

Transitioning into Reception for children with SEND.

Transitions can be exciting times, but also worrying for children and families where there are additional needs. There is lots to do, but the more prepared everyone is, the easier it is.

	Family	Current Setting	Receiving School	External Professionals
Autumn Term	<ul style="list-style-type: none"> Go and visit all the schools you may choose as your preference for your child in Reception. Ask questions about how the school will help your child. Think about extras which make school successful for you and your child, like how to get to school, before or after school club, swimming, lunches. Work with the EY setting on ongoing targets for your child. Complete the online admissions form. Ask for advice or help if you need it. 	<ul style="list-style-type: none"> Prompt and support families to look at schools. Start/Maintain the individual APDR Complete/continue referrals Consider/continue the EHCNA paperwork if required Ensure staff are available to work with visiting professionals 	<ul style="list-style-type: none"> Reach out to your local nurseries to share how this year's transition has gone and to ask about 'head's up' for any children who might be transitioning next year. Review your Accessibility Plan Consider your SEND training needs in the coming year 	<ul style="list-style-type: none"> Ask where family's preference for school may be Continue to contribute to the individualised APDR Where the child may have Access needs begin the DAG paperwork
Spring term	<ul style="list-style-type: none"> Complete the online admissions form by the Jan 15th if you have not done so already. If your child has physical needs which will require 	<ul style="list-style-type: none"> Check in the first week of January that families have done their school application. 	<ul style="list-style-type: none"> Reach out to the local settings to start making links with this year's cohort. Meet and plan for any children with Access needs. Respond to EHC Draft Plans 	<ul style="list-style-type: none"> Continue to support the individualised APDR Advice and support family and setting, as requested Where Access needs complete DAG paperwork

	<p>adaptations, work with the Physio or OT and specialist teacher to look at Access needs for September.</p> <ul style="list-style-type: none"> • If your child is undergoing an Education, Health and Care Needs Assessment or has an EHCP respond to the paperwork from SENDAR. • Don't talk to you child about new school yet. Six months is more than an 8th of their life. For an adult it would be like preparing to change job five years before you move! 	<ul style="list-style-type: none"> • Where children have access needs a school visit may happen in this term • Ensure staff are available to work with visiting professionals • Where children have EHCPs and will know their school place before Easter keep it low key- it is too far away for children to get excited! • Where children have an EHCP receiving schools can be invited to IIP meetings. Discuss the transition meeting date 		
Summer Term	<ul style="list-style-type: none"> • Complete transition meetings. • Talk to your child before they go to the new school for a visit. • Support visits to the new school for your child. • Don't rush to talk about Big School The middle of April to the end of term is still a long time when you are pre-school. Everyone is excited about school places being named, but keep it low key if you can. 	<ul style="list-style-type: none"> • Gather confirmed school places as soon as possible after April 15th and share with professionals. • Invite receiving schools to the next IIP and set a transition meeting date asap. • Host the transition meeting. Ensure you have all paperwork ready to share, what works and what doesn't. Show examples of the symbols/ workstation/ Now and Next board, the child is used to. 	<ul style="list-style-type: none"> • As soon as school places confirmed liaise with current settings • Make time for transition meetings • Consider any Health and Safety issues and plan for them in the classroom, the corridors, the hall, the outside, forest school, swimming and food/ resources (e.g. allergies, dietary requirements) • Consider any sensory issues and plan for them in the classroom, the corridors, the 	<ul style="list-style-type: none"> • Confirm receiving schools asap with settings. • Continue to support the individualised APDR. • Complete all DAG paperwork for children with physical access needs. • Contribute to transition planning • Where the child will be changing staff in your team liaise with the child, family and receiving school.

	<ul style="list-style-type: none"> • Read story books about new school with your child. • As you are out and about pass the playground at playtime or lunchtime. • If an elder child is already in school when you do the school run pass the Reception classroom door and wave. • If you have a transition book leave it out and read it every so often. • Check everything your child is taking to school has their name on it clearly. 	<ul style="list-style-type: none"> • Invite the receiving school to visit. • Attend the SENDCO Surgery on transitions. • Support the child and family in transition visits as much as possible. • Share stories about going to school. • Complete the EY Transition Profile and share with school. • Pass all additional paperwork securely to the School • Celebrate the end of nursery. 	<p>hall, the outside, forest school, snack times and lunch times.</p> <ul style="list-style-type: none"> • Liaise with before/after school as required. • Review any planned school trips for next year to ensure they will be accessible. • Be flexible in transition visits. For some children for example their first visit might be best after school so they can see the empty room and feel confident before other children are in there too. • Prepare transition books • Attend the transition meetings • Prepare not only for the big transition into school but how children transition usually through the school day. What do they need to make transition work successfully? • Check staff have read the <u>Warwickshire Toileting Guidance for Schools and Early Years Settings.</u> • Where training needs to start before the end of term e.g. care competencies for 	
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September	<ul style="list-style-type: none"> • Be ready for the first day of term. • Take lots of photos! • Plan your time for induction days. • Be ready for your child to be tired, even if they have been doing full days in nursery. • Keep talking to the teacher. • Meet towards the end of the half term to review progress. • Access any support school offers, for example coffee mornings for parents of children with SEND, or any training they may offer. 	<ul style="list-style-type: none"> • Answer any ongoing questions from the receiving school. • Enjoy the photos of children on the first day in their new uniform! 	<ul style="list-style-type: none"> • By the first day of term have the classroom ready, with adaptations in place e.g. workstation, named coat peg, space for equipment, quiet space. • Check with family any updates on medical or care needs since July. • Review the transition process each day or week, liaising with family and external professionals • Review any risk assessments to ensure they are working. • Complete a transition review close to the October half term. • Make use of the IDS 0-5 On-Call service if required • Be ready to change things! 	<ul style="list-style-type: none"> • Be available for any ongoing advice.