

TRANSITION TO SCHOOL – STEPS TO SUCCESS FOR CHILDREN WITH SEND



Effective transitions can help minimise the risk of widening any gaps in a child's learning. Planning in partnership with parents and professionals all help to ensure children get the best start in their new school. It also maintains a child's self-esteem and achieves a sense of belonging. **The key point to any successful transition is beginning it early.**

On entering the school Foundation Stage some children will have already had their needs identified and will have other professionals involved. These may include Advisors/Practitioners from Early Years SEND Inclusion Team and/or health professionals. 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:

- Gathering all relevant and up to date information about the child.
- Supporting parents to complete a One Page Profile
- Arranging a review meeting. 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 or updating a SEND Support Plan / SEND Transitional Plan
- Arranging a school transition meeting to discuss the child's current developmental needs, SEND Support plan, strategies used and any enhanced transition needs. At this meeting, it is important to invite parents, school staff and any other professionals involved with the child. The focus of the meeting is to support the



child's transition from your setting into school. If needed, consider having an additional meeting later in the term to review transition plans.

- 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. 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, support and training (if necessary)
 - Inclusion funding is sought if needed to support this piece of work.
 - There is a smooth and successful transition into school for children with SEND

If a child has medical or physical needs, it is important to work closely with parents/carers, health professionals and school staff; health care plans should be shared with school staff and health training may need to be arranged for school staff. Please see our additional guidance on supporting transition specifically for children with physical and medical needs [here](#).

For children who do not require an enhanced specialist transition, the 'Mind the Gap' work produced by the Improvement Advisors is a valuable resource. This can be found [here](#).

The School Readiness Toolkit is also about working together for a child ready, family ready, school ready community. The School Readiness Toolkit can be found [here](#).