Transition Plan

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| Name |  | |
| Date of Birth |  | |
| Parents/Carers |  | |
| Address |  | |
| Current Setting |  | |
| School |  | |
| Date of Entry |  | |
|  | SEN Support 🞎 | EHCP 🞎 |

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| Transition Meeting: |  | | |
| Date | Place: | | Time: |
| Present | | | |
| Name: | | Relationship to child: | |
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Completed by:

Date:

Copies:

## Transition Plan

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| **Areas of Strength:** |

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| **Areas of Need:** |

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| **Immediate Concerns** | | |
| **Action** | **Date** | **Person Responsible** |
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Transition Plan

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| Name | Susie | |
| Date of Birth | 01.04.08 | |
| Parents/Carers |  | |
| Address |  | |
| Current Setting |  | |
| School |  | |
| Date of Entry | September 2011 | |
| Early Years Action 🞎 | Early Years Action Plus 🞎X | Statement 🞎 |

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| Transition Meeting: |  | | |
| Date | Place: Nursery | | Time: |
| Present | | | |
| Name: | | Relationship to child: | |
|  | | SENCO Nursery | |
|  | | Health Visitor | |
|  | | Mother | |
|  | | Nursery Teacher | |
|  | | Advisory Teacher for Early Years Inclusion | |
|  | |  | |

Completed by:

Date:

Copies: School

Parent

Preschool

Speech and language therapy service

Child Development Centre

File

## Transition Plan

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| **Areas of Strength:**   * Susie is developing some good play skills. She is particularly interested in doll play and can be encouraged to feed and brush dolls. At home she likes to push dolls in prams. Susie likes the small dolls for the doll’s house and will play with these, collecting them and hiding them etc. Susie likes her work bench at home too.      * Susie likes to take part in creative play activities such as painting. * Susie can be encouraged to take part in adult directed play – she will come and sit at a table and carry out short table top games – puzzles, books, threading etc. She will label toys when modelled and copy simple play actions. * Susie is responding to strategies used to support her targets, such as clear verbal and non-verbal direction from adults ie using Makaton to support language; mirrored play activities, modelling simple language for Susie to use in context; following routines supported by songs to signal change. * Susie has been happy to settle into a new routine at the Child Development Centre nursery. |

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| **Areas of Need:**  **Communication and Language**   * Currently Susie is using a range of single words amongst jargon. She will copy simple 2 word phrases and single words when modelled and repeated in context. * Susie can follow routine directions and uses the environment to pick up clues of what is expected of her. She can follow 1 word requests eg ‘Where’s the phone?’ * Susie finds interacting with her peers challenging. She does not like other children to be too close to her, especially if she is playing with something that motivates her. She will bite or pinch other children and adults when she wants things from others or to keep other children away. She can sometimes bite adults during physical/people play, this appears to be due to poor emotional regulation ie getting too excited or possibly because she is sensory seeking.   It is best to offer clear verbal messages to Susie ‘Stop biting’ supported by the ‘stop’ sign, move Susie slightly away from the action, give no verbal or non-verbal attention before then moving on with a distraction.   * Susie’s communication skills are best supported by using simple language supplemented by visual aids – picture supports and Makaton signing.   **Social, emotional and behavioural skills**   * Toileting skills: Currently, Susie is toileted at nursery. She can say ‘bubble’ when she wants to use the toilet. At home Susie tends to smear her faeces if left in a nappy for any length of time. She can attempt to eat her own faeces. * Sleeping: Susie’s sleeping pattern is improving. She has recently been diagnosed as having mild asthma and has an inhaler.   **Medical needs:**   * Susie has been diagnosed with mild asthma. * Susie has started her assessment at the Child Development Centre (6 weeks each Wednesday morning). There will be a Joint Assessment Clinic for Susie, probably in October. |

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| **Immediate Concerns**   * Educational Psychology referral: the advisory teacher will submit the referral and discuss Susie with the educational psychologist. * Starting nursery: Susie will attend the nursery for lunch only on 9th September – she will be part of a very small group. She will then attend the nursery on   Monday 9.00-3.00; Tuesday 9.00-11.30; Thursday 9.00-3.00   * Extra support: It is anticipated that Susie will need extra support at the lunch times to manage a new environment (school hall) and lots of other children.   The nursery will have an extra member of staff for this term, who will help support Susie as part of a small group where possible.   * Medical protocol: regarding Susie’s asthma | | |
| **Action** | **Date** | **Person Responsible** |
| Makaton Taster Session:  The advisory teacher is running a taster session at the Children’s Centre for the staff. The Nursery staff are invited to join them and Susie’s parents | 29.09.11  6.30 – 7.30 | Advisory Teacher |
| Picture Supports:  The Nursery staff will work together to produce a range of picture supports that will be useful in the nursery setting using the Communicate In Print2 software. | ASAP | Nursery Staff |
| Speech and Language Therapy:  Susie’s mother has put in a referral to the Health Centre. Susie will be seen by the therapist at the Child Development Centre | September 2011 |  |
| Susie’s asthma:  Susie’s mother will take her back to the GP as she has had an asthma attack recently.  Susie’s parents will agree a medical protocol for when she is at the nursery. | ASAP  Sept | Susie’s mother  Susie’s parents |
| Joint Assessment Clinic  After the Child Development Centre assessment there will be a JAC. The nursery staff and the health visitor will attend the meeting along with Susie’s parents.  The health visitor will write a letter to the Clinical Psychologist. | Probably Oct 2011  ASAP | Nursery Staff and Health Visitor  The health visitor |
| Developmental Journal:  The nursery staff and Susie’s mother will start a Developmental Journal for Susie and then pass this on to Nursery Teacher. This will be useful for tracking rate and pattern of progress of Susie’s skills. | ASAP | Nursery staff and Susie’s mother |
| DLA:  Susie’s mother has sent off an application. The health visitor will support Susie’s mother when a response has been made and if there is more information needed. |  | The health visitor |
| TIPS form for a Reception Place:  Susie’s mother will be reminded to complete this as November nears. | November - January | Nursery Teacher |
| Target meeting:  This will be held in October when Susie has settled at the nursery. The meeting will be at the Nursery | Monday 10th October at 3.30pm | Invited  Susie’s parents  Nursery Teacher  Health Visitor  EP  Speech and Language Therapy |