



Preparing for successful school transition

Universal Transition for children who do not require additional support

- Early Years provider to complete assessment for all pre-school children
- Parents to consider school placement for their child, visit local schools individually or join planned open days.
- Parents to keep an eye out in November for school admissions letter and be prepared to complete forms on time (via online portal or post)

Enhanced transition for children with emerging needs

- Early Years provider to complete assessment for all pre-school children and consider using supporting resources
- Parents to consider school placement for their child, visit local schools individually or join planned open days.
- Provider to host a TAC meeting to review and update SAPP (6-8 weekly)
- Parents to keep an eye out in November for school admissions letter and be prepared to complete forms on time (via online portal or post)

Individual transition for children with additional needs

- Early Years provider to complete assessment for all pre-school children and consider using supporting resources
- Parents to consider school placement for their child, visit local schools individually or join planned open days.
- Provider to host a TAC meeting to review and update SAPP (6-8 weekly)
- TAC to start planning for transition, consider referrals to external agencies. EY provider to update SAPP based on review and share with families and agencies involved.
- Parents to keep an eye out in November for school admissions letter and be prepared to complete forms on time (via online portal or post)



Preparing for successful school transition

Universal Transition for children who do not require additional support

- Early Years provider to complete assessment and monitor child's progress
- Parents to ensure school admissions form has been completed on time. Closing date for school applications is early January.

Enhanced transition for children with emerging needs

- Early Years provider to complete assessment and monitor child's progress
- Parents to ensure school admissions form has been completed on time. Closing date for school applications is early January.
- TAC continues to review and update SAPP regularly (6-8 weeks)
- TAC considers involving other agencies or closing as necessary
- EY provider considers contacting early years service if a child is not making progress or there are concerns regarding transitions.

Individual transition for children with additional needs

- Early Years provider to complete assessment and monitor child's progress
- Parents to ensure school admissions form has been completed on time. Closing date for school applications is early January.
- TAC continues to review and update SAPP regularly (6-8 weeks)
- TAC should consider requesting an EHCNA if there is sufficient evidence of long term needs and lack of progress despite targeted interventions.



Preparing for successful school transition

Universal Transition for children who do not require additional support

- Early Years provider to complete assessment and monitor child's development
- Parents to keep an eye out for school allocation day - either via online portal or in the post. They must ensure they have accepted their child's allocation place within the timeframe provided.
- EY Provider to complete EYFS summative development transition record to share with receiving school.

Enhanced transition for children with emerging needs

- Early Years provider to complete assessment and monitor child's progress
- EY Provider to complete the EYFS summative development transition record
- TAC continues to review and update SAPP regularly (6-8 weeks)
- EY service to RAG rate all pre-school children previously or currently open to EYS and pass information to Education Inclusion service.
- Education Inclusion Service contact receiving school and EY service confirms level of input to TAC and transition process.

Individual transition for children with additional needs

- Early Years provider to complete assessment and monitor child's progress
- EY Provider to complete the EYFS summative development transition record
- TAC continues to review and update SAPP regularly (6-8 weeks)
- EY service to RAG rate all pre-school children previously or currently open to EYS and pass information to Education Inclusion service.
- Education Inclusion Service contact receiving school and EY service confirms level of input to TAC and transition process.



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Universal Transition for children who do not require additional support

- EY Provider to send EYFS summative development transition record and assessment to receiving schools.
- EY Provider to invite reception teacher/teaching assistant to observe the child and talk to key person
- Receiving school to contact family with school information and share transition plan for visiting school.

Enhanced transition for children with emerging needs

- EY Provider to send EYFS summative development transition record and assessment to receiving schools.
- EY Provider to invite reception teacher/teaching assistant to observe the child and talk to key person
- TAC continues to review and update SAPP regularly (6-8 weeks)
- TAC meeting to focus on transition to include parents, receiving school and external professionals as appropriate
- Receiving school to contact family with school information and share transition plan for visiting school.

Individual transition for children with additional needs

- TAC continues to review and update SAPP regularly (6-8 weeks)
- EY provider to invite reception teacher/TA to meet the child in their setting and the receiving school will invite child to visit reception.
- TAC meeting to focus on transition - a personalised transition plan to be discussed. EY provider and receiving school to agree which recourses to be shared to successfully support child's transition.
- If not already requested the TAC should consider EHCNA if there is sufficient evidence of long term needs and lack of progress despite targeted interventions.



Preparing for successful school transition

Universal Transition for children who do not require additional support

- School may offer home visits
- A graduated transition into school may be offered during the first term of school.

Enhanced transition for children with emerging needs

- School may offer home visits
- A graduated transition into school may be offered during the first term of school. This may be more personalised for children with emerging needs.
- School should consider reviewing SAPP and referrals to other agencies if children's needs are escalating and the school needs additional advice to support the child.
- School staff to consider contacting EYS Advice line for no names conversation and generic support/advice if any emerging concerns.

Individual transition for children with additional needs

- School may offer home visits
- A graduated and personalised transition into school may be offered during the first term of school. This could be extended if needed.
- School to implement all the agreed resources and strategies in place to successfully support the child.
- School to invite parents and other agencies to review SAPS
- Continue to meet child's needs with EHCP in place or consider whether an EHCNA is required if needs are escalating.
- EIS and/or ATS to make contact with school to share level of input and support available.