

Transition Meetings *from* EY Settings Planning Guide - Ten Top Tips for Early Years SENCOs **A well planned transition, particularly when a child with SEND/additional needs is starting school, is important for preparing the child, parents and new setting for this exciting stage in their education.**

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. **Decide when to begin to familiarise the child with their new setting.**
   The **"Ideas for Transitions"** document is full of ideas, activities and strategies for making the transition fun and familiar for the child.
2. **SEN Support Plan / Progress Review Meetings**
   With parent/carer agreement, the child's **last SEN Support Plan Review meeting** (or other progress review) at your setting **can be combined with a Transition Meeting**.
   This may not always be possible but is a good way for the appropriate member of staff from the new setting to become familiar with planning that have worked well for the child.
3. **Timescale**
   Consider dates for the transition meeting approximately 4-6 weeks before the child leaves your setting.
   This will be close enough to the transition but allow for additional/different arrangements to be made.
4. **Invitations**
   Make **initial contact** with the school or new setting, parent/carers and any professionals involved to arrange a mutually possible date and time.
5. **Preparation**
   Have **copies of the child's current SEN Support Plan** if they have one available for everyone to see.
   Have a **blank Transition Action Plan** (and a blank SEN Support Plan in case it is needed) available for you to complete at the meeting.
6. **At the Meeting**
   Following introductions, outline that you will **first review the child's recent progress**, then discuss any additional ideas which will support the transition for a **Transition Action Plan**.
7. **Parent/Carer and Child's Views**
   Celebrate the child's progress and strengths! Share their interests and what is important ***to them***, both at your setting **and at home**. A warm and positive meeting, which includes the child's perspective, puts everyone at ease and is both reassuring and best practice.
8. **SEN Support Plans**
   Having reviewed the child's progress together, e.g. SEN Support Plan targets, decide together whether
   a. Continuity of the **current SEN Support Plan**, along with aims for settling in, would be appropriate (the school may decide to follow on with their own plan after the settling in period) ***or***
   b. Whether new targets/SEN Support Plan are appropriate. The child may have fully met their targets and new ones, or new priorities may be appropriate for home and both settings.
9. **Transition Action Planning**
   Discuss and co-produce a Transition Action Plan. Examples of things to consider such as photo books, are given at the top of the 'Transition Action Plan' document. Some schools have these already prepared, which can be personalised and adapted. According to the individual needs of the child, it may be a good idea that if the school have a staggered intake of children to the Reception Class, being in the first group will provide a quieter, less busy environment. Equally, starting when the whole group are there may provide more continuity and fewer changes for the child to adjust to.
   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.
10. **Following the Meeting**
    You may wish to **circulate the Transition Action Plan** quite soon after the meeting, as well as add it to the child's Transition File.