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 (Document1 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	Make contact with the professionals involved with the Family and Foster carers Confirm communication arrangements with birth parents / carers Inform Designated Lead Practitioner for CLA in school Collect personal education plan (PEP) from previous setting Liaise with the **Virtual School** to continue PEP for the child
	I2) Child In Need (CIN) / Child Protection Plan (CPP)	Ensure contact made with the professionals involved with the family, including the allocated social worker Arrange for handover of CP records from previous setting/s Review content of CP plan and identify actions for school Record dates of future CP plan meetings and attend

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

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

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

Transition Level of Need Rating	Potential Barrier to Learning	Support required to ensure a smooth transition
Intensive	I12) Attendance	Liaise with previous setting regarding any strategies used and their success in maximising attendance
		Discuss and share Attendance policy with parents/carers
		Provide parents/carers with information on impact of child missing early education
		Make contact with the parent/carer when the child is absent to ensure the child is safe and well
		Hold regular meetings with parent/carer every time the child is absent
		Closely monitor attendance and review regularly
	I13) Exclusions	Gather information from previous setting/s
		Identify reasons for exclusions (parent/carer or child excluded)
		What is the level exclusion, is this a fixed term exclusion or permanent exclusion?
		Has the child been on a reduced timetable and what were the reasons?
		Confirm strategies and plans in place
	I14) Child has been cared for at home /out of county	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
Personalised	P1) Previously Looked After Child (PLA)	Confirm with adoptive parents/carers any significant information about the child
		Confirm with parents/carers the level of information the child is aware of regarding the adoption
		Inform Designated Lead Practitioner for CLA in school
		Liaise with the **Virtual School** for any further support

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Personalised	P2) Special Guardianship Order (SGO)	Confirm details of parents/carers and care arrangements (e.g. court orders) 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) Inform Designated Lead Practitioner for CLA in school Liaise with the **Virtual School** for any further support
	P3) Targeted Interventions in place	Liaise with previous setting and gain a copy of the assessment plan and actions (FFA) Inform school Designated Safeguarding Lead Contact the Lead Professional and share information on the actions for the child /family Attend the next Team Around the Family meeting (TAF) and confirm actions for the school Meet with parents/carers and review progress with the plan
	P4) Emerging SEND	Liaise with other professionals supporting the child Share information with school SENDCO Continue to gather evidence towards an EHCP to support where an application has been made Support any funding application, confirm requirements of the application and gather supporting evidence Share intervention plans with the staff team and ensure consistent delivery of agreed strategies Review the level of emerging SEND regularly to monitor impact of any intervention, take further action if the progress is unexpectedly declining For advice contact the SEND SAS **advice line 01442 453920**

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

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

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

Transition Level of Need Rating	Potential Barrier to Learning	Support required to ensure a smooth transition
Personalised	P14) More than one change in home circumstances or unavoidable daily challenges	Build a relationship with families and begin to develop an understanding of the family dynamics that may affect the child 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 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 Check parental responsibilities for families who have recently split up and arrangements for school communications Confirm arrangements for collection of the child/ routine eg parent to collect on specific days
	P15) English as an Additional Language (EAL) – No English spoken within the family	Confirm language family speak and read Liaise with previous setting to share successful strategies used Arrange for interpreter support for home visit/ registration visit, or another family member, or a member of school staff who can translate Consider use of translator apps (with caution) to support communication Use photos, signs and symbols to support text in written communication Review the '**Ready Steady Go**' guidance for supporting children with English as an additional language (Ready Schools section)
	P16) Delayed Entry	Review the information shared by the previous setting Confirm the reason for the delayed entry Plan interventions as required to meet any gaps in learning and development Ensure parents/carers are aware of admission process as the child moves to new schools **Hertfordshire Admissions**

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Transition Level of Need Rating	Potential Barrier to Learning	Support required to ensure a smooth transition
Personalised	P17) Attendance	Liaise with previous setting regarding any strategies used and their success in maximising attendance Discuss and share attendance policy with parents/carers Provide parents/carers with information on impact of child missing early education Process in place to contact and speak to parent/carer every time the child is absent to ensure child is safe Closely monitor attendance and review regularly
Targeted	T1) Social emotional and mental health needs (SEMH)	Discuss with parents/carers child's specific needs; what has been working well previously Offer additional 'settling in' sessions 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 Share strategies to support the child with staff team Review the '**Ready Steady Go**' guidance for supporting children's personal, social and emotional development needs (Ready Schools section)
	T2) Speech and Language Therapist (SALT) Support	Continue to gather evidence to support application for SALT assessment Liaise with school SENCDO **01992 823193** for **Speech and Language Therapy** advice line Liaise with previous setting to gather information on how the child's needs were being supported and to ensure consistency in delivery of interventions Use the **ICAN/Talking Point** progress checker to assess the progress of the child's communication development. Share planned interventions with staff team Provide staff with access to appropriate training to support child's needs for example Wellcomm, Elklan Put in place practical resources to support children's language for example visual support for example visual time table Review the '**Ready Steady Go**' guidance for supporting children with communication and language development needs (Ready Schools section)

Transition Level of Need Rating	Potential Barrier to Learning	Support required to ensure a smooth transition
Targeted	T3) Sensory need	Liaise with health professionals supporting the child to confirm specific support required to meet child's needs
		Risk assessment in place
		Liaise with school SENDCO
		Make required adjustments to environment, resources and routine to support child's needs
		Ensure all staff are aware of the use of any adaptive equipment and are provided with appropriate training
		Provide suitable storage for any required equipment
		Access **HCC Descriptor of Needs**
	T4) Minor medical needs	Discuss with the parents/carers any specific requirements of the child's medical need
		Carry out a risk assessment, if required (e.g. for a child with a fractured limb)
		Confirm any support required (e.g. physio)
		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
		Medication stored in an appropriate place and easily accessible to staff
		Medication administration and permission forms in place and signed by parents/carers
		Ensure sufficient paediatric first aid trained staff are available on a daily basis
	T5) Sensory and/or physical development	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
		Liaise with school SENDCO
		Liaise with previous setting to share strategies used successfully to support child and what level of support is required now
		Plan in place to meet child's needs and share with staff team
		Review requirement for adaptations to the environment, routine or resources
		Review requirement for a risk assessment

Transition Level of Need Rating	Potential Barrier to Learning	Support required to ensure a smooth transition
Targeted	T6) Parental engagement	Provide a range of options for the school to communicate with the parents/carers
		Agree the best way to communicate with parents/carers
		Record details of absent parents/ separated parents and how to contact
		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
		Confirm those children who are using out of school provision /childminder and ensure the staff team are aware
	T7) Shared parental responsibility	Confirm parental responsibility and any legal restrictions placed on either parents access to their child (e.g. court orders)
		Confirm communication between each parent and ensure both parents receive all school communications
		Confirm arrangements for parent/carer events, child settling in periods, parent/carer consultations
	T8) A change in home circumstance	Discuss with parents/carers and provide support to meet child's individual needs
		If appropriate, celebrate this with the child family (for example move to a new house)
		Provide resources to support discussions with children, for example books on moving house, having a new baby
		Check parental responsibilities for families who have recently split up and arrangements for school communications
		Confirm arrangements for collection of the child/ routine e.g. parent to collect on specific day
Targeted	T9) English as an Additional Language (EAL)	Confirm language family speak and read
		Provide some resources/books in the child's home language
		Review the '**Ready Steady Go**' guidance for supporting children with English as an additional language (Ready Schools section)

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Transition Level of Need Rating	Potential Barrier to Learning	Support required to ensure a smooth transition
	T10) Deferred entry	Review the information shared by the previous setting
		Confirm the reason for the deferred entry and confirm date child will start school
		Plan interventions as required to meet any gaps in learning and development
	T11) Early Years Pupil Premium (EYPP)	Discuss with parents/carers the EYPP funding and agree appropriate use of the funding to support the child's needs
		Liaise with previous setting to review success of previous interventions
		School have a plan in place to use funding to support child's wellbeing and development
		For children starting reception, encourage all parents/carers to complete relevant paperwork to identify whether they are eligible for Free School Meals (FSM) or Pupil Premium Grant (PPG) funding
	T12) Funded 2 year old	Liaise with previous setting/s and confirm child's specific needs to help support settling in
		Discuss with parents/carers any specific needs of the child to help through transition and settling in
		Consider tracking progress on these individual children
		For children starting reception, encourage all parents/carers to complete relevant paperwork to identify whether they are eligible for Free School Meals (FSM) or Pupil Premium Grant (PPG) funding
	T13) Child born prematurely (born at 36 weeks or before)	Discuss with parents/carers any specific needs of the child to help through transition and settling in
		Liaise with previous setting/s and confirm child's specific needs to help support settling in

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