

# TRANSITION LEVEL OF NEED CRITERIA.



The criteria referenced below are to be used to support the completion of the Transition Level of Need tool which should be completed by pre-schools, day nurseries, childminders, nursery schools and nursery classes, to support children's transition to school (Nursery or Reception class).

Each criterion is weighted against the significance of the impact that the potential barrier may have on entry to school. Children will be categorised into one of the four levels of need – intensive, personalised, targeted or universal. This will indicate the level of support that a child may require to enable a smooth transition.

Children may have potential barriers to learning in various level of need which may escalate the level of support required on entry to nursery or reception.

See the table below for the breakdown of points and combined scores:

Level of Need	Points per criterion	Combined score
<b>Intensive</b>	12	12+ points
<b>Personalised</b>	4	4-11 points
<b>Targeted</b>	1	1-3 points
<b>Universal</b>	0	0 points

The criteria highlights holistic needs of the child and the information recorded will be known to the setting/school. There will be no need to gather additional information as most will be stored on school records or will be from practitioner knowledge.

Whatever the children score in the Transition Level of Need rating, discussion with parents/carers must take place to ensure that the child receives the correct level of transition support.

<b>Intensive need</b>	High level of intensive tailored support will be required, which include additional meetings with a range of professionals, environmental alterations or specialist resources/training
<b>Personalised need</b>	Adaptations to provision to meet personalised needs will be required, which may include additional meetings, environmental alterations or specialist resources/training
<b>Targeted need</b>	Provision will need to be adapted, to take into account personal circumstances that may hinder settling
<b>Universal need</b>	Best practice transition procedures



Transition Level of Need Rating	Potential Barrier to Learning	Description of need	Examples of need
<b>Intensive 12 points</b>	I1) Child Looked After (CLA) in Progress	Child who is currently being looked after in foster care or is in the process of being adopted	The child is in foster care, for more than one day
			The child is currently in the process of being adopted
	I2) Child In Need (CIN) / Child Protection Plan (CPP)	Active child in need / child protection case	The child is part of a CIN plan
			There is a CPP in place for the child
	I3) Special Educational Needs and Disability (SEND)	Education health care plan (EHCP) is in place or will be by the time the child starts school	An EHCP has been agreed and is in place for the child
			Child was previously in receipt of inclusion funding
	I4) Social, emotional and mental health needs (SEMH) (No EHCP in place)	Child has been identified as needing support with SEMH by displaying extremes of behaviour and is going through the process of gaining an EHCP	Child isolated/withdrawn from peers and adults
			Child displaying consistent aggressive and/or violent behaviour
			Professional agencies are aware or working with the child (e.g. CAHMS)
			Strategies are in place and the school are working with parents/carers to provide appropriate support
	I5) Speech and language therapist (SALT) support (no EHCP in place)	Child has received or is receiving a specialist level of SALT support	Child has significant speech, language and communication development needs including possibly being pre-verbal
			The child has SALT targets set by external professionals
			The setting and SALT team are working with the child and their family



Transition Level of Need Rating	Potential Barrier to Learning	Description of need	Examples of need
<b>Intensive 12 points</b>	I6) Significant Medical Needs	Child has a specific medical need or disability that requires a high level of risk assessment with an individual care plan in place and relevant staff training will be required	Diabetes Epilepsy Cancer Use of feeding tube Use of breathing apparatus
			Child requires physical support to navigate the environment
			Medical need of similar significant level
	I7) Sensory Need	Child has a sensory and/or physical impairment that requires a level of support, environment adaptations and relevant staff training and works with professional agencies	Child is receiving support from external professionals e.g. therapists
			Child uses specialist equipment to access daily life safely
			The child's needs require intensive support and thorough risk assessments and comprehensive care plans
	I8) Close Bereavement	Child has experienced the death, or will do in the near future, of a parent/carer, sibling or a person that is/was caring for them	The child has had a parent/carer or sibling die
			The child has a parent/carer who is terminally ill
			The child has a sibling who is terminally ill
	I9) Parental Advocacy	Parents/carers are unwilling to communicate the needs for their child or themselves in any way	Parents/carers do not accept offers of support from setting or other professionals
			Parents/carers do not engage with the setting to support their child e.g. do not attend consultations
			Parents/carers fail to adapt to their child's changing needs



Transition Level of Need Rating	Potential Barrier to Learning	Description of need	Examples of need
<b>Intensive 12 points</b>	I10) Shared Parental Responsibility	Split custody arrangements not fully secure and no contact between parents/ carers	Family separation with potential safeguarding concerns or requiring consideration involved with communication
	I11) Transient Families	Child who has no permanent residence has moved frequently	The child has recently moved without family to the UK and is a refugee
The child is homeless / in temporary accommodation			
The family are highly mobile and have been identified as having possible safeguarding concerns			
	I12) Attendance	Attendance is less than 50% of their scheduled time in the setting	
	I13) Exclusions	Child has been excluded from current or previous setting	Child has had a fixed term exclusion
			Child has had a permanent exclusion
			Children who have been on a reduced timetable instructed by the setting/ school
	I14) Child has been cared for at home	Child has not attended any form of early years provision	To be completed between new provision and parent/ carer
<b>Personalised 4 points</b>	P1) Previously Looked After Child (PLA)	Child may have been in care previously but adoption has been completed	The child has previously been in care
			The child has been successfully adopted
	P2) Special Guardianship Order (SGO)	SGO is in place	Child is living with family/ carers other than parents
			Court orders are in place regarding the care of the child



Transition Level of Need Rating	Potential Barrier to Learning	Description of need	Examples of need
<b>Personalised 4 points</b>	P3) Targeted Interventions in place	Child has been on a CIN in the past six months and has now stepped down to Family First Assessment (FFA); or child on FFA; with regular Team Around the Family (TAF) meetings	The child and their family are part of a FFA
			The child and their family are part of regular TAF meetings
	P4) Emerging special educational needs and disability (SEND)	The child has been identified as having additional needs and is being supported at setting level	An application has been made or evidence is being collected towards an EHCP for the child
			Application for local high needs funding (LHNF) has been requested
			The setting is working with parents/carers and external professionals to provide appropriate support
	P5) Social, emotional and mental health needs (SEMH)	Child has specific self-regulation needs that require strategies to be put in place or demonstrates anxiety through behaviour	The child has strategies in place to support self-regulation
			The child has support from outside agencies/therapists
			Working with parents/carers to maintain support
	P6) Sensory Need	Child has a sensory and/or physical impairment that requires a level of support, environment adaptations and relevant staff training and works with professional agencies	Hearing impairment – e.g. wears auditory implants and/or uses signing
			Vision impairment – e.g. uses magnification/audio/tactile resources
			Physical and/or neurological impairment e.g. specialist equipment and/medication



Transition Level of Need Rating	Potential Barrier to Learning	Description of need	Examples of need
<b>Personalised 4 points</b>	P7) Speech and Language Therapist (SALT) Support	Child is receiving support or is on a waiting list for support from SALT	Child has speech, language and communication development needs
			The SALT team are working with the child and their family
			The child has SALT targets appropriate to their speaking and language development
	P8) Medical needs	Child has medical needs that require regular medication and will need a risk assessment e.g. asthma, allergies or physical developmental needs	The child has an Epi-pen for a severe nut allergy
			The child needs an inhaler daily
			The child was born without a limb, and uses a prosthetic limb
			Medical need of similar high level
	P9) Sensory and/or physical development	Child has been identified as requiring support to process sensory information through touch, taste, smell, auditory, visual, vestibular and proprioception development strategies	Child is receiving support within the setting
			Working with parents/ carers establish effective strategies/support
			Working with external agencies to support the needs of the child
	P10) Bereavement	Child has experienced the death, or will do in the near future, of a relative or friend	The child has had a member of their extended family die or is terminally ill
			The child has had a family friend die or is terminally ill



Transition Level of Need Rating	Potential Barrier to Learning	Description of need	Examples of need
<b>Personalised 4 points</b>	P11) Parental Vulnerability	Parents/carers have disclosed, or it has been recognised by setting/professionals, that they require support to engage fully in their child's learning and development	Parent/carer has mental or physical health needs
			Parent/carer has a disability
			Parent/carer is new to English
			Parent/carer is in prison
	P12) Shared Parental Responsibility	Split custody arrangements in place but potential conflict between parents/carers	Recent family separation where custody agreements are not yet finalised
	P13) Transient Families	Child who is in temporary residence or may need to move at short notice	The child has recently moved with their family to the UK and is a refugee
			The child identifies as coming from a traveller background
			The child has a parent/carer in the armed forces
	P14) More than one change in home circumstances or unavoidable daily challenges	Child has experienced more than one recent change or event at home or faces unavoidable daily challenges	The child has moved to a new house in the last six months
			The child has gained a new sibling in the last six months
			The child has a new parent or has experienced family separation in the last six months
			The child has a sibling with complex SEND, SEMH or medical needs
	P15) English as an Additional Language (EAL) – No English spoken within the family	Child is new to English	The child and their family do not speak English
			The child cannot express themselves in English



Transition Level of Need Rating	Potential Barrier to Learning	Description of need	Examples of need
<b>Personalised 4 points</b>	P16) Delayed Entry	Parents/carers have opted to delay their child's start date into reception	Summer born children (i.e. those born between April and August, inclusive), to delay their moving into the Reception Year for a full 12 months (spaces allowing)
	P17) Attendance	Attendance is below 75% of their scheduled time in the setting	
<b>Targeted 1 point</b>	T1) Social emotional and mental health needs (SEMH)	Child has previously required support with developing self-regulation or social and emotional needs	Child has received previous input of successful strategies/support
			Working with parents/carers to maintain strategies/support
			Previous outside agency involvement e.g. therapist
	T2) Speech and Language Therapist (SALT) Support	Child has been identified as requiring support from SALT but is not yet receiving it	Child is currently being assessed for SALT
			Child has been referred for SALT assessment
			Parents/carers are aware of the support being put in place by the setting e.g. Elklan or Wellcomm
	T3) Sensory need	Child requires additional support to fully access the environment due to a sensory impairment	Physical and/or neurological impairment e.g. use of orthotics
			Hearing impairment e.g. use of hearing aids
			Vision impairment e.g. use of glasses/modified materials
	T4) Minor medical needs	Child has experienced minor medical issues in the last six months	The child has had a hospital stay in the last six months
			The child has had a broken limb in the last six months
			Ongoing medical issue e.g. toileting needs



Transition Level of Need Rating	Potential Barrier to Learning	Description of need	Examples of need
<b>Targeted 1 point</b>	T5) Sensory and/or physical development	Child has previously required support to process sensory information through touch, taste, smell, auditory, visual, vestibular and proprioception development strategies	Child has received previous input of successful strategies/support
			Working with parents/carers to maintain strategies/support
	T6) Parental engagement	Parents/carers that contribute to their child's education but communication is sporadic	Parents/carers require encouragement to contribute to their child's education
			Parents/carers occasionally engage with the setting/school
			Parents/carers occasionally communicate with the school
	T7) Shared parental responsibility	Split custody arrangement in place and working well	Family separation with agreements in place and amicable parents/carers
	T8) A change in home circumstance	Child has experienced a recent change or event at home	The child has moved to a new house in the last six months
			The child has gained a new sibling in the last six months
			The child has a new parent or has experienced family separation in the last six months
	T9) English as an Additional Language (EAL)	Child is at the early stage acquisition of English	English is not the child's home language
			The child speaks more than one language
	T10) Deferred entry	Parents/carers have opted to defer their child's start date into reception	The child's entry into the Reception Year Group is deferred for one or two terms



Transition Level of Need Rating	Potential Barrier to Learning	Description of need	Examples of need
<b>Targeted 1 point</b>	T11) Early Years Pupil Premium (EYPP)	Child is receiving EYPP/G funding	The child is eligible for EYPP/G
			The setting are in receipt of EYPP/G funding for the child
	T12) Funded 2 year old	Child is in receipt or has received funding to attend a pre-school setting	The child is in receipt of funding to attend a pre-school
			The child received funding to attend a pre-school
	T13) Child born prematurely	Child was born at 36 weeks or earlier	
	T14) Attendance	Attendance is between 85%-75% of their scheduled time in the setting	
	T15) Out of County	Children attend EYFS provision outside of Hertfordshire	
<b>Universal 0 points</b>	Child does not meet any of the listed criteria		