

EYFS Transitions Guidance

Key Principles and Priorities:

- Emotional and physical health and wellbeing of children and others
- Importance of collaborative working and information sharing between settings, families and agencies to enable the best outcomes for children
- High quality inclusive provision and removal of barriers to meet the needs of children with SEN
- 'The Unique Child' is recognised and support is individualised accordingly; seeking advice where needed.

Settings 'Sending' Children (This could be for a transition at any point within the EYFS)

Ideas of best practice:	What might this look like?
<p>Sending settings understand and value the importance of working in partnership with parents/carers</p>	<ul style="list-style-type: none"> • SENCo/Key People liaise with families in order to gain an up to date picture of the child's strengths, interests and needs. • Face to face or secure video meetings may be facilitated involving EY SENCo, School SENCo and family. • Teams need to be aware of increased interest in delayed entry amongst families of children with SEND. • Families are provided with up to date information about how to access community health services.
<p>Key information is updated in partnership and shared</p>	<ul style="list-style-type: none"> • Where a Bristol SEND Support Plan is in place, EY Settings review and update in collaboration with parents/carers and receiving setting. New outcomes and provision are agreed for the receiving setting, liaising with other agencies where possible and using secure communication (appendix 1). • 'EY Transfer Pack for children who have SEND' (appendix 2) is completed in collaboration with parents/carers and receiving setting using secure communication (appendix 1). • Information is transferred in the appropriate format for children that either have an Education, Health and Care Plan or have an assessment in progress. This may vary depending on the stage of the assessment. • EY settings have awareness of any individual SEN funding that will transfer to the receiving setting/school. • Completed paperwork is shared with receiving settings using secure communication (appendix 1) • Interventions and achievements are shared with receiving settings with consent of parents/carers, either through visits or by video following secure communication. • Appropriate CPD in relevant specialist interventions is signposted to receiving settings/schools.
<p>Specific Strategies and Resources are used to Prepare Children with SEND for Transition.</p>	<ul style="list-style-type: none"> • Visual aids are used to support children attending the setting to prepare for transition. This will support independence and familiarity on transfer to a new environment and could include visual time tables; now and next boards; and photo books of specific school environments/staff. Liaison between settings will support consistency of format and style. • Differentiated opportunities are provided for children to explore and communicate their emotions around change, e.g. social stories, story books, puppets or role play. • Children are supported to develop their independence through modelling, visuals and repetition. • Practitioners support children to continue to develop their communication skills using their preferred mode e.g. PECs, Makaton, objects of reference.

<p>Equipment and Services are transferred to the receiving setting.</p> <p>Settings understand the support available and how to access it.</p>	<ul style="list-style-type: none"> • Strategies and personalised resources are provided for parents to use at home to help prepare their child for transition e.g. walking past new school/setting; looking at photos on school website of EY environment; personal social story; countdown calendar. To be provided in agreement with the sending setting (appendix 3). • EY SENCoS arrange for transfer of individual resources and communication aids to new setting. • Where appropriate, EY settings liaise with community health about transfer of support to school age services. • EY SENCoS liaise with therapists in the first instance and then Rachael Clelland for collection and delivery of any specialist equipment. • EY settings seek advice of the EY Portage and Inclusion Team if needed, using usual communication channels.
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Settings 'Receiving Children' (This could be for a transition at any point within the EYFS)

Ideas of best practice:	What might this look like?
<p>Receiving settings understand and value the importance of working in partnership with parents/carers</p> <p>Key Information is Updated in Partnership and used to inform planning</p> <p>Specific Strategies and Resources are used to Prepare for Transition of Children with SEND</p>	<ul style="list-style-type: none"> • SENCoS/Key People liaise with families in order to gain an up to date picture of the child's strengths, interests and needs. • Meetings may be facilitated involving EY SENCo, School SENCo and family, using secure video platform if needed. • Teams may need to prepare for a possible increase in interest in delayed entry. See link below. • Parents are provided with up to date information about how to access community health services. • Where a Bristol SEND Support Plan is in place, new outcomes and provision are agreed in collaboration with parents/carers and sending setting, liaising with other agencies where possible and using secure communication (appendix 1). • 'EY Transfer Action Plan' (appendix 2) is completed in collaboration with parents/carers and sending setting using secure communication (appendix 1). • Completed paperwork is received from sending settings using secure communication (appendix 1). • Information from Universal Bristol EYFS Transfer Records, Transfer Packs for Children with SEND and Bristol SEND Support plans, as well as conversations with previous settings and families, is considered when planning staffing, groupings, environments and resources. • Schools who have identified that they will have a cohort with a particularly high level of need consider requesting additional support from an Inclusion Specialist Leader of Education (SLE). They contact their Foundation Years Consultant or Lead Teacher for further information. • Receiving setting access relevant CPD to build knowledge, confidence and understanding to enable the team to better meet the needs of new children with SEND. CPD opportunities from the EY Portage and Inclusion Team are available. • Schools ensure that photos of environments and staff teams are shared on school websites to enable families and EY settings to access them and use them to support discussions with all children but particularly those with SEND. • Settings/schools make sure that their whole team know how to meet the needs of the children with SEND and their preferred mode of communication. E.g. symbols, Makaton signing, PECS • Settings/schools implement routines and key-person roles as consistently as possible in order to provide structure and security for children with SEND with a focus on building relationships. Reference should be made to a child's Individual Provision Plan where appropriate. • Visual aids are used to support children attending the setting to prepare for and

<p>Equipment is received and liaison takes place with other services</p>	<p>manage the transition. This will support independence, familiarity and a sense of belonging on transfer to a new environment. Examples include visual time tables; now and next boards; photo books of specific school environments/staff. Liaison with the sending setting will support consistency.</p> <ul style="list-style-type: none"> • Differentiated opportunities are provided for children to explore and communicate their emotions around change, e.g. social stories, story books puppets or role play. • Children are supported to develop their independence in relation to hygiene and self-care through modelling, visuals and repetition. • Practitioners support children to continue to develop their communication skills using their preferred mode e.g. PECs, Makaton, objects of reference. • Strategies and personalised resources are provided for parents to use at home to help prepare their child for transition e.g. walking past new school/setting; looking at photos on school website of EY environment; personal social story; count down calendar. To be provided in agreement with the sending setting (appendix 3). • Personalised settling in plans are agreed with the family if needed. • Settings/schools receive any additional personalised resources, communication aids or specialist equipment and ensure that provision is planned to incorporate these. • Where appropriate, settings/schools liaise with community health about transfer of support to school age services. • Settings/schools receive any delivery of any specialist equipment and arrange for appropriate storage and training in its use.
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Signposting: (Links to find out more)

Delayed and Deferred Entry:

<https://www.bristol.gov.uk/schools-learning-early-years/starting-school-later-reception-class>

Bristol Local Offer:

<https://www.bristol.gov.uk/web/bristol-local-offer/for-professionals>

Early Years Portage and Inclusion Team:

<https://www.bristolearlyyears.org.uk/inclusion/send/support-and-training-for-early-years-practitioners/>

Differentiated Early Years Outcomes:

<https://www.bristolearlyyears.org.uk/early-learning/assessment-and-transition/deyo/>

Attached Appendices:

1. Guidance for password protected paperwork
2. Early Years Transfer Pack for Children with SEND
3. Strategies to use at Home to Support Transition