

WORCESTERSHIRE
CHILDREN FIRST



High Quality Transition Planning for the Early Years and beyond

What are the challenges for transitions?

Please add your thoughts and ideas to the chat, we want your feedback to share ideas with our network and to support each other.

Transition

Is 'the passing or change from one place, state or condition to another'. Transition to another environment is a major change, whether the current setting is attached to the new setting or not.

Start as early as possible!

It is important to remember that for SEND children, even a minor change can have a major impact – this can be immediate and far-reaching.



What is the importance of planned transitions?



SEND children find transitions extremely stressful - emotional well-being is fundamental to the transition process.

They often find it difficult to generalise and predict what will happen in new situations. The 'old rules' will no longer apply.

They often have social, communication and sensory difficulties which need to be supported in order for them to settle effectively.

Please give us some examples of what you think makes a good transition?

- Please add to the chat or put your hand up and unmute to speak

A Good Transition:

- Requires planning,
- Reduces stress, confusion and anxiety,
- Takes account of attachments,
- Acknowledges a child's achievements and builds on success,
- Ensures effective communication between all involved in the process,
- Ensures continuity for the child,
- Reduces potential for additional challenging behaviours,
- Keeps the child central to the whole planning process.



Which resources do you use for Transition?

What works for you?

- Please add to the chat or put your hand up and unmute to speak

Transition Plan Template:

There are transition plan templates for complex communication needs/SEND available on the Early Years Inclusion A-Z of resources (under 'T' for Transition):
Transition for children- Generic- see examples in next slide

- [Early years inclusion A to Z of resources | Worcestershire County Council](#)
- <https://www.worcestershire.gov.uk/worcestershire-children-first-education-services/support-services/improving-schools-and-settings/early-years/early-years-inclusion/early-years-inclusion-z-resources>

The Five Elements of Transition:

Relationships

Places

Routines

Sharing information

Moving on

Relationships:

Relationships increase the child's sense of familiarity and connection with the adults and children they will be spending their time with.



Which strategies have you used to build relationships?

Please add to the chat or put your hand up and unmute to speak

Relationships:

- A **booklet** created by the new setting which provides a **who's who** of key staff, brief descriptions of roles, photographs of staff and how they will support children when they are in the setting.
- **Zoom or Teams/telephone calls/video messages** during Summer Term with parents/carers and the child to talk about transition and begin to build meaningful relationships. Ideally communication should initially involve key staff from both the feeder and receiving school/class.
- **'Keeping in Touch' postcards** from the new setting could be sent out during the summer holidays, with messages such as, "I'm really looking forward to seeing you..."
- A **mentor/key adult** within school to be identified to provide support, reassurance and to help build staff/child relationship. It can be helpful for a child to have more than one key adult to prevent over-dependence on a single adult, who may not always be there.

From the Transition Document

Strategies	Extra detail / explanation	Persons involved. Lead professional in bold.	Additional notes (include which key visit/timing)
An outline of the first day	From arriving in the playground to home time; run through the usual routine (verbally, physically and visually).	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting
Use of a total communication approach	If needed to support understanding, i.e., use visual cues such as objects of reference, photographs or symbols.	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting
An individual visual timetable	To be provided to child which includes key times of routine activities within the school day.	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting
Consistent use of a Now/Next board	Until routines become embedded.	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting
Visual schedules	For routine activities such as putting things away in the morning, changing for P.E. or getting ready for Home Time.	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting
Information booklets for families	Addressing issues such as where to get my lunch and how to pay for it and home-based routines (e.g. bedtimes, packing a school bag etc.,)	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting
Encouraging parents/carers to walk to/drive past school	So that the child or young person can familiarise themselves with the route and look of the building. Repeat this activity at key times of the day so that the child experiences it at the right time.	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting
A journey board	Create a visual map of the tasks either side of the transition to and from school so that the sequence of events is clear.	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting

Places:

increasing the child's knowledge and familiarity with the place where they will be following the transition.



Places:

- A series of **visits to the school** at various times of the day.
- A **virtual tour of the** main areas that will be important to the child/young person. Children should have the ability to watch this tour as often as they would like from home.
- An **information booklet**. This can include photos of the staff, information about key areas of the school, a map of the classroom etc. Access to a **website/webpage** to be used by children/young people to find out more about the school.
- **Photographs** of areas of the school could be used to introduce **unfamiliar vocabulary** and explain **social or behavioural expectations** in different areas of the school, e.g., dining hall – this is where we sit at tables and have our lunch.
- A simple **route to school map** which could include the use of Google maps to show travel route and street view of the journey to school.
- An **identified low arousal/safe place** identified allocated to the child so that he/she knows they have somewhere to go when they need some time alone.

Which of these strategies have you used successfully?

- Please add to the chat or put your hand up and unmute to speak

From the Transition ideas for children- Generic

An initial physical tour of school	Outside of the school day, if possible, to minimize social demands - include key staff and rooms.	<ul style="list-style-type: none"> • New setting • Child • Parent/carer 	Key visit date 1
A booklet containing photographs of the school	Key places in the school, including the classroom, the Hall, the toilets, the playground etc.	<ul style="list-style-type: none"> • New setting • Child • Parent/carer 	Key visit date 2
A simple map of the classroom	Identify the key areas such as the carpet, the Class Teacher's chair, the interactive whiteboard, the coat hooks, etc. If possible, colour code the areas or use the same visual cues on the map as in the actual classroom to support generalisation.	<ul style="list-style-type: none"> • New setting • Child • Parent/carer 	Key visit date 2
A video tour of the school	Highlight all the places identified on the map.	<ul style="list-style-type: none"> • New setting • Child • Parent/carer 	Key visit date 2
A sensory audit of the New Setting	In conjunction with the individual sensory audit, this will help to inform any reasonable adjustments. Audit tools are available for the Autism/CCN Team	<ul style="list-style-type: none"> • New setting • Child • Parent/carer 	Key visit date 2
A simple route to school map	Show the travel route and street view of the journey to school from the Child's house.	<ul style="list-style-type: none"> • New setting • Child • Parent/carer 	Key visit date 2
Access to a website/webpage	This could be used by the family to find out more about the school.	<ul style="list-style-type: none"> • New setting • Child • Parent/carer 	Key visit date 2
A low arousal/safe place	If needed, this should be identified and allocated to the child so that he/she knows they have somewhere to go when they need some time alone.	<ul style="list-style-type: none"> • New setting • Child • Parent/carer 	Key visit date 2
A space identified on the carpet	Use a carpet square or cushion to demarcate the child's place. If necessary, allocate a chair to the pupil for use in the Dining Hall or for tabletop activities.	<ul style="list-style-type: none"> • New setting • Child • Parent/carer 	Key visit date 2
A series of visits at key times of the day	For the child to observe routines such as entering the school building, registration on the carpet, lunchtime, home time, etc.	<ul style="list-style-type: none"> • New setting • Child • Parent/carer 	Key Visit date 3 (and any additional visits required)

Routines:

increasing the child's participation in and confidence with routines which will be in place during and following transition. These routines may be home-based, setting-based or focused on travel between home and setting.



Routines

- An outline of the school day and a basic equipment list (such as P.E. kit/Forest School kit) to be provided as soon as possible to enable the child to become familiar with the school day, and what equipment they might need and when.
- Individual visual timetables which include key times of routine activities within the school day, such as Break. Lunchtime, Home Time etc.
- Now/Next boards to facilitate transitions between activities.
- Social stories for specific individuals to help explain new situations and routines. These should be positively phrased and include pictures to aid understanding.
- Information booklets for children and parents to help them understand new routines.
- A programme of visits at key times of the day so that the child can observe and/or participate in various routines such as Registration, Lunchtime, Home Time etc.
- A gradual build up to full-time if necessary. Expectations should increase slowly, and settings may need to be flexible with rules and routines initially to allow some children to make the transition from home to school successfully.

From the Transition ideas for children- Generic

Strategies	Extra detail / explanation	Persons involved. Lead professional in bold.	Additional notes (include which key visit/timing)
An outline of the first day	From arriving in the playground to home time; run through the usual routine (verbally, physically and visually).	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting
Use of a total communication approach	If needed to support understanding, i.e., use visual cues such as objects of reference, photographs or symbols.	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting
An individual visual timetable	To be provided to child which includes key times of routine activities within the school day.	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting
Consistent use of a Now/Next board	Until routines become embedded.	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting
Visual schedules	For routine activities such as putting things away in the morning, changing for P.E. or getting ready for Home Time.	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting
Information booklets for families	Addressing issues such as where to get my lunch and how to pay for it and home-based routines (e.g. bedtimes, packing a school bag etc.,)	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting
Encouraging parents/carers to walk to/drive past school	So that the child or young person can familiarise themselves with the route and look of the building. Repeat this activity at key times of the day so that the child experiences it at the right time.	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting
A journey board	Create a visual map of the tasks either side of the transition to and from school so that the sequence of events is clear.	<ul style="list-style-type: none"> • New Setting • Child 	When child is attending new setting

Sharing information: increasing understanding of the child's needs and consistency during and beyond transition.

- Invite all agencies to provide any further advice, guidance and/or training to support effective transition planning.
- The current setting should collate and securely send key information about the child (via the Children's Services Portal) to enable the receiving school/setting to be sufficiently prepared for the transition.
- A Pupil Profile should be completed by the current setting and the parents. This should include information about effective strategies deployed by the current setting to successfully meet the child's needs.
- A Pupil Passport should be completed by the child (support by an adult), to provide key information about themselves and express what is important to them.
- Carry out a sensory audit of both the pupil's sensory processing needs and the new environment so that reasonable adaptations can be made and an appropriate sensory diet can be devised, if necessary.

How do you share your information with your local feeder schools/providers?

Please add to the chat or put your hand up and unmute to speak

From the Transition ideas for children- Generic

Share key information	Facilitate opportunities to share about the child's strengths, needs, likes, dislikes, motivators, triggers etc.	<ul style="list-style-type: none"> • New setting • Child • Parent/carer • Early Years keyworker 	Key visit 1
A Pupil Profile	This contains an outline of the child's needs from the Parents' and Current Setting's perspective and should be shared with all staff who will come into contact with the child. Templates are available from the Autism/CCN Team.	<ul style="list-style-type: none"> • New setting • Child • Parent/carer • Early Years keyworker 	Key visit 1
A Pupil Passport	This will contain information that the child wants to share about themselves. Templates are available from the Autism/CCN Team.	<ul style="list-style-type: none"> • Current Setting and New setting • Autism/CCN Specialist Teacher and/or other Professional 	Key visit 1
A sensory audit	Focusing on the child's needs in relation to any sensory processing issues. Audit tools are available from the Autism/CCN Team.	<ul style="list-style-type: none"> • New setting • Child • Parent/carer 	Key Visit 1
Contact any specialist agencies involved	Agencies such as social care and/or health professionals who are actively involved with the child or young person should be contacted and invited to provide any further advice, guidance and/or training to support effective transition planning.	<ul style="list-style-type: none"> • Current Setting and New setting • Autism/CCN Specialist Teacher and/or other Professional 	When child is attending new setting
Training needs identified	Nursery to receive training from Autism/CCN team around an Autism Champion model; a focus on meeting the needs of children with autism in setting and on transition	<ul style="list-style-type: none"> • Autism/CCN Specialist Teacher and/or other Professional 	When child is attending new setting

Moving on: increasing the child's understanding and acceptance of having 'moved on'

- Saying goodbye - settings can encourage the child to create a 'farewell' and/or 'thank you' message (using a video/printed/handwritten message). This will give him/her an opportunity to share his/her thoughts and feelings about the current setting.
- Set up closure activities within the current setting (or virtually) to help the child understand that their routine will be changing and they will be starting a new stage in their lives. Some children need to know that something is finishing before they can move on. It also contributes to a bank of positive memories.

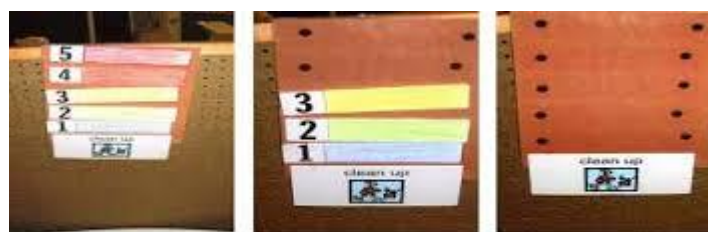


From the Transition ideas for children- Generic

Strategies	Extra detail / explanation	Persons involved. Lead professional in bold.	Additional notes (include which key visit/timing)
Closure (goodbye) activities	Typically, some of this work involves all children who are transitioning between settings and includes group activities such as a Leavers' Assembly. Other activities might include a 'goodbye' book with a message from each member of staff or some other memento.	<ul style="list-style-type: none"> • Current setting • Child • Parent/carer 	
A simple social script	To explain what will happen during the transition process, to include plenty of photographs/pictures.	<ul style="list-style-type: none"> • Current setting • Child • Parent/carer 	
A visual timeline	Ensure that this can be marked off as the weeks pass during the Summer Holidays.	<ul style="list-style-type: none"> • Current setting • Child • Parent/carer 	
A 'farewell' and/or 'thank you' message	This could take the form of a video/printed/handwritten message from the Child. This will give him/her an opportunity to share his/her thoughts and feelings about the current setting and say his/her own goodbye.	<ul style="list-style-type: none"> • Current setting • Child • Parent/carer 	

Suggested transition enhancements in current to support

- School uniform in home corner
- Book bags of school etc
- Photo's school
- Transition booklet from school
- School website
- Amending timetable to replicate school day



Visual Countdown



**Have you used any of these
successfully, do you have
any of your own to share?**

Please add to the chat or put your hand up and unmute to speak

A gradual build-up to full-time: a staged approach for those that need it



From the Transition ideas for children- Generic

Strategies for gradual build-up to Full-time (if appropriate)	Extra detail / explanation	Persons involved. Lead professional in bold.	Additional notes (include which key visit)
A clear, staged transition plan	At the start of term, some children require a gradual increase in their time in school. This should be carefully planned in stages. Each stage should last no more than 2 weeks and can be repeated only once. Moving from one stage to another should occur on a Wednesday or a Thursday so that it can be rehearsed and then processed over the weekend.	<ul style="list-style-type: none"> • New Setting • Child 	
Outline the first session	From arriving in the playground to home time; run through the usual routine (verbally and physically).	<ul style="list-style-type: none"> • New Setting • Child 	
Prepare the child for each stage	By pre-warning them using a simple social script.	<ul style="list-style-type: none"> • New Setting • Child 	

Targeted and Specialist Transition Documents

- Transition ideas for children with complex communication needs or autism
<https://www.worcestershire.gov.uk/worcestershire-children-first-education-services/inclusion-educational-settings/communication-and-interaction>
- Transition ideas for children with social, emotional and mental health needs
- Transition ideas for children with speech, language and communication needs
<https://www.worcestershire.gov.uk/worcestershire-children-first-education-services/support-services/improving-schools-and-settings/early-years/early-years-inclusion/early-years-inclusion-z-resources>

Ask the room

Do you have any anonymous questions or challenges that you would like to ask others in the room for ideas or signposts. We are all very experienced practitioners here, now is your chance! Please add to the chat or put your hand up and come off mute. Thank you!

Communication Champion Training

Following the success of our previous Communication Champion training and Communication TA training we are pleased to offer further free training for all early year's settings in Worcestershire.

Training will be delivered by the Worcestershire NHS Speech and Language Therapy team working in these districts. The training will focus on a new speech and language topic each term. All training will involve a service update followed by practical strategies and activities to support children's speech, language, and communication needs.

Our focus for this term will be: Supporting Social Communication and Transition to School

Tuesday 4th June 2024 16:00 – 17:30

All practitioners working in early years settings across Worcestershire are welcome to join our Communication Champion training. Please email WHCNHS.SLTBromsgrove@nhs.net to register your named Communication Champion. A link will then be sent to the given email address before the training takes place.



Dingley's Promise
Transforming the Early Years for children with SEND



Join our 'Inclusion Lunch'
for practitioners supporting
children with SEND

[09/05/24 12:30-1:30pm](#)

[Form: Sign up for news - Dingley's Promise](#)

Useful Contact details

SENDIASS

Here at Herefordshire and Worcestershire SENDIASS we have a dedicated team of advisors offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND). We support parents, carers, children and young people with SEND and our service is impartial and confidential.

<https://www.worcestershire.gov.uk/sendiaass>

SEND Local Offer

Information and advice for families with children and young people with SEN and/or disabilities.

<https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer>

EHCP – Education, Health and Care plans

Special Education Needs and Disabilities support is available at every stage of education.

This can be identified in the early years setting and follow the young person through every stage of their education.

If your child's school or setting can't meet your child's needs using the support they usually offer to children who need extra help, the County Council may carry out a needs assessment for your child. This is called an Education Health and Care Assessment or EHC assessment. When your child's needs have been assessed a plan for meeting them may be drawn up. This plan is called an Education Health and Care Plan (EHCP).

SEND Services

If you have any questions about Education, Health and Care Plans you can contact Worcestershire Children First's SEND Services:

Call the helpline: 01905 845579

Email: sen@worcschildrenfirst.org.uk

<https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer/ehcp-education-health-and-care-plans>

Inclusion Surgeries with the Area SENCos offer

The Area SENCo Team will be offering surgery support sessions every half term. These are dedicated afternoon surgeries for Early Years SENCOs giving the opportunity for a 30-minute meeting (currently delivered via the telephone). The purpose of the meeting is to discuss more complex Inclusion issues with an Area SENCo.

15/05/24 13:30-14:00 14:15-14:45 15:00-15:30

26/06/24 13:30-14:00 14:15-14:45 15:00-15:30

Booking is essential as places are limited. To book your place you will need to add your name and number onto this document

https://docs.google.com/document/d/1cWhuv7MJiQbV_gkskUGxfRnlADU7M7iPwhZT-SQv4sE/edit?usp=sharing

The Early Years Inclusion Team offer an Inclusion Helpline

- Every Tuesday & Thursday afternoon (term time only) between 1pm – 3pm there will an Inclusion
- An officer will be able to take your phone calls.
- The remaining times within the week, someone may answer, or we ask that you leave a voicemail for us to get back to you.
- Inclusion helpline and answer machine: 01905 843099
- Inclusion helpline email: eyinclusion@worcschildrenfirst.org.uk

Follow us on Facebook for updates

<https://www.facebook.com/WCFEarlyYears/>

Website:

<https://www.worcestershire.gov.uk/WCFEducationServices/info/31/early-years-inclusion>

We want more of your feedback!

Feedback is important to WCF Inclusion Support Services as it helps us to continually develop and improve our services. If you have submitted an EYIN and received support from the ISS team, then please could you take 10 minutes to complete the annual SENCO evaluation form (you will be asked to complete this for each service that you use):

<https://forms.office.com/e/HtEEt1JKF2>



How would you prefer the SENCo Network Clusters to be delivered moving forward, have your say!

<https://forms.office.com/e/i34A7pw20i>

