

## **Ensuring a smooth transition between Early Years Providers and School for those children with SEND**

On entering the school Foundation Stage some children will have already had their needs identified and will have other professionals involved. These may include Specialist Teachers from Early Years SEN Inclusion Service, Vision Support Service, Hearing Support Service, Autism Outreach Service, Physical Disability Service as well as Health Professionals from Physiotherapy, Occupational Therapy and Speech Therapy.

There may be other children who have had their needs identified by the Early Years Provider and are following the graduated approach.

It is important that all children with SEND who are entering school have effective transition arrangements in place. These arrangements need to be made between the parents/carers, early years provider and the receiving school.

The smooth transition from an Early Years Provider to a school environment can be supported with practical advice, practice of routines, written information and good communication.

This should include:

- Supporting parents to complete a One Page Profile
- Arranging a Review Meeting – see [advice on web page](#)
- At the Review Meeting - sharing the One Page Profile followed by information sharing, both written and verbal including discussion of all successful strategies, including use of visual communication, activities, behaviour management
- Compiling a SEND Support Plan
- Arranging a School Transition Meeting to discuss the child's current developmental needs, SEND Support plan, strategies used and any enhanced transition needs
- Arranging planned visits for the child to become familiar with their new environment during the Summer term before formally starting school
- Providing the child with a visual handbook which contains photographs of the school environment and the staff

Refer to [Early Learning and Childcare website](#) for further advice on transition ('Mind the Gap')

The main aim of this transition process is to effectively prepare very young children for the changes ahead by ensuring that:

- The physical environment is adapted to meet the needs of individual children
- The learning environment is suitable
- School staff receive the necessary advice and support
- There is a smooth and successful transition into school for children with SEND

NB: Early Years Providers include Nurseries, Playgroups, Pre Schools and Childminders