

WHAT IS A TRANSITION LEVEL OF NEED PLAN?



The level of need will be identified by the Early years setting, using the Transition Level of Need tool. This will be shared with the school the child is moving to. The child could be moving to either a Nursery class or a Reception class.

A transition level of need plan includes all of the professionals currently working with, or who could support, the child and the family at the point of transition into school. This should be tailored to meet the each child individual level of need.

Where there are several professionals working with the family, and it would be in the child's best interest to support their needs as they move to school, a transition level of need meeting is recommended to support the transition process. This meeting will look different for individual children, as they will require varying levels of support.

Example of effective transition procedures:

Universal level of support (all children):

- home visit or opportunity to meet families on a one-to-one basis
- visits to previous settings and/or communication with previous practitioners, in line with information-sharing processes
- induction and transition sessions
- provision organised, to reflect interests
- provided with resources to support transition

Targeted level of support (some children):

- a phone call arranged between parent/carer and practitioner to discuss individual needs
- additional opportunities to experience the school environment

Personalised level of support (some children):

- one to one meeting with parent/carer in school (class teacher and inclusion lead/ SENCo)
- additional transition sessions scheduled
- support for parents/carers throughout the holidays

Intensive level of support (some children):

- meeting with all of the professionals involved or who will be supporting the family once the child starts school (including practitioner from previous setting), at appropriate setting
- additional home visit
- review meeting once the child has started



Any meeting planned to support a child identified with a personalised or intensive level of need, should be as small as practically possible, so that the child and family do not feel overwhelmed. Check with the family for any barriers to communication and accessibility issues, and address ahead of the meeting. If all professionals cannot attend the meeting, consider the use of video calling platforms, to enable their contribution.

- Ensure that the needs of the child and parents/carers through this move to school are recognised.
- Ensure that all professionals supporting the child and family are aware of the transition processes and key dates, and support the child and family to engage in the school transition activities.

At the transition level of need meeting, you should:

- Share information about the child relating to the transition level of need criteria.
- Enable parent/carer to share any worries/concerns regarding their child starting school.
- Develop an individualised transition plan, to meet the child/family needs.
- Confirm any key dates from all professionals involving the family/child, to ensure coordination and no clashes.

One meeting should be sufficient to share information with all professionals involved with the child/family; each service will then continue with their own specific support package.

The school will take the lead on ensuring the intensive/personalised transition plan is in place for the child, and that it is reviewed regularly, to ensure the child and family are making positive progress towards a smooth transition for the child.