

Transitions *Into* EY Settings Planning Guide - Ten Top Tips for Early Years SENCOs

For some children with SEND or additional needs a well-planned transition into a new early years setting, particularly if it is from home to their first EY setting is very important. This exciting stage in their education should be planned for carefully.

A smooth transition will support a child with settling into their new environment, minimise any potential concerns and enable a positive and supported experience for them.

1. **Gathering Information**
2. In advance of the child's start date, ask parent/s carer/s **whether there are already any professionals involved or referrals made** and **decide together whether a transition into your setting meeting** needs to be arranged. (also see transitions into EY settings for children on the 2 year FEE).
3. **Timescale**
   Consider dates for the transition meeting before the child is due to begin settling in your setting.
   This will allow for any additional/different arrangements or reasonable adjustments to be made.
4. **Before the Transition Meeting**
   Giving parent/s/ carer/s a copy of the 'Getting to Know You' booklet from 'First Steps', or similar to complete at home is a good way for them to begin to introduce their child to you.
   Have a **blank Transition Action Plan** available for you to complete at the meeting.
5. **At the Meeting –**
   - **Parent/Carer and Child's Views**

   Following introductions, outline that you will **first celebrate the child's strengths, interests and what is important to them**.
6. **Transition Action Planning**
   - Discuss any additional ideas (with advice from professionals involved if appropriate) which will support a smooth transition to your setting and record what has been agreed on a **Transition Action Plan**. This may include for example **extra visits, a special settling in plan, resources, access, training, staffing,** nursery **photo, transition object, social story etc.** It could also include something as simple but important as ensuring that the child's favourite activity or toys are available in the room on their first day.
     A warm and positive meeting, which includes the child's perspective, puts everyone at ease and is both reassuring and best practice.
7. **SEN Support Plans**
   Decide together whether an **SEN Support Plan**, along with aims for settling in, would be appropriate to have in place for the child's start date (or you may agree that this **will follow on from** the Transition Action Plan **after the settling in period**)
8. **Further Parent(s) / Carer(s) / Child's Views**
   Ask parent/s carer/s **whether there is anything else** that they would like to ask or to let you know and the best way they can contact you after the meeting if there is anything they would like to add/ask. Examples might be feeding sleeping, any relevant changes at home, or health information.
9. **Health Care Plan**
   If a child has medical needs make sure that you use this meeting to co-write or arrange a **Health Care Plan** (Proformas are available on the website) so that the staff know what actions to take if the child falls ill.
10. **Thanks and Follow Up**
    Thank everyone for their input into making the child's transition to your setting a **great start to working in partnership** to support the child's settling into your setting.

Following the Meeting

C**irculate the Transition Action Plan** quite soon after the meeting, as well as add it to the child's Transition File.