**The Early Years Team**

**Transition of setting in the early years checklist**

Many children find transition to a new setting difficult in the early years, children have often not had many experiences of change so not yet developed the coping strategies to manage this. Children with SEND often find this more difficult and so need extra support.

To ensure a smooth transition into a new nursery /reception class there are some key principles for a good transition.

Our first principle is that the parents and the child’s views need to be listened to this should be the starting point of any quality transition process. We recommend you meet with parents and discuss what their concerns are and what they would like from the process.

The second key principle is the sharing of all information with the new setting. This is often not as easy as it first appears. Parental consent needs to be obtained for sharing of information, next you need to ensure the information you are sharing gets to the correct person in the new setting. We often hear from the receiving setting that they haven’t received some documents when they have been sent. This can be because they have been sent so a generic email address, so it is important to ask the new setting where to send any information and to do a follow up call to check they have been received.

The third principle is that of extra visits for the child and the family. Many children will need a visit to the setting when it is empty or with a very low number of children present. They will need time to familiarise themselves with the new environment and meet with new adults in a stress-free way. The extra visits need to be planned to be something the child enjoys. Transition visits are often for a story time and many children with SEND will find this language-based activity difficult to access and the need to sit still difficult. Try to choose times and activities based around the child’s needs and interests.

We have produced a checklist of what we would expect to be in place for a good quality transition please use this to ensure you have done all you can to make the child’s move as successful as possible.

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| **Process in place** | **Tick** |
| 1. Meet with parents to get their views about what the child might find difficult and what has helped in the past. Where possible, also get the child views. |  |
| 1. Write a pupil profile about the child to share with the new setting including their likes and interests, as well as strategies and approaches that support the child. |  |
| 1. Update the child’s My Support Plan and any other documents, ensuring it shows all you do to support the child. |  |
| 1. Hold a transition review meeting with parents and relevant staff from new setting present. (Invite Area SENCo or EYP from EY Team if relevant) During this meeting write a transition plan. |  |
| 1. Make/ask for, a photograph book about the new setting showing what will change and if any the things that will stay the same. |  |
| 1. Ask staff from the new setting to visit the child in your setting. |  |
| 1. Arrange extra visits for the child to the new setting. |  |
| 1. Ensure all the paperwork is handed to the SEND staff at the new setting in plenty of time. |  |

*A good transition improves a child’s chances of success in their new setting and their long-term outcomes for that child, if you need any advice and support with this process don’t forget to contact your Area SENCo.*