**Enhanced Transition Timeline for Preschool Aged Children with SEND**

This transition planner recognises the Statutory framework for the early years foundation stage (EYFS) as an inclusive document which will be adhered to when assessing and monitoring the child’s needs.

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| **Month**  | **Early Years Actions**  | **Progress/Comments**  |
| From September |  |  |
|  | On registering with the setting, if the child has an identified need (and is already known to support services) a team around the family meeting should be held so that an agreed plan of support is in place for when the child starts at the setting |  |
|  | On entering a setting, if children’s needs are assessed and identified as requiring enhanced support, leading to the Graduated Response Cycle of SEN Support (Assess, Plan, Do & Review), a request for advice should be made for the appropriate support services (Early Years Advisory Teacher for SEND, Early Years and Childcare Advisory Service). |  |
|  | Children’s needs should be reviewed with parents/carers and relevant professionals and monitored through appropriate support plans (Individual Learning and Development Plans). |  |
|  | This may lead to a referral to other educational services e.g. Educational Psychology Services, if the child does not have a Portage Home Visitor already involved. |  |
| From November |  |  |
|  | Identify all the children needing an enhanced transition (ie early information sharing with school colleagues)  |  |
|  | For each relevant child with SEND, prepare to share your documentation and plan a parent/carer meeting for the educational psychology consultation in collaboration with the EP who makes contact with Setting SENCO |  |
|  | Consider/ discuss any support their parents/carers need for Primary school visits / open events and meetings before the application deadline in the following January. |  |
|  | If you have not already done so consider requesting support for the children with complex needs from the Early Years Advisory Teacher for SEND and/or Educational Psychology or other appropriate support services. |  |
| By December  |  |  |
|  | By this month, all Requests for Statutory Assessment (Education, Health and Care Needs Assessments) should be submitted for children who may require a **specialist provision** when they start school the following September. |  |
| From January  |  |  |
|  | Ensure parents have applied for a school place before the January deadline using Torbay Council School Admissions process  |  |
| By February  |  |  |
|  | In order to complete the 20-week time frame, this is the month that all Requests for Statutory Assessment (Education, Health and Care Needs Assessments) should be submitted to the Torbay SEND Service for children who will be starting school the following September. |  |
| From April  |  |  |
|  | Following the April school allocation, consider/discuss any support needed by parents/carers and agree liaison steps in collaboration with the child’s Portage Home Visitor (if involved) with the receiving school. |  |
|  | The receiving Primary school lead and setting SENCO liaise with parent/carers & relevant professionals to plan al transition planning meeting, to discuss transition arrangements. |  |
|  | Together with the parents/carers, think about the information needed to add to the Enhanced Transition document and the One Page Profile for the specific children with identified SEND |  |
| From May |  |  |
|  | If by the end of May enhanced transition meetings have not been arranged, check with the receiving Primary lead/SENCO that pupils are on their list and link with the lead professional. |  |
|  | With the parents/carers and relevant professionals, complete the Enhanced Transition document and One Page Profile of the child, in readiness to share with the receiving Primary school lead. |  |
|  | Parents/carers may attend visits or specific parent meetings  |  |
|  | Depending on individual needs and preferences of the family, the child with SEND may attend visits at the school. |  |
| From June  |  |  |
|  | Monitor children’s progress, liaising with Primary colleagues and parents as needed.  |  |
|  | Attend prearranged Enhanced Transition meetings including all the relevant multi professionals and handover information to the school. Share completed Enhanced Transition documents and final One Page Profiles. |  |
| From July  |  |  |
|  | Parents/carers may attend school visits or specific parent meetings at the school, children may attend open days, discuss any further support needed  |  |
| From September  |  |  |
|  | Start transition visits for the child as agreed and planned for with Primary colleagues and the parents/carers |  |