

## Enhanced transition support information

### **Good practice for children with Special Educational Needs (SEN)/ complex needs when transitioning from early years educator into school.**

- A one-page profile is an excellent document to share during transitions as it gives a pen portrait of the child and details of their likes, dislikes, communication needs, etc. This is particularly useful as a quick reference guide for new adults/carers working with the child.
- It is important to share the most recent and latest reviewed Individual Progress Plans (IPPs)/ Focused Areas along with the educator's summer term assessments.
- Health Care Plans will give vital information regarding any medical needs and interventions.
- Share details of any professionals or agencies who are working with the child such as Paediatric medical specialists, Physiotherapists, Occupational Therapists, Speech and Language Therapists, Sensory support services, etc.
- Receiving schools might need to request training for specific feeding and/or medication regimes from specialist nursing practitioners e.g. for peg feeding or rescue medications.
- For children with visual and/or hearing impairment – if appropriate, request an environmental audit of the new setting and advice/training from Sensory support services.
- For children with physical difficulties, it might be appropriate to seek advice and input from Occupational Therapy services before they start school, as specialist equipment might need to be requisitioned in advance.
- Ensure that you share up-to-date information about the child's communication needs, especially if the child uses any form of augmentative communication aids or strategies such as Makaton, PECS, symbols and choosing boards, eye gaze technology, etc.
- Nurture Packs and Positive behaviour management plans such as 'Traffic lights' should be shared if these are appropriate and in place at the early years setting.
- The reception teacher should ideally see the child in their early years setting and speak to the child's key educator prior to them starting school.
- If a parent/setting communication book was in use at the early years setting this might be useful to continue with at school to ease the pressure at pick-up and drop-off times.
- The receiving school could give photographs/photobooks of their school building, reception teacher, classroom assistants, the classroom, toilets, dinner hall, etc to



the child to look at over the summer break so that these things are familiar to them in September.

- Some children might benefit from having an object to associate with the teacher/classroom to refer to as they talk about school or look at the photo book during the transition time. If possible, this might be something that the teacher has given to them during a previous meeting/visit.
- Encourage families to allow the child time to familiarise themselves with the school uniform and the drive to school during the holidays. Practise wearing the uniform to make sure it is comfortable and that it is adapted to fit if necessary.
- A calendar countdown until school starts can help a child who is anxious about 'when' events are going to happen; this could be a visual calendar/timeline.

**Good practice for Children in Care when moving from early years educator into school.**

- Ensure that the ending at the early years setting is marked and celebrated (in whatever way possible). This is particularly important to children in care (CiC) as most endings in their early life have been painful separations filled with uncertainty.
- If possible, arrange for something that the child has made to be left at nursery. E.g. a picture of theirs on the wall, a stone they have painted left by a bench. Make sure the child knows this. This helps them understand that although they will not be going back to the setting, they will not be forgotten.
- Make sure the child is given a photobook and card from the setting with comments from the staff/key workers etc. It is very likely that the child will change placements or move to a new placement in the next few years and they need to have concrete reminders of this time in their lives.
- If possible, make sure that the new school is given a pen portrait of the child or a 'My Passport'.
- If possible, the reception teacher should see the child in their early years setting.
- The child should be given photographs of their new school, new teacher, classroom, toilets, dinner hall etc.
- Make sure the school knows about any of the child's friends that are going to the same school so they can be put in the same class.
- If possible, ask the schoolteacher to send a postcard to the child in the holiday saying that they are thinking of them and how much they are looking forward to having them in their class. The early years setting's key educator should send a postcard to the child at their new school in Term 1 saying that they are thinking of them and hope that they are having lots of fun and making lots of new friends.
- A conversation between the carer, school, social worker, early years setting, and the Virtual School needs to take place before the child starts school, so school have adequate background knowledge.

**Good practice for Gypsy, Roma, Traveller (GRT) children when moving from early years educator into school.**

- Traveller families are increasingly seeing the benefits of their children attending school in terms of providing skills for adult life. The challenge facing many Gypsy, Roma, Traveller (GRT) families face is in marrying the need for these skills and the school understanding the cultural expectations of the GRT community.
- A conversation between parents, setting and receiving school before the child starts school would provide an opportunity for initial relationships with parents to be fostered, developing trust and cultural understanding. In North Somerset all educators are eligible to apply for Link Programme funding for GRT children.
- The setting should ensure that the school know about the child's friendship groups when considering classes. It should not be assumed that these will be exclusive to other Gypsy, Roma, Traveller children.
- The setting and school should take the opportunity to engage with other professionals who provide Early Years outreach support to the Gypsy, Roma, Traveller community. This is an opportunity to share local intelligence and professional knowledge that will support a smooth transition. \*
- The setting should consider ways to support parents to engage with school activities. The opportunity to share their skills, such as sewing, cooking and cultural experiences are effective ways to build parents confidence and reassure them that school is a positive place for their child to be.
- If possible, make a "welcome book" of the school. Containing pictures of staff, classroom, toilets, play areas. This will support children to begin to understand that they will be transitioning to a new setting. The pictures will support the emerging literacy skills of children, alongside parents; some of whom may have limited literacy skills.
- Settings should encourage and support children and parents to devise a list of questions to ask school and then support in gaining the answers to these.
- Consideration should be made to how to disseminate information. Text messaging or a chat may be better for some parents rather than written communication which can be overwhelming.
- Where possible, support and/or remind parents and children to attend any welcome sessions at school, such as picnics and stay and play sessions. This will support children to become familiar with the surroundings, thus providing parents with reassurance.
- Provide parents with a "role" in school transition: a project for them and their child. This could focus on helping their child change clothes, put on own shoes, use toilet independently, use cutlery for mealtimes.
- Settings should ensure that the children know who in their current peer group will be transitioning to the same school as them, so they know that they will be with familiar faces (This could be included in the welcome book).

- \*Contact details for this can be obtained from the Early Years Team.  
**Good Practice for children and families who are part of the North Somerset Resettlement Scheme when transitioning from an early years educator to school.**
- A conversation between the carer/s, school, support worker and early years educator needs to take place before the child starts school, so the carer/s have adequate background knowledge and understanding of the UK statutory school requirements.
- An application to the Inclusion Link programme to be made.
- Support for translation services can be booked in advance from a support worker in the North Somerset Resettlement Scheme.
- Share details of any professionals or agencies who are working with the child such as a support worker from North Somerset Resettlement Scheme, EAL Advisory teacher, Health Visitor, etc.
- A conversation between the carer/s, support worker and school needs to take place before the child starts school as an induction on the child's/ families culture and beliefs.
- Make sure the school knows about any of the child's friends that are going to the same school so they can be considered for the same class.
- The reception teacher should ideally visit the child/ren in their early years setting.
- It is important to make sure the school are given a pen portrait of the child, the most recent and latest reviewed Individual Progress Plans (IPPs) if applicable, along with the EYFS transition profile from the summer term. The child and family should be offered a "welcome book" of the school, containing pictures of new school, teacher, learning environments, toilets, play areas, lunch hall, etc. This will support children to begin to understand that they will be transitioning to a new setting. The pictures will support the emerging literacy skills of children, alongside parents; some of whom may have limited understanding of English and literacy skills.
- Ensure that up-to-date information about the child's communication needs is shared, especially if the child uses any form of augmentative communication aids or strategies such as Makaton, symbols and choosing boards, etc.
- Where possible, ask the schoolteacher to send a postcard to the family in the summer holiday saying that they are thinking of them and how much they are looking forward to having them in their class.
- Ensure that the ending at the early years setting is marked and celebrated (in whatever suitable way possible). This is particularly important as probably the early years provision was one of the families first experiences of the UK systems supporting their new future.
- Where possible, support and/or remind parents and children to attend any welcome sessions at school, such as picnics and stay and play sessions. This will

support children to become familiar with the surroundings, thus providing parents with reassurance.

- The Early Years educator should consider ways to support parents to engage with school activities e.g., the opportunity to share their skills, such as sewing,
- cooking and cultural experiences are good ways to build parents confidence and reassure them that school is a positive place for their child to be.
- Educators should encourage and support children and parents to devise a list of questions to ask school and then support in gaining the answers to these.