

Transition Information

GUIDANCE DOCUMENT FOR EARLY YEARS PROVIDERS, PRIMARY SCHOOLS AND SECONDARY SCHOOLS –
SUPPORT WITH COMPLETING THE TRANSITION INFORMATION DOCUMENT

It is paramount to get the transition right for children with additional needs. Transition can be a very unsettling time for all involved and the potential repercussions for a transition that is not carefully planned out, can be detrimental. This document is designed to be used to support children who are transitioning into an Early Years Provision, a Primary school or a Secondary school who require an enhanced transition, including children with Special Educational Needs and Disabilities (SEND), and those with an EHCP. It is a shared understanding of everyone's expectation in supporting transition, including current setting/school, receiving school, parents and child/young person if appropriate. It is good practice to use child voice wherever possible within this document, even if the child is non-verbal.

This guide will help anyone involved complete it and understand the shared understanding around transition. The Transition Information Document is to be used to support the planning of the transition and the child's successful start at setting/school. There is no need to update or continually consult this document once the child has started at the setting/school.

Basic Information

The first section of document is the basic information. The information required is self-explanatory, but explanation may be needed around the EHCP/SENIF process question (not relevant for Transition into EY). Within this box, please carefully specify if the child has an EHCP or SENIF or is in the needs assessment process and any known timelines (e.g. when requests were made etc).

Transition Checklist

The next section of the document is the 'Transition Checklist'. This clearly details anything that needs consideration when undertaking a transition. Within the checklist, there is a column for responsible person. This is who is owning the detailed line. The responsibility to identify who is responsible for this action will be the current setting/school or the receiving school. There is a section to add any comments, including concerns. There is also a completed column, which should be ticked when the action is completed. The document is intended to be a live document, which all involved have input into.

- For Early Years providers planning the transition into school – where there is an Early Years SEND Advisor involved with the child, please ensure you send the document to the advisor, so they can track the transitional support. If there are any concerns that cannot be addressed by the current setting or receiving school, these need to be raised at the earliest point with the child's Early Years SEND Advisor, so they can support. If the child does not have an Early Years SEND Advisor involved, please feel free to continue to use the document, but please note that the document and any concerns do not need to be shared with the Local Authority, and any concerns raised should be addressed between the provider, school and parents.

- For Primary Schools planning the transition to Secondary School – If any concerns become apparent, and the child has a known Local Authority Services involved (Autism Outreach Team, Inclusion etc.), then please discuss the concerns you have with the relevant Local Authority team member. If the child does not have a known Local Authority service involved, then we advise you seek the advice of a peer SENCO as a first port of call and SENA if the child has an EHCP in place.

If the child has an EHCP in place, then it is not deemed necessary to complete the remainder of the Transition Document, as information related to the child should be gleaned from the EHCP. However, the rest of the document can be completed if requested/agreed that it would be a useful activity to undertake, as there is a focus on transition that may be omitted from the EHCP. But please do remember that the EHCP is the legally binding plan for the child, so anything written within the Transition Document cannot contradict the plan and all involved should ensure they reference the EHCP when planning for the child.

Summary Statement

It is important to add into this section why an enhanced transition is needed and any information that you feel relevant to share with the receiving setting/school. This could include any medical diagnosis, including a brief overview of any medications the child needs, how the child communicates (visuals, objects of reference, Makaton, BSL, use of Assistive Technology, PECS etc), what stage the child is at with their toileting needs and support needed around this as well as anything else you may feel is relevant to share as a summary/overview.

Attainment

This is the child's current/most recent assessment levels and their chronological age when the assessments were undertaken. For Early Years Providers, it may be helpful to use the Leicestershire Small Steps Assessment guidelines to help complete this and give a clear picture of child's assessment level.

Child's Strengths

Within this box, the focus needs to be on what the child likes and dislikes, what their interests are in both home and in the provision and what motivates them, for example trains. We recommend this section is completed by the child (where appropriate) or in the child's voice.

Areas of Need

This section helps to focus where the child needs additional support within the four areas of need and what they find challenging. It may be that the child doesn't require support in all the areas, so please feel free to delete as appropriate and/or add additional bullet points.

Adaptations, Equipment and Auxiliary Aids

Any adaptations or equipment that is currently used to support the child. These can include specialised chairs, coloured inserts, PECS, wobble cushion, fidget toys, weighted blankets, specific visuals etc.

Professionals Involved

Use this space to list all relevant professionals currently involved with the child. This could be both education (Early Years SEND Advisor/Educational Psychologist/Autism Outreach Teacher for example) and any health professionals (Physiotherapist, Occupational Therapist, Speech and Language Therapist, Specialist Medical Team, Paediatrician, CAMHS etc). It is helpful to provide contact details of any professionals listed.

Current Support/Provisions *(section omitted for children transitioning into an Early Years Provider)*

This section is for listing anything that the child has that is additional to and different from the support generally given to all children of the same age. It could include interventions the child receives (e.g. social communication groups, ELSA time, lunchtime groups etc) and any additional direct support (planned for support within the learning environment).

Parent/Carer Comments

This section is an opportunity for parents/carers to share their views, as they usually know the child best. Parents/carers may wish to include what is working well, what is needed to support the transition and any support given at home that works well. It is also helpful in this section for parents/carers to include information on their family dynamics, who is important in the child's life, does the child spend anytime at another address etc.

Child Comments *(included in the Primary to Secondary Transition only)*

This section is an opportunity for the child, where appropriate, to share their thoughts and concerns and what they need to support their transition to the new school.