

PLANNER TO SUPPORT TRANSITION LEVEL OF NEED.



Use this planner to support transition for every child. Start with the universal support procedures, which all children should access, and then use the information from the TLoNt to identify the type of support individuals require.

	April	May	June	July	August	September
Universal support Required for every child	Receive the allocations Send out induction information to families Signpost families to events being run during school holidays	Book pre-school visits for all children Signpost families to events being run during half-term Review the Transition Level of Need tool information received from feeder settings	Visit all children in their previous setting Parent/carer induction meeting Provide children with resources to support transition Inform HFL of numbers of children requiring intensive, personalised and/or targeted support	Visit all children in their previous setting Induction session(s) for all children Home visits for all children completed (dependent on individual school) Signpost families to events being run during the holidays (e.g. library reading challenge)	Make contact with family prior to school start date via email/post Send letters to children via post	Organise provision for settling in new starters Home visits for all children completed (dependent on individual school)
Targeted support Universal support + targeted support required	Identify families/children requiring targeted support	Make contact with parents/carers, to discuss transition plans Contact other professionals supporting family/child, to share information on family/child needs Arrange meeting with families where children have not attended any previous provider	Visit previous setting of children identified with targeted needs Plan additional induction visits (if required) Provide bespoke resources to support transition	Home visits completed for children identified with targeted needs Induction session planned to meet family/child's needs	Make contact with family prior to school start date via email/post	Additional meetings completed after first week (if required)



	April	May	June	July	August	September
Personalised support Universal support + personalised support required	Identify families/children requiring personalised support	Make contact with parents/carers, to discuss transition plans Arrange 'transition team around the family' meeting with family, child and professionals involved with family to create a transition plan	Visit previous settings of children identified with personalised needs Arrange meetings with relevant agencies/professionals (e.g. SENCo/SALT) Plan additional induction visits for children with personalised needs Provide bespoke resources to support transition	Home visits completed for children identified with personalised needs Induction session planned to meet family/child's needs Additional visits timetabled for children with personalised needs (at least two extra one hour visits to get to know the environment and staff (possibly with key person from feeder setting))	Make contact with family prior to school start date (phone)	Additional home visits completed (if required) Additional meetings completed after first week (October – Arrange meeting with family, child and professionals involved with family, to review transition and identify any further support if required)
Intensive support Universal support + intensive support required	Identify families/children requiring intensive support	Prioritise transition for children identified with intensive needs Make contact with parents/carers, to discuss transition plans Arrange 'transition team around the family' meeting with family, child and professionals involved with family	Visit previous settings of children identified with intensive needs; meet setting SENCo Arrange meetings with relevant agencies/professionals involved with the family (e.g. SENCo/SALT) Plan weekly induction visit timetable for children with intensive needs Review care plan with parents (if required) Provide bespoke resources to support transition	Induction session planned to meet family/child's needs Weekly induction visit timetable for children with intensive needs (One hour visits to get to know the environment and staff (possibly with key person from feeder setting))	Home visits completed for children identified with intensive needs Provide a contact for parents/carers to access during the school holidays	Additional home visits completed as required Review care plan with parents (if required) (October – Arrange meeting with family, child and professionals involved with family, to review transition and identify any further support required)