

Welcome

This edition of the SEND and Vulnerable Children's Bulletin focuses on **transitions** for our young children with SEND, starting school in September 2021

Transition

The SEND Code of Practice 2015 describes 'good practice' around transitions in the Early Years in Chapter 5

5.47 SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.

Transitioning children with SEND from their EY setting to school will almost certainly be more complex than the support needed for most other children. Children with SEND will face challenges of adjustment and adaptation and will need time and planning by the adults to ensure a smooth transition. They may need individual care plans and risk assessments, and school staff may need to be trained in the use of medical equipment, adaptive aids and emergency medication.

The **Torbay Enhanced Transition Planner** will support you with taking timely action, towards effective transitioning, by providing month by month guidance.

Gaps in Attainment

The SEND Code of Practice (6.17) stresses the importance of preventing a widening of the attainment gap between a child with SEND and their peer group. A big transition to a new school risks a widening of this gap for multiple reasons:

- Different patterns of development, especially in the social and

Recommended Resources

TORBAY COUNCIL

On the Early Years Inclusion webpage [SEND Inclusion in Early Years - Torbay Council](#), the new **Enhanced Transition documents**, are there to assist your planning for an affective transition process.

Create a **One Page Profile** of the child with SEND to support their transition



The Autism education Trust have produced some really useful templates to support you with transition. Look on:

[Autism Resource Suite - Autism Education Trust](#)

Supporting learners with Autism During Transition

communication skills needed for coping with change, will mean that the child with SEND has a different starting point to their peers. They are likely to work through the stages of transition at a slower pace, and so may be ready to start learning later than the other children.

- Gaps in development (especially children with autism) may be disguised by apparent ability, or masked by the child copying others, leaving an insecure foundation to later learning.
- Most children are likely to have an intellectual spurt triggered by the transition, showing a rapid expansion of their brain capacity stimulated and sustained by the richer learning environment. This cognitive response may be later in children with SEND.
- Children with SEND may be less able to ask for help or express their needs, and so subtle gaps in understanding may be missed.
- Children with SEND may experience a fall in their self-esteem due to a differences in ability to access curriculum, and immature resilience and persistence. This may impact on their ability to cope with the transition and to start moving on in their learning.

Effective transitions between EY setting and school can help minimise the risk of a widening gap in learning. Person-centred planning around the child's needs using the **Torbay Enhanced Transition Plan**, One Page Profiles to create the essence of the child's character, partnership working with parents and other professionals and a consistent approach should all help to ensure that the child gets the best start possible in their new setting, maintains their self-esteem throughout and achieves a sense of belonging in their new school.

Please get in touch with myself, the Torbay Portage Service or the Educational psychologist involved with the child with SEND, if you need support around the transition process for the child with SEND.

Taken from Dingley's Promise, Early Years SEND Transition Training, part of the EYSEND Partnership



The different perspectives to capture in transition planning

The child

The child with SEND may need a longer period of preparation and adjustment

The parent/carer

Parents may be concerned that the new setting will not be able to offer the expertise and level of support necessary to support their child. Cultivating a trusting partnership with the school will be important for the parent and the child

The setting

Professionals involved with the child with SEND will need time to support school staff, share ideas and/or specialised equipment. School staff will need clear and updated information about the child, best gained from the parent and the EY setting.

Everyone will have a part to play in making the transition successful.

Judith Thomas, Early Years Advisory Teacher for SEND