

# Waltham Forest Early Years Guidance

## Top Tips to support Transitions

The purpose of this guidance is to support early years settings, including childminders, in undertaking and supporting transitions for children with SEND.

### Transitions

Transitions and changes are part of everyone's life. Most children look forward to moving on. However, transitioning children with SEND will almost certainly be more complex than the support needed for most other children. The transition from one setting to another (early years to primary) should be seen as a seamless journey.



The SEND Code of Practice states:

*"Early years providers and schools should support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another (for example from nursery to primary school)."*

### Top Tips to Support Transitions:

All effective long-term transitions involve planning and preparing. Children with SEND will face challenges of adjustment and adaptation and will need time and planning by the adults to ensure a smooth transition.

#### Planning and preparing:

- Information should be shared by the current setting with the receiving setting.



- The current setting should agree with parents/carers the information to be shared.
- A review of the SEN support being provided or the EHC plan may be needed.
- Hold a transition meeting and involve professionals who are working with the child, as well as the child's parents/carers. This will give the opportunity for everyone to discuss their part of the child's development.
- Securing the support and cooperation of everyone is an important step in creating a successful transition, but most of the work - the coordination and communication lies with those from the settings.
- Children 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.
  - Develop a transition plan, working alongside parents/ carers to ensure their voice is included.
  - Pass on records, reports and contact details for other professionals.

*“SEN Support should include planning and preparation for transition, before a child moves into another setting or school.”*

DfE and DH (2015) SEN and disability code of practice: 0-25 years, para 5.47

## Preparing children for the transition:

- For children with SEND it may be less important to spend time working on their cognitive skills and better to build their resilience, self-esteem and independence.
- Spend time teaching, supporting and practising self-help skills.
- Teach and practice coping with change. Start by familiarising the children with the concept of change. Teach them to cope with big changes by creating opportunities to practice dealing with small changes. This could be moving the snack table in your setting to a different part of the room.
- Have clear and consistent routines to aid independence and relieve anxiety for children.
- Try to find a way to see things from the child’s own perspective. Having a sense of optimism about the transition, learning skills of resilience, tolerance and persistence, and being as independent as possible in self-care will be paramount.
- You could capture the child’s voice in a one-page profile, they may need your support with this.
- Have clear and consistent routines to aid independence and relieve anxiety for children.



## Supporting Parents/carers during the transition process:

Parents/carers are essential partners in the transition process, they will also require your support and understanding.

- When assessing the support a family will need, you should check their understanding of what is happening.
- Listen to the family, this will create emotional security, which will help to build trust, not just in the process, but also in the future.
- Create a ‘Transition Plan’ with the current and new setting, as well as the parents/carers. This is crucial in helping the family fulfil their role in supporting the transition process.
- Ensure the parents/carers voice is heard.

*Smooth transitions within the EYFS depend on a commitment from all professionals involved to develop positive communication links*

## Further reading and useful Information:

[Early Education](#)

[Croner Managing Transitions](#)

[Foundation Years Org](#)