

STARTING SCHOOL

Transition into School

for children with SEND

**Policy and Practical Guidance to Promote Inclusion and
to Support Transition into First School Placement**

**For Early Years Settings, Nursery, Infant and Primary
Schools in Derby City**

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1/ Introduction

Starting school has always been an important and significant moment in the life of a child and also for their family. Successful transition is central to a child's early development and emotional wellbeing. All children are entitled to a well-planned successful transition, from pre-school into first school placement and all children should have equality of opportunity regardless of any additional needs.

Schools should have a transition policy outlining arrangements for all children starting school in early years for the first time. This guidance is focussed on children with special educational needs and is intended to highlight additional areas that may require support and attention to ensure a smooth transition for them.

The school must publish a SEND Information Report, update it annually and publish it on the school's website. This report must describe the arrangements in place for supporting children in moving between phases of education.

Support for children with special educational needs should be bespoke and personalised to meet their specific needs; this may result in schools needing to make reasonable adjustments. This could include organising additional meetings, attending review meetings, seeking advice from external professionals and the development of resources such as visual prompts. Transition is a process, not an event. Smooth transitions for children with SEND depend on a commitment from all professionals involved.

This guidance will help ensure schools and early years settings overcome any barriers and obstacles to inclusion and can be confident they are meeting the requirements of the Early Years Foundation Stage Statutory Framework (31 March 2014), Special Educational Needs Code of Practice Statutory Guidance (11 June 2014), [The Public Sector Equality Duty](#) (20 June 2022), [The Equality Act 2010](#) (1 October 2010) and [The School Admissions Code 2021](#) (September 2021).

Keys to Success

- Be fully aware of the legislative framework.
- Recognise that for most children, there will be challenges for you during the first few weeks/ days
- Work in partnership with parents and carers prior to and after admissions into the school.
- Have a meeting and agree a written plan
- View SEND as positive

2/ The Equality Act 2010

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled pupils. The Equality Act also provides rights for pupils not to be directly discriminated against.

Any admissions practice that directly or indirectly discriminates against a child because of their special educational need or disability is unlawful under the Equality Act. All such issues have to be dealt with on an individual basis, and schools are expected to make reasonable adjustments.

- *The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability (SEND CoP, pg 26, 1.28)*
- There is significant overlap between children and young people with SEN and those with disabilities and many such children and young people are covered by both SEN and equality legislation.

The duty to make reasonable adjustments requires schools to take what are referred to in the Act as 'reasonable steps' to make adjustments.

It is not possible to for a school to justify a failure to make a reasonable adjustment; the question is only whether or not the adjustment is reasonable.

If having considered the issue there are genuinely no steps that it would be reasonable for a school to take to make its education, benefits, facilities or services more accessible, the school is unlikely to be in breach of the law if it makes no changes. Where a school or LA decides there are no reasonable steps that it can take, it is important that it sets out its reasons for this decision so that if it is challenged by the child's parents, it can explain to them and, if necessary, a tribunal why it has acted in the way that it has.

[Reasonable Adjustments for Disabled Pupils, Guidance for Schools in England](#)

3/ The SEND Code of Practice

The fundamental principle underpinning the law is that where a parent of a child with SEN, wants a place in a mainstream setting it must never be denied it on the basis that mainstream is unsuitable, or that their needs or disabilities are too great or complex. Inclusive education is one of the principles stated to underpin the SEN and Disability Code of Practice.

The SEND CoP says (paragraph 1.27)

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. *Admissions authorities:*

- ***must*** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- ***must not*** refuse to admit a child on the grounds that they -have SEND- but do not have an EHC plan

- *must not refuse to admit a child on the grounds that they do not have an EHC plan*

This is taken from the IPSEA website page [The right to a mainstream education](#) IPSEA are a leading charity in the field of SEND law in England and provide free and independent legal advice and support to families.

Where a child or young person has SEN but does not have an EHC plan they must be educated in a mainstream setting except in specific circumstances (SEND CoP, pg 25, 1.27). These specific circumstances are: when a child has significant needs and the LA has already identified a special school place for the child (by agreement with professionals, parents and the special school head teacher), when a child is in hospital or if the child has a place in a special school academy that admits children without an EHCP (SEND CoP, pg 26, 1.29).

4/ Admitting children with SEND

Children must start full-time education once they reach compulsory school age. This is on 31 December, 31 March or 31 August following their fifth birthday – whichever comes first. If the child’s birthday is on one of these dates then they reach compulsory school age on that date.

However, admission authorities *must* provide for the admission of *all* children in the September following their fourth birthday. Children are entitled to a full-time place in the September following their fourth birthday. In order to access this entitlement to a full-time place parents must [apply to the admissions authority](#) (Derby City Council).

Before a child starts school all 3 and 4 year olds are entitled to 15 hours childcare for 38 weeks of the year and eligible working parents are entitled to 30 hours and the government is [expanding childcare support](#) for eligible working families from 1 April 2024.

Schools cannot legally refuse to admit a child with SEND if they are offered a place through admissions during the main round or during the year of entry. Derby city local area agreement dictates all children must start at the beginning of the academic year or 12 school days from the date the offer was received (for in-year admissions).

There is anecdotal evidence that some schools, whilst not overtly refusing to admit a child, will subtly dissuade parents or discourage them from starting school.

Examples of phrases schools have used which dissuade parents and have acted as a deterrent include:

- ‘Unfortunately we don’t have enough teaching assistants and so we wouldn’t be able to keep your child safe’
- ‘We would be unable to offer support on a day-to-day basis without the funding that an official report may provide’

- 'I would advise you that without a formal EHCP he would not receive this support'
- 'We can't have your child because of their needs'
- 'It wouldn't be the best thing for your child to come here'

Examples of phrases early years settings use that dissuade parents from applying for a school place:

- 'They aren't ready to start school'
- 'They won't cope'

Parents of children with SEND are [primed for hurt](#) and these words and phrases can be subtly off-putting. Families lose confidence in the school's ability to meet their child's needs and go on to request a place in another mainstream school or an Education Health and Care Needs Assessment.

The following scenarios are very likely to be a direct contravention of the Disability Equality Duty, the Equality Act and the School Admissions Code:

- Overtly refusing to admit a child
- Subtly refusing to admit a child – not agreeing a start date
- Delaying a child's start (see below for more details)
- Taking little or no action to address any potential barriers to a child starting school
- A part-time start to school (see below for more details)

5/ School readiness

The Department for Education has defined readiness for year 1 through the Good Level of Development measure. Children achieved a good level of development at the end of the Early Years Foundation Stage if they reach at least the expected level in the early learning goals in the prime areas of learning (communication and language, physical development and personal, social and emotional development) and the early learning goals in the specific areas of literacy and mathematics.

Following consultation, Derby City local area definition of school readiness is as follows:

School readiness develops when parents and professionals provide a broad range of challenging opportunities and support each child's achievements within warm responsive relationships. Children become ready for school and lifelong learning when they are happy, independent and actively engaged, motivated and resilient in their learning.

School readiness is three dimensional and encompasses: children's readiness for school, schools readiness for children, and families and communities readiness for school.

Children's development as learners is supported effectively when families and professionals share high aspirations and work together to meet their needs. The

aim in Derby, is that effective home and setting learning environments, good and outstanding teaching, high take up of the free entitlement, high quality multi-agency working, strong partnership working through family hubs and early identification and coordinated interventions for the most vulnerable children and families lead to every child's entitlement to be school ready.

Not being 'ready' for school is not a reason to not admit a child. Rather than asking 'is the child ready for school?', we should ask instead 'is the school ready for the arrival of all the children in the next cohort?'

Ready schools help create continuity and maintain learning expectations for children when they transfer from a pre-school setting into school. The greater the gap between the early education system and the primary school system the greater the challenge for the child.

Families prepare children for school right from birth but in the few weeks and months prior to starting school parents can support transition by:

- Meeting with school staff to share any concerns, anxieties and things that have gone well
- Using countdowns, calendars, passports to support in the run-up to starting school
- Familiarising the child with the new uniform, school bag etc.
- Practising the journey to school
- Establishing links with a contact person at school
- Visiting the school with the child
- Attending relevant transition meetings and supporting the child to develop relationships with key members of staff
- Sharing key information (including relevant reports and information) about their child
- Establishing a 'school day' routine where possible – a good sleep routine / bed-time routine for example –
- Working with pre-school setting and the new school around transition

For more support and information for parents about transition into school see their Activity Guides - <https://www.derby.gov.uk/community-and-living/family-hub-childcare/family-hub/>

Some parents might find the Family Hubs training and information audio podcasts helpful.

[Ready for School Podcast 1 - Introduction](#)

[Ready for School Podcast 2 - Emotions](#)

[Ready for School Podcast 3 - Self-Care](#)

[Ready for School Podcast 4 - Mealtimes](#)

[Ready for School Podcast 5 - Top tips](#)

6/ Inclusive education

The UK government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream schools (SEND CoP, pg 25, 1.26)

There are many good examples of schools and pre-school settings working hard to meet the needs of an increasingly complex and diverse set of learners and settings doing all they can to support the child and the family to move on to school.

The foundation of an inclusive school is that all pupils of different abilities, and children with disabilities are welcome to attend and that staff are able to make adaptations in the classroom to ensure that they can access learning. This applies to children with SEND, yet to start school. Inclusive schools welcome all children and families and seek to address concerns and barriers to their attendance.

The vast majority of primary phase schools prioritise children who live within their catchment area. Children in the catchment area of your school who have SEND should be afforded the same priority admission as their non-SEND peers. If there are more children with SEND in your catchment area than 10 years ago your support and provision will be different. Some mainstream schools have made significant changes to their provision to ensure that they can meet the needs of all children in their catchment. These are inclusive schools.

7/ Scenario 1 - Starting on a reduced timetable (compared to their peers)

In the current school attendance guidance the DfE state that in very exceptional circumstances there may be a need for a temporary part-time timetable to meet a child's individual needs.

These exceptional circumstances are given as: health/ medical reasons, significant social emotional and mental health needs or agreed at annual review for a child with an EHCP,

Derby City LA has developed a protocol for schools when part-time education is being considered. The part-time timetable protocol and a risk assessment has been sent out to schools and will soon be available on the [schools information portal](#).

If during a transition meeting *all* parties agree that a part-time timetable is in the child's best interests the school should follow the council's protocol, carry out a risk assessment (to include family circumstances) and have signed consent

from the parents/ carers. If by agreement, a child is collected early from school most days, this is also considered a part-time timetable.

For children in care the virtual head teacher must be consulted and agree to the arrangements. For a child with an EHCP the SEND Officer must be consulted and agree to the arrangements.

Children on child protection plans and those identified under Child in Need are very vulnerable and may be placed at greater risk if placed on a part-time timetable. A part-time timetable for these children should only be implemented in the most exceptional circumstances when all other interventions have been tried. In these cases, the child's social worker or lead professional must be consulted and their agreement secured.

Parents who speak English as an additional language may require an interpreter or additional support to ensure informed consent and to understand their part in the supervision arrangements of the child.

General Principles (contained in Derby City Council Part-Time Timetable Protocol):

- Any proposal to use a part-time timetable must be discussed with the parent/carer before the arrangements start
- The LAs Education Welfare Service must be consulted and invited to attend the meeting to discuss
- A parent/carer must be informed of the schools intent to consider a part-time timetable prior to attending a meeting to discuss it and must consent (and not be coerced) into a part-time timetable
- The part-time timetable should be for a limited period. The suggested maximum length of a part-time timetable is a half-term
- Any part-time timetable must be reviewed every 2 weeks and parental preference should be discussed
- A school has explored all other options for providing support to enable a pupil to attend on a full-time basis including consideration through the Team Around the Child/ Early Help process. See section 2 and reference to 'reasonable steps'

A risk assessment must be carried out prior to implementation which must address:

- An assessment of the safety and wellbeing of the child
- Where the child will be at each part of every school day and by whom they will be supervised when not in school
- Any child in need/ child protection concerns

The school must:

- Gradually increase attendance during the period agreed. This should not exceed 6 weeks.
- Start with a minimum of 2 hours at a time per day (10 hours a week)

- Increase weekly so that by the start of week 7 the child is in school full time
- Encourage parents to take up the minimum-offer
- Work with parents to identify the best times for the child and take into consideration practical challenges for the parent for example, if they are taking other children to school or travel on public transport and any reasonable adjustments
- Review the plan together with the parents every 2 weeks
- Not reduce the child's hours

In this situation the child must still be placed on the school roll for safeguarding and to be accounted for in their numbers on roll. When the child is absent the school must use the appropriate mark. This should be an X for children below statutory school age or a C/ I if it's a medical reason.

You may be required to provide evidence the protocol has been followed – so ensure all records are kept. See section 2 final paragraph referring to 'reasonable steps'.

8/ Scenario 2 - Delaying school start by a few weeks

Very occasionally in exceptional circumstances there are health and safety reasons why a child cannot start on the same date as their peers (even on a part-time timetable). For example, a child has arrived in Derby unexpectedly and they have complex health or physical needs, staff have not been able to access essential training before the child is due to start school e.g. gastrostomy, tracheostomy, oxygen, epilepsy or the child requires specialist equipment that is not yet available and there are no safe work-arounds.

In these situations the child might not be offered any hours at all until staff have been identified, training has taken place or the equipment has been provided.

This should be discussed with the child's parents as soon as this is known and everything possible should be done to act quickly to put provision in place.

In this situation the child must still be placed on the school roll for safeguarding and to be accounted for in their numbers on roll. When the child is absent the school must use the appropriate mark. This should be an X for children below statutory school age or a C/ I if it's a medical reason.

It is very unlikely the pre-school setting will be able to offer to 'keep' the child until they can start school. The pre-school setting will likely have an admission policy in place that reflects this and they will have allocated places to new starters. Schools should be aware of this, so that they don't give out misinformation to parents.

For children in care the virtual head teacher must be consulted and agree to the arrangements. For a child with an EHCP the SEND Officer must be consulted and agree to the arrangements.

Children on child protection plans and those identified under Child in Need are very vulnerable and may be placed at greater risk if their school start date is delayed. A delayed start should only be implemented in the most exceptional circumstances when all other interventions have been tried. In these cases, the child's social worker or lead professional must be consulted and their agreement secured.

General Principles

- Any proposal to delay the child's school start date must be discussed with the parent/carer at the earliest opportunity
- The LAs Education Welfare Service must be consulted
- A parent/carer must be informed of the schools intent to delay their start date prior to attending a meeting to discuss it
- The child must still be placed on the roll of the school.
- The delay should be as short as possible and no longer than a half-term
- A school has explored all other options for providing support to enable a pupil to start school on the same date as their peers
- Appropriate involved professionals have been consulted
- The delay is not due to a lack of action by the school where information was shared on time by parents and involved professionals but insufficient action was taken

A risk assessment must be carried out prior to implementation which must address:

- An assessment of the safety and wellbeing of the child
- Where the child will be at each part of every school day and by whom they will be supervised when not in school.
- Any child in need/ child protection concerns
- Review the 6 week plan together with parents

You may be required to provide evidence this guidance has been followed – so ensure all records are kept. See section 2 and reference to 'reasonable steps'.

9/ Scenario 3 - Keeping a child back a year or deferring their place for a term or more

Admissions must be contacted if parents are considering this option. If parents delay their school place by a full year they will lose the place and they will have to make an in-year application.

Admissions contact phone number is 01332 642727 or email admissions@derby.gov.uk

Parents need to be made aware of the number of hours their child will be entitled to if they stay in nursery for longer. If the child has been receiving 30 hours of childcare under the governments childcare scheme and keep their codes valid (they have a valid 30 hour code) they will likely be able to continue to receive 30 hours. If they do not have a valid 30 hour code they will only be

able to access the 15 hour childcare offer. By not starting school the parent may have a compromised offer of only 15 hours when they could be accessing 30 hours in an Early Years Foundation Stage 2 class.

Sometimes parents will ask the child's pre-school setting if their child can stay in the pre-school setting for longer whilst they '*wait for an EHCP*' or the parent might say they don't feel their child is '*ready for school*'.

Similarly we know some pre-school settings, schools or other professionals suggest a child stays in nursery for longer whilst they '*wait for the EHCP*' or because they are '*not ready for school*'.

If anyone suggests the child might be best staying in nursery / pre-school (i.e. not starting school along with their peers) they should be aware of the following key points:

- Children must start full-time education once they reach compulsory school age
- There is no guarantee a child will a) get an EHCP or that b) they get a plan in time to start school in the month parents want or at the point the child reaches compulsory school age or c) that a specific school will be named in the plan when it is finalised
- Nursery schools have a notional SEND budget per pupil of £200-£300 per year. Infant and primary schools have a notional SEND budget per pupil of £6000 per year.
- Some pre-school settings have admissions policies that clearly state they will not 'keep' a child in their setting beyond the September they are due to start school even if the child is summer-born and has SEND.
- It is unhelpful and confusing for parents if a school recommends a child stays in their pre-school setting without checking with the pre-school setting first that it's even possible.
- If a child is kept down a whole year and the child's parents move schools during the primary phase, the receiving school is not at liberty to honour the deferral and may not agree to place out of cohort.
- When the child leaves primary for secondary school, the preferred school may not accept the deferral and may not agree to place out of cohort.
- The child may not be able to participate in extra curricular activities due to being too young/ old.
- The research suggests that children who start a year late tend to show the same difficulties that they had in the first place, and those who have been held back a year often feel anxious about their status with peers. They tend to see it as a negative and confusing experience.
- The differences in curriculum delivery between foundation stage 1 (nursery/ pre-school) and foundation stage 2 (reception), in terms of the structure of the day and the types of activities on offer are similar particularly during the first term.

The Education Endowment Foundation have a useful summary of the evidence around 'repeating a year' – much of which is relevant to this situation - [Repeating a year | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

If the child's parents are considering deferring their child's start date and keeping them in nursery a meeting should be arranged to discuss it. The meeting must include the child's parents, the pre-school setting, the head teacher (or delegated person with responsibility), the school SENCO and any involved professionals.

The pre-school setting should make clear in their policies and procedures if a child's placement is automatically terminated at the end of the summer term and if there is a process for requesting an extension.

Guiding principles

- Advice should be sought from the admissions team regarding current year and future school admissions (also see section below 'Summer born children').
- The child's best interests both in the short term and the longer term
- The views and perspective of everyone are equally valid but parent's wishes are most important.
- The decision should not be made due to difficulties in making appropriately differentiated provision/ resourcing in the class to which the child should normally transfer.
- All possible ways of accommodating the child should be explored. Schools may be required to identify barriers to the child starting school and what has been done to address those barriers.
- Schools should be careful not to make or imply promises about future provision at another school or from the Local Authority e.g. the child will get an EHCP and the child will get a place in another school
- A planned and enhanced transition into school to start September is usually in the child's best interests

You may be required to provide evidence this guidance has been followed – so ensure all records are kept. See section 2 and reference to 'reasonable steps'.

10/ Summer born children

There are disproportionately more summer-born children identified with SEN compared to autumn and spring born children. Recent research suggests that teachers' expectations may not allow fully for age variation within the school year and they may have a tendency to compare the behaviour of the youngest children with the oldest children.

Research has shown that

- The youngest children perform significantly worse in national achievement tests than the oldest children and this difference remains significant at age 16 when they are making choices about whether to stay on beyond compulsory schooling and affects higher education participation.

- August-born pupils are more than twice as likely to be in the lowest in-class group as September-borns. Children born in September are more than twice as likely to be in the highest stream as those born in August.
- A recent study from Taiwan found that August-born children (up to adolescence) were almost twice as likely to have ADHD as those born in the previous September.

Government advice regarding children who are born from 1 April to 31 August – known as summer born children can be found here:

<https://www.gov.uk/government/publications/summer-born-children-school-admission/summer-born-children-starting-school-advice-for-parents>

Some key points from the government advice:

- Parents should apply to the LA for a school place as normal (before 15 January) even if they think they want to delay their start
- Parents who do not want their child to miss their reception year should submit a request for admission out of the normal age group to the schools admissions authority at the same time
- If you decide to delay your child starting school until the September following their fifth birthday but do not request admission out of their normal age group at this time, your child will start school in year 1.
- You will need to make an in-year application and some schools will be full at this point.

Parents need to be made aware of the number of hours their child will be entitled to if they stay in nursery another year. If the child has been receiving 30 hours of childcare under the governments childcare scheme and keep their codes valid (they have a valid 30 hour code) they will likely be able to continue to receive 30 hours. If they do not have a valid 30 hour code they will only be able to access the 15 hour childcare offer. So by not starting school the parent may have a compromised offer of only 15 hours when they could be accessing 30 hours in an Early Years Foundation Stage 2 class.

The pre-school setting should make clear in their policies and procedures if a child's placement is automatically terminated at the end of the summer term. Parent(s) or professionals should not just assume a child can stay in nursery.

11/ Partnership working

Schools will want to make clear how they work in partnership with parents and pre-school settings when a child has special educational needs. Such an agreement helps to avoid misunderstandings and also helps parents/ carers feel confident that the school will meet their child's needs.

Regular transition meetings between the pre-school setting and the school enable important information to be shared and transition arrangements agreed.

Schools should also work in partnership with any involved professionals. For example, if there is a speech and language therapy plan they can contact the speech therapist for advice.

Derby City Council is committed to ways of working that put children, young people and their families at the centre of all the work we do. It is built on understanding that everyone works together on an equal basis to create a service or come to a decision that works for us all ([Our vision: working in co-production](#)).

12/ A graduated approach to support

The following guidance is for schools and early years settings who are supporting transition from one setting to another.

Universal Support

Developing school readiness skills should form part of the early years curriculum in all pre-school settings for all children.

Teachers visiting the nursery/ pre-school to observe and get to know the children. They should also have time to discuss each child individually with their key person.

Practitioners from the pre-school/ nursery may visit the school to share information and offer suggestions for the physical space to ensure there are some familiar features for the children to enable them to feel comfortable and relaxed in the new environment. Practitioners from the pre-school/ nursery setting will be able to offer suggestions on planning for the children during the first few weeks of term.

The school may offer visits from the pre-school/ nursery setting to the reception class for children in advance of them starting school.

A photo book for children that includes information about the school, key people and daily routines should be developed and available to all parents/ carers to show to their children.

Some settings introduce 'starting school' in their role play and provide resources such as school uniforms and book bags.

School staff should be available to parents to facilitate relationships and answer specific questions/ receive information

Thought should also be given to supporting the end of the child's relationship within the pre-school setting

The pre-school setting and the school should make use of the Transition Portal and associated guidance and networking opportunities.

Targeted Support

Pre-school settings should identify children who are at risk of having transition difficulties as early as possible and highlight these children to the receiving

school.

A transition meeting early in the summer term should be arranged and knowledge should be shared about children's individual needs by the parents and any other agencies should be invited if they are involved. There should be representatives from both the current pre-school setting and the receiving school at the meeting. Where there are family support needs these should be discussed. For example, siblings who are at more than one setting, transport issues and wider family support needs.

Parental confidence and parental concerns should be discussed (see the Parent confidence survey in the appendices).

Plans should be made to ensure provision is put in place and address parental confidence and concerns. A transition planning meeting template could be used to support this (see Appendices)

The child's one page profile or personal passport should be updated by the pre-school setting.

School staff in the new setting should take time, before the child starts school, to read paperwork and information provided by the parents and previous setting and also make arrangements for the transfer of records e.g. GR File, target setting sheets, professional plans and reports

Specialist Support

As above, pre-school/ nursery settings should identify children who are at risk of having transition difficulties and who may need specialist support as early as possible. In discussion with parents the receiving school should be informed.

Knowledge should be shared about children's individual needs by the parents and any other agencies if they are involved. This should be done through a multi-agency meeting. There should be representatives from both the current pre-school setting and the receiving school at the meeting.

Practitioners and schools together should aim to provide an enhanced transition for children who have significant and persistent needs as early as possible. This is usually provided at an individual level and will be highly personalised.

Plans should be made within the school to ensure provision is in place to meet these needs. A transition meeting template could be used to support this (see appendix)

The process for the management of a child's needs may need to be further clarified through a SEND Support Plan, Sensory Profile, Individual Health Care Plan (IHCP), Wellbeing plan, an individual Risk Assessment, Positive Behaviour Plan, multi-element plan or reasonable adjustment record.

Meeting with other professionals prior to the child's admission will be the start of building relationships and ensuring that the school is ready for the child.

Children should be offered additional visits and parents encouraged to bring them to the new school.

Arrangements must be made by school staff to receive training as required

The school senior leadership team must make arrangements for allocating

staffing and other resources as required.

13/ Key actions for the pre-school setting/ nursery

For children likely to need specialist support for transition to school, pre-school settings should:

Organise a pre-transition planning meeting early in the autumn term (before applying for school). Parents should be invited to share any concerns and be fully involved.

At this early stage, parents should be informed of the pre-school settings admission policy and the date they will have to leave the setting (if this is stated in the settings admissions policy). Setting staff should speak to parents about starting school to give them time to prepare and look at possible choices, assist parents to find out which is their catchment area school and help them to apply if they need it. Setting staff should also check parents have applied and find out if they need any extra support.

- Parents can find information about how to apply for a Primary School place on the [Derby City Council Website](#)
- Parents can find out their catchment area school using [Derby City Council Interactive Map](#)

After the offer date, settings should ask the child's parents which school their child have been allocated and make contact with the new school to arrange a transition meeting (with parental consent).

If parents wish to defer the child's school place, they must speak to school admissions for advice and you must be clear about what you can provide in the meantime. If correct procedures are not followed parents may risk losing a school place at their chosen school for their child or not having any provision at all for their child. See sections 7-10 above.

If a child is going through the EHC Needs Assessment process, parents will still need to submit a mainstream school application at this point; parents' preference for alternative school provision will be considered separately as part of the assessment process.

It is important that information is shared with the child's new school in order to continue consistency of support for the child. The information to pass onto the receiving setting should include the child's up to date Graduated Response File (or equivalent) and a Transition Report or a Summary of Needs Report. This information should be shared with parental consent and in accordance with the general data protection regulations and the settings own policies and procedures.

14/ Children who are not yet toilet trained

This must not be a barrier to children starting school. See the toileting and continence policy and guidance document.

15/ Additional adult support

The Head Teacher will need to ensure that, where necessary, additional resources from funding delegated to the school to support SEN are allocated so that children's individual needs are met.

Pre-school settings have a notional budget of £200-£300 per child. Schools have a notional budget per child of up to £6000. The support and provision for a child in a pre-school setting will likely look different once they start school.

Children may be identified as needing specialist educational provision by the early years setting but within school their needs can be met within 'ordinarily available provision' or vice versa. They may need more or less support when they start school depending on the staff ratios, the physical environment and other factors. Remember the greater the gap between the early education system and the primary school system the greater the challenge for all children.

It's unlikely the support will look the same when they start school and this should be discussed at the transition meeting with the parents.

The aim is to work towards a time when a child has made enough progress so that additional support may be reduced or not needed. This may be when the child understands the routines in the school, knows all the adults and is clear about their expectations, or when the adults have a clearer understanding of the child's needs, and have adapted the learning environment accordingly. Adult support works best when it is clearly focused on the development of particular skills, rather than simply used to encourage children to participate in activities which have not been sufficiently differentiated to match their ability.

Where required, individual help should aim to:

- Promote the child's feelings of success and achievement
- Increase the degree to which the child is responsible for their own learning and choices.
- Develop the child's independence.

Full-time one to one support is rarely appropriate to meet a child's special educational needs. In many cases it can be counterproductive to their long term progress because:

- Children can become isolated and made to seem 'different'
- It can create a 'social barrier' so that a child with individual support has very little involvement with the other children
- A child can become too dependent on having someone there to help
- It can prevent a child from having direct contact with a range of adults and peers and decrease their ability to relate to different people
- They can have less access to a qualified teacher

- When a child spends a large proportion of their day with one particular adult, other staff are denied the opportunity to work with the child and to develop the skills necessary to do so

In some cases full-time one to one support may be necessary to meet an individual child's needs if they are extremely severe and complex (such as medical/ health reasons including tracheostomy, oxygen, severe physical disability in certain environments or extreme challenging behaviour).

Working in a pair or small group with an adult is often more effective than one to one support.

Step in when necessary and step back when you can encourage independence and not reliance on the adult.

Any adult providing one to one support will need regular breaks when another adult is responsible for the child and managing the child and situations in the same way.

The school senior leadership team must make arrangements for allocating staffing and other resources as required.

16/ Transition planning meeting

Transition planning meetings should be held for those children considered to be within specialist or targeted area of support (see table above). A transition planning meeting should be held in the first half of the summer term of the child transferring to school.

We have provided a transition planning meeting template for you to use in the appendices.

The aim of the transition planning meeting is to share information with the child's new school to aid their planning of provision and to support the child.

Who should attend a transition meeting? The pre-school setting SENCO, the child's key person, the primary/ infant school SENCO, the child's new teacher, parents/ carers and any appropriate outside agencies.

Should we still meet if the parent is unable to attend? Best endeavours should be made to include the parent in the meeting as they are key people to involve. If this is not possible due to special circumstances, for example, medical or legal reasons, a transition planning meeting can be held without parents. If a meeting happens without parents and the parents still have parental responsibility views should be collected before the meeting and information discussed should be shared with parents, either face to face or over the telephone after the meeting.

17/ Physically disabled children

Transition planning is particularly important for physically disabled children where there may be issues with the physical environment and accessibility. These issues can be harder and more complex to deal with, particularly when there are issues with the accessibility of the building. Planning transition for physically disabled children should start as early as possible and there should be a pre-transition meeting (as described in the Graduated Response section). Building adaptations can take many months to arrange and ultimately might not be possible. Parents will need to have fully explored the physical environment of the school with supporting professionals and school staff.

18/ Other useful online resources and web-links

The Transition Portal allows early years providers to share important information about all children starting at Derby City schools.

- Find out more about the Transition Portal by watching this [animation video on youtube](#)
- To engage in using the Transition Portal to share transition information, please contact enquiries@schooltransition.co.uk
- To view resources on the Transition Portal use this link - <https://schooltransition.co.uk/resources/>

Derby Schools website have some useful resources created and shared by local settings – <https://derbyschools.org.uk/transitions-resources/>

The Specialist Teaching and Psychology Service Early Years SEND team have various templates you can use on the SIP. These can be found in the [Private Voluntary and Independent Early Years Settings Transition Section](#)

Children who are deaf / hearing impaired, vision impaired or autistic may find transition more difficult than their mainstream peers. The Specialist Teaching and Psychology Service (STePS) have produced some 'condition specific' advice for transition which you can find on Derby City Council Schools Information Portal on the STePs pages in the [STePS Mini-Guides](#).

One page profile templates - <https://sheffkids.co.uk/resources/>

19/ Appendices

The Appendices includes templates settings and schools can use to support transition as described in this document

Appendix 1: Transition Report - Early Intervention Indicators (EII)

Appendix 2: Personal Passport

Appendix 3: Transition Meeting Record

Appendix 4: Parent / Carer Survey – Transition

Appendix 5: Parent / Carer Survey – Support Plan

Transition Report – Early Intervention Indicators (EII)

This is an alternative/ additional report template settings can use to provide summary information for the child's school based on the Transition Portal.

Name of Child:		Home Address:
Date of Birth:	M/F	
Name of Parent/ Carer (s):		Parent/ Carer Contact Numbers:

Proposed School:	Expected start date:
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Current setting (pre-school):	Address of current setting:
Name of setting key liaison worker:	Setting Contact Number:

Developmental status		
Status 1	Needs significant support to access provision	
Status 2	Can access all areas of EY provision independently but still needs some support	
Status 3	Can access all areas of EY provision but we still have some concerns	

Medical status		
Status 1	Will require a plan to support or intervene e.g. diabetes	
Status 2	Self manages or self-medicates e.g. asthma inhaler	
Status 3	Staff just need to be aware of a medical condition e.g. hayfever	

Enhanced transition status		
Status 1	Specialist – we expect that extra transition time will be essential	
Status 2	Targeted – additional support may well be required when they start	
Status 3	Universal – keep an eye on them when they start	

Other agency status		
Status 1	Active involvement of other agencies e.g. specialist teacher, speech therapist	
Status 2	Active involvement of other agencies e.g. child protection or children in need	
Status 3	Current involvement of other agencies e.g. EHA, TAF, EWO	

SEND CoP stage		
Status 1	EHCP (E)	
Status 2	SEND Support / no EHCP (K)	
Status 3	Past support (N)	

Graduated response		
Status 1	Universal	
Status 2	Targeted	
Status 3	Specialist	
Status 4	EHCNA requested or EHCP	

Categorisation of Need						
ASD	SLCN	MLD	SLD	PMLD	SPLD	ADHD
SEMHD	PD	HI	VI	MSI	OTHER	

Additional information

Date completed:		Completed by:	
		Role:	

Personal Passport

Name of Child:		Home Address:
Date of Birth:	M/F	
Name of Parent/ Carer (s):		Parent/ Carer Contact Numbers:

My name is....	This is me...
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Important things about me

Family and friends

Things that may upset or frighten me

If I am happy

If I am unhappy

Things I like doing at home

Places I like to go

Playing with other children

To help me understand what you are saying

Communicating

I use and respond to these signs

Foods I like to eat

Learning to look after myself

People who are helping me at the moment

Date completed:

Completed by:

Role:

Transition Meeting Record

Name of Child:		Home Address:
Date of Birth:	M/F	
Name of Parent/ Carer (s):		Parent/ Carer Contact Numbers:

Proposed School:	Expected start date:
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Current setting (pre-school):	Address of current setting:
Name of setting key liaison worker:	Setting Contact Number:

Who attended

Other key people

Communication needs e.g. ways of expressing self, help needed to understand

Social emotional and behavioural needs e.g. how to help be calm and feel secure

Learning needs

Personal care needs

Sensory processing needs

Physical needs

Medical needs

Plan visits

Plan first day/ week (what needs to be in place on day 1)

Plan arrangements for communication between home and school

What will help, who will be involved, what will they do and when

Training needs for school staff

Resources needed e.g. visual support, TA support, equipment

Actions

Date completed:		Completed by:	
		Role:	

Parent/ Carer Survey – Transition

Name of Child:		Home Address:	
Date of Birth:	M/F		
Name of Parent/ Carer (s):		Parent/ Carer Contact Numbers:	

Date completed:		Completed by:	
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1/ Staff will welcome and understand my child and their needs

I feel confident that my child will be welcomed and their needs will be easily met. That they will be stretched to achieve the most they can, and will thrive as opposed to survive.

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10

2/ I will have a good relationship with key staff at the new setting/ school

I feel I will be welcomed and understood by staff. I trust that I will be able to talk to them about my concerns and they will make time and listen.

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10

3/ The physical environment will help my child to adapt, learn and grow

The setting/ school is physically welcoming to my child. It will allow my child quiet space to be on their own, space to be with friends and an appropriate outdoor environment. All spaces will help my child to feel safe, excited and encouraged to grow/ learn as appropriate

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10

4/ I know that my child will feel like they belong

Staff and children will welcome my child into all activities in a way which promotes belonging for all children and inclusion in all areas of delivery

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10

5/ I know that staff will make time for me and my child

I am confident that staff will pro-actively plan to support my child to thrive. That they will support and challenge both me and my child in my child's best interests. I trust that staff will always contact me if they have concerns, and when they want to celebrate achievements

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10

With thanks to Dingley's Promise who created this Parent Survey

Parent/ Carer Survey – Support Plan

Name of Child:		Home Address:	
Date of Birth:	M/F		
Name of Parent/ Carer (s):		Parent/ Carer Contact Numbers:	

Date completed:		Completed by:	
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1/ Staff will welcome and understand my child and their needs

I feel confident that my child will be welcomed and their needs will be easily met. That they will be stretched to achieve the most they can, and will thrive as opposed to survive.

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10
Next steps									
Things I can do (parent/ carer)									
Things nursery/ pre-sch can do									
Things the new school can do									

2/ I will have a good relationship with key staff at the new setting/ school

I feel I will be welcomed and understood by staff. I trust that I will be able to talk to them about my concerns and they will make time and listen.

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10
Next steps									

Things I can do (parent/ carer)	
Things nursery/ pre-sch can do	
Things the new school can do	

3/ The physical environment will help my child to adapt, learn and grow

The setting/ school is physically welcoming to my child. It will allow my child quiet space to be on their own, space to be with friends and an appropriate outdoor environment. All spaces will help my child to feel safe, excited and encouraged to grow/ learn as appropriate

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10
Next steps									
Things I can do (parent/ carer)									
Things nursery/ pre-sch can do									
Things the new school can do									

4/ I know that my child will feel like they belong

Staff and children will welcome my child into all activities in a way which promotes belonging for all children and inclusion in all areas of delivery

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10
Next steps									
Things I can do (parent/ carer)									
Things nursery/ pre-sch can do									

Things the new school can do	
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5/ I know that staff will make time for me and my child

I am confident that staff will pro-actively plan to support my child to thrive. That they will support and challenge both me and my child in my child's best interests. I trust that staff will always contact me if they have concerns, and when they want to celebrate achievements

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10

Next steps	
Things I can do (parent/ carer)	
Things nursery/ pre-sch can do	
Things the new school can do	

With thanks to Dingley's Promise who created this Parent Survey