**Categories of transition support used in Worcestershire Transition Toolkit**

This document identifies three “categories” of transition, depending on the presenting need of the child, as outlined below. Please note that when considering transition, each child is different and their individual personality, needs and context should be considered. This toolkit references 3 “category” of transition support that a child might need. Considering the “category” of each child will help to focus the level of support that will be needed, but the overriding rule is that the needs of the individual child are paramount.

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| **Universal Transition Support** |
| This the level of transition support that is expected for all children and all providers should follow the agreed transfer processes. This level of support focuses on the majority of children and those with ‘mild’ levels of vulnerability at the time of transition e.g.  • being known to become anxious in a social /new situation or where there has been a recent upset within the family  • with a short-term medical need e.g., broken limb  • may be at SEN support within the setting |
| **Targeted Transition Support** |
| This level of support focuses on ‘moderate’ levels of vulnerability. This may include a pupil who:  • may be highly sensitive to change and exhibit distress at the point of transition e.g., daily within their routine  • may be looked after by the Local Authority (LAC)  • has long term medical needs e.g., diabetes  • at SEN support (SEND Code of Practice 2015) with outside agencies involved |
| **Specialist Transition Support** |
| This level of support focuses on children with ‘severe, complex, persistent and enduring’ levels of vulnerability e.g.  • may be undergoing a Statutory assessment or has an Education Health and Care Plan (EHC) and may have complex medical needs with a care plan e.g., profound and multiple learning difficulties  • is ‘looked after’ with more complex needs  • presents with severe mental health and or behaviour difficulties |