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.





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

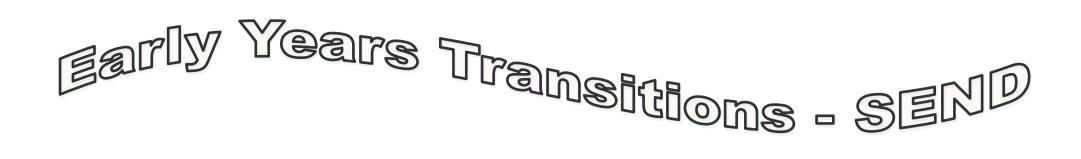
- Fill in the application for the schools you prefer – tick the box to say they have special needs. for schools.
- Work closely with your child's nursery to support your child



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



Term	Parent / Setting / School must	Parent / Setting / School could
pre-transition	 Ensure all children with SEND are identified—Key Person Ensure that the graduated approach is followed, Assess, Plan, Do, Review - Key Person + Setting SENCO Keep parents informed of the additional and different provision in place for their child and their progress—Key Person + Setting SENCO Identify a school and complete the admission process for the LA—Parent 	 Look on the school website to see information about their SEND provision—Parent
Spring Term—pre -transition	 ILPP/IEP/ review - Key Person + Setting SENCO Start collating the information needed for the child's transition—Key Person / Setting SENCO, Parent 	 Encourage current children to make information booklets / web info / videos for new children from the own perspective — Class Teacher Start thinking about a buddy system from new children using older children—SENCO Check if parents are aware of / have made contact with SENDIASS or any local parent groups — Class Teacher / SENCO
pre-transition	 Transition Plan devised—Key Person Transition review as soon as receiving setting/school is known—Setting SENCO Identify person to pass on the records to— Setting SENCO 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 Settling In/Induction Plan devised—Key Person / Class Teacher / Teaching or Support Assistant 	 Transition visits/activities, e.g. storytime with new teacher, role play with uniforms /empathy dolls—Key Person Information sharing session for parents—School SENCO / Head / Class Teacher Transition visits from receiving setting / school to current setting / school—Class Teacher / Teaching or Support Assistant / Key Person
·	 Settling In/Induction Plan followed — Key Person / Class Teacher / Teaching or Support Assistant Ensure that the graduated approach is followed, Assess, Plan, Do, Review - Key Person + SENCO 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 	 Supportive transition activities in place—transition object or small bag of objects—Class Teacher First half term planning is all based around the children—All About Me—Class Teacher

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