**Child’s name: DoB:**

This checklist is intended to be a helpful guide to the process to facilitate a thorough transition for pupils from pre-school settings into year R.

The checklist is not intended to be exhaustive and as a working document can be modified or added to by settings/schools to include the setting’s/school’s own good practice. The order of some of the events is only suggestive - these can be changed or moved around to fit in with your own procedure.

The checklist can be used as a record of transition for each pupil who requires an enhanced transition process or can be adapted to be used as a whole class or year group checklist for pupils with SEND and/or other vulnerabilities.

**Setting: Receiving school:**

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| --- | --- | --- | --- | --- | --- |
| **Transition planning actions and recommendations (from EY setting into Yr R)** | | **To be led by** | | **Record date when actioned / by whom** | **Notes or further actions** |
| **EY setting** | **School** |
| Term 1 | EY Settings Drop-in sessions with STLS | | | | |
| Term 1, 2 & 3 | Staff to monitor and review child’s development. If further advice or support is required request a visit from the Equality and Inclusion Team, attend an STLS Drop-in session or refer to EY LIFT or other professionals if appropriate (e.g. Speech and Language/Community Paediatrics/Early Help) | ✓ |  |  |  |
| Term 2 | EY Drop-in sessions with STLS | | | | |
| Signpost parents to information about Primary School Admissions and remind them to apply within KCC’s allocated time frame | ✓ |  |  |  |
| SENCo Transition Support and Planning Meeting (Nov 2023) | | | | |
| Term 3 | Sevenoaks Transition Working Party Meeting | | | | |
| Sevenoaks Yr R staff SEN Network Meeting sessions for TAs and Teachers | | | | |
| EY Drop-in sessions with STLS | | | | |
| Term 4 | EY Drop-in sessions with STLS | | | | |
| Terms 4/5 | Find out from parents which school their child has been allocated and discuss the possibility of enhanced transitional support (if appropriate) | ✓ |  |  |  |

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| **Transition planning actions and recommendations** | | **To be led by** | | **Record date when actioned / by whom** | **Notes or further actions** |
| EY Setting | School |
| Terms 4/5 | Gather as much information as possible about the child e.g. copies of targeted plans, personalised plans, reports from professionals/other agencies, Portage, SENIF paperwork and liaise with Specialist Teacher (if allocated) | ✓ |  |  |  |
| On-going review of child’s development, requesting an Equality & Inclusion visit, attend an STLS Drop-in or refer to EY LIFT for further advice/support if appropriate | ✓ |  |  |  |
| Possible Sevenoaks Transition Working Party Meeting | | | | |
| Term 5 | EY Drop-in sessions with STLS – possibly with EY settings and school staff | | | | |
| District Phase Transfer Meetings – SEN IAs working closely with SENIF, Portage and STLS | | | | |
| Contact the child’s receiving school once parents have accepted their school place to initiate sharing of information – keep parents informed | ✓ |  |  |  |
| South Sevenoaks EY to Primary Transition Event | | | | |
| Terms 5/6 | Complete relevant transition documentationand share with send to Primary School SENCO. | ✓ |  |  |  |
| Primaries to arrange transition meetings for children with complex needs, with parents, setting staff and relevant professionals as appropriate, to plan for an enhanced personalised transition – STLS to attend for caseload children if possible | ✓ | ✓ |  |  |
| Share safeguarding information gathered about the child with receiving school (refer to safeguarding policies for further guidance) | ✓ |  |  |  |
| School staff to consider:   * Current strategies, approaches, and interventions to continue into Year R * Relevant training to be accessed – contact professionals for support * Staffing requirements e.g. additional staff, organisation of classes and staff etc. * The physical environment and any adaptations to be made * The need for an individual healthcare plan/specialist equipment/medication/resources * If risk assessments are required * If a Personal Emergency Evacuation Plan (PEEP) is required * If an EY Personalised Education Plan (PEP) is required * Specifications in the EHCP to be met (if the child has one) * Possible support for the family e.g. Early Help, School FLO | Share info with the school | ✓ |  |  |
| Sevenoaks EY to Primary Transition Event | | | | |
| Possible: “bite size” training sessions with input from the Children’s Therapy Team – recorded for staff teams to access later if necessary. Supported by STLS | | | | |

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| --- | --- | --- | --- | --- | --- |
| **Transition planning actions and recommendations** | | **To be led by** | | **Record date when actioned / by whom** | **Notes or further actions** |
| EY Setting | School |
| Term 6 | Swanley schools and settings to attend EY transition event at High Firs School to share information about children with SEND and/or vulnerabilities and to liaise with professionals in attendance. |  |  |  |  |
| EY Drop-in sessions with STLS – possibly with EY settings and school staff | | | | |
| School to make best endeavours to put in place enhanced personalised transition e.g. additional visits for the child to the school, additional visits for the school staff to visit the EY setting, additional meetings etc. This may be supported with additional resources for parents via the school website. | ✓ | ✓ |  |  |
| Provide transitional support resources e.g. induction pack, social stories, photo books/packs, videos etc. |  | ✓ |  |  |
| Encourage parents to familiarise the child with the school by practising the journey (also throughout the summer holidays) | ✓ |  |  |  |
| Terms 6/1 | Discuss and arrange a personalised settling in timetable for with parents (if appropriate) |  | ✓ |  |  |
| Follow-up with EY setting if child’s information has not been shared/received |  | ✓ |  |  |
| Bespoke training to be considered for Yr R teams, linked to identified areas of need and/or meeting the needs of children on STLS caseload | | | | |
| Possible home visits/meetings with parents and children |  |  |  |  |
| Relevant information shared with all school staff who work with/encounter a child |  | ✓ |  |  |
| Term 1 | Strategies, Outcomes and Targets are consistently implemented from reports from professionals |  | ✓ |  |  |
| Liaise with District Lead/EY Specialist Teacher re: children whose needs were not identified during their transition |  | ✓ |  |  |
| Yr R Drop-in sessions with STLS | | | | |
| If appropriate, meet with parents/carers and staff to review the transition into school |  | ✓ |  |  |
| Terms 1/2 | Services to gather feedback re: transition and review transition processes with schools and settings, using feedback to inform future transition work, advice and support – SEN IAs, STLS  Sevenoaks working party, focus on continued transition into terms 1 and 2 and beyond | | | | |
| Term 2 + | Termly Yr R Drop-in sessions with STLS  Yr R Teacher and TA SEN network meetings x 3 across the year | | | | |

**Signed by**

Setting SENCo: Date:

Name:

School SENCo/EY Staff member: Date:

Name:

EY Settings to pass a copy of this checklist on to the receiving school with the transition documentation and child’s developmental information as part of the transition process.