

Transitions for children with SEND in the Early Years May 2020

Inclusive Intervention Team

Transitions from nursery to reception 2020

Normally at this time of year the Inclusive Intervention Team would be holding a SENCO forum on the topic of **Transitions** from nursery to reception.

This year due to the global pandemic, we have decided to put the information into a PowerPoint presentation which you can access at a time convenient for you.

If you have specific questions or want further advice having read the PowerPoint please contact the Inclusion Teacher you are working with or the IIT enquiry email inbox. Phone numbers and email contacts are at the end of this presentation.

Suggested reading

In addition to this PowerPoint, we have also attached a document:

‘Planning for Transition back to school during the Covid-19 Pandemic: A resource for senior leaders in early years settings and schools.’

The document provides a useful resource for thinking about the psychological aspects of transitions and has been written for Camden schools and settings with the Covid-19 pandemic in mind. We recommend reading this document first. Appendix 2 is specific to Early Years. It provides a useful framework for thinking about how to welcome children back to your setting after a long period of absence and also plan for next steps in their educational journey, whether they are moving on from your setting or not.

Useful attachments

We have also sent a number of other attachments with this email.

These are both informational (e.g. Chapter 9 from the IIT SENCO handbook) and practical (transition log, transition plan, transition meeting agenda - updated for 2020, template Pupil Passport etc.

Transition from nursery to school

Transition from nursery to reception can be a time of great excitement and opportunity, but children can also experience:

- A loss of attachment to familiar people, friends, the environment and objects within that environment
- Entry into an environment in which supportive relationships are not yet established and routines are unfamiliar and/or unpredictable

A child's experience of transition can have a powerful impact on their self-esteem and emotional wellbeing and longer term academic outcomes. We know that children with additional needs can be more psychologically vulnerable during this transition, and parents can understandably feel anxious in anticipation of this change. The current global pandemic will be adding to this anxiety and makes the logistics of transition planning more challenging for everyone.

Transition from nursery to school

Carefully planned transitions

- support parents to begin the process of transferring their trust from familiar nursery staff to school staff with whom they will need to build new relationships: this will take time.
- provide a range of practical activities and experiences to help the family and child prepare for change, and become familiar with the new setting.
- provide opportunities for sharing information between nursery, parents and the receiving school. This will enable the school to plan in advance for meeting the needs of the child (knowledge of a child's stage of development, strategies that the child is familiar with and are supportive). The school need to plan in advance to make reasonable adjustments for children with SEND.

When planning, it is important to bear in mind that **transition is a process, not a single event**. Creativity will be needed to adapt usual transition activities to the constraints imposed by the global pandemic.

Transitions 2020

This year, there may be increased chances for children to 'fall through gaps' and become more vulnerable. Therefore, having a robust and comprehensive transition with high levels of exchange between nursery and school of what is required has never been more important.

With our current increased use of technology, there is an opportunity to be creative and innovative, whilst making sure that the formats chosen are accessible for everyone involved.

- Camden aims to keep the transition process similar to previous years, with adaptations for Covid-19.
- Transition 'fortnight' for all children will happen weeks 8th – 26th June
- Transition for pupils with SEND will occur earlier for children in need of Exceptional Needs Grant (ENG). The deadline for ENG applications is 16th June so transition meetings need to be held in sufficient time for the receiving school to put in an application. There is further information about ENG at the end of this PowerPoint
- Transition for pupils with SEND with ECHP need to commence as soon as possible to give schools time to prepare and plan

Transition Activities- things to consider

Transition Activity	How?	Considerations
<p>Transition meeting with parents, current setting and new setting.</p>	<p>Phone or video conference(s) using agreed platform in accordance with parent's wishes about the number of attendees, and available technology</p>	<p>Maintained nurseries are able to set up meetings with schools/carers and professionals using Skype or Microsoft Teams. They are not authorised to use set up meetings using Zoom.</p> <p>If a school initiates a meeting using Zoom, staff at maintained nurseries and Camden professionals (e.g. IIT) need to request permission from Eve Stickler in advance to use this platform.</p>

Transition Activities- things to consider

Transition Activity	How	Considerations
Transfer of documentation about the child (Passport (About Me), EYFS development profile, Teaching Talking Checklist if used, IEPs (reviewed), SEN paperwork (EHCP), professionals reports (e.g. IIT, EPS, Mosaic, SALT, OT, PT)	Email	Emails between maintained nurseries (gov.uk addresses) and Camden schools (camden.sch.uk) are secure and do not need the use of Egress. PVI settings will need to use Egress to send confidential information by email

Transition Activities- things to consider

Transition Activity	How	Considerations
Visits to the new setting (for the child: e.g. with key person	This may not be possible due to Covid-19 restrictions and will be at the discretion of the school.	Alternative activities could be: Virtual tour on school website – (age appropriate for reception) Photographs of new school in a transition booklet Hello video from new teacher/support assistant possibly to include story/singing

Transition Activities- things to consider

Transition Activity	How	Considerations
Visits by school staff to observe the child in the current setting or meet the child in their home setting	This may not be possible due to Covid-19 restrictions and will be at the discretion of nursery manager.	Alternatives could be use of video footage (from nursery or parents). Reading reports/IEPS/IIT Action plan which gives insights into strategies and support the child has received at nursery
Induction for Parents (provided by new school)	Induction meetings held on the school premises will be at the discretion of the school	video conference set up by the school, possibly with smaller groups of parents to allow for questions.

Transitions during Covid-19 Top Tips



Have a video/
virtual tour



Have a photo book



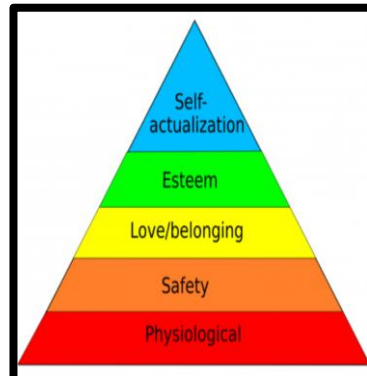
Have a video tour



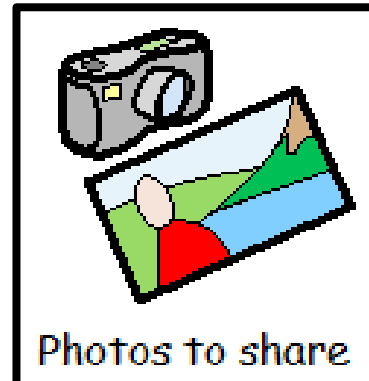
A song or story online



Share between
home and setting



Have safe places
and times built into
space and day



Photos of the child
or family to welcome



Social stories about
bereavement, transition,
new setting and
coronavirus

Transitions during Covid-19

Setting up a meeting:

- Transition coordinator remains the nursery SENCO – the SENCO should coordinate all involved and invite them to a meeting

The Transition meeting:

- If possible phone call / video conference using approved platform eg. Skype meeting (see information)
- Follow Transition meeting agenda and keep minutes to be shared.
- Record on 'support plan' (link in guidance on paperwork)

Sharing and transferring information/records:

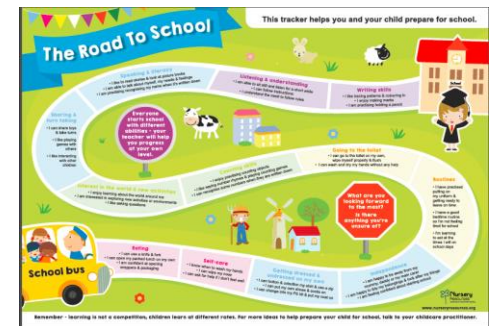
- Share transition meeting minutes with relevant people.
- Secure email or post relevant documents see 'Guidance on paperwork slide for possible relevant documents.

Induction for children:

- Welcome packs

Induction for Parents:

- School readiness poster

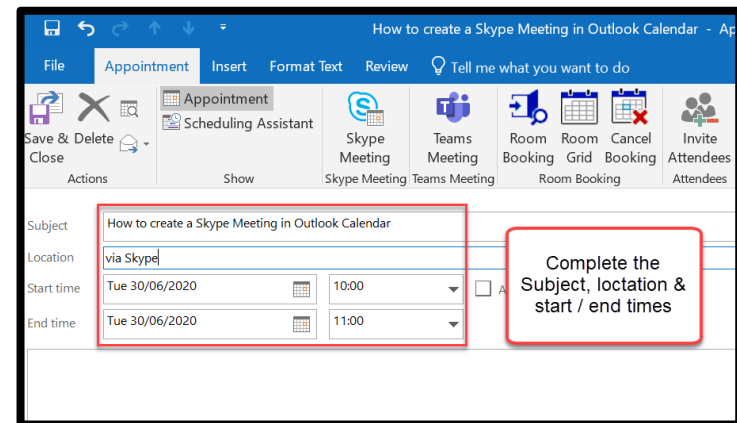


Holding virtual meetings

- Consider parent's needs – parents may be new to video conferencing technology. The number of participants in a call needs to be taken into consideration
- Discuss with parents what they feel comfortable with
- More than one conference call may be necessary e.g. Between professionals, and separately between school, nursery and parent

Meeting Etiquette:

- Read guidance (**see attached document**)
- Practice with a colleague
- Privacy - ensure you are in a space without disruptions
- Ensure you have identified who is chairing the meeting and that everyone gets a chance to speak
- Useful to turn microphones off so only one person speaks at a time
- Make sure everyone gets a chance to share
- Follow agenda as best you can
- Have the relevant documents to hand



Agenda for a transition meeting

Virtual Transition to School Meeting Agenda

1. Introduction
2. Purpose of the meeting
3. Setting's description of the child- their strengths and needs
 - Has the child received CLIF?
 - Does the child have an EHCP?
 - Will the child need ENG?
4. Describe work done so far – IEP and interventions
 - Ideas that have helped – professionals and parents
5. What will be the same in school and nursery? What will be different? What will the child need to be able to do or know when they start school that they can practice now? (e.g. dinner time /toilet arrangements)
6. Are there areas of need that the school need to make additional provision for? What support will there be for the child? Who will organise and oversee this? What role will the LSA have in relation to other adults and children in the class?
7. Arrange 'virtual visits' if real visits are not possible
 - School visit for parent and child – a virtual tour
 - School visit/s for child to get to know teaching staff, routines, environment – photos, virtual introduction of teacher to child etc
 - Visits from teaching staff to child in nursery setting – video clips of child at nursery/home shared with new setting
8. School's induction process
9. Complete the Transition Support Plan and agree who will complete actions and when
10. Identify which documents will be passed from the current provision to school
 - E.g.: 'Transition passport – About me at nursery'; IEPs; EYFS Progress summary; Professional reports; medical care plan; risk assessment etc

Transition Support Plan

Child's name

Transition from

to

Summary of Needs	Times or Places that are a challenge
<input type="text"/>	<input type="text"/>
General transition activities for all children and parents/ carers	Activities to support transition
<input type="text"/>	<input type="text"/>
Handover- resources/ documents/ other	Professionals involved
<input type="text"/>	Current Key person- <input type="text"/> Current SENCO- <input type="text"/> New key person- <input type="text"/> New SENCO - <input type="text"/>

Working with Outside Agencies

Who could I invite to a transition meeting?

- Inclusive Intervention Team (IIT)
- Mosaic Camden – Child development team
- Camden Early Years' Speech and Language Therapy
- Camden Early Years' Occupational Therapy
- Camden Early Years' Physiotherapy
- Paediatrics
- CAMHS
- Deaf / Hearing Impairment Service
- Visual Impairment & Multi Sensory Impairment Service
- Physical Disability Team Eve Pearl
- Family Support Worker
- Educational Psychologist

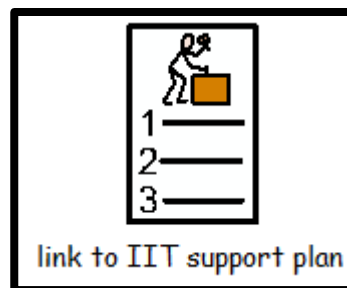
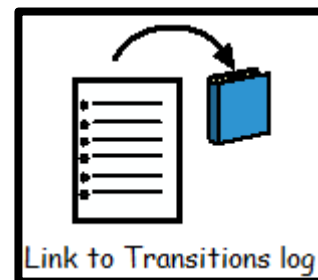
Guidance on essential paperwork

All children

- Transition three weeks **see poster**
- Paperwork- EYFS reports/age bands and portfolio/other summary information

Children with SEND

- Transitions log (**see attached file**)
- Transition meeting minutes
- Transition support plan
- Share and pass all information
- ENG
- CLIF
- All about Me/passport
- IEPs – Historic and current



Guidance on Pupil Passport ‘About me at nursery’

- See attached template
- Gives overview of strengths and needs of the child
- A quick guide for staff who will be working with the child
- Should be written in collaboration with home and setting

I don't like...
(e.g. sensory preferences, activities)

When I get upset I may... (e.g. shout, hide)

When I am upset, you can help by...
(e.g. low lighting, talking quietly)

Other people who help me (e.g. SALT, OT)

My medications:

In an emergency, please contact:

Exceptional Needs Grants (ENG)

- The Local Authority and a group of Camden Headteachers have developed a faster and more flexible, peer moderated funding arrangement to reduce reliance on the EHC needs assessment as a route to accessing funding.
- Instead, schools may now request an Exceptional Needs Grant (ENG) before considering any request for an EHC needs assessment.
- It is for children with the same level of need as might otherwise have had to wait for an EHC needs assessment

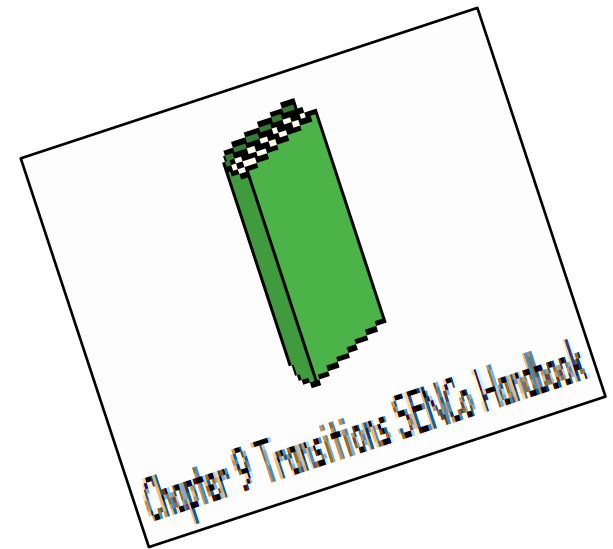
The deadline for the last ENG panel for the academic year is 16th June 2020

- The receiving school completes the ENG application form and submits it to the panel
- Arrange early transition meeting with receiving school to ensure they have as much information about the child before applying – remember, the receiving school will probably not have met the child
- Forward information to support the school in making a request - information from CLIF applications are particularly useful

SENCO Handbook – Chapter 9

Transitions

- Read chapter 9 (See attachment)
- Consider advice and paperwork within
- What else would you need to know?
- What is the most useful?
- Is there anything very different to consider for a child with or without SEND?



Questions

Please email or call your Area SENCO or Inclusion teacher for individual cases

or the IIT Enquiry line for general information.

IIT Enquiry Line : iitenquiries@Camden.gov.uk

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