

# SEND Early Years Transitions

## Advice for Parents/Carers

### AUTUMN TERM (SEP-DEC)

#### Visit and Choose

- Talk to your child's nursery about the support they will need in Reception and beyond
- Make appointments to see the schools that could provide this support
- Talk to the School SENDCo to talk about your child's needs.

### Starting School



### SUMMER TERM (APRIL-JULY)

#### Plan

- Tell your child's nursery where your child has got a place for Reception
- Work with your child's nursery to make sure all the right information is shared with the school
- Talk to your child's school about settling into school

### SPRING TERM (JAN-MAR)

#### Apply

- Fill in the application for the schools you prefer - tick the box to say they have special needs. for schools.
- Work closely with your child's nursery to support your child



### AUTUMN TERM (POST-TRANSITION)

#### Settle in

- Work with your child's school to help them settle in
- Meet with your child's school and nursery to check everything is working well

# Early Years Transitions - SEND

Term	Parent / Setting / School must	Parent / Setting / School could
Autumn Term—pre-transition	<ul style="list-style-type: none"> <li>• Ensure all children with SEND are identified—Key Person</li> <li>• Ensure that the graduated approach is followed, Assess, Plan, Do, Review - Key Person + Setting SENCO</li> <li>• Keep parents informed of the additional and different provision in place for their child and their progress—Key Person + Setting SENCO</li> <li>• Identify a school and complete the admission process for the LA—Parent</li> </ul>	<ul style="list-style-type: none"> <li>• Look on the school website to see information about their SEND provision—Parent</li> </ul>
Spring Term—pre-transition	<ul style="list-style-type: none"> <li>• ILPP/IEP/ review - Key Person + Setting SENCO</li> <li>• Start collating the information needed for the child's transition—Key Person / Setting SENCO, Parent</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage current children to make information booklets / web info / videos for new children from the own perspective — Class Teacher</li> <li>• Start thinking about a buddy system from new children using older children—SENCO</li> <li>• Check if parents are aware of / have made contact with SENDIASS or any local parent groups — Class Teacher / SENCO</li> </ul>
Summer Term—pre-transition	<ul style="list-style-type: none"> <li>• Transition Plan devised—Key Person</li> <li>• Transition review as soon as receiving setting/school is known—Setting SENCO</li> <li>• Identify person to pass on the records to— Setting SENCO</li> <li>• Ensure you are aware of any RA, IHCP, and any training, etc is booked, e.g. epilepsy IHCP/RA and training, Epi Pen RA/ IHCP and training</li> <li>• Settling In/Induction Plan devised—Key Person / Class Teacher / Teaching or Support Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Transition visits/activities, e.g. storytime with new teacher, role play with uniforms /empathy dolls—Key Person</li> <li>• Information sharing session for parents—School SENCO / Head / Class Teacher</li> <li>• Transition visits from receiving setting / school to current setting / school—Class Teacher / Teaching or Support Assistant / Key Person</li> </ul>
Autumn Term—post transition	<ul style="list-style-type: none"> <li>• Settling In/Induction Plan followed —Key Person / Class Teacher / Teaching or Support Assistant</li> <li>• Ensure that the graduated approach is followed, Assess, Plan, Do, Review - Key Person + SENCO</li> <li>• Keep parents informed of the additional and different provision in place for their child and their progress—Class Teacher / Teaching or Support Assistant + School SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• Supportive transition activities in place—transition object or small bag of objects—Class Teacher</li> <li>• First half term planning is all based around the children—All About Me—Class Teacher</li> </ul>

**Must** = this is something that is either statutory or required by local authority procedures, e.g. Code of Practice

**Could** = ideas that may be useful for parents/settings/schools, e.g. creative transition preparation activities