**Supported Transitions Process**

**For Children who Require Additional Support**

* **Early Years**

**(into pre-school settings, pre-school settings to school and year R to year 1)**

**Purpose**

* To support early years practitioners, schools, parents and carers to prepare for a child’s transition where a need for additional planning, preparation and support has been identified.
* To establish a coherent county wide transition process for all children in the early years who require additional support and planning at transition.

This guidance is created with regard to key legislation - the SEN code of practice; The Equality Act 2010 and the EYFS statutory guidance 2014:

*Early years providers must meet their responsibility to provide ‘equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.’ (EYFS 2014 p5).*

**Scope**

Children who may require additional support and planning at transition may include those who:

* have an identified special educational need or a disability;
* have health care needs;
* are in receipt of Early Years Pupil Premium or likely to be;
* are in receipt of 2-year-old Free Entitlement;
* are not meeting their expected stage of learning and development;
* have English as an additional language;
* are known to Social Services/Early Help or are a Child In Need (CIN);
* are a child looked after (CLA) by the Local Authority or are Care Experienced (eg. Adopted children or previously CLA);
* are identified as vulnerable/disadvantaged.

**Key principles for positive transitions**:

* The views of the **child and parents/carers** are central to and are evident in the planning for a child’s transition.
* Promote effective communication between the setting, parents and other people involved with the child.
* Ensure there is comprehensive fact finding about a child’s needs, including the involvement of any other agencies, their interests and any specific details that will help them to settle.
* Have open discussions about changes to the environment/routines that may be needed.

**Roles and Responsibilities:**

**There is a joint responsibility to ensure a child has a successful supported transition, however:**

* **Parents/ carers** have a central role in working with setting staff to provide relevant information and planning the provision required.
* **Pre-school setting manager, SENCo** and **Key Person** will need to work closely together to ensure there is a coordinated supported transition and provision is implemented successfully.
* **External agencies** working with the child should ensure they work collaboratively with parents/carers and the pre-school setting.

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| **Process for Supported Transition into Pre-School Settings** | | | |
| **In addition to the setting’s usual transition process:**   * **Set up a meeting** with the parents/carers and relevant professionals to plan for the transition into the setting. * **Plan and record the meeting** using the Supported Transition Plan template.      * At the meeting **Record details of agencies** involved. * Work with the parents/carers and the child to complete a **‘My One Page Profile’** or discuss where one has been written previously. [*https://www.ncb.org.uk/resources-publications/listening-way-life-why-how-we-listen-young-children*](https://www.ncb.org.uk/resources-publications/listening-way-life-why-how-we-listen-young-children) * Carry out additional **home visits** and/or **settling in sessions** (share photos or videos of setting to prepare the child)**.** * Regularly **review** provision plan with parents/carers   **If required:**   * undertake an **Accessibility Audit** and create an accessibility plan. * If the child requires **medication**, gain consent for administration, identify any staff training required and agree how information will be shared within the setting. * If the child has **health needs,** plan care provision. * Complete and action a **risk management plan.**   **Links to Guidance and Documentation for Supported Transition Plan**  Supported Transition Plan – guidance for completion <https://www.westsussex.gov.uk/media/9900/inc_stp_g.pdf>  Supported Transition Plan – useful templates and documents to support the actions above <https://www.westsussex.gov.uk/media/9901/inc_stp_ud.pdf> | | | |
| **Some children with additional needs, including visual or hearing impairment (VI/HI) will require transition into school to be considered from an even earlier stage than indicated below. Advisory Teachers of HI/VI will support parents and carers with visiting local schools and advice on the support available to their family and school setting throughout the child’s pre-school years.** | | | | |
| **Process for Supported Transition into Reception Year** | | | **Reception Year** | |
| **Autumn -1**  **(or 1 year ahead of transition into school)** | **Spring/ Summer -1**  **(Once school place is finalised)** | **Summer -1**  **(or 1 term ahead of transition into school)** | **Autumn**  **(or term of entry into school)** | |
| **Pre-school Setting**  Pre-school setting staff talk to parents about choices of local schools.    Pre-school setting shares the school admission and starting school questionnaire with families.  Parents/carers and child attend school open days or evenings.  Pre-school setting schedules dates for EHCP Annual Reviews.  Pre-school setting reviews  responses from the starting school questionnaire and provides guidance for families or accesses support from other agencies as needed.  Pre-school setting talks to families to make sure they have applied for a school place and reminds of the deadline – January 15th. | **Pre-school Setting**  Arranges a **transition planning meeting** between the pre-school setting, parents/carers, school and other relevant professional supporting the family.  Pre-school setting **to gain consent** from parents/carers and provide copies of all relevant documentation to the school eg;   * Professionals reports * Reviewed provision, health needs plans or PSPs   **School**  Evaluate provision provided in pre-school setting and start planning how successful strategies of support can be translated into the Reception class.  To identify any potential staff **training needs**.  Where physical or health needs have been identified the school will need to undertake a **risk assessment**.  If appropriate, start informal **visits** to the school for the child. | Transition events link below:  <https://www.westsussex.gov.uk/business-and-consumers/information-for-childcare-providers/practice-support/early-years-transitions/transition-events/>  **Pre-school Setting**  Pre-school setting to ensure details of agencies/ professionals involved with individual children are up to date.  Plan for any specialist equipment to be transferred to the school in readiness for the child’s first day.  **School**  In addition to the school’s usual transition processes:  Ensure all children who require additional planning and support are given an opportunity **to visit** their new school, accompanied by a familiar adult, and to join in a variety of sessions, including playtimes and lunchtimes.  Arrange additional visits for children who need more personalised arrangements.  School to provide **‘All about my new school’** information for each child, with lots of pictures or make short video clips of the classroom and school environment. Parents/carers should then discuss this regularly with the child.  Give children opportunities to **meet key staff**, such as their teacher, teaching assistants andany other support staff who will work with them.  School to make appropriate **referrals** to specific agencies if required.  School to undertake any identified **staff training**.  Ensure **staffing, resources and equipment** will be in place for September.  If required, undertake an **Accessibility Audit** and finalise individual provision and/or health plans. | **School**  In addition to the school’s usual transition/settling in processes:  Regularly meet with parents/carers to discuss how their child is settling in and to review provision.  Ensure all relevant information has been transferred from the pre-school setting. Check that this has been shared/ disseminated with key staff.  Ensure that staff understand the needs of their pupils. For example, through one- page profiles.  Identify any further staff training needs.    Share successes of individual children with their pre-school setting.  **Pre-school Setting**  Communicates with the school to discuss success of the transition and progress of the child. This supports the child and family with the transition as well as embedding links with the school for future transitions. | |

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| **Links to Guidance Materials** |
| Full Guidance and Documentation for **Supported Transition Plan** can be found via the following links:  Supported Transition Plan – guidance for completion <https://www.westsussex.gov.uk/media/9900/inc_stp_g.pdf>  Supported Transition Plan – useful documents <https://www.westsussex.gov.uk/media/9901/inc_stp_ud.pdf>  For specific need type strategies to support transition utilise the West Sussex Autism and Social Communication Team (ASCT) and Learning and Behaviour Advisory Teams (LBAT) *guidance ‘****Planning for Positive Transitions from Early Years Settings into School’ – ‘A Best Practice Guide for Settings and Schools’*.** (Link below)  <https://schools.local-offer.org/wp-content/uploads/2020/07/Booklet-for-supporting-EY-Transitions.pdf>  Annex Section 2: Early Years Foundation Stage: ‘Ordinarily Available Inclusive Provision’ guide can be found via:  <https://schools.local-offer.org/send-toolkit/ordinarily-available-inclusive-practice/section-two-annex-ordinarily-available-inclusive-provision-guide-for-children-within-the-early-years-foundation-stage/>  Additional guidance can be found via the Tools for Schools page on the Local Offer (link below):  <https://schools.local-offer.org/childs-journey/managing-transition/nursery-to-early-years-foundation-stage-reception/>  Universal transition process guidance - [Transition guidance - West Sussex County Council](https://www.westsussex.gov.uk/business-and-consumers/information-for-childcare-providers/practice-support/early-years-transitions/transition-guidance/)  The following template is available for pre-school settings to use or adapt to support the transition process. [Transition summary template (Word 33KB)](https://www.westsussex.gov.uk/media/13933/transition_summary_template_v2.docx)  Early years diversity and inclusion guidance: <https://www.westsussex.gov.uk/business-and-consumers/information-for-childcare-providers/practice-support/diversity-and-inclusion/> |

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| **Process for Supported Transition from Reception Year to Year One** |
| In addition to the school’s usual internal transition processes:   * **Meet with parents/carers** during year R to plan transition and then afterwards to review how their child is settling in. * School to provide **‘All about my new classroom’ information** with lots of pictures and/or videos and discuss this regularly with the child. * Arrange for frequent **visits** to the new classroom and opportunities to meet with year 1 staff. * Arrange for all relevant **information** to be transferred between teachers. Check that this has been shared/ disseminated with key staff. * **Evaluate provision** provided in Reception class and start planning how successful strategies of support can be translated into the Year 1 classroom. * Ensure that **staff understand the needs** of their pupils. For example, through one- page profiles. * Identify any further **staff training** needs prior to the child entering year 1. * Utilise the ASCT and LBAT guidance *‘Planning for Positive Transitions – A Best Practice Guide for Schools and Parents’* to provide need specific strategies (link below);   <https://schools.local-offer.org/wp-content/uploads/2020/07/ASCT-LBAT-Transition-Booklet-22.05.20-final.pdf>   * Additional guidance can be found within the managing transitions section of Tools for Schools (link below):   <https://schools.local-offer.org/childs-journey/managing-transition/moving-to-a-new-class/> |

**Guidance for transitions from Early Years to Adulthood**

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| **Age/Phase** | **Possible Documentation** |
| **Starting pre-school** | Current developmental records, My Personal Child Health Record Book (Red Book) and any reports from health services.  Reports from other outside agency eg. Sensory service or Personal Support Plan (PSP). |
| **Starting School** | Transition plan and documents showing levels of development.  Individual education plan (IEP) or provision plan.  Health needs plan.  PSP.  Reports from professionals. |
| **Early Years to Year 1** | Reviewed provision plans.  Reports from professionals. |
| **In-Year Transitions** | IEP or provision plan.  Health needs plan.  PSP.  Reports from external agencies. |