

Transition in the Early Years

Case study

Smith's Wood Primary Academy school in the North of Solihull

The school catchment area is in red for all the factors that indicate poorer outcomes for children. The school is two form entry with a Nursery in a separate building on the school site. The nursery has 36 places while the reception classes take 60 children. There are a number of local nurseries (PVI settings) that feed into the school reception as well as some children who have been at home until they start reception.

The school has a well-established process for transition into school for both reception and nursery children which includes

- *Transition book (photos of new class and teachers) for each child*
- *Introduction letter from new teacher*
- *Visits weekly from the beginning of the Nursery year (Sept) into the school to use the PE hall and library*
- *Visits from the Reception teachers into nursery in the last 3 weeks of summer term to read a story*
- *Transition morning where nursery children come to main school to meet their new teacher and classroom*
- *Stay and play sessions (nursery and reception)*
- *Parent transition evenings for Nursery and Reception where they get to look around the classrooms and speak to the teachers, SENCo and senior staff*
- *Transition/welcome pack for each family including photos, SEN leaflet etc.*
- *Individual phone calls with parents of any children coming to Reception who are not in our own nursery*
- *Phone calls with all feeder nurseries*

Transition for SEND pupils.

Smith's Wood Primary Academy have a higher level of SEND pupils than the national average. They have a good reputation in the local area for their support of pupils with SEND with a well-established and experienced SENCo and SEND support staff. This year they have had 3 children in the nursery year with identified SEND and 11 in the reception class.

The children with SEND receive all the transition support that is available to children without SEND but also the school provides additional support which includes

Description of what you do extra for SEND pupils for transition.

- *Visits to their current setting*
- *Discussions with SENCos in current settings*
- *Liaison with Early Years Team.*
- *Additional visits to school*
- *After school meet the teacher on an individual basis*
- *Meeting with parents and SENCo before child starts*
- *Discussion with SENCo and new class teacher about needs and support for SEN children*
- *Parental information booklet about SEN at our school and our processes (parent friendly version of our policy)*

Example of an early year's transition for child with SEND that has been successful.

Child A lived near to Smith's Wood Primary Academy. When he was 2 years old the Health visitor visited the family to complete the 2 year old check. This showed there were concerns about his development. He was in the grey or black for some areas on the ASQs. At this point parents did not share the health visitor's concerns but did agree to a TAC referral.

which asked for speech and language therapy and for EYP support from the Early years team. Child A then had an EYP visit the home to support parents to develop approaches and strategies to help child A's development. Some of this process was supporting the family to understand typical child development so to be able to slowly recognise where their child needed additional support. During this period of home support, the EYP was able to complete an assessment of the child's needs, lease with Speech and language therapy about support and targets and write accurate records of the interventions they received. This paperwork provided the evidence needed to make a referral to SAS for an assessment for Autism.

The Parents were very anxious about leaving their child with others because of the level of behaviour they would exhibit they felt no setting would allow their child to attend however the family were supported to recognise that attending a local nursery would support their child's development and support better behaviour. As at this point, he was still too young to attend Smith's Wood nursery the EYP supported him to attend a local pre-school and supported the parents to apply for a place at the nursery at Smith's Wood Primary Academy for the following September.

During the summer term the EYP contacted the school SENCo to inform her that child A would be joining them in September and to inform them of the child's SEND needs. With parental permission the paperwork for this child was sent to the school SENCo including copies of referrals already made

The school SENCo contacted the preschool and arranged to visit him there she observed him in the room and spoke to his key worker.

Next the school SENCo arranged for a transition meeting which included the parents, the SENCo from his preschool, the EYP, the Area SENCo and herself. During that meeting a plan was made for what support Child A would need to be able to access the school nursery. Parents were reassured that the setting was able to meet their child needs and were given all the information they needed about what the support would look like.

The nursery staff visited Child A in his present setting to get to know him.

A transition book was made that was personalised to his needs, to show him what his new nursery would be like and explain his new routines which parents shared with him over the summer.

Child A did a visit to the new nursey supported by parents.

A risk assessment was written to support the nursery to manage his behaviour in setting.

Smith's Wood nursey looked at staffing in the nursery ensuring a higher staffing ratio in advance of his arrival.

It was arranged that the EYP who knew child A well would be at the setting on his first day to offer additional support to setting staff and child A to make sure there was a familiar face and had prior knowledge of possible issues or triggers.

EYP support continues weekly for half a term until Child A was settled and the staff in nursery were comfortable using all the agreed approaches.

The Area SENCo worked with the school SENCo to apply for an EHCP for child A they were able to do this in the first term because they already had the evidence in place from the home support and the time in the preschool. The referrals to different services had already been made and Smith's Wood Primary Academy could demonstrate a high level of support was in place from the first day he started.