key staff from school eg SENCo / Class Teacher to observe child in the setting. * Arrange a transition planning meeting for a child causing concern with setting, school and parents - refer to this transition planning tool. * Create a transition plan detailing any additional arrangements and support required for the Summer term and Autumn term * Complete PCC Transfer Record and send with any other relevant information and documentation (with permission) to school. Ensure you share details of effective interventions and strategies by attaching the IBP and/or SEND support plans with the PCC Transfer Record. |
| **Key information to be shared should include:**  Child's name  Date of birth  Current concerns  Anticipated concerns at school  Is there a plan in place?-SEND plan, IBP, EHCP request?  Is there an ND Profile Tool in place?  Who else is involved? - outside agencies / professionals eg Early Years Panel, Health Visitor, SLT, EP, CCP etc | |

The Early Years SENCo should support the key person in reflecting on children who have been identified with a Special Educational Need and /or Disability, who may need additional support or who may struggle with their behaviour at school.

Ensure that there are planned opportunities to highlight your concerns to the parents and the child’s new school. This information will also support the partnership work between other professionals and your Early Years Advisory Teachers in ensuring all children have a positive experience of starting school. It is also essential that you as a setting and the parents also work in partnership with the school and ensure that schools are aware of all children with additional needs.

**Top Tips for Transition**

**Children with Additional Needs in Early Years Settings**

This tool is designed to be used at transition planning meetings with parents, early years settings and schools to ensure a smooth transition into school for children with additional needs.

**Early Years/ School Transition Plan for Children with Additional Needs**

**Name:** …………………………….………………………….. **D.o.B**……………………….

From ……………………………………...……………..….. (Pre-School Setting)

To …………………….………………………………..…. (School)

Agreed on:………………..... (date)

|  |  |  |  |
| --- | --- | --- | --- |
| Is there an SEN Support Plan?  Yes / No | | Do they have an EHCP?  Yes / No / Underway | |
| Is there a Family Support Plan (FSP) in place?  Yes / No | | Has the ND Profile tool been completed | |
| Are they a Child Looked After by the LA?  Yes / No | | Do they have an Individual Behaviour Plan?  Yes / No | |
| **Professional Involvements:** *(Please delete, as appropriate)* | | | |
| Early Years Panel: Yes / No | Portage +: Yes / No | E.P: Yes / No | SALT: Yes / No |
| Paediatrician (Please name and state the purpose of the involvement) | | Health Visitor: |  |
| Other Agencies: | | | |
|  | | | |
| **Present at the Meeting:** | | | |
| School: |  | | |
| Pre-School: |  | | |
| Parent / Carer(s): |  | | |
| Other: |  | | |

|  |
| --- |
| Current Needs/ Concerns: |
| Strengths: |

|  |
| --- |
| What are the current successful strategies? -including particular interests and motivators to support learning engagement. Which activities and experiences of the EY provision do they enjoy most? |

|  |
| --- |
| Are there any potential sticking points or triggers (e.g. certain transitions, beginning of day, lunch)  What could be provided to support at these times?  What should be avoided when supporting them? ( e.g do not cuddle or hold, doesn't like music) |

**The Transition Plan**

**Summer Term:**

Include:

* Dates of school visits to the EY setting
* Dates of planned school visits
* What will happen at the visits
* Will the child need extra support at the visits/ events
* Are additional individual visits needed
* What resources would help? E.g. photo book or social stories
* How will parents be involved?

**The Plan:**

**Autumn Term - The first day**

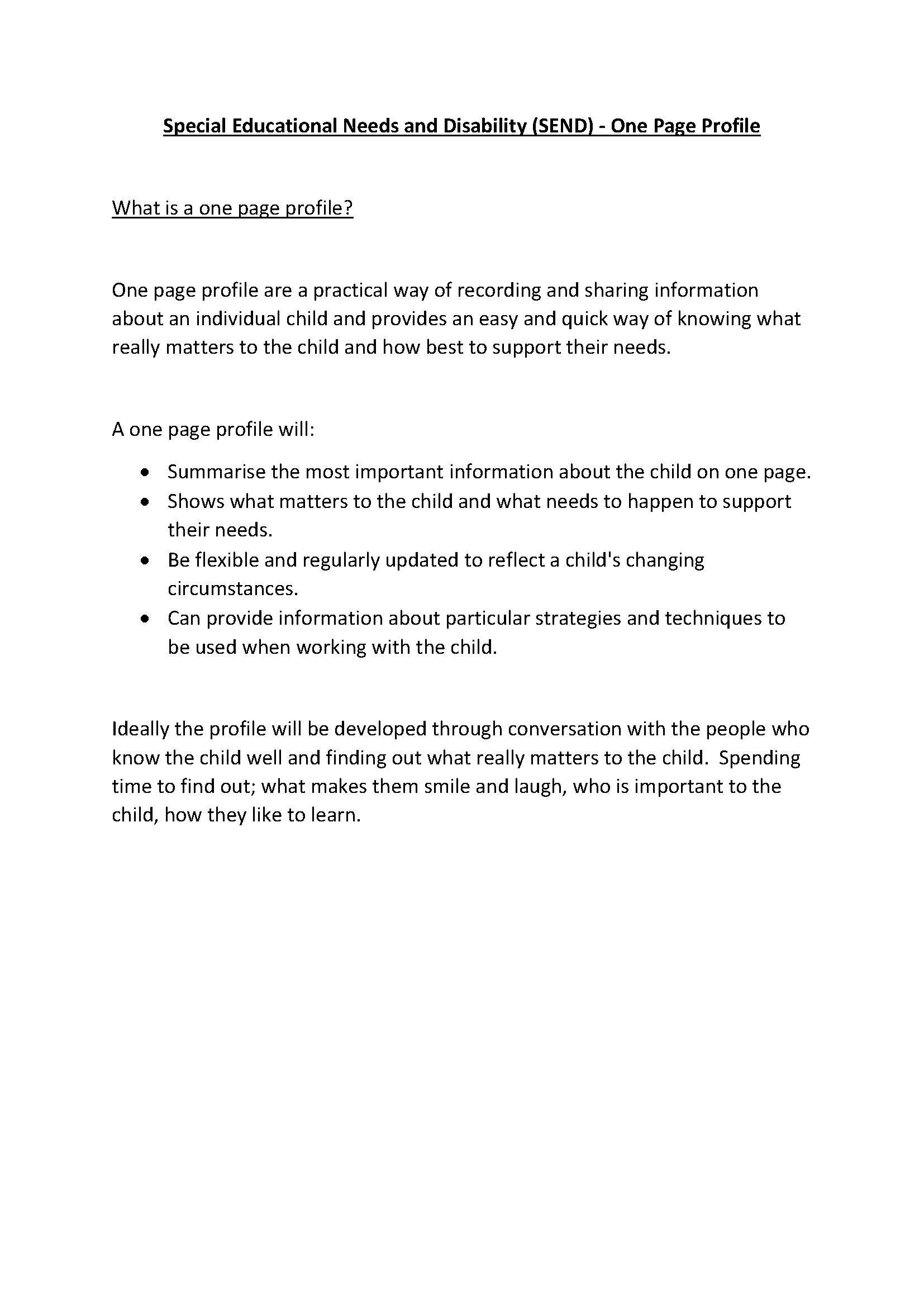
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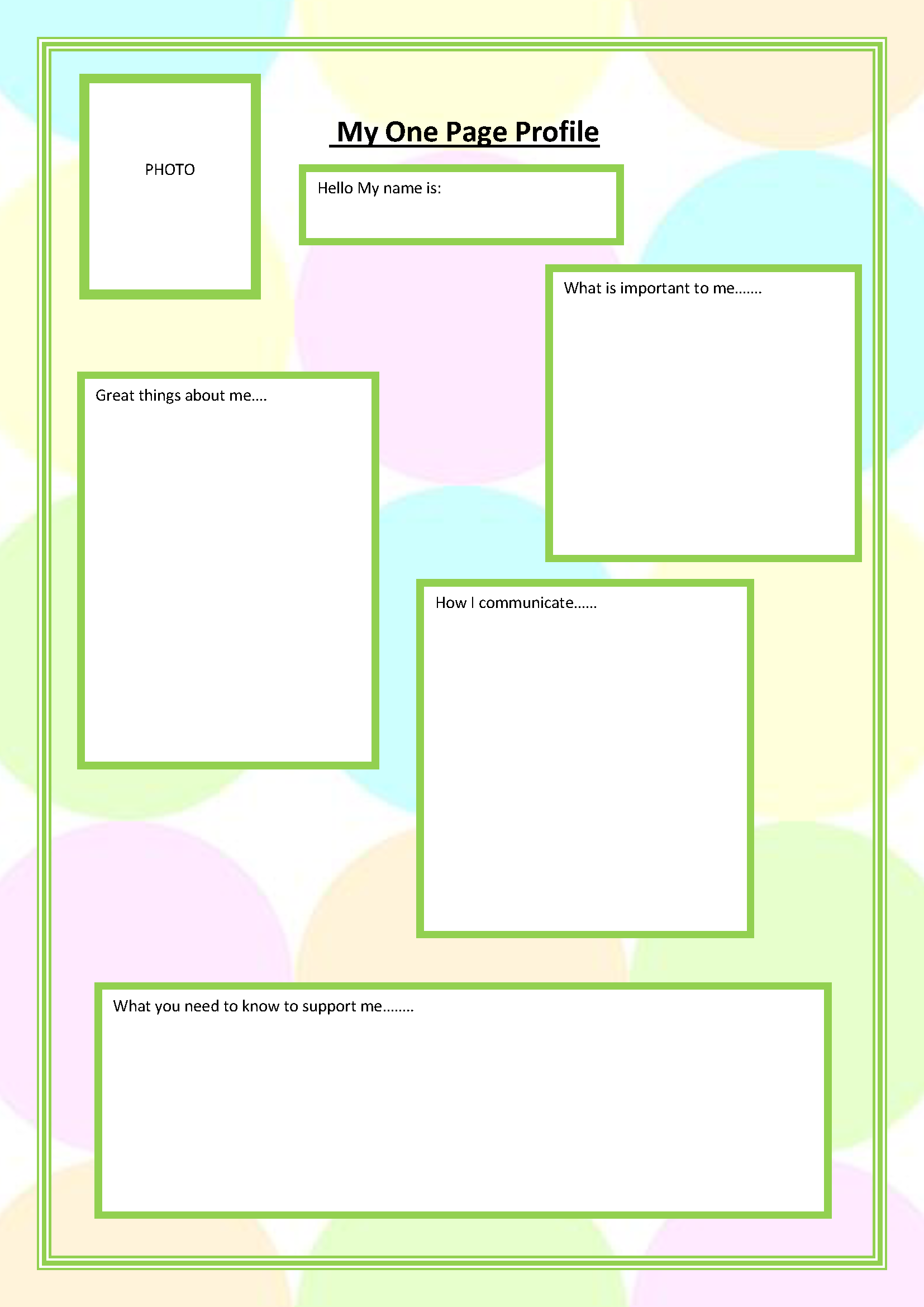
* How are the first few weeks of school planned ? e.g. staggered entry?
* What time will school start and end
* Who will meet them and which staff will be there
* What happens on the first day
* What will they need to bring/ wear
* What happens at busy times/ transition times/ lunchtimes/PE etc

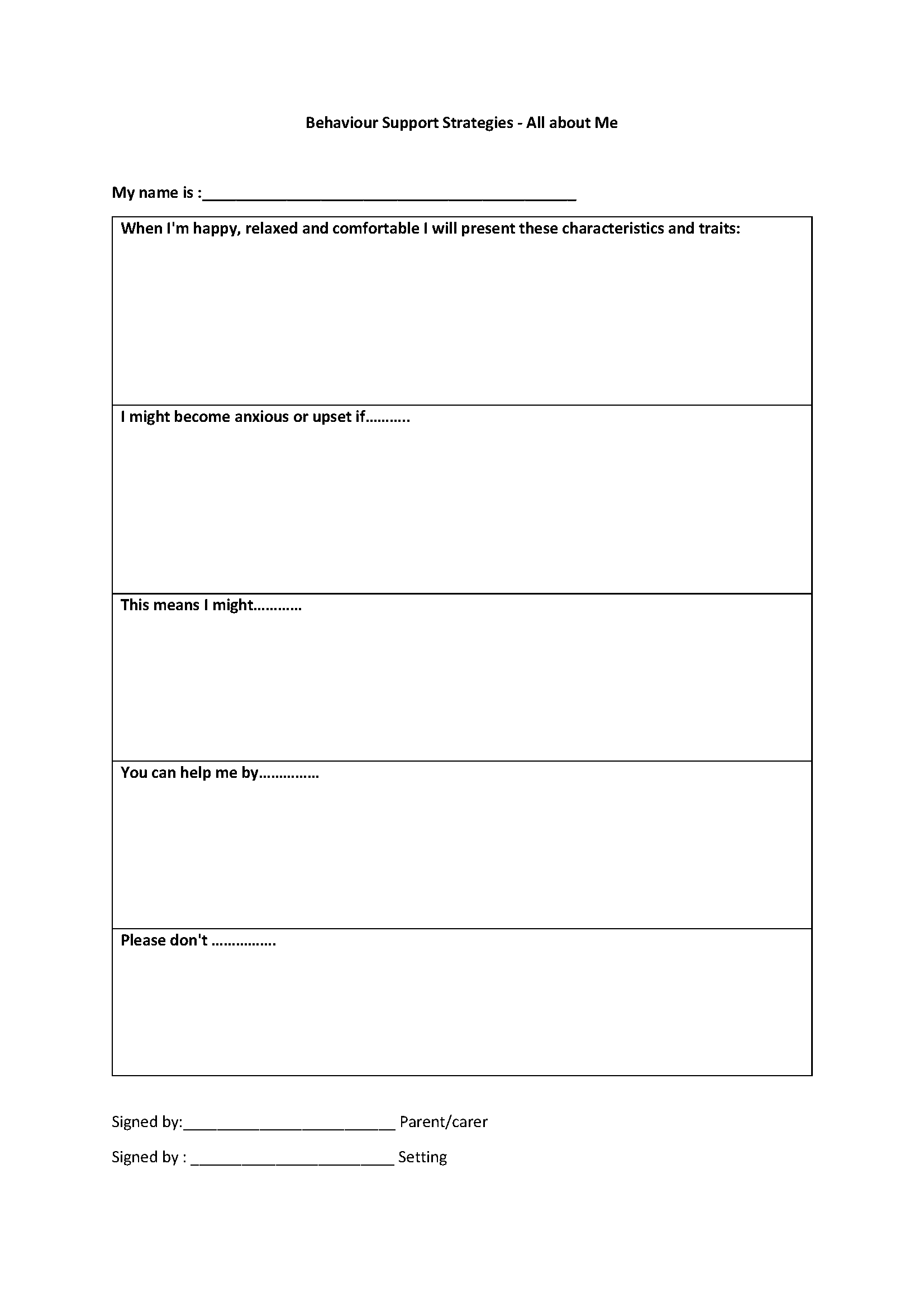
**The Plan:**

Supporting learning (details of additional support, support on organisational/ learning skills)

**The Plan:**





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