



**Supporting transition
to school
for young children
with SEND**



Introduction

Children experience transitions on a daily basis, going from home to setting, setting to home and even smaller transitions throughout the day e.g., getting dressed, stopping playing and tidying up, going for lunch, coming in from outside, getting ready for bed etc. These within and across the day transitions, require attention and consideration for all children, especially for children with SEND. Along with the New SENCO Induction Session: Toolkit for Practice, the Early Years SENCO Network meeting (Spring term, 2024) provides some ideas for SENCOs to implement within their settings to support these 'smaller' transitions.

The focus of this pack, however, is one of the 'big' transitions, the transition to school.

The Pack

This transition to school resource pack is designed to support Early Years SENCOs to plan, organise and manage the transition to school process for young children with SEND*.

The pack contains:

- Checklist for planning a transition meeting – this can be used by SENCOs to support them in organising and preparing for a transition meeting.
- My Transition Profile – this can be used by setting and parents to present information about the child and their needs from the child's perspective, including information about the child's likes and dislikes
- Transition Profile: Parent/carer Information – this can be shared by settings with parents/carers for their views, in their words about their child's needs and any concerns or questions they have about the transition to school.
- The Transition Profile: Setting Information – this can be completed by the setting SENCO and/or child's key person to provide information about the child's needs and progress in relation to the areas of learning and development from the settings' perspective.
- Holding a Transition Meeting: Overview & Holding a Transition Meeting: Checklist – these provide an outline of how a transition meeting may be organised and can be used by setting SENCOs to plan, structure and manage a transition meeting.
- Appendices – there are three appended documents that are also included in the pack. These are the:
 - Transition Meeting leaflet – Parents/carers
 - Transition Meeting leaflet – Schoolswhich can be shared with parents/carers and schools respectively to help them know what to expect and to understand the purpose of the transition meeting. And the:



- Transition ideas leaflet which has some ideas for parents/carers and receiving schools that may be helpful in supporting the transition process.

Transition to school

The transition to school should be seen as a process and not an event – planning for this transition should happen well in advance and include parents/carers and children as well as practitioners and other professionals supporting the child.

Children who have had ongoing involvement from the Specialist Teaching Service, though the Request for Involvement (Rfi) process, are likely to benefit from an enhanced transition to school.

Planning for an enhanced transition can begin before school places are confirmed but should begin as soon as possible once parents/carers receive an offer of a school place for September.

*Before deciding whether to use the resources in the pack, SENCOs should consider whether the documents and processes ordinarily available within their setting provide the type and depth of information required to support the transition process for individual children with SEND. Where they do, SENCOs can make use of the tools ordinarily available to them. Where SENCOs feel they would benefit from additional materials, they may want to consider using the tools within this pack.

SENCOs can discuss this with their Specialist Teacher.



Planning a Transition Meeting

Before the meeting	Notes/Comments:
If not before, as soon as possible after school place is confirmed, set date for transition meeting in agreement with parents/carers.	
In agreement with parents/carers invite school, therapists & other relevant professionals involved - can be done verbally or by letter/email. If there are key professionals you would like to attend, you may need to liaise with them when setting the date of the meeting.	
Discuss transition information sharing with parents/carers – decide whether the usual transitional documentation will be sufficient or whether additional or different documentation e.g., STS Transition Profile is appropriate. Discuss how best to gather and share the child's views.	
Complete relevant transition documentation e.g., settings usual documentation, relevant STS Transition Profile documents etc.	
Ask parents/carers if they would like to complete a Transition Profile – Parent/Carer or provide anything written to share at the meeting.	
Share completed transition documentation with parents/carers prior to the meeting plus any reports provided by other professionals. Agree with parents/carers information to be copied and shared at the Transition meeting.	
Ensure sufficient numbers of copies of documents available for those attending or circulate prior to meeting – Transition documents, current TLP, any recent reports etc.	
At the meeting:	
See information/suggested meeting agenda for how the meeting may be structured.	
If appropriate complete a transition TLP / discuss suitable targets at the meeting. Some targets may be related to “settling in” others may be more specific. The transition TLP would be for the first few weeks / half-term depending on the school's induction process.	
After the meeting:	
Complete meeting notes/minutes – summarise meeting & identify any actions. Share with parents & circulate to all attending – with copies of any documentation not able to be shared at the meeting.	



My Transition Profile

Name:

Date of birth:

How will you know when I'm happy and settled?	What makes me happy or helps me settle?
How will you know when I'm upset, stressed or distressed?	What makes me upset, stressed or distressed?
How can you help me when I'm upset, stressed or distressed?	



What motivates me?	What do I need help with?

How can you help me to learn? What strategies and approaches help / don't help?

What things might I need in school?



Who else supports me? Other professionals are involved?	How to support me? Current level and type of involvement?

Other things you need to know about me

Completed by:.....Date.....



Transition Profile – Parent/Carer Information

Name:

Date of birth:

What does your child like at home?	What do they not like at home?
Describe your child's personality and their strengths and difficulties	
What strategies do you use to support your child at home?	What situations do you use them in?



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What situations does your child find difficult at home?	How do you manage these?

What, if any, concerns do you have about your child starting school?

What questions do you have / would you like to ask school?

Anything else you want to share?

Completed by:.....

Date.....



Transition Profile – Setting Information

Name:

Date of birth:

What does the child like in the setting?	What does the child not like?
Describe the child - their interests, strengths and difficulties	
What strategies do you use to support the child generally?	What does that look like in your setting / How do you do that?



What strategies do you use to support the child in specific situations?	What does that look like in your setting / How do you do that?

What things do you think might need thinking about on transition to school?	What strategies might be useful?

Anything else that would be useful to share?

Completed by:.....

Date.....



Holding a Transition Meeting – Overview

Welcomes / Introductions – as the organiser the setting leads the meeting

Welcome everyone and ask everyone to introduce themselves and explain their role.

Outline purpose of meeting

Outline the purpose of the meeting (if relevant/appropriate, refer to transition meeting leaflet sent with invites).

- To share information regarding the child – how they are getting on, what they like, dislike, what strategies work etc.
- To outline things school will need to think about to support transition.
- For parents/career and school to ask questions/share information about transition that would be useful to know
- As appropriate, to share the child's current TLP and/or devise a transition TLP

Information sharing / Discussion

Say whether you will be taking notes and whether or not these will be circulated after the meeting – meeting minutes/notes or notes for your own reference only.

Use the transition documentation as a basis for discussion.

- Take turns to talk about the child – where the child is 'at' what they like, don't like, how they have been supported, what's working, what doesn't work, what's challenging etc.
- Offer parents the opportunity to start, or to listen and then have a turn. If parents/carers don't want to start, then offer other professionals or begin with the setting view.
- Share the child's views – explain how the information was gathered.
- If you have written reports or contributions from anyone unable to attend, ensure these are also shared – you may just want to summarise verbally if everyone has a copy to take away.
- Offer an opportunity for anyone to ask any questions.
- As appropriate, consider the child's current TLP targets and/or discuss what may be appropriate areas of focus/targets for September.

Less formal meetings may develop more 'conversationally'. If this is the case, ensure that you come back to each person attending to see if there is anything they would like to add that hasn't already been covered, before moving the meeting on.

If the meeting moves away from the purpose outlined above, you may need to refocus the group – it may be helpful to reiterate the focus/purpose of the meeting. You may find it helpful to have a printed agenda/meeting overview available and share this prior to and/or at the start of the meeting.



Induction arrangements

Discuss the school's usual induction arrangements and offer any suggestions re: any adjustments/modifications/adaptations to these that might be helpful in supporting the child's transition.

Make school aware of any transition arrangements you are able to offer e.g. school staff visit in to the setting etc. - make any plans at the close of the meeting or at another time.

Closing the meeting

If any actions have been agreed – summarise these, so that everyone is clear about anything that they need to do, or anything that has been agreed. Ensure these are noted down as actions from the meeting.

Reassure parents/carers that if there are things they think of after the meeting they can come back to you and/or contact school.

Ensure everyone has their copies of the transition information prepared for the meeting. If there will be meeting notes to follow confirm who they will be circulated to.

Thank everyone for attending & close the meeting.



Holding a Transition Meeting – Check list

Agenda item	Action	Notes
Welcome / Introduction	<ul style="list-style-type: none">• Welcome everyone to the transition meeting.• Introduce yourself and explain your role.• Tell the group whether or not you are taking meeting minutes/notes for circulating after the transition meeting.• Go round the group and ask everyone to introduce themselves and explain their role.	
Purpose of meeting	<ul style="list-style-type: none">• Explain the purpose of the meeting is to share information to support the child's transition into school.	
Sharing information / Discussion	<ul style="list-style-type: none">• Offer parents/carers opportunity to speak first.• Go around the group so that everyone involved with the child has a turn to share their information.• Ensure someone from the setting shares the child's views information.• Summarise any written reports from anyone unable to attend.• Ask school if they have any questions – about the information that has been shared or, after listening to the information about the child, anything that they can think of about their induction/classroom/school day etc. that they would like to ask for thoughts/advice about.• Ask parents if they have any questions for school.	



	<ul style="list-style-type: none">• Ask the rest of the group if they have any questions for school or anything else they would like to contribute.	
Review/ discuss TLP	<ul style="list-style-type: none">• Share the child's current TLP targets.• Offer the opportunity to discuss what may be appropriate areas of focus/targets for September, if this would be helpful to school.• If areas of focus/targets for September are discussed, make a note of what is agreed.	
Induction	<ul style="list-style-type: none">• If not already discussed, ask school about usual induction arrangements.• Offer any suggestions about enhancements to the usual arrangements that may support the child's transition.• Let school know about any additional transition arrangements you are able to support/facilitate e.g., school staff visiting setting etc.	
Closing the meeting	<ul style="list-style-type: none">• Recap any actions that have been agreed.• Recap any areas of focus/targets that were agreed/discussed.• If you are circulating meeting minutes/notes after the meeting, confirm who these should be sent to and check email addresses (if circulating via email).• Thank everyone for attending.	



Appendix:

1. Transition Meeting leaflet – parents/carers
2. Transition Meeting leaflet – schools
3. Transition ideas leaflet

Links & resources:

There are a number of resources available that explore transitions in more detail; including the importance of relationships and attachment, considering children who may be more vulnerable etc. and tools for reflecting on how you manage transitions in your setting.

Birth to Five Matters: <https://birthto5matters.org.uk/transitions/> and <https://birthto5matters.org.uk/resources/>

Pacey: [https://www.pacey.org.uk/Pacey/media/Website-files/PACEY%20member%20practice%20guides%20\(PDFs\)/PG10-transitions-and-settling-in.pdf](https://www.pacey.org.uk/Pacey/media/Website-files/PACEY%20member%20practice%20guides%20(PDFs)/PG10-transitions-and-settling-in.pdf)

EYFS (2007): <https://birthto5matters.org.uk/wp-content/uploads/2021/03/All-about...-transitions.pdf>

Nursery World: <https://www.nurseryworld.co.uk/news/article/transition-between-settings>

Lancashire EPS (2023): <https://www.lancashire.gov.uk/media/946976/early-years-asd-transition-toolkit.pdf>

Irish Government: <https://www.betterstart.ie/wp-content/uploads/2023/02/Transitions-Tip-sheet-Daily-Routine.pdf> and <https://www.aistearsiolta.ie/en/transitions/self-evaluation-tools-/self-evaluation-tool-transitions.pdf> (self-evaluation tool)