

# SEND Early Years Transition Pack

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## **Transition pathway:**

### **All children with additional needs at pre-school should have:**

- A learning journey
- Observations clarifying specific needs
- Tracking and evaluations of interventions (IEP/provision map or similar)
- A transition document/report (at the appropriate time in the year)

### **Some children will also have one or more of the following:**

- A Pre-school Notification to LA (this will mean the child will have a key worker)
- An Education, Health and Care Plan (EHCP)
- Pre-school inclusion funding
- CDC group attendance (this includes regular review meetings)
- Input from health or other professionals eg; SaLT, OT, Portage

**Pre-schools must gain permission from parents to share information about a child's additional needs with school. This should be done as part of the pre-school's initial registration process for all children.**

## **Summer Term (or term before the child starts school)**

- Once school place is confirmed pre-school should contact the school to arrange at least one transition meeting (make use of the transition checklist to help plan this meeting). This could be held at the school or the setting. The setting's Early Years Improvement Advisor or the child's key worker (following a pre-school notification to the LA) can support the setting with this meeting if necessary.
- Use the Transition Plan sheet or similar to record information that staff will find useful once the child starts school. Think about what support the child may need in class, on separation from parent/carer, lunch time, play time, toileting, communicating, medical needs etc.
- The child should also take part in the school's usual process of induction visits.
- The Year R teacher (and possibly the school SENCO) should arrange to see the child at the setting.
- If the child will need additional support in class the support assistant should be identified during the summer term to enable them to meet the child and parents and to visit the child at the setting. They should be part of any transition meetings and see all relevant written documents.






**If the child will be following a different pathway into school than the rest of the cohort (eg, a period of part-time or a gradual transition) a transition plan should be drawn up with a clear time frame and a target date for the child to be attending full-time.**

If there is any suggestion that the child may start school out of their year group please refer to the **Primary admissions information** and **Guidance on the admission of summer born children** on the council website.

# Transition Checklist:

Transition meeting planned for: (name of child)	Date:	Invite:	Yes	No
		Parents		
		Pre-school key person		
		School representative YR teacher/SENCO		
		SaLT		
		Portage		
		CDC		
Venue:	Time:	Physio		
		Early Years Improvement Advisor		
		Health Visitor		
		other		
		other		
Documents received:		Development Matters/		
		EYFS tracking overview		
		Pre-school transition		
		report/observations		
		IEP/ behaviour plan		
		EYIA notes		
		CDC report (eg Multi-Disciplinary Assessment - MDA)		
Notes:		SaLT report/assessment		
		EP report		
		EHC Plan		

# Transition Plan

Name of child	Date of plan	
From (pre school)	To (school)	
<p>Who am I? What do I like (or not like)? What am I good at? Add a photo?</p>		
<p>People and things that are important to me</p>	<p>Family, friends, pets, special toys or objects, treats)</p> 	
<p>How I communicate</p>	<p>How people should communicate with me e.g. give clear instructions, more time to respond</p> 	
<p>Keeping Safe and Healthy</p>	<p>Health needs – medication – diet - personal safety – support - personal care - feeling good short breaks - Health Action Plan - any worries</p> 	
<p>Transport / Travel</p>	<p>How will I get to school?</p> 	
<p>Play and Learning</p>	<p>Where I am now - what do I need to learn -- any support needs – any funding needed?</p> 