

CHILDREN'S UNIQUE DEVELOPMENT NEEDS AT TRANSITION TO SCHOOL.



Transition Level of Need - potential support for specific criteria within each level of need

Planning to meet individual children's specific needs can start once the transition information has been received from the feeder settings and collated onto the transition level of need overview. This will provide an overview of each child's individual needs matched to the level of need and specific criteria.

This document provides some further guidance on suggested support for specific criteria, within each transition level of need.

Universal transition

For all levels of need and for each criteria:

- Conduct home visits and gather significant information from parents/carers (Documents 30.1-32.1)
- Conduct previous setting visits to gather any relevant information (Documents 34.1-36.1)
- Ensure the whole team are aware of any needs within the cohort and the strategies in place to support them
- Refer to the Planner to see suggested time lines (Document 1 19.1-19.2)
- Refer to the 'Ready Steady Go' guidance (Documents 40.1-44.2)

Transition Level of Need Rating	Potential Barrier to Learning	Support required to ensure a smooth transition
Intensive	I1) Child Looked After (CLA) in Progress	<p>Make contact with the professionals involved with the Family and Foster carers</p> <p>Confirm communication arrangements with birth parents / carers</p> <p>Inform Designated Lead Practitioner for CLA in school</p> <p>Collect personal education plan (PEP) from previous setting</p> <p>Liaise with the Virtual School to continue PEP for the child</p>
	I2) Child In Need (CIN) / Child Protection Plan (CPP)	<p>Ensure contact made with the professionals involved with the family, including the allocated social worker</p> <p>Arrange for handover of CP records from previous setting/s</p> <p>Review content of CP plan and identify actions for school</p> <p>Record dates of future CP plan meetings and attend</p>



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Intensive	I3) Special Educational Needs and Disability (SEND)	<p>Ensure contact made with the professionals involved with the child</p> <p>Review the EHCP or progress with completion of the EHCP</p> <p>Liaise with school SENDCO</p> <p>Review any additional funding provided to support the child and the requirements of the funding</p> <p>Consider if a risk assessment is required</p> <p>Arrange for review of environment if required</p> <p>Arrange for adaptations if required</p> <p>Provide staff with appropriate training to administer any required medication</p>
	I4) Social, emotional and mental health needs (SEMH) (No EHCP in place)	<p>Discuss with parents/carers child's specific needs; for example what can be a 'trigger' for the child</p> <p>Liaise with school SENDCO</p> <p>Establish how the child's needs were managed in the previous setting and ensure consistency of any strategies used</p> <p>Review the progress made towards putting an EHCP in place and continue to gather evidence using the assess, plan, do, review process</p> <p>Liaise with other professionals supporting the child, share information on strategies used and progress to date</p> <p>Record the targets for the child and share strategies to support their individual needs with staff team</p> <p>Liaise with the Educational Psychology team for advice Contactline 01992 588574</p>
	I5) Speech and language therapist (SALT) support (no EHCP in place)	<p>Liaise with school SENDCO</p> <p>Liaise with SALT to gather information on strategies to be used and progress to date</p> <p>Review the actions given and embed in planning new activities for the child</p> <p>Review progress through the transition period and share with SALT</p> <p>Provide staff with access to appropriate training to support child's needs for example Wellcomm, Elklan</p>



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Intensive	I6) Significant Medical Needs	<p>Health care plan in place and reviewed regularly</p> <p>Risk assessment in place and regular reviews planned</p> <p>Liaise with school SENDCO</p> <p>Ensure all staff are aware of medical needs and required treatment (including any specific individualised signs, symptoms and response)</p> <p>Provide staff with appropriate training to administer required medication</p> <p>Medication stored in an appropriate place and easily accessible to staff</p> <p>Medication administration and permission forms in place and signed by parents/carers</p> <p>Ensure sufficient paediatric first aid trained staff are available on a daily basis</p>
	I7) Sensory Need	<p>Liaise with professionals supporting the child to confirm strategies in place, actions set and progress being made</p> <p>Risk assessment in place</p> <p>Ensure all staff access appropriate CPD and training to be able to meet the needs of the child</p> <p>Liaise with school SENDCO</p> <p>Continue to gather evidence towards an EHCP if in progress using the assess, plan, do, review process</p> <p>Make required adjustments to environment, resources and routine to support child's needs</p> <p>Monitor and adapt changes on a regular basis based on the child changing needs</p> <p>Access HCC Descriptor of Needs</p> <p>Provide suitable storage for any required equipment</p>
	I8) Close Bereavement	<p>Confirm relationship of the child to the deceased family member</p> <p>Discuss with parent/carer what information the child has been given and how the child has been affected</p> <p>Provide information on available support for example contact the Educational Psychology team</p> <p>Contactline 01992 588574</p> <p>Consider providing resources to parents/carers and child e.g. story books about bereavement for children</p>



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Intensive	I9) Parental Advocacy	<p>Provide communication in a variety of methods and find the best appropriate method for the family</p> <p>Ensure engagement with any other professionals supporting the family</p> <p>Liaise with previous setting to discuss any communication strategies used with success</p> <p>Continue to communicate and monitor engagement</p>
	I10) Shared Parental Responsibility	<p>Confirm parental responsibility and any legal restrictions placed on either parents/carers access to their child (e.g. court orders)</p> <p>Confirm communication agreements between each parent/carer and if none, ensure both parents receive all school communications separately</p> <p>Liaise with other professionals involved</p> <p>Consider arrangements for parent/carer events, child settling in periods, parent/carer consultations</p> <p>NB where there is any concern over the safety of a child, follow the school safeguarding procedures and/or be guided by other professionals</p>
	I11) Transient Families	<p>Liaise with professionals supporting the family</p> <p>Confirm who has parental responsibility for the child</p> <p>Confirm status of families newly arrived to UK</p> <p>Ensure child is registered with a GP</p> <p>Confirm status of child if parents/carers are not in the UK and child is a refugee. Contact the Private Fostering team for advice.</p> <p>Make a referral to the Hertfordshire Customer Services Centre on 0300 123 4043 or via a single service request form, if the child appears to be unaccompanied by a parent/carer or close relative. (aunt, uncle or grandparent)</p>



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Intensive	I12) Attendance	<p>Liaise with previous setting regarding any strategies used and their success in maximising attendance</p> <p>Discuss and share Attendance policy with parents/carers</p> <p>Provide parents/carers with information on impact of child missing early education</p> <p>Plan to send remote home learning activities when the child does not attend</p> <p>Make contact with the parent/carers when the child is absent to ensure the child is safe and well</p> <p>Hold regular meetings with parent/carers every time the child is absent</p> <p>Closely monitor attendance and review regularly</p>
	I13) Exclusions	<p>Gather information from previous setting/s</p> <p>Identify reasons for exclusions (parent/carers or child excluded)</p> <p>What is the level exclusion, is this a fixed term exclusion or permanent exclusion</p> <p>Has the child been on a reduced time table and what were the reasons</p> <p>Confirm strategies and plans in place</p>
	I14) Child has been cared for at home /out of county	<p>Review the guidance 'Completing the transition level of need tool for children who have been cared for at home' (Ready Schools) to support the gathering of information from the parents/carers and complete the transition level of need tool</p>
Personalised	P1) Previously Looked After Child (PLA)	<p>Confirm with adoptive parents/carers any significant information about the child</p> <p>Confirm with parents/carers the level of information the child is aware of regarding the adoption</p> <p>Inform Designated Lead Practitioner for CLA in school</p> <p>Liaise with the Virtual School for any further support</p>



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Personalised	P2) Special Guardianship Order (SGO)	<p>Confirm details of parents/carers and care arrangements (e.g. court orders)</p> <p>Contact details of birth parents / carers and confirm access to child/ren; communication of child/ren's progress at school (e.g. parents are not permitted, through the court order, to collect the child from school)</p> <p>Inform Designated Lead Practitioner for CLA in school</p> <p>Liaise with the Virtual School for any further support</p>
	P3) Targeted Interventions in place	<p>Liaise with previous setting and gain a copy of the assessment plan and actions (FFA)</p> <p>Inform school Designated Safeguarding Lead</p> <p>Contact the Lead Professional and share information on the actions for the child /family</p> <p>Attend the next Team Around the Family meeting (TAF) and confirm actions for the school</p> <p>Meet with parents/carers and review progress with the plan</p>
	P4) Emerging SEND	<p>Liaise with other professionals supporting the child</p> <p>Share information with school SENDCO</p> <p>Continue to gather evidence towards an EHCP to support where an application has been made</p> <p>Support any funding application, confirm requirements of the application and gather supporting evidence</p> <p>Share intervention plans with the staff team and ensure consistent delivery of agreed strategies</p> <p>Review the level of emerging SEND regularly to monitor impact of any intervention, take further action if the progress is unexpectedly declining</p> <p>For advice contact the SEND SAS advice line 01442 453920</p>



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Personalised	P5) Social, emotional and mental health needs (SEMH)	<p>Discuss with parents/carers child's specific needs; for example what can be a 'trigger' for the child</p> <p>Liaise with school SENDCO</p> <p>Establish how the child's needs were managed in the previous setting and ensure consistency of any strategies used</p> <p>Review the progress made towards putting an EHCP in place and continue to gather evidence using the assess, plan, do, review process</p> <p>Liaise with other professionals supporting the child, share information on strategies used and progress to date</p> <p>Record the targets for the child and share strategies to support their individual needs with staff team</p> <p>Liaise with the Educational Psychology team for advice Contactline 01992 588574</p>
	P6) Sensory Need	<p>Liaise with professionals supporting the child to confirm strategies in place, actions set and progress being made</p> <p>Risk assessment in place</p> <p>Liaise with school SENDCO</p> <p>Make required adjustments to environment, resources and routine to support child's needs</p> <p>Ensure all staff are aware of the use of any adaptive equipment and are provided with appropriate training</p> <p>Monitor and adapt changes on a regular basis based on the child changing needs</p> <p>Access HCC Descriptor of Needs</p> <p>Provide suitable storage for any required equipment</p>



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Personalised	P7) Speech and Language Therapist (SALT) Support	<p>Liaise with school SENDCO</p> <p>Liaise with SALT to gather information on strategies to be used and progress</p> <p>Review the actions given and embed in planning of activities for the child</p> <p>Continue to gather evidence to support application for SALT support if not yet confirmed 01992 823193 for Speech and Language Therapy advice line</p> <p>Provide staff with access to appropriate training to support child's needs for example Wellcomm, Elklan</p> <p>Put in place practical resources to support children's language for example visual time table</p>
	P8) Medical needs	<p>Health care plan in place and reviewed regularly</p> <p>Risk assessment in place and regular reviews planned</p> <p>Liaise with school SENDCO</p> <p>Ensure all staff are aware of medical needs and required treatment (including any specific individualised signs, symptoms and response)</p> <p>Provide staff with appropriate training to administer required medication</p> <p>Medication stored in an appropriate place and easily accessible to staff</p> <p>Medication administration and permission forms in place and signed by parents/carers</p> <p>Ensure sufficient paediatric first aid trained staff are available on a daily basis</p>
	P9) Sensory and/or physical development	<p>Liaise with parents/carers to confirm child's specific needs</p> <p>Liaise with school SENDCO</p> <p>Liaise with previous setting to share strategies used to support child</p> <p>Liaise with professionals involved with supporting the child</p> <p>Share all plans with the staff team</p> <p>Review requirement for adaptations to the environment, routine or resources</p> <p>Review requirement for a risk assessment</p>



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Personalised	P10) Bereavement	<p>Confirm relationship of the child to the deceased family member</p> <p>Discuss with parent/carer what information the child has been given and how this has affected the child</p> <p>Provide information on available support, for example Grief Encounter</p> <p>Provide parents/carers with suggested support for the child, e.g. story books about bereavement</p>
	P11) Parental Vulnerability	<p>Discuss with parents/carers their specific needs – provide a range of options</p> <p>Agree the best way to communicate with parents/carers</p> <p>Liaise with professionals supporting the parent/carers needs</p> <p>Record details of absent parents/ separated parents and how to contact</p>
	P12) Shared Parental Responsibility	<p>Confirm parental responsibility and any legal restrictions placed on either parents access to their child (e.g. court orders)</p> <p>Confirm communication between each parent/carer and if none, ensure both parents/carers receive all school communications separately</p> <p>Liaise with other professionals involved</p> <p>Consider arrangements for parent/carer events, child settling in periods, parent/carer consultations</p>
	P13) Transient Families	<p>Confirm status of families newly arrived to UK</p> <p>Ensure child is registered with a GP</p> <p>Signpost to appropriate support dependent on need, for example Family Centre</p> <p>Liaise with professionals supporting the family</p> <p>Confirm who has parental responsibility for the child</p> <p>Confirm communication for parent/carers who are working away from home</p> <p>Review resources within the setting to provide positive images of the child</p>



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Personalised	P14) More than one change in home circumstances or unavoidable daily challenges	<p>Build a relationship with families and begin to develop an understanding of the family dynamics that may affect the child</p> <p>Review the changes in the child's life and consider the impact that this event/challenge has had on the child, either positive or negative</p> <p>Provide resources to support discussions with children, for example books on moving house, having a new baby brother / sister having a sibling with complex needs</p> <p>Check parental responsibilities for families who have recently split up and arrangements for school communications</p> <p>Confirm arrangements for collection of the child/ routine eg parent to collect on specific days</p>
	P15) English as an Additional Language (EAL) – No English spoken within the family	<p>Confirm language family speak and read</p> <p>Liaise with previous setting to share successful strategies used</p> <p>Arrange for interpreter support for home visit/ registration visit, or another family member, or a member of school staff who can translate</p> <p>Consider use of translator apps (with caution) to support communication</p> <p>Use photos, signs and symbols to support text in written communication</p> <p>Review the 'Ready Steady Go' guidance for supporting children with English as an additional language (Ready Schools section)</p>
	P16) Delayed Entry	<p>Review the information shared by the previous setting</p> <p>Confirm the reason for the delayed entry</p> <p>Plan interventions as required to meet any gaps in learning and development</p> <p>Provide parents/carers and child with home learning activities</p>



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Personalised	P17) Attendance	<p>Liaise with previous setting regarding any strategies used and their success in maximising attendance</p> <p>Discuss and share attendance policy with parents/carers</p> <p>Provide parents/carers with information on impact of child missing early education</p> <p>Plan to send remote home learning activities when the child does not attend</p> <p>Process in place to contact and speak to parent/carer every time the child is absent to ensure child is safe</p> <p>Closely monitor attendance and review regularly</p>
Targeted	T1) Social emotional and mental health needs (SEMH)	<p>Discuss with parents/carers child's specific needs; what has been working well previously</p> <p>Offer additional 'settling in' sessions</p> <p>Liaise with previous setting to gather information on how the child's needs were managed in the setting and what level of support is required now</p> <p>Share strategies to support the child with staff team</p> <p>Review the 'Ready Steady Go' guidance for supporting children's personal, social and emotional development needs (Ready Schools section)</p>
	T2) Speech and Language Therapist (SALT) Support	<p>Continue to gather evidence to support application for SALT assessment</p> <p>Liaise with school SENCO 01992 823193 for Speech and Language Therapy advice line</p> <p>Liaise with previous setting to gather information on how the child's needs were being supported and to ensure consistency in delivery of interventions</p> <p>Use the ICAN/Talking Point progress checker to assess the progress of the child's communication development.</p> <p>Share planned interventions with staff team</p> <p>Provide staff with access to appropriate training to support child's needs for example Wellcomm, Elklan</p> <p>Put in place practical resources to support children's language for example visual support for example visual time table</p> <p>Review the 'Ready Steady Go' guidance for supporting children with communication and language development needs (Ready Schools section)</p>



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Targeted	T3) Sensory need	<p>Liaise with health professionals supporting the child to confirm specific support required to meet child's needs</p> <p>Risk assessment in place</p> <p>Liaise with school SENDCO</p> <p>Make required adjustments to environment, resources and routine to support child's needs</p> <p>Ensure all staff are aware of the use of any adaptive equipment and are provided with appropriate training</p> <p>Provide suitable storage for any required equipment</p> <p>Access HCC Descriptor of Needs</p>
	T4) Minor medical needs	<p>Discuss with the parents/carers any specific requirements of the child's medical need</p> <p>Carry out a risk assessment, if required (e.g. for a child with a fractured limb)</p> <p>Confirm any support required (e.g. physio)</p> <p>Consider practical solutions to support child's needs, for example location of the child in the classroom, need to access toilet frequently. Health care plan in place and reviewed regularly</p> <p>Medication stored in an appropriate place and easily accessible to staff</p> <p>Medication administration and permission forms in place and signed by parents/carers</p> <p>Ensure sufficient paediatric first aid trained staff are available on a daily basis</p>
	T5) Sensory and/or physical development	<p>Liaise with parents/carers to confirm child's specific needs and what has been successful previously and what is the child's level of need now</p> <p>Liaise with school SENDCO</p> <p>Liaise with previous setting to share strategies used successfully to support child and what level of support is required now</p> <p>Plan in place to meet child's needs and share with staff team</p> <p>Review requirement for adaptations to the environment, routine or resources</p> <p>Review requirement for a risk assessment</p>



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Targeted	T6) Parental engagement	<p>Provide a range of options for the school to communicate with the parents/carers</p> <p>Agree the best way to communicate with parents/carers</p> <p>Record details of absent parents/ separated parents and how to contact</p> <p>Record details of parents/carers who are not collecting their child from school each day and agree the best way to communicate any daily messages</p> <p>Confirm those children who are using out of school provision /childminder and ensure the staff team are aware</p>
	T7) Shared parental responsibility	<p>Confirm parental responsibility and any legal restrictions placed on either parents access to their child (e.g. court orders)</p> <p>Confirm communication between each parent and ensure both parents receive all school communications</p> <p>Confirm arrangements for parent/carer events, child settling in periods, parent/carer consultations</p>
	T8) A change in home circumstance	<p>Discuss with parents/carers and provide support to meet child's individual needs</p> <p>If appropriate, celebrate this with the child family (for example move to a new house)</p> <p>Provide resources to support discussions with children, for example books on moving house, having a new baby</p> <p>Check parental responsibilities for families who have recently split up and arrangements for school communications</p> <p>Confirm arrangements for collection of the child/ routine e.g. parent to collect on specific day</p>
Targeted	T9) English as an Additional Language (EAL)	<p>Confirm language family speak and read</p> <p>Provide some resources/books in the child's home language</p> <p>Review the 'Ready Steady Go' guidance for supporting children with English as an additional language (Ready Schools section)</p>



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	T10) Deferred entry	<p>Review the information shared by the previous setting</p> <p>Confirm the reason for the deferred entry and confirm date child will start school</p> <p>Plan interventions as required to meet any gaps in learning and development</p> <p>Provide parents/carers and child with home learning activities</p>
	T11) Early Years Pupil Premium (EYPP)	<p>Discuss with parents/carers the EYPP funding and agree appropriate use of the funding to support the child's needs</p> <p>Liaise with previous setting to review success of previous interventions</p> <p>School have a plan in place to use funding to support child's wellbeing and development</p>
	T12) Funded 2 year old	<p>Liaise with previous setting/s and confirm child's specific needs to help support settling in</p> <p>Discuss with parents/carers any specific needs of the child to help through transition and settling in</p> <p>Consider tracking progress on these individual children</p>
	T13) Child born prematurely (born at 36 weeks or before)	<p>Discuss with parents/carers any specific needs of the child to help through transition and settling in</p> <p>Liaise with previous setting/s and confirm child's specific needs to help support settling in</p>



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Targeted	T14) Attendance	<p>Liaise with previous setting regarding any strategies used and their success in maximising attendance</p> <p>Discuss and share Attendance policy with parents/carers</p> <p>Provide parents/carers with information on impact of child missing early education</p> <p>Plan to send remote home learning activities when the child does not attend</p> <p>Process in place to contact and speak to parent/carer every time the child is absent to ensure child is safe</p> <p>Closely monitor attendance and review regularly</p>
	T15) Out of County	<p>Review the guidance 'Completing the transition level of need tool for children who have accessed early years provision' (Ready Schools) to support the gathering of information from the parents/carers and complete the transition level of need tool</p>
Universal	Child does not meet any of the listed criteria	Best practice transition procedures