

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.

Where children have been identified to have potential barriers to transition through a variety of level of need criteria, the level of support required will be escalated.

Example

Child A - four or more targeted needs identified (**Personalised** level of need)

Child B - three or more personalised needs identified (**Intensive** level of need)

Child C - five targeted needs and two personalised needs identified (**Intensive** level of need).

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

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

The criteria highlights holistic needs of the child and the information recorded will be known to the setting/school. Practitioner knowledge will inform the selection of criteria.

Discussions with parents/carers around the type of support their child will require to ensure a smooth transition should be facilitated.

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



Transition Level of Need Rating	Potential Barrier to Learning	Description of need	Examples of need
Intensive 12 points	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 the care of the local authority, for more than 24 hours
			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 Section 17 of the Children Act 1989
			There is a CPP in place for the child Section 47 of the Children Act 1989
	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 EYs SENIF Targeted Level Funding or DSPL Focused Intervention Funding (previously know as LHNF)
	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 finds it difficult to remain regulated within the setting environment for consistent periods of time and/or displays behaviours that challenge
			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
			Child is accessing support from the EY Emotional Wellbeing and Behaviours specialists (EWBS)



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	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 non-talking
			The child has SALT targets set by external professionals
			The setting and SALT team are working with the child and their family
Intensive 12 points	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 experienced a parent/carer or sibling dying
			The child has a parent/carer who is terminally ill
			The child has a sibling who is terminally ill



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	I9) Parental Advocacy	Parents/carers may currently be finding it difficult to share information about their child's needs or their own	Parents/carers are developing confidence in sharing information about their child or their own needs; the setting continues to promote open, supportive communication
			There are ongoing opportunities for parents/carers to work in partnership with the setting and participate in supporting their child's learning, such as attending consultations – although not always taken up
			Parents/carers are developing their understanding of their child's changing needs
Intensive 12 points	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	



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	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
Personalised 4 points	P1) Previously Looked After Child (PLA)	Child may have been in care previously but adoption has been completed	The child has previously been in the care of the local authority
			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
Personalised 4 points	P3) Targeted Interventions in place and was previously known to the social care service	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
			There are safeguarding concerns for the child and/ or family
			The child and their family have previously been supported by social care
			The child and their family are part of regular TAF meetings



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P4) Emerging special educational needs and disability (SEND)		The child has been identified as having additional needs and is being supported at setting level	Assess, plan, do, review cycles are in place
			Adaptations above ordinarily available provision (OAP) are required to support the child
			The child is going through a diagnosis process for development concerns that are being explored
			Application SENIF Inclusion or Targeted Level funding/Focused Intervention Funding has been requested
			Child is known to the EWBS
			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



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Personalised 4 points	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 experienced a member of their extended family dying or being terminally ill
			The child has experienced a family friend dying or being terminally ill



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Personalised 4 points	P11) Parental Vulnerability	Parents/carers have shared, or it has been observed by the setting/professionals, that they may benefit from additional support to engage fully in their child's learning and development	Parent/carer has disclosed or been identified with 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/or 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



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	P15) Multilingual or use English as an additional language (EAL) - Family new to learning/ speaking English	The family and/or child are new to speaking English	The whole family has been identified to be in the early stages of English acquisition
			The family are new to living in England
Personalised 4 points	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	
	P18) Child is vulnerable to underachievement in the prime areas of development	Child is not currently working at the expected level in all of the prime areas of development <ul style="list-style-type: none"> • Communication and language • Personal, social and emotional development • Physical development 	Assessment indicates that the child is vulnerable to underachievement in the prime areas of development
			Strategies and interventions are in place to support the child to make progress in the prime areas of development
Targeted 1 point	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. EWBS



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	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 and has required environment adaptations
			Ongoing medical issue e.g. toileting needs
Targeted 1 point	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



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	T6) Parental engagement	Parents/carers are engaged in their child's education, though there are times when communication is less consistent	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/setting
	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) Multilingual or use English as an additional language (EAL)	The child hears or speaks languages other than English	Parents/carers speak languages other than English
			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
Targeted 1 point	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



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	T12) Free education and childcare for 2-year-olds	Child is or has been in receipt of funding to access 15 hours of EYFS provision	The family was eligible for extra support by meeting the criteria for free education outline by the DfE
			The child was eligible due to being in care
	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) Child is vulnerable to underachievement in the specific areas of development	Child is not currently working at the expected level in all of the specific areas of development <ul style="list-style-type: none"> • Literacy • Mathematics • Understanding the world • Expressive art and design 	Assessment indicates that the child is vulnerable to underachievement in the specific areas of development
			Strategies and interventions are in place to support the child to make progress in the specific areas of development
	T16) 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
	Out of County	Children attend EYFS provision outside of Hertfordshire	
	30-hours of EYFS provision	Child has or is accessing 30-hours of EYFS provision	Family meets the criteria of working families and has a code
			Child is accessing 30-hours of provision that is split between providers
Universal 0 points	Child does not meet any of the listed criteria		