

Successful Transitions in the Early Years for Children with Additional Needs



A Guide for Professionals



Nottingham
City Council



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www.nottinghamcity.gov.uk/earlyyears/early-years/eyfs/	



Introduction

This guide is for all professionals working with Early Years children (0 to 5 years of age) who have additional needs. It explains what information is required, and what needs to be done to enable these children to successfully transition into a new Early Years setting from home, to transition between Early Years settings, or move from an Early Years setting into School. 'Transition' refers to any changes in provider that the child may experience. 'Setting' refers to nurseries attached to schools, or Private, Voluntary and Independent Nurseries (PVI) e.g. playgroups, day nurseries, pre-schools and childminders.

It is important that professionals are aware they may need to support parents/carers both in choosing a setting, and in communicating a clear picture of their child to the school or setting to ensure that the right support is ready for the child when they arrive in their new setting.

All professionals involved with the child are expected to support a shared approach to a well-planned transition.



Key principles for good practice in supporting successful Early Years transitions

These are the principles which guide the work of all Early Years Practitioners:

Unique Child

Adults recognise that all children can be vulnerable at times of change, particularly those with Special Educational Needs and Disabilities (SEND). Supporting these children will need additional thought and planning. Sometimes, children have other needs in addition to SEND which may also need consideration, such as:

- Looked After Children
- Children of members of the Armed Forces
- Traveller children
- Children of imprisoned parents
- Children with ongoing Social Care involvement
- Children whose parents or siblings have additional mental health or support needs

Preparing the child for change

- It is important that all children experience a positive transition. Children are more likely to feel secure and settle more easily into their new environment with appropriate preparation and adjustments.

Positive Relationships

- Transitions are eased by careful proactive planning, sharing of information and discussion between parents, carers and professionals.
- Parents and carers have a valuable insight into their children's needs. Practitioners are expected to listen to parents, and support them to share information clearly throughout transition.
- An essential element of an effective transition is for childminders, settings and schools to work together, to establish a clear understanding of the child.
- Settings will need to offer a range of opportunities for parents/carers to access information about the transition process, e.g. open days, information events, visits, consultations, newsletters etc.

Enabling Environments

- Children cope better with transitions when communication is encouraged, and the process of change takes place gradually over time.
- The emotions that come with change can be more successfully managed by children when their new setting/school is ready to support them with the provision they need.

Children learn and develop in different ways and at different rates

- Adults will need to ensure that consideration is given to the child's holistic needs, as children may be at different stages in different aspects of their development.

With thanks to: Cambridgeshire County Council's Early Years Transition Liaison Guide, 2009.



Guidance for all transitions

Involving parents and carers in the transition

Staff may need to support families to identify an Early Years setting (including school/school nursery/PVI setting). Parents/carers may want to visit a range of settings as each one may offer different support for their child. It may be helpful to provide parents/carers with a set of questions to ask settings (see Appendix 1).

There are other useful sources of information that support parents/carers in choosing a setting, such as the Autism Education Trust (AET)'s Finding a School document: https://www.aetraininghubs.org.uk/wp-content/uploads/2014/09/what_to_guide_upload.pdf or the Nottingham City Council website on choosing a school: www.nottinghamcity.gov.uk/education-and-schools/ or Admissions.online@nottinghamcity.gov.uk

When starting to explore setting options, parents can contact **The Families Information Service** to request information about which settings are within a few miles of the family home or near to work. They can also provide details about free entitlement for 2, 3 and 4 year olds.

Successful transitions involve parents/carers throughout the transition process, and support them with any fears and worries they may have. Staff will need to plan to gather information from the family in the way that the parent/carer is most able to communicate, e.g. perhaps through speaking rather than writing, using an interpreter, or meeting at a time of day which fits around their work commitments.

It is also important to take the time to notice any indications of any anxiety the parent/carer may have about the child's transition. Helping parents/carers feel confident about their child's transition is important as this can have a significant positive effect on the child's ability to manage transition.

Considering the voice of the child at transition time

“Practitioners should also listen to and address any concerns raised by children themselves.”

(DfE and DH (2015) SEN and disability code of practice: 0-25 years, para 5.5)



Professionals sharing information

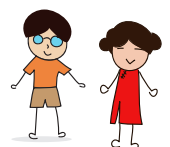
It is the responsibility of the SENCO in each setting to co-ordinate the transfer of information between settings, and to ensure that any written reports from external professionals (within the last two years) are shared with the new setting. Where the child has not attended a setting before, it is the responsibility of supporting professionals, to share the information they hold about the child with the new setting.

Most professionals usually share information by sending a copy of a report to the parent, to the school or setting (if the child is already in a setting), responding to a request from the setting for information about the child, or by attending a meeting arranged by the setting. Some Health professionals do not send reports directly to school or to other professionals, and copies of these reports will need to be requested directly from parents. The setting themselves remains responsible for gathering and co-ordinating the transfer of information. Where professionals are currently working with the child, it would be helpful for them to contact the setting the child will be transitioning into, to make the setting aware of their current involvement. Where clear information is shared before the child starts in their new setting or school, this allows appropriate arrangements to be made for the child, and ensures that the child has a successful transition.

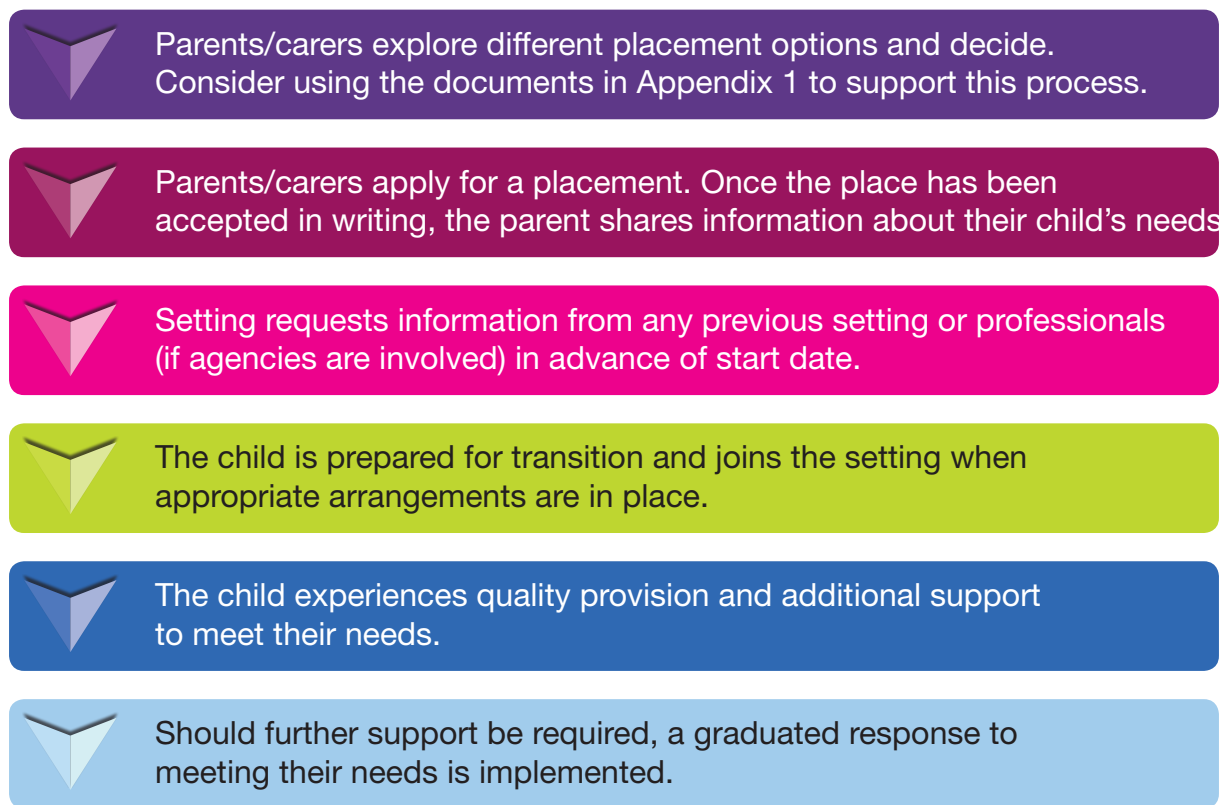
Settings may like to request the following information from professionals, where available:

- Reports from external agencies.
- Early notice of any additional significant environmental changes or training that is likely to be required e.g. changing facilities, lifting & handling training, signs & symbols training, ordering of specialist equipment, etc.
- Information from parents/carers regarding the child at home.
- Strategies which have been helpful when working with the child.
- Details of any funding that has been provided for the child in another setting.

Professionals supporting the child will need to contribute to meetings arranged by the setting (or send reports) to share information about the needs of the child. It remains the setting's responsibility to organise meetings and invite the relevant professionals, unless an alternative lead professional, e.g. an EY SEND Home Visitor or Health Visitor, takes this role.



Flowchart for transition



Transition from home to an Early Years setting

Where a child will be attending an Early Years setting for the first time, it is particularly important to gather information about how the child presents at home. The majority of information is likely to come from the child's family. Staff in the setting may often need to support families to structure the information, helping them give information in all the areas needed, including medical needs, feeding and communication. An example document of useful information to gather from parents is included in Appendix 2. These can be adapted to meet the specific needs of the child that you are working with. Further supporting documents can be found at the following website: www.nottinghamcity.gov.uk/earlyyears/early-years/eyfs/

Professionals may need to provide support to families when they are considering the most appropriate placement for their child. It would be helpful for parents to check their eligibility for a funded place at an Early Years provider (Information on fis.nottinghamcity.gov.uk/freechildcarefor2s or see Appendix 3 for further details).

The setting may like to organise a meeting for professionals, family and the SENCO to work together to develop a detailed transition plan or it may be sufficient to meet with parents and request reports.





Sharing Information about the EYFS Progress Check at Age 2

Often, concerns about a child are identified as part of the Early Years Foundation Stage Progress Check at age 2. If you are a professional who has worked with a child and their family to complete this check, you should talk to the parents/carers about sharing this information with other professionals, and the relevant Early Years setting or school (once a place is accepted). It is important that any concerns raised at this point are communicated to the setting, so that the child's needs are met without delay.

case study

Jamal has Down's Syndrome and was not accessing any nursery setting. He did have regular health clinic appointments and visits from an Early Years SEND worker (home visiting team). His parents were supported to look at different nursery options and after a few visits they decided on the setting that they liked and made an application. When the setting had offered a place for Jamal, his parents and professionals supporting the family shared information with the SENCO so that they could fully understand his needs.

The Occupational Therapist visited and advised on physical equipment needed. Jamal had a number of successful 'stay and play' sessions to help him become comfortable with the setting and to help staff get to know him. A start date was agreed with a two week, phased transition timetable planned, and the setting prepared to make a HLN funding bid to support Jamal.



Transition between Early Years settings and/or school

To support the transition, Early Years settings should:

- Discuss the transition process with families, including what information will be useful to share.
- Make contact with staff at the school and, where appropriate, invite them to visit relevant children in the setting.
- Ensure information about needs, support required and progress is collated and sent to the school prior to transition (e.g. provision map, individual targets, details of Health/Social Care/Education Services involved).
- Consider the support that the child will need to understand and manage the transition to school.
- Arrange one transition meeting at the new school, which includes Early Years Setting Staff, School Staff and Health and Education Professionals who are aware of the child's needs. This may be supported by opening a Common Assessment Framework (CAF). The new setting will then take over the running of any meetings from this point onwards.
- Discuss with the school whether they would like to involve educational specialist support services such as Autism/Learning Support Transition Team and/or Educational Psychology Service. If this is considered to be appropriate, the current setting is expected to make the referral as they know the child best. Referral information, criteria and forms are available at the following website: www.nottinghamcity.gov.uk/earlyyears/

As part of the transition process, schools and receiving settings may:

- Complete home visits to meet with children and their families, allocating sufficient time for staff to conduct these meetings, and to read the information available.
- Offer 'stay and play' sessions for children and their parent/carer before they start attending.
- Visit children in their previous Early Years setting.
- Be the venue for a transition meeting, arranged by the previous Early Years setting or Lead Professional, during the term before the child starts school.
- Plan how to support and enable parents/carers, and how to help them structure the information they provide, for example by using the resources on <https://www.nottinghamcity.gov.uk/earlyyears/early-years/eyfs/tracking-and-transition/> or the example sheet in Appendix 2. Information will need to include detail about the child's early learning experiences, social and emotional development, communication and interaction and physical or medical needs.
- Where it is felt that a child will require additional support with transition, arrangements will need to be made, such as allocating a Key Worker, providing a transition booklet or arranging extra visits to the setting prior to starting.
- Consider whether changes to the environment or additional training (e.g. manual handling) will be required, and who will provide this, based on information provided. Requirements of this nature may affect start dates and so it is essential that these arrangements are made as soon as a place has been accepted, as they can take many months to complete.

Where a child is not attending an Early Years setting, a professional who knows the child well arranges a transition meeting at the school once a school place has been accepted, which includes school staff and Health and Education and Social Care Professionals who are aware of the child's needs. This may be supported by opening a CAF.





case study

Layla had been attending a PVI setting for a year (for her 15 hours, two year funded place). She has Autism with delayed gross motor skills and communication. Her older sibling attends the local Primary School and parents put Layla's name down on the waiting list for the nursery unit within the school. Prior to her third birthday she was offered a place and parents accepted.

The SENCO from the PVI setting was the lead professional for a CAF for Layla and she invited the school to the next CAF meeting. This helped to share information between parents and all professionals about Layla's needs. The CAF meeting took place within the term before Layla was due to start at mainstream nursery and during the same afternoon as the meeting, staff from the school nursery spent time observing Layla in her current nursery.

During the meeting, visits were arranged for parents to take Layla into her new nursery and a start date was confirmed. An action from the CAF meeting was for the SENCO from the PVI setting to refer Layla to the Inclusive Education Service Autism Team for transition support. A review was held two weeks after Layla had started at the school Nursery and role of lead professional for the CAF was transferred over to the school SENCO so that regular CAF meetings could continue.



Frequently Asked Questions

What if children are attending more than one setting?

It will be important to gather information from all settings and to make sure that all staff involved in supporting the child are invited to share information and insights they may hold about the child.

What if the child is not yet toilet trained when approaching transition to a school or setting?

“Approximately three quarters of a million children in the UK aged between 5 and 16 will need some toileting support... It is, therefore, unacceptable for any setting or school to delay or refuse admission to children who have not achieved this milestone. Childcare and Education Providers have a duty to meet the needs of children with delayed personal development in the same way as a child with delayed language or any other delay. Admission policies and practices that require a child to be toilet trained are discriminatory and potentially unlawful ... settings and schools must make “reasonable adjustments” accordingly...”.

With thanks to: GUIDANCE ON SPECIAL TOILETING NEEDS IN SCHOOLS AND EARLY YEARS SETTINGS, Warwickshire County Council

What does the law say about inclusion for children with SEND?

“Providers must have arrangements in place to support children with SEN and/or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. Where a setting identifies a child as having SEN they must work in partnership with parents to establish the support the child needs. It is particularly important in the early years that there is no delay in making any necessary special educational provision”.

DfE and DH (2015) SEN and disability code of practice: 0-25 years, para 5.4, 5.36- 5.38

Every child included and supported

“The SEN and Disability Code of Practice highlights the UK Government’s commitment, under the United Nations Convention on the Rights of Persons with Disabilities, to inclusive education of disabled children and the progressive removal of barriers to learning and participation in mainstream education. These rights are secured in the Children and Families Act 2014 and the Equality Act 2010. Rights are enshrined in the legislation but the experiences of disabled children and their families are determined by the people with responsibilities towards them, including those in early years settings. EYFS sets the standards for all Early Years providers. One of the purposes of the EYFS is to provide “Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.”

Council and Disabled Children: SEN and disability in the early years: A toolkit



Frequently Asked Questions

What about funding to support the child's placement?

Nottingham City has the Early Years SEND Fund which brings the Higher Level Needs funding and the Early Years Inclusion funding together. The purpose of this funding is to enable children with SEND to achieve better outcomes. It allows an Early Years provider to increase their staffing ratios within the environment in order to increase the capacity of the child's Key Person or, in some cases and where appropriate, to purchase additional services such as specialised training. Settings also have access to the Disability Access Fund (DAF) as well as a fund for high cost equipment. Settings can find further information on applying for these funds at: www.nottinghamcity.gov.uk/earlyyears/equality-and-inclusion/early-years-send-fund/

What if a part-time timetable is offered during transition?

Some children may benefit from gradual transition arrangements. These are generally brief, and reviewed weekly, with the child's time in the setting increasing rapidly to full time attendance. In some cases, a more gradual transition may be required, which will normally be between 4-6 weeks, and occasionally up to 12 weeks. If extensions beyond this timescale are required, it is expected that parents and external agencies review and agree this arrangement regularly, and at least every 6 weeks.

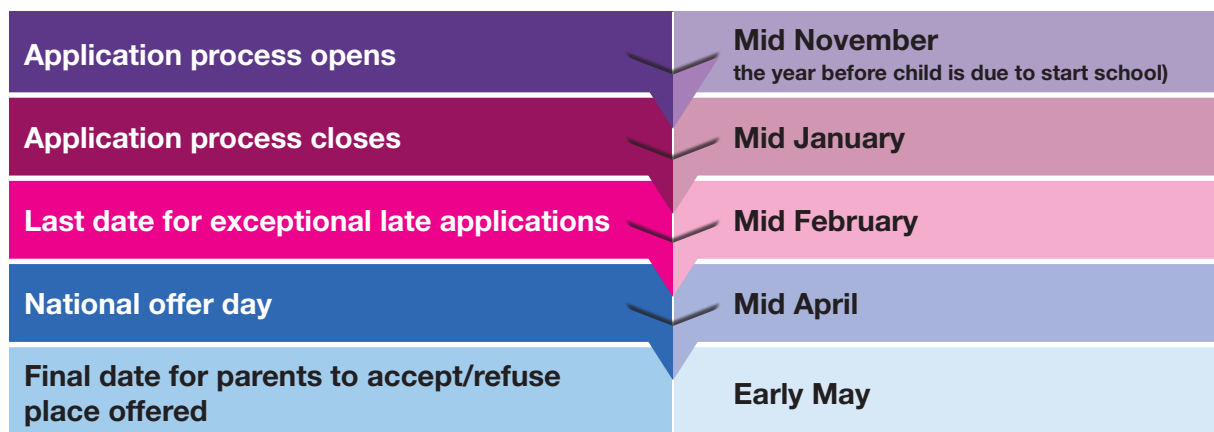
Supporting families to request a school place

Professionals may be required to provide guidance to parents about how to request a school place for their child. The School Admissions website provides information about how to do this online or via a paper application.

Please find all the details that you will need by following the link below to the Nottingham City admissions website:

www.nottinghamcity.gov.uk/education-and-schools/school-admissions

The timeline dates change from year to year, but the following provides an approximate guide. The link above will provide the current admissions information for this year.



Useful contacts:

Admissions - Nottingham City Council

- ☎ 0115 841 5568
- ✉ schooladmissions@nottinghamcity.gov.uk
- 📄 www.nottinghamcity.gov.uk/education-and-schools/school-admissions/
- 📍 The School Admissions Team, LH Box 14, Loxley House, Station Street, Nottingham, NG2 3NG

Nottingham IASS

(Information, Advice & Support Network)

- ☎ 0115 948 2888
- ✉ enquiries@ppsnotts.org.uk
- 📄 www.ppsnotts.org.uk
- 📍 Clarendon Chambers, 33 Clarendon Street, Nottingham NG1 5LN

Ask Lion

- 📄 www.asklion.co.uk

Children's Development Centre

(CDC Children's Centre at the City Hospital)

- ☎ 0115 883 1101
- 📍 CDC, City Hospital Campus, Hucknall Road, Nottingham, NG5 1PB

EYFS SEND Support Workers (Early Years Team)

- ☎ 0115 876 3595 Sam Caig or 0115 876 4866 Mel Foulston
- ✉ EYFSSEND@nottinghamcity.gov.uk
- 📍 EYFS SEND Team, Early Years, Floor 2, Loxley House, Station Street, Nottingham NG2 3NG

Early Years SEND Home Visiting Support Workers

(previously known as Portage)

- ☎ 0115 876 5840
- ✉ EYSENDreferrals@nottinghamcity.gov.uk
- 📍 Early Years SEND Team, Dragon Court, Woolsthorpe Close, Nottingham NG8 3BP

Nottingham City Educational Psychology Service

- ☎ 0115 876 5829
- ✉ EPS.admin@nottinghamcity.gov.uk
- 📄 www.nottinghamcity.gov.uk/educationalpsychology
- 📍 Nottingham City Educational Psychology Service, Dragon Court, 1 Woolsthorpe Close, Nottingham NG8 3BP

Families Information Service Nottingham City Council

- ☎ 0800 458 4114
- ✉ fis@nottinghamcity.gov.uk
- 📄 www.nottinghamcity.gov.uk/children-and-families
- 📍 Families Information Service, Nottingham City Council, Children and Families Services, Loxley House, Station Street, Nottingham NG2 3NG

Inclusive Education Service

- ☎ 0115 876 5311
- 📄 www.nottinghamcity.gov.uk/education-and-schools/inclusive-education/
- 📍 Inclusive Education Service, Dragon Court, Woolsthorpe Close, Nottingham NG8 3BP

Special Educational Needs Service

- ☎ 0115 876 4300
- 📄 www.nottinghamcity.gov.uk/education-and-schools/special-educational-needs-service
- ✉ special.needs@nottinghamcity.gov.uk
- 📍 SEN Service, Dragon Court, Woolsthorpe Close, Nottingham NG8 3BP

To request **moving and handling training** for a setting within the Nottingham City boundary, contact Oakfield Special School

- ☎ 0115 915 3265
- 📍 Oakfield Special School, Wigman Road, Nottingham NG8 4GR



Appendix 1:

Exploring childcare options for a child with Special Educational Needs and Disabilities (SEND).

Parents may find it useful to find out about their options. They can do this by:

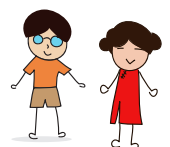
- Contacting the Nottingham City Families Information Service on 0800 458 4114 to find out about the full range of options available in the area
- Looking at each setting's website or prospectus
- Looking at Ofsted reports for settings
- Visiting settings to look around and ask questions

When looking around a setting parents may want to consider:

- The atmosphere of the setting
- The cleanliness of the setting
- The range of toys and activities available
- The interaction between staff and children
- Numbers of staff and children

Questions they may want to ask include:

- What qualifications and experience do staff have?
- Have staff got expertise with the needs that their child has? (though needs do not need to be disclosed until a place has been offered and accepted).
- What ratios of adult support will their child have?
- Will they have a key person? How will this person communicate with the family?
- What activities do they have available?
- What transport do they offer to school settings?
- What timings of sessions do they offer?
- What happens in emergency situations, such as if the child is ill?
- What transition support will they offer to help settle the child in?
- How will the child's care routines be supported?
- How is progress measured?
- Do they offer regular review meetings?
- What funded places do they offer?
- How are staff supported to understand a child's SEN needs?
- Can their child access all areas of the provision?
- How will challenging behaviour be managed?
- How are children prepared to move between rooms or adult support?



Appendix 2:

Useful Information to gather for transitions.

Each professional will have their own way of gathering useful information, often from parents.

Here are some examples of questions that may be useful.

Physical skills

- What movements can the child make?
- How is the child's co-ordination?
- How active is the child?
- How do they approach stairs?
- How is their manual dexterity – e.g. opening clasps, zips, catching, throwing?
- Can they pick up small items using a finger and thumb or full hand?

Play

- What does the child like to do best?
- Do they have a favourite play activity or toy?
- How do they play with their toys?
- Do they know where particular toys are stored?
- Does the child like music or singing?
- How do they play?
- Can they make marks/ circular scribble/ make representative marks?
- How does the child respond to messy play?
- How do they respond to books being shared with them?
- Does the child like to play alone, alongside others or with others?
- What happens if you try to join in with their play?
- If they enjoy playing with others, do they prefer to play with adults or other children?

Eating and Drinking

- How/what, are they fed? (e.g. tube fed, puree, mashed food, finger food, self-feeding)
- What does the child like to eat?
- Are there any foods that they won't eat/ don't like?
- Do they show an interest in feeding themselves?
- Do they sit down to eat?
- How do they drink? (tube, bottle, spouted cup, open cup) Can they drink from an open cup without spilling?
- Do they take appropriate amounts of food and drink into their mouth?
- How do they respond to support, if needed?
- How do they communicate they are hungry/ thirsty?



Toileting

- What support is required with toileting?
- Are they aware of whether they are wet or dry? How do they communicate this?

Washing

- How do they respond to washing routines?
- Do they like to play with water?

Dressing

- How do they respond when you dress/undress them?
- Are there any items of clothes they can change independently?
- Do they help with dressing or undressing?
- Are there any fastenings that they can do e.g. pull large zip toggle once started?

Sleep

- Are there any concerns about the child's sleep?

Communication

- Does the child respond to their own name?
- How do they show curiosity about the world around them?
- How does the child communicate their wants and needs? e.g. by using words, reaching out, making noises etc.?
- Does the child understand gesture, e.g. responds to open arms for hug, follows a distal point?
- Does the child demonstrate any understanding of what is being said to them? E.g. "Shoes on", "dinner time" or "go out"?
- Do they use any methods to support verbal communication e.g. Makaton etc.?
- Approximately how many clear words can they understand? How many clear words can they use?

Sensory

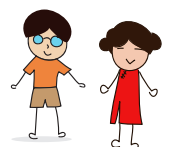
- Does the child have any sensitivity to noises, smells, textures, tastes or lights?

Accessing the community

- Does the child like to go out into the community (shopping/park/swimming)?
- Do they run off?
- How is the child in a car or on the bus?
- Are there any places the child does not like to go?
- How does the child react to new people/places?

Are there any other things that the child is good at or enjoys?

Are there any other things the child finds difficult?



Appendix 3:

Guidance on free placements for 2 year olds.

The Early Learning Programme (ELP) for 2 Year Olds is a Government initiative that provides free childcare places for eligible 2 year olds. Eligible children will be entitled up to 15 hours per week of free early education for a total of 38 weeks. Free places are available in participating childcare providers across the city.

Eligibility Criteria

You must be a Nottingham City Resident and be in receipt of one of the following:

- Income Support
- Income-based Jobseeker's Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Support through part 6 of the Immigration and Asylum Act
- The guaranteed element of State Pension Credit
- Child Tax Credit and have an annual income not over £16,190 (£15,400 1st April 2018)
- Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)
- Working Tax Credits and earn no more than £16,190 a year (£15,400 1st April 2018)

Or the child:

- Child is looked after by the Local Authority (e.g. foster care)
- Has a current Education, Health and Care Plan.
- Has Disability Living Allowance
- Has left care through special guardianship or an adoption or residence order

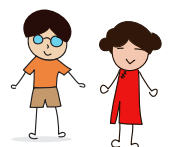




If your child's 2nd birthday falls between	They will be entitled to their free place from
1st April to 31st August	1st September
1st September to 31st December	1st January
1st January to 31st March	1st April

How do I apply for a free place?

- Apply online at: **www.nottinghamcity.gov.uk/fis**
- When you have submitted the completed form, your eligibility will be checked and you will receive a letter of confirmation which you need to take to a nursery.
- You can also search for a childcare provider at **www.nottinghamcity.gov.uk/fis**
- You can then choose a childcare provider and check to see if they have places available.



Transition Form

for children with an SEN or disability who are changing setting.

Name of Child:	Date of Birth:
Gender: (please circle) Male / Female	Social care status: (please tick) Universal Services (not known to Social Care) <input type="checkbox"/> Child in Need <input type="checkbox"/> Child Protection <input type="checkbox"/> Looked After <input type="checkbox"/>
Name of parents / person with parental responsibility	Other persons with parental responsibility at a different address
Address of child:	
Ethnicity:	Is an interpreter required? If so which language?
Language(s) spoken at home:	Other relevant family information, e.g. Homeless, Refugee/asylum seeker, Traveller, imprisoned parent, etc.
Child's key strengths and interests: 	
Main areas of need (please include any medical needs, allergies or dietary requirements): 	
Agencies involved (e.g. Speech and Language Therapy): 	
Specific equipment required: (hearing aids, visual aids for communication, adapted utensils, special seating, etc): 	



Intervention strategies in place (that have been successful):

Activities or situations that the child may need support with: (story time, registration, lunchtime, group activities or length of day, etc)

	Current setting	Receiving setting
Address		
Phone no		
SENCO name		
Date of entry		
Key person		

Information to enclose

Please confirm that you have provided the following documents/information to the new school setting:

Information required	Tick to confirm enclosed
EYFS assessment information	
Observations / Formative evidence etc.	
Health care plans	
Medical reports (for example GP / paediatrician)	
Reports from outside agencies (e.g. speech therapist)	
CAF minutes (where relevant)	
List of agencies involved, name of contact & telephone number.	

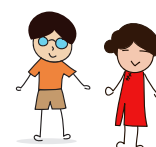
In signing this form, I agree that this information may be used, stored and shared according to Nottingham City's data management and protection policies.

Signed
(parent/carer)

Signed
(SENCO)

Date

All professionals working for Nottingham City Council are working within the Nottingham City data guidelines regarding sharing and storing information. For more information please see <http://www.nottinghamcity.gov.uk/privacy-statement>.



Transition Action Plan

Action plan for:

Date of Birth:

Date of meeting:

Attendees:

Name	Relationship/Role	Contact Details

Settings involved:

Start date at receiving Setting:

Things that will help make this a positive transition:

Helping factor:	Who will / what will they do?	When this will be done by:

What resources are needed to make this a positive transition?

Resource:	Who will secure this?

Are there any concerns/ risks for this transition?

Concern:	What needs to be done to support this?	When this will be done by:



Any further actions agreed (e.g. planned visits, communication arrangements between setting and family, first day arrangements, applications being made, agency involvement being requested):

When creating your action plan, remember to consider the following needs:

- Communication needs
- Learning needs
- Safety needs
- Physical needs
- Social, emotional and mental health needs
- Personal Care needs
- Sensory needs
- Medical needs





Successful Transitions

in the Early Years or Children with Additional Needs
A Guide for Professionals