



SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND) THROUGH THEIR TRANSITION TO STARTING SCHOOL

Did you know?

- Having high aspirations and expectations for children with SEND includes enabling them to be ready to make the transition into the next stage of their education
- SEN support should include advanced planning and early preparation for transition, before a child moves into another setting or school. This can include a review of the SEN support being provided or the Education, Health and Care plan (EHCP)

READY

- gather information to plan to meet the needs of the individual child

Universal Transition

- Conduct home visits and gather significant information. (Documents 30.1-33.2).
- Conduct previous setting visits to gather any relevant information (Documents 34.1-35.1).
- Use the transition level of need tool to identify level of support required. (Documents 5.1-5.9, 5a & 5b).
- Ensure the whole team are aware of any needs within the cohort and the strategies are in place to support them.

Enhanced Transition

- Work closely with the child and their family to ensure that any information to be shared and support to be put in place is agreed together.
- Have the 'assess, plan, do, review' cycle in mind and try to cover as much of the assess and plan stages so you can do and review when the child starts.
- Share the right information at the right time by:
 - making sure staff in the receiving school or setting understand the child's needs and have plenty of time to plan how they will meet those needs
 - identifying the child's strengths and interests and sharing what strategies are already working well
 - using person-centred tools such as pupil passports or one-page profiles.
- Involve the SENCO, key adult and, for some children with SEND, other professionals when putting the plan together.
- Arrange training for staff in the use of particular systems of communication or particular procedures for supporting a child's health needs.



STEADY

- use the information to plan ahead and offer guidance for parents/carers on how to support their child to be ready for school. Suggest home learning activities prior to starting school

- Ensure the child has time to prepare for the changes through a range of practical strategies and additional visits to sample various sessions (Documents 51.1, 55.1-55.2 & 56.1-56.12).
- Think about resources that may be needed and books that can be sent home (Documents 49.1-51.2).
- Provide the family with some personalised activities for the school holidays to help the child become familiar with school for example photographs of new people and places, social stories and transition booklets containing their own name and photograph, copy of a book(s) that will be read in class, rhymes/songs to share (Documents 58.1-60.1).

GO

- Have in place activities and resources to support the child through their first days at school

- Promoting continuity between home and school and good communication will be vital to making adjustments in the first few days.
- Communication may need to be more frequent and more detailed for children with SEND. A child's key person may need additional time to provide daily feedback to parents and listen to their views.
- Keep changes to the daily routine/songs you sing minimal so that children can gain confidence and learn routines and key vocabulary.
- Make the learning environment more inclusive and help children with SEND feel more confident by using visual cues and prompt cards to support communication. For example use a time line and refer to it as part of your daily routine 'now it is snack time, and then it is time to go outside'. Look at [Widgit](#) symbols.
- Create the feeling of continuity between home and school by having familiar books, pictures, comforters or other objects available.
- Make sure any required physical changes to the room layout or location of particular activities are in place to make the environment accessible.
- Ensure that books and resources reflect the diversity in your cohort.
- Consider what the role play area is for. For example, children play with what they know so consider keeping the role play area as a home corner for the first half term at least and ensure that the diversity in your cohort is reflected here.
- Ensure that adults are providing high quality models of spoken English language.
- Consider pre-teaching. For example, send a story book home the week before so that children can learn some key vocabulary before you cover it with the whole class.
- Consider the effective use of additional funding and other resources in order to support the child and their family.



Remember:

- The transition between phases of education is a particularly high risk point for children with SEND.
- Successful transition for children with SEND has its foundation in good practice for all children though it will require additional planning to ensure that it is smooth and successful.