Transition for children with SEND

Scenario One

- Parent approaches setting for a place for their child
- Parent completes application form and the 'Getting to know you' booklet (or similar)
- Additional needs and/or outside professionals /PsTT involvement is identified
- Setting contacts Early Years SEND Advisory Team and Pre-school Teacher/other professional
- Transition / introduction meeting is arranged
- Start date /Settling in / staff training / additional resources are discussed and planned for

Scenario Two

- Pre-school teacher approaches setting to discuss placement for a child
- Contacts Early Years SEND Advisory Team to discuss/inform
- Pre-school teacher/ Early Years SEND Advisory Team remind setting to follow usual transition in procedure
- Parent completes application form and the 'Getting to know you' booklet (or similar)
- Transition / introduction meeting is arranged
- Start date /Settling in / staff training / additional resources are discussed and planned for.

Scenario Three

- Child with SEND and outside professionals involved starts at a setting with no information given/shared.
- Setting becomes concerned about child; discusses with parents.
- Setting contacts the Early Years SEND Advisory Team/Consultation request form
- Early Years SEND Advisory Team investigates and contacts those involved
- Early Years SEND Advisory Team meets with setting, parents and professionals/PsT involved
- SEN Support plan / Staff Training / additional resources are discussed and planned for