

## Building SEND inclusion in the early years

### EY SEND Partnership - Transitions Evidence of outcomes and resources to share

Name	LA	Outcomes from the Support
Julia Lumb	Calderdale	<ul style="list-style-type: none"> <li>• Our accountability grid under the SLCP work and the links between that and this. Feel we are raising profile of EY again.</li> <li>• Reviewed and republished guidance for funding for EY providers (locally known as cows and chickens document) I will send a copy</li> </ul>
Liz Smith	Southampton	<ul style="list-style-type: none"> <li>• Transition pack</li> </ul>
Aimee Trimmer	Reading	<ul style="list-style-type: none"> <li>• We have just published a EY SEND FAQ Guide for parents which covers processes for this term, information about what should be occurring, what changes may happen e.g. with SALT services, and then tips for parents to support their child getting ready for school.</li> <li>• Place planning meetings with our specialist settings &amp; our SEND Advisors who oversee PVI to identify children who need a specialist setting. EHCP team now aware of number of spaces we may need and now approaching our local special school about this whilst we are still gathering evidence for EHCP process. Felt positive conversations – hopefully next year to see reduction in children offsetting or part time timetable as unable to access mainstream.</li> </ul>
Monika Hammel-Lobo	Richmond and Wandsworth	<ul style="list-style-type: none"> <li>• Regular SEND forums, a multiagency 9 modular 'Leading SEND Inclusion in Early Years' training offer for PVI's childminders.</li> <li>• Working on a 1 page profile and share IEP's with colleagues from Portage and Early Support, also developing a parent briefing on 'Next Steps in Education' for children with complex medical needs, again with other colleagues.</li> <li>• Calling SENIF, Early Years Inclusion Fund, EYIF, as grass root colleagues reported some parents/carers stumble over Special educational needs.....</li> </ul>
Sally Clarke	Swindon	<ul style="list-style-type: none"> <li>• 2 celebratory provider/school transition case studies shared across all childminder/Leaders and Managers and Primary Heads networks in Sep and October.</li> </ul>
Dawn Butler	Bristol	<ul style="list-style-type: none"> <li>• Our Unique Transition Guidance</li> </ul>



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Sarah (Guest)	Gloucestershire	<ul style="list-style-type: none"> <li>• Exploring the pre school journey for children experiencing difficulty in school to identify missed opportunities</li> <li>• Reviewed and revised inclusion funding process for EY children</li> </ul>
Lucy-Anne Bryant	Wiltshire	<ul style="list-style-type: none"> <li>• Guidance out for settings on how to conduct a transition meeting – funding for transition meetings</li> </ul>
Liz Cutis-Jones	Dorset	<ul style="list-style-type: none"> <li>• Linked up with stakeholders around data sets – so bringing in EHCP, delayed entry, primary need of child, EYPP, DAF, DLA, EEF all being cross-refd hopefully to bring into (apparently) 'the data warehouse'</li> </ul>
Fiona Hicks	Birmingham	<ul style="list-style-type: none"> <li>• One of our successes is shared ownership including additional work to engage and take on the views and ideas of childminders. Our work group has a really strong commitment, drive and shared vision.</li> </ul>



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Case studies used by Swindon locally		
Badbury Park Primary School	Swindon	“Badbury Park Primary School was so proactive in their support for the transition of children with SEND. They sent photos of staff for the children to look at, there were phone calls from teachers and even follow up phone calls from the SENCO asking how best to respond to the children once they had started school. Our knowledge of the children was really valued.”
Brookfield Primary School	Swindon	<p>Brookfield Primary School staff worked closely with us to support the transition of children, some of whom may have experienced trauma or neglect. Once school places were confirmed, the appropriate Key Person and the SENCO from Jellytots met with parents and the Early Years Teacher, the school SENCO and relevant support staff. At these meetings we were able to share some of the strategies that had supported the children, such as the use of visuals and simple language. Parents also shared any relevant information and strategies they had found useful at home.</p> <p><b>We worked together as a team and realised that spending more time on things that we sometimes just assume children already know is incredibly important.</b></p> <p>Support staff from the school came into our setting to play alongside the children and to work with our team to gain a greater understanding of the children. The Key Person for each child also visited the school. We were able to talk with school staff about some of the things that might be observed in school. The school staff reported that they found this reassuring and that they felt better prepared to support the children as needed. We worked together to provide a special place for children to remove themselves to. We provided a tent and a box of familiar resources from Jellytots to support the children if they found things overwhelming when they started school.</p>



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<p>Jellytots Playgroup Swindon</p>	<p>Swindon</p>	<p><b>Some of the things we have put in place as a school include:</b></p> <ul style="list-style-type: none"> <li>• Making a photo book of the staff, key areas of the school and key routines to familiarise the child (e.g. Toilets, Hall area, Cloakroom, Lunch arrangements, Playgrounds)</li> <li>• Lots of liaison with parents, some of whom have produced a document introducing their child to members of staff (including any supply staff).</li> </ul> <p><b><i>We have a wonderful relationship with Jellytots who are extremely thorough with their transitions every year</i></b></p> <p><b>Working in partnership with Jellytots we complete the following for children with SEND:</b></p> <ul style="list-style-type: none"> <li>• Meeting with the pre-school (Jellytots) after school to discuss how to deal with certain behaviours and to enable us to continue successful approaches. We also discuss specific needs that the school might need to think about before September, such as creating a 'safe place' for children outside the classroom.</li> <li>• Teaching staff make several visits into the preschool to observe the children in the pre-school setting and watch how various situations are managed, such as those involving positive behaviour management.</li> <li>• The SEN TA from the school visits the preschool setting to meet the children before they start at school.</li> <li>• We hold joint TAC meetings between the school, preschool and parents in May and July.</li> <li>• Jellytots bring the children to visit the school on several occasions.</li> </ul> <p>We maintain our communication with Jellytots when children do start school to clarify any points that crop up</p>
<p>Little Pioneers Cooperative Childcare</p>	<p>Swindon</p>	<p>“It was great to work with Little Pioneers. They were helpful and supportive in transitioning children with additional needs. The transition plan they provided clearly outlined what needed to be done and when. Their hard work in preparing key documents ensured that the right support was in place. Their open and honest communication helped us to understand the level of need and enabled us to plan ahead.”</p>

