



Hampshire
County Council

Supporting transition to Year R for
children with Special Educational
Needs and Disabilities (SEND)

Introduction

Making the transition from a pre-school, nursery or childminder (early years education provider) and going into the reception year of school (Year R) can be both exciting and scary for children (and parents). The support we provide for children with Special Educational Needs and Disabilities (SEND) at this time is vitally important if we are going to help them enjoy a positive start to their school life.

This year, the challenge of supporting children with SEND to have a happy experience when they start school will be impacted by social distancing.

Therefore, a lot of people who are involved in providing the best transition experience for children with SEND have come together to provide information on how we can all work together to support the move to school.

These people have provided the following information to help parents, early years education (EYE) providers, schools and others.

Supporting transition to Year R for children with Special Educational Needs

A joint presentation from:

- Services for Young Children (SfYC)
- Hampshire school representatives
- Hampshire Early Years provider representatives
- SEN Service
- Hampshire and Isle of Wight Educational Psychology Service (HIEPS)
- Primary Behaviour Service (PBS)
- Hampshire Parent Carers Network (HPCN)
- Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) and the Specialist Teacher Advisor Service (STA)
- Health Visiting and School Nursing Services
- Family Support Service (FSS)
- Clinical Commission Groups

Developed in consultation with

- Hampshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

Transitions: Aim and objectives

The aim of this presentation is to give guidance about helping children with SEND to move to Year R

By the end of this presentation you will:

- Have thought about the key ways to support transition to Year R for children with SEND
- Be able to identify children for whom additional and different transition support is required; and
- Be able to contribute to the delivery of coproduced, joined up transition experiences.

The transition to Year R pathway

A five step process...

Step 1: Identify children with SEND who will need support with transition to Year R

- Early Years Education (EYE) providers, health colleagues and other services will be able to do this by reviewing all the children they are currently supporting, alongside their parents (they can ask parents which school their child will be attending).
- Services for Young Children (SfYC) will also email school Head Teachers with the names of children who are due to start at their school, and who are known to the SfYC Inclusion team, along with the name of the setting the child is currently registered with.

Step 2: Decide what kind of transition support is required

EYE providers should always contact parents and receiving schools to decide what level of support is most appropriate for each child.

However, schools can also contact parents and EYE providers and do not need to wait for the EYE provider to make the 'first move'.

Health colleagues and other services can consider if they think a child will require specific transition support and contact the parents, the EYE setting and the school to ensure this is being put in place.

Parents can contact any service they are working with and ask for help with transition.

Step 2 continued: Decide what kind of transition support is required

- **Most children:** No meeting needed. Share information with the school in line with standard transition to Year R approaches.
- **Some children:** No meeting needed. Specific information highlighted to parents and receiving school by EYE provider: such as a child passport (i.e. one page profile), personalised child plan, outline of specific support strategies which are effective, agreed additional approaches which will support smooth transition, etc.
- **A few children who need something significant:** Support parents to access a video call meeting. This could be a 'Transition meeting' and/or 'Transition Partnership Agreement' between the parents, the EYE provider, the school and other key stakeholders, which are required to coproduce an individualised transition plan.

Step 3: Access further guidance

- 'Ready, Steady, School' guidance to providing general support for children transitioning to Year R
- Guidance for co-produced 'transition meetings', 'one page profiles/child passports', 'Transition Parentship Agreements' and other approaches
- Guidance on Person Centred Planning

All of the above can be found here:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/providers/resources-filter?filter=.Inclusion.Transition>

- Guidance for co-produced 'transition meetings', 'one page profiles', 'Transition Parentship Agreements' and other approaches can also be accessed by EYE providers and schools via the online SfYC learning platform 'Moodle' here:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/providers/training/sfyc-moodle>

Step 4: Contact Services for Young Children

If you are struggling to make contact with each other or putting co-produced transition support in place, please contact SfYC to see if we can help:

- **Havant:** Sarah Hunt – 07894 425603
- **East Hampshire:** Sarah Hunt – 07894 425603
- **Fareham and Gosport:** Karen Brotherton – 07793 758461
- **Eastleigh and Winchester:** Sharon Pratt - 07784 262615
- **New Forest:** Denise Phillips - 07920 535320
- **Test Valley:** Leigh Chinery - 07920 535394
- **Basingstoke and Deane:** Leigh Chinery - 07920 535394
- **Hart and Rushmoor:** Danielle Wickens - 07793 758474

Or email: childcare@hants.gov.uk

Step 4 continued: Contact Services for Young Children

For most children who are receiving support from the SfYC Inclusion Team, this will be provided by:

- Area Inclusion Coordinators (Area InCo): who give guidance to EYE providers, so that they can work with parents, children and schools to help with transition
- Portage: who work directly with children and families, and will help to coordinate transition support with providers and schools

We can help with facilitating video calls where this is needed.

Step 5: Keep Calm and Carry On Together

Sharing information, having a meeting and co-producing a plan is helpful, but children with SEND will only be supported with transition to Year R successfully if parents and professionals form strong relationships, develop trust and have clear and regular communication, which supports the parent with this part of their journey.

Contacts

- Services for Young Children (SfYC) www.hants.gov.uk/childcare
- Hampshire and Isle of Wight Educational Psychology Service (HIEPS) www.hants.gov.uk/educationandlearning/educationalpsychology/Transition
- The Primary Behaviour Service (PBS) www.hants.gov.uk/educationandlearning/educationinclusion/service/primarybehaviourservice
- Hampshire Parent Carers Network www.hpcn.org.uk
- Hampshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) www.hampshiresendiass.co.uk/
- The Ethnic Minority and Traveller Achievement Service (EMTAS) www.hants.gov.uk/educationandlearning/emtas
- Health Visiting and School Nursing service <http://www.hampshirehealthyfamilies.org.uk/>
- The Specialist Teacher Advisory Service (STA) www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/specialistadvisory
- Hampshire SEN Service www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/contacts
- Family Support Service www.hants.gov.uk/socialcareandhealth/childrenandfamilies/familysupportservice