



SEND Transitions and Data Tracking

March 2025



Transitions

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Senior Area SENCO

Transitions Charter

Early Years Charter for Transitions

'Every child deserves the best possible start in life and the support that enables them to fulfill their potential' - EYFS 2021

Happy, safe, confident children across **Bournemouth, Christchurch and Poole.**

Our commitment:	We promise:	We promise to:
<ul style="list-style-type: none"> BCP Council and all our partners recognise that change of any kind can be challenging for all involved we are all committed to ensuring children and families experience these changes positively, safely and with the confidence and knowledge to tackle it again and again. 	<ul style="list-style-type: none"> transitions for each child will be a partnership process clear routes of communication will be established for all involved there will be continuity of experience for the child adults will monitor the child's settling in and their progress. 	<ul style="list-style-type: none"> reflect the many different ways that children can communicate ensure the right support is there at the right time for the child make sure each child feels secure and confident that their needs, wants, likes and dislikes are understood.

This **Charter** has seven statements that all partners will use to work together to ensure a smooth transition for each child.

<p>Maintain clear arrangements for a smooth transition for children with SEND wherever they are learning.</p>	<p>Maintain good links between partner agencies, early years settings and schools to support all children's transitions.</p>	<p>Parents and carers of young children with SEND are involved and supported throughout the different transitions their child might make</p>	<p>Early Years providers and schools anticipate the full range of needs of children coming into their setting and are ready to meet them.</p>	<p>Early Years teams use local information and data to improve the quality of all transitions for young children with SEND.</p>	<p>Early years teams use information from parents and carers to improve the quality of transitions for young children with SEND.</p>	<p>Early years educators are aware of provision at universal, targeted and specialist levels. They work with appropriate agencies to ensure the right level of support is in place for all children.</p>
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Transitions – Portage



Portage home visiting

- The Portage service aims to support a child's successful transition from home learning to an early years provider or school
- Portage officers support parents sensitively and provide information/signposting, advice and support to enable parents to feel more confident about this important next step for their child and family
- The transition process is led by parents and acknowledges they are the experts on their child
- If needed the Family Information Service can provide brokerage to help parents find a provider

Transitions – Portage



Transition planning:

- A transition meeting is held – usually in the setting
- Key documents including a One Page Profile, Portage Play and Learning Plan, DfE SEND Assessment tools and other relevant information is shared
- A transition plan is co-produced by parents, the setting, Portage officer, Area SENCO and other relevant professionals outlining key information and next steps agreed
- Joint Portage home visits are offered to the SENCO / Key Person
- The Portage officer alongside the Area SENCo follow-up with the parents and setting to help ensure the child has settled well and offer support if needed

Transitions – Portage



Portage stay and play – five sessions are delivered every month across the BCP council area. They:

- Are small, welcoming play and learning sessions for children with SEND and their families
- Provide a happy, calm and nurturing space for children to play and learn alongside other children with SEND
- Help build confidence for both the children and their parents
- Provide a stepping stone towards a successful transition
- Are co-delivered by Portage, Speech and Language and Health Visiting colleagues, and other invited guests

Transitions – Universal Support



- Childcare Advisors signpost early years providers to access information about transition.
- Transition paperwork including SEND specific templates have been developed and shared with providers, along with EYCCA support to complete the forms
- Signposting to Dingley's Promise Comic relief inclusion training
- NEW: Transition Portal for all Early Years Providers and schools
- NEW: Redevelopment of transition guidance for providers and schools on 'best practice' – Belonging from the Beginning strategy

Transitions – Targeted Support



- Discussion of transition arrangements on routine visit(s) from Area SENCO
- Prioritisation of School leavers for Area SENCO review(s) in Summer term including early reviews if needed
- Schools are provided with lists of children who have had Area SENCO involvement, including the level of funding children received (and whether they have increased/reduced funding), and what level of support from the Area SENCO team
- NEW: An Area SENCO information pack, including any reports that the Area SENCO has completed for the child, is sent to each school.

Transitions – Specialist support



- Identified children will be offered an **enhanced transition** package which may include some of the following:
 - Attendance at meeting with early years provider, school staff and parents to discuss transition arrangements (to be led by Early Years provider)
 - Joint visit(s) to the Early Years provider with school staff to observe the child and plan transition arrangements.
 - Meeting and/or visit(s) to the school setting to plan provision
 - Identification of training needs for school setting with signposting to where this can be accessed
- **NEW: Cohort planning meetings**, offered to schools during Summer term, whereby Area SENCOs meet with school representatives to look at their proposed cohort of children of SEN to plan accordingly.

Transitions – Area SENCO support in schools



- During the Autumn term, we will be offering three dates for training and clinic style support.
- Training will be informed by cohort meetings in the Summer term
- Area SENCOs will be present to discuss any children for whom permission is in place, giving information, advice and guidance



Data Tracking

Jeanette Yorke

Early Years Operational Manager

Exploring the history of Year R children with SEND



Understanding SEND sufficiency for early years is difficult but using data for Year R children and provider surveys you can be led by the data!

Key sources of data:



- ✓ LA's School data team to provide an anonymised list of all Year R children to include a SEN CoP stage marker
- ✓ Have a general report of **all** 3 and 4 year old funded children for the summer just prior to the Year R entrants
- ✓ Attach SEND questions to any annual or termly occupancy survey you issue to EY providers

Exploring the history of Year R children with SEND



With this data and our standard EY data we can determine that in BCP:

- ✓ 18 of 453 SEND CoP YR's had not accessed any EY (in BCP)
Making an average of 96% (growth from 95% 2023, 93% 2022)
- ✓ 73% maximised their weekly EY funding
- ✓ 44% had accessed extended entitlement (30hrs)
Versus 55% of all 3/4yo children (summer)



Exploring the history of Year R children with SEND



and to continue...

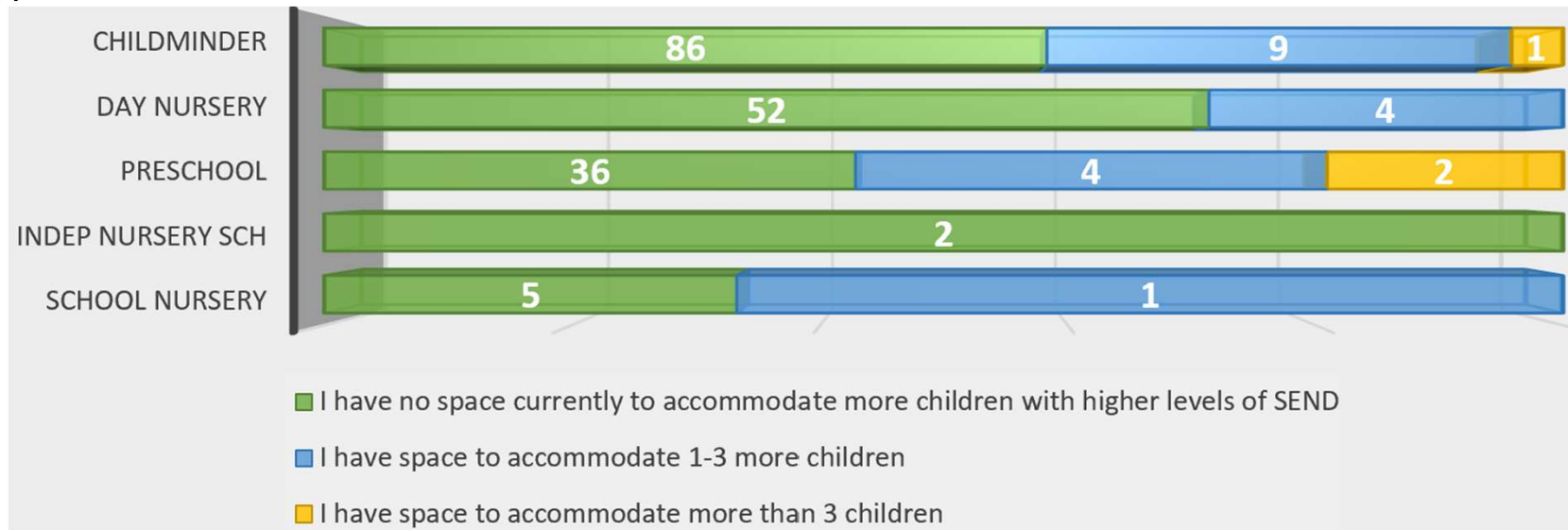
- ✓ 27% had accessed Early Years Pupil Premium versus 16% of all 3/4yo children (summer)
- ✓ 45% had accessed BCP's Deprivation supplement versus 27% of all 3/4yo children (summer)
- ✓ 40% had earlier accessed funded hours as a disadvantaged 2yo Versus 24% of all 3/4yo children (summer)

Those outcomes can be drilled down further to understand any trends.

Present position with EY providers

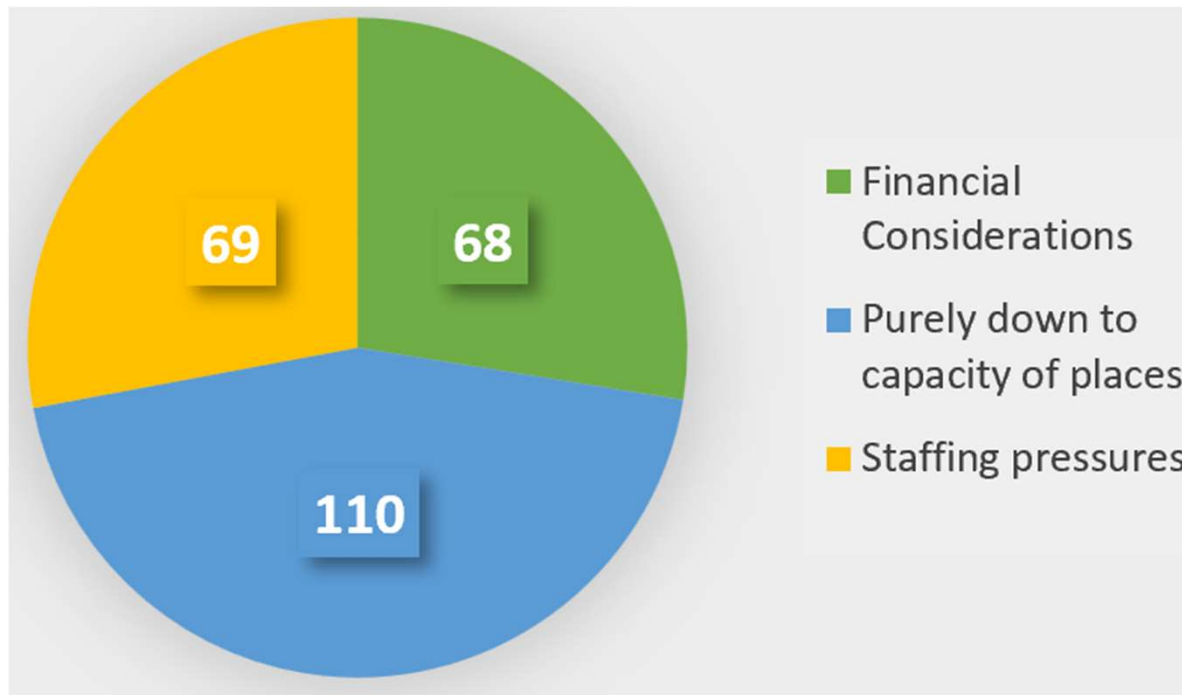
Surveying all providers is good practice as we've learned:

The number of vacant places they told us they had for high level SEND children had fallen from 100+ in 2022 to under 50 in 2023 (2024 survey pending)



Present position with EY providers

For those that said they had no space (although every space should really be accessible!), the challenges were:



We can use all the data collected to target support to providers that might not be engaging as much with SEND

