

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



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. Work together.

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- 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 up to 20 minutes
- 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:
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Attend citywide transition meeting and/or contact school to share information by end May. • Arrange for 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 the 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 to the PCC Transfer Record.
<p>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? - And include in transition records. Who else is involved? - outside agencies / professionals eg Early Years Panel, Health Visitor, SLT, EP, CCP etc</p>	

The 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.

Early Years/ School Transition Plan for Children with Additional Needs

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.

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

From (Pre-School Setting)

To (School)

Agreed on:..... (date)

Is there an SEN Support Plan? Yes / No		Does s/he have and EHCP? Yes / No	
Is there a EHA in place? Yes / No		Who is the Lead Professional?	
Is s/he a Looked After Child? Yes / No		Does s/he have an IBP? Yes / No	
Professional Involvements: <i>(Please cross out, as appropriate)</i>			
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:			
<u>Present at the Meeting:</u>			
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

Include:

- 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:

Special Educational Needs and Disability (SEND) - One Page Profile

What is a one page profile?

One page profiles are a practical way of recording and sharing information about an individual child and provides an easy and quick way of knowing what really matters to the child and how best to support their needs.

A one page profile will:

- Summarise the most important information about the child on one page.
- Shows what matters to the child and what needs to happen to support their needs.
- Be flexible and regularly updated to reflect a child's changing circumstances.
- Can provide information about particular strategies and techniques to be used when working with the child.

Ideally the profile will be developed through conversation with the people who know the child well and finding out what really matters to the child. Spending time to find out; what makes them smile and laugh, who is important to the child, how they like to learn.

My One Page Profile

PHOTO

Hello My name is:

What is important to me.....

Great things about me....

How I communicate.....

What you need to know to support me.....

Behaviour Support Strategies - All about Me

My name is : _____

When I'm happy, relaxed and comfortable I will present these characteristics and traits:
I might become anxious or upset if.....
This means I might.....
You can help me by.....
Please don't

Signed by: _____ Parent/carer

Signed by : _____ Setting