



Advisory Teaching Service

Advice Sheet for Supporting Positive Transitions into Reception Classes.

These strategies should be used following consultation with an Advisory Teacher – Further advice and training is available to settings on request.

Areas of Support:

- Establishing Relationships and Sharing Information
- Visits, Preparation and Continuity
- Preparation by the New Setting
- Training and Support
- Settling in and Follow Up

Successful transition for children with SEND has its foundation in good practice for all children. Where a child's needs have been identified before they are admitted to the setting, transition is likely to require more detailed planning, the closer participation of parents and the sharing of a wider range of information. The period of planning and preparation is likely to involve the SENCo as well as the allocated key person and, for some children, the involvement of a wider range of professionals.

Establishing Relationships and Sharing Information	
Strategy	Actions and Resources
<p>Sharing information Information is shared through the completion of admissions and registration forms. The range of information gathered needs to include:</p> <ul style="list-style-type: none"> • sufficient detail for the setting to understand the child's stage of learning and development • their likes, dislikes, who and what is important to them, their routines • how the child communicates. • data and knowledge of the child from their own records • parental insight • views and reports from outside agencies and professionals who have past or current involvement with the family. For example, GCC Early Years Advisor, Health Visitor, Portage, Speech and Language Therapist, Paediatrician or Educational Psychologist. <p>Settings may encourage parents to gather information in an 'All about me' book, with photos showing important aspects of the child's life: the child involved in a favourite activity; the</p>	<ul style="list-style-type: none"> ○ A face to face meeting with parents is beneficial as this is where they can share what has really helped and supported their child's learning and development to date. ○ Obtain parental permission to share information from other professionals ○ Be aware of the child's friendship group and talk about this with parents and school staff ○ Invite setting staff, other professionals and parents to meet to discuss the information in the transition paperwork, create a robust transition plan and plan SEN support ○ Agree key dates for home visits, extra familiarisation visits, the receiving setting to visit the current setting and visit dates for parents. ○ Put together a plan to address any

child using pictures, signs or symbols to communicate; or the detail of how a child with a physical impairment needs to be positioned in order to engage in a particular activity.

Settings need to use the period of planning and preparation to gather information to feed into their approach to SEN Support when the child starts attending the setting. Settings should have in mind the discussions they have at different stages of the assess, plan, do, review cycle and should seek to cover as much as they can of assess, and plan so that they can do and review when the child starts.

The other part of information-sharing is about giving parents a good picture of the setting: everything from the setting's approach to teaching and learning to the daily routines. For children with SEN it is important that parents understand the setting's approach to SEN and disability, their policies, and their underlying commitment to equality of opportunity and including children in every aspect of the life of the setting.

barriers before and when the child starts

- Highlight resources, equipment or training which might be needed
- Pass on records, reports and contact details for other professionals
- Parents and current setting have contact details of the person overseeing the transition at the new setting
- Invite the new setting to any My Plan, My Plan+ or EHCP reviews

Visits, Preparation and Continuity

Home visit

Visits to the child's home provide an opportunity for the parent to share information in an environment where both they and the child feel more comfortable. For the setting, it will be important: to see the child playing in their own home; to learn from skills or techniques used by parents to support their child at home; to gain an insight into the wishes, views and feelings of the child and of their parents; to gain a fuller picture of the child's stage of learning and development; and to gain insights into how they may need to adapt arrangements in the setting to match or mirror aspects of the home. A home visit is an opportunity to gather much of the information that is needed and to plan for the child's start in the setting.

New setting visits for the parents

Inviting parents to visit the setting provides an opportunity for parents to consider, with the key person and SENCo, how the child may respond to different aspects of the setting: to different toys and activities; what they may enjoy, what they may find difficult. This is an opportunity for the key person to identify with the parent any

- Prepare the child for a visitor by showing them a picture on the person coming to visit, use a social story to support their understanding of what is coming mark it visually on the calendar or on their own weekly planner.
- Current setting could support the parents with any questions they may need or want to ask during their visit to the new setting.
- Confirm the contact details of the person overseeing the transition so that parents can contact them with any further questions that may arise once they have left site
- Plan activities and talk about moving on, such as stories, role play, dressing up in their new uniform or small world play
- Use a social narrative to help preparation. Parents can also have a copy to reinforce this.

<p>reasonable adjustments that may need to be made for a disabled child – making reasonable adjustments is an anticipatory duty, so adjustments need to be made before the child could be placed at a disadvantage.</p> <p>Where parents have concerns about the setting’s ability to provide a suitable learning environment for their child, a detailed audit of the setting with the parent may help both the parents and the setting: the parents’ concerns may be allayed; and the setting will be better able to make the necessary adjustments to include the child in the full range of activities.</p>	<ul style="list-style-type: none"> ○ Give children a chance to ask questions ○ Practise the route to the new setting by walking/driving or using public transport ○ Make a transition book for the child to have at school and at home. This can be in the form of a story with photographs of the setting, key adults, the playground, the lunch hall, the classroom etc ○ Transition records should be completed and passed on to the receiving setting before the end of the Summer Term
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Preparation by the new setting

<p>The information gathered during the period of preparation and planning should give the new setting a good picture of what they may need to do to prepare them in time for the child’s start date. This may include:</p> <p>access to all areas of the site changes in policies and practices consideration of daily routines adapting the environment to suit the child’s needs i.e. sensory or physical needs drawing up personalised documents for the child, such as Risk Assessment or Personal Care Plan</p>	<ul style="list-style-type: none"> ○ Liaise with the current setting to create a transition book, school, staff etc for the child to look at with parents at home prior to starting and with the staff in their current setting ○ Make contact on the lead up to the child’s first day i.e. a message in the post ○ Refer to any transition documents to factor in the child’s needs or interests when making labels, positioning of their peg or drawer
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Training and Support

<p>Preparation within the setting includes careful consideration of staff skills and whether training may be needed, for example: in the use of particular sign or symbol systems of communication; or in particular procedures for supporting a child’s health needs in the setting.</p>	<ul style="list-style-type: none"> ○ Action the required training ○ Staff to read necessary documents and policies
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Settling In and Follow Up

<p>Careful preparation will make for a smooth transition, but the process continues when the child starts in a setting and starting itself may be a staged process with the amount of time in the setting gradually building up.</p> <p>Promoting continuity between home and setting and good communication will be vital to</p>	<ul style="list-style-type: none"> ○ Familiar books, pictures, comforters or other objects can help to provide continuity of experience between home and setting. ○ Photos of family in the setting and of the setting at home can help to create familiarity and act as prompts for discussion with the child
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adjusting in the first few days. Communication may need to be more frequent and more detailed for children with SEN and a child's key person may need time allocated to daily feedback to parents and the opportunity to seek parents' input on how their child is supported in the setting.

- Follow the assess/plan/do/ review framework for the My Plan, My Plan+ or EHCP . Consult with current professionals involved if the child is struggling with the transition i.e. Early Years Advisor or Advisory Teacher.
- Update live documents i.e. Risk Assessment or My Assessment

Good Practice and Resources

- The Early Years' Service provides a telephone line and email address for use by Early Years Providers, practitioners in Health, Education, Social Care, Early Help and any other interested parties. The telephone line or email address is to respond to generic enquiries on a no names basis can be found on their website.
[Early Years and Childcare - Early Years and Childcare \(goucestershire.gov.uk\)](http://www.goucestershire.gov.uk)
- GCC has published a leaflet for families with some practical tips on preparing a child to be ready to start school:
[Getting Ready for School - Gloucestershire County Council](#)
- If the pe-school provider and parents have any concerns about a child they can contact their health visitor on:
<https://www.ghc.nhs.uk/our-teams-and-services/health-visiting/>
- Gloucestershire Healthy Living and Learning (GHLL) work with schools and colleges to support children and young people to make positive choices to improve their physical, emotional and mental well-being. Find out more via their website
www.ghll.org.uk
- PACEY – Professional association for Childcare and Early Years, has a toolkit for parents, childcare professionals, and teachers to work together to help improve the transition process for children starting/returning to school. Our new section brings together a number of activities, resources and useful websites to support those who have been home-schooling during the pandemic.
[Starting school toolkit | PACEY](#)