

## Phase Transfer, Nursery 2 to Year R - Thanet District Transition Plan - 2023/24

Key Dates:	Transition Planning – Activities Supporting children with SEND to transition to Primary school successfully.	Who is Responsible?
	<b>Nursery 1</b>	
<b>Terms 5 and 6</b>	Parents/carers and nursery staff to discuss the most appropriate infant or primary school for children when moving into year R. Nursery Sencos may share link to the Local Offer	Nursery SENCOs
	STLS- targeted with nursery to oversee transition to the pre school room/area	STLS/ Nursery staff
<b>Term 1 and 2</b>	<b>Nursery 2/Pre-school</b>	
Term 1 and 2	<p>Weekly discussions at team meeting re complex children and transition support</p> <ul style="list-style-type: none"> <li>• SENDIA attend STLS team meeting to talk through District Transition Spreadsheet and begin to add CYP known to STLS in last two years,</li> <li>• Specialist teachers to begin conversations at school link visits about any other children who may be vulnerable at transition,</li> </ul> <p>Discussions at weekly EY LIFT meetings highlighting District transition arrangements, resources on Thanet Inclusion Support Service (TISS) website, use of language when talking to parents, presumption of mainstream etc.</p>	STLS SENDIA
November/ December	Nursery SENCOs encourage Parents/Carers and Young People to attend primary school and infant school open days/ school tours, where possible. Nursery setting staff may be able to attend school open days with the parent, to understand how they can support the needs of the child.	Parents/ nurseries
Ongoing	Where there is evidence that a child is not meeting their milestones, and there is significant delay (in, nursery settings may consider discussing child to Early Years LIFT	STLS, EP, SALT, nurseries
Ongoing	Once allocated a specialist teacher, the nursery can apply for SENIF funding, if appropriate. Children who gain SENIF funding will go on the Multi- Agency Planning meeting agenda (SENIF tab). If the specialist teacher feels the child and nursery setting would benefit from a focused piece of work a SENIF Practitioner maybe allocated.	Nursery SENIF Practitioner STLS
Term 2	Transition working party meeting- Discussion re children in SN. Overview of current caselist from all link Specialist teachers and children vulnerable at transition	STLS SENIA Specialist nursery manager

<b>Term 3 and 4</b>		
Term 3	EY Senco network meeting- Transition focus Senco Forum transition focus- Link to transition focus Best practice sharing for transition- Examples of success from current year, evidence-based research. Case studies Example one page profile for discussion	STLS SENIA SENIF PRACTITIONER E AND I
Term 3 and 4	Weekly discussions at team meeting re complex children and transition support <ul style="list-style-type: none"> <li>SENDIA attend STLS team meeting to talk through District Transition Spreadsheet and begin to add CYP known to STLS in last two years,</li> <li>Specialist teachers to have discussions at EY link visits about any children who may be vulnerable at transition- begin planning</li> </ul>	STLS SENDIA
Term 3 and 4	Discussions at EY LIFT meetings highlighting District transition arrangements, resources on Thanet Inclusion Support Service (TISS) website, use of language when talking to parents, presumption of mainstream etc.	STLS
Term 3	Transition working party meeting- Discussion re children in SN. Overview of current case list from all link Specialist teachers Children vulnerable at transition	STLS SENIA Specialist nursery manager
April 2024	EYFS Phase Transition Planning meetings led by KCC Area SEND Co-ordinators.	All
16 <sup>th</sup> April 2024	Parents will receive an email, outlining which Infant or Primary school they have been allocated via admissions. SENDIA to feed this information back to the TISS team so that they can begin to identify training needs in receiving schools.	Admissions Parents
<b>Terms 5 and 6</b>	<b>Nursery 2-</b>	
Term 5	Primary schools to hold new parent/carer information evenings and share information packs. Identified reception cohorts will be invited to transition events at their new primary schools and those children identified as having SEND will be offered enhanced transition packages.	Primary schools
Term 5	Transition working party meeting- Discussion re children in SN. Overview of current case list from all link Specialist teachers Mapping of allocated schools- in order to plan bespoke training for schools/ need type	STLS SENIA

		Specialist nursery manager
Term 5/6	Reception Teacher and school Senco to visit nursery and pre-schools to observe children. <i>Where possible, Year R Teacher/ SENCO to observe SENIF intervention session.</i>	Primary school Nursery SENIF Practitioner
Term 5/6	SENDIA to update key stakeholders throughout terms 3/4/5 about which schools children will be attending, so that schools can be offered tailored training packages by TISS to support the needs of their incoming cohorts.	SENIF/EY Link Teachers/SENDIA/Disco
Term 5	Nursery 2 to Year R Transition Information Sharing Day hosted by Newington Primary School. TISS coordinate and to invite key stakeholders. EP/SENDIA/Link EYFS specialist teachers/SENIF practitioners/Specialist nursery intervention coordinator to attend to support discussions.	All
Term 6	By the end of Term 6, Nursery settings to share SEND files, securely, with Infant/Primary schools.	Nursery Senco Primary Senco
Term 5/6	Where necessary EY link teachers support nurseries with transition planning meetings with Parents and schools	Primary Sencos Nursery key staff STLS Other key professionals
Term 5/6	Bespoke training delivered by specialist teachers to Year R staff.	STLS
Term 5/6	TISS Specialist teacher to provide bespoke training/ advice regarding individual children identified and supported previously.	STLS
Term 5/6	TISS Specialist teacher to make advisory visits to Yr R classroom- regarding environment and adaptations that could be made prior to new intake starting in September.	STLS
Term 5/6	Thrive assessments with children with identified SEMH needs – Wellbeing practitioner and nursery key worker	
Ongoing	TISS staff to continue to develop wider community links with professionals offering children and their families support around transition into school.	
	<b>Year R - Terms 1 and 2</b>	

Term1	Where needed, children start school in short sessions, building up the length of time so that they stay to lunch, and then attend full time.	Primary School
Term 1	A home visit is conducted, during the first few days of the Autumn Term, to see the child at home, and meet the family.	Primary School
Term1	SENIF Practitioner to support transition with up to 6 sessions of support in identified schools, to bridge the gap between nursery and Year R for children with more complex SEN needs.	SENIF Practitioner
Term 1	A class briefing (or similar) for parents/carers takes place in September, to share information for the Term, and to answer any questions or concerns.	Primary School
Term 1	All link teachers to have a focus Yr R visit	STLS
Term 1	Environment visit – Intensive link teacher	STLS
TERM 1 and 2	Joint visits between link teacher and intensive support teacher for most complex needs	STLS
TERM 1	Wellbeing visits for children with identified high level- SEMH needs	
By end of Term 2	Individual Provision Plan (IPP) meetings offered to Parents / Carers of children on the SEND Register. Parents/ Carers will be given a copy of their child's Provision Plan, showing Outcomes (or similar document), which they sign.	Primary School
By end of Term 2	Primary SENCOs to monitor school data (attendance, attainment, safeguarding) and liaise with STLS, via LIFT, regarding any pupils whose needs were not identified during their Transition.	Primary School