

Transition to Reception 2024-2026



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Introduction

The transition to school is an important milestone for children. Much excitement is described, as well as differing levels of anxiety for each family. Settings work hard to ensure that this significant transition is made as smoothly as possible. The aim of this guidance is to outline some important considerations for transition for all children, especially those with SEND.

Transition is a process which takes place over time. The essential elements are:

- preparing the child for their next stage through high quality provision and learning about endings and beginnings – ongoing provision through role play, small world, books, discussions, transition booklet.
- information gathering and sharing between the child, family, providers and/or childminders, and any other professionals working with the child. Share as much as you can about each child's strengths, interests, experiences and difficulties. Settings should establish a clear understanding of one another's aims, purpose and philosophy. – please use the transition report provided, also emails, telephone or face to face meetings, 1-page profile (This is Me).

Usually, we expect the EYFS lead and SENCO to be the main point of contact for transition to Reception. Our most up to date EYFS team lead contacts have been sent with this pack.

PVI contact details have also been sent with this pack.

There are 3 broad areas for a successful transition:

- Gathering and sharing information about the child
- Working in partnership with the other setting/s
- Providing information and support, and working in partnership with parents and carers

The key factors in supporting a good transition to school are:

- A commitment from all professionals to support every child fully with a shared and consistent approach
- A commitment to develop clear communication links

- Continuity of support for children transferring from a provider and/or childminder
- Working in partnership with parents/ carers

This pack includes the following documents to help you provide a smooth transition to school:

- Transition timeline
- Transition meetings guidance and notes template
- EY transition Report with SEND information
- This is Me one page profile with symbols
- Ideas for social story about a new school
- A fully editable Transition Booklet for children with additional needs



Below is a timeline with suggested actions for each stage. Please note that the timing of transition work for children entering Special School may differ from that outlined below, but the process will be the same.

Transition Timeline		
Autumn	Spring	Summer
<p>Evaluate the transition process: How well was information shared? How could this be improved? How did children find the transition? What is their view?</p> <p>Continue to develop and build close links with main feeder providers/childminders or schools, share information with them, re-introduce key staff.</p> <p>Maintain links between previous and current setting regarding children who moved to reception this term. Settings often like to hear how children are settling at school.</p> <p>Communicate with parents/ carers regarding school admissions application process and help them get the right support.</p>	<p>Remember the January deadline for applications for reception school places.</p> <p>Enquire with families about which school children will be moving to and plan contact with those schools.</p> <p>School staff may want to touch base with settings they regularly take children from to reconnect and encourage dialogue.</p> <p>Schools will plan their transition offer to take place in the Summer term, for example stay and play, meet the teacher, setting visits. An enhanced offer may be planned for children with additional needs.</p>	<p>Conduct SEND transition meetings in collaboration with families and professionals (see notes above).</p> <p>Complete Early Years Transition Report and send to school. Remember to complete the SEND section for children with additional needs.</p> <p>Encourage and support parents/ carers to enable their children to attend visits to new setting/ school.</p> <p>Incorporate local school visuals and items within setting, e.g. bookbag, logo, uniform.</p> <p>Work with the child and family to make a transition booklet to help SEND pupils visualise the coming change. Include photos of the new setting, staff and a countdown.</p> <p>Tell stories about starting school, transition, things to look forward to. When addressing fears and worries, remember to include solutions.</p> <p>Create personalised calm boxes with the children and support children in how to use them.</p> <p>Schools will carry out their transition programme planned in the Spring term, contact EY settings to enquire about children coming, read transition reports and other information shared and use it to plan for a smooth transition in Autumn term.</p>

Transition Meetings – Led by Setting Staff

Transition meetings, with the transition report included in this pack, provide very useful information for the school to understand about the children with additional needs. Please see the aims below.

Settings and schools should endeavour to make sure that these meetings occur in good time as they are important for offering continuity to children who are likely to find transition more challenging than some other children.

To be invited:

- Parent
- Child (if appropriate and perhaps for part of the meeting)
- Area SENCO
- Setting staff
- School
- Professionals

Meeting aims:

To establish:

- Child's strengths
- Child's difficulties/ barriers to learning
- Child's preferences and interests
- Useful strategies
- Suitable initial IEP outcomes/ targets
- Current setting staff to make notes (pro- forma provided as a starting point)

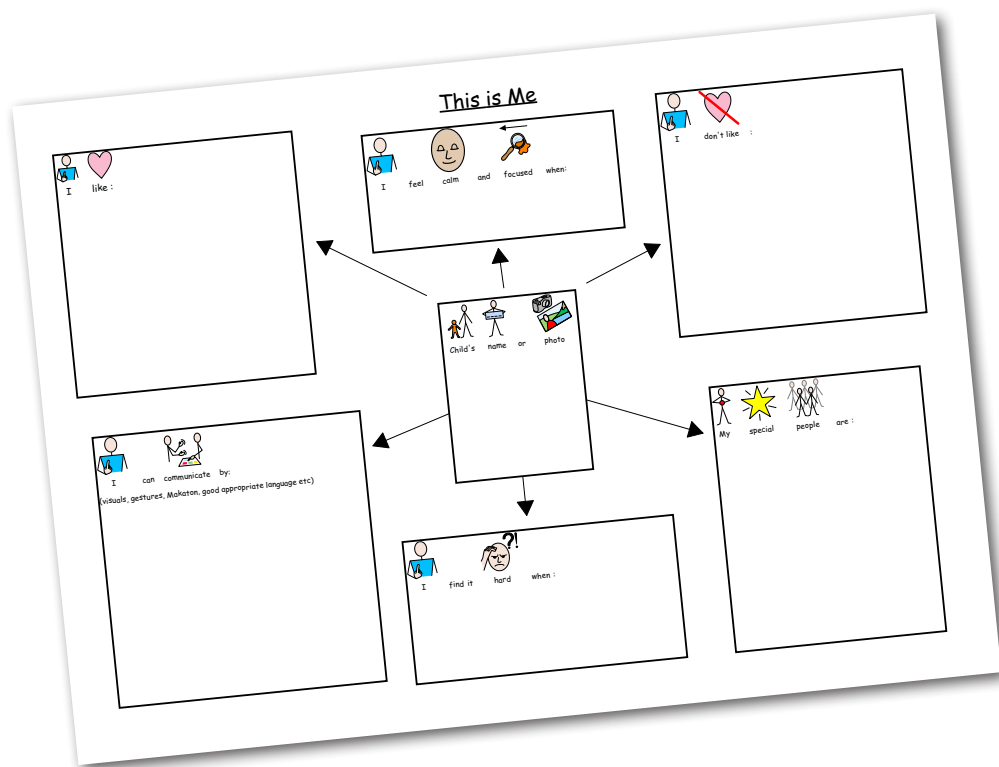
Record the main points from the meeting on the sample Transition Meeting Notes provided in Appendix 1.



Transition Report and One Page Profile

The Transition Report, found in Appendix 2, will provide all the key information that schools will need to be able to offer continuity from the start. Remember to work with parents/ carers from the outset, and seek their consent before sharing SEN information.

A one-page profile can also provide very useful information about children's strengths and needs and present it in a way that is easy and quick to access. An example is provided in Appendix 3.



Appendix 2 - Early Years Transition Report

Please complete and share this with the child's school by the end of June preceding a September start.

Name of Provision:	Email address: Telephone/Mobile:
Child's full name:	Number of terms attended:
Date of Birth:	Number of sessions attended per week:
Language(s) spoken:	Level of Attendance (High/Medium/Low):
Child Protection Plan: Yes / No Child in Need: Yes / No Looked After Child: Yes / No EHCP: Yes / No	Other agencies involved with this child/family: Example: Health services: Speech and language, Occupational Therapy, Physiotherapy, Hospital paediatrician/ visual impairment service/ hearing impairment service Health visitor: Chevrots/ EISS/ Educational Psychology service/CAMHS
Medical Care Plan (if yes please state reason briefly): Reason:	
Communication and Language	
Personal, Social and Emotional Development:	
Physical Development	

Transition Booklet and Social Story

Transition Booklet

The editable transition booklet that follows titled 'Starting School' is for current settings to use for children with additional needs to offer an extra layer of support for their change of placement. Help can be sought from parents/ carer and the next settings to make the booklet more useful. In this pack you will find an editable PDF version and a printable version if you would prefer to complete a paper copy.

It is intended both to enable the child and their family to:

- share helpful information with the new school
- start thinking about saying goodbye to their current setting
- get to know their new school
- plan ideas for activities over the Summer break

The booklet is fully editable, please add visuals such as a photo of the school, the school logo, favourite books and add spaces if there is additional information or support needed.

You may also want to add a goodbye and good luck message, with an invitation to visit in the Autumn term if this will be helpful.

Social Story

In addition to the transition booklet, schools may want to provide a visual overview or social story about their school to support transition to published on the school website.

You might include photos and details of:

- The school building and its name
- The classroom door or name label
- Inside the classroom
- The carpet space
- Coat pegs/ water bottle storage, self-register
- Where the toilets/ medical room are
- All regular class staff photo and name
- Playground space
- Lunch space
- PE Hall



About Starting School



Starting School

This is me



Insert picture



I am going to a new school in September.

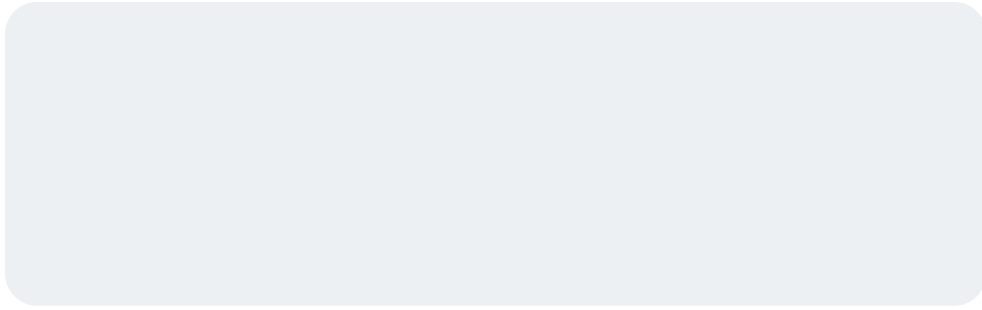
The school is called

My special people are:

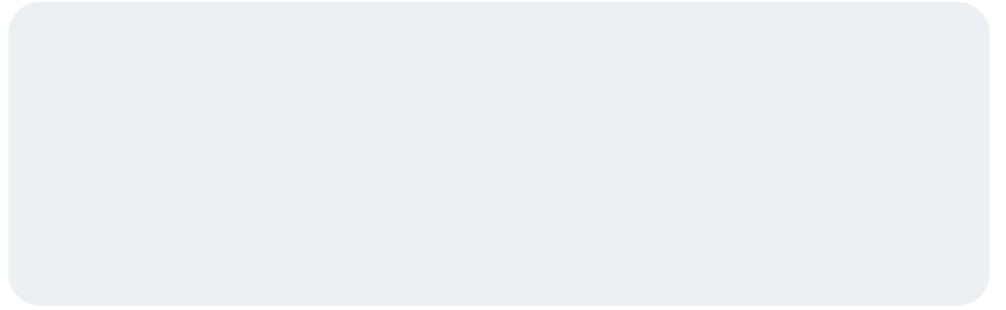
My name is

All about me!

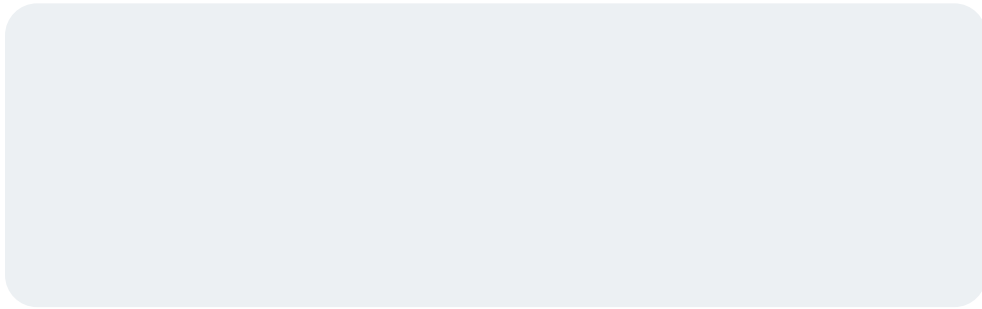
I would like my new school to know:



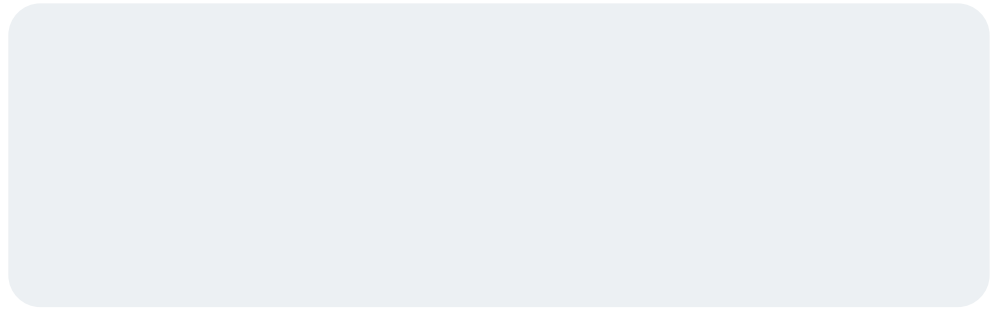
Things I do not like:



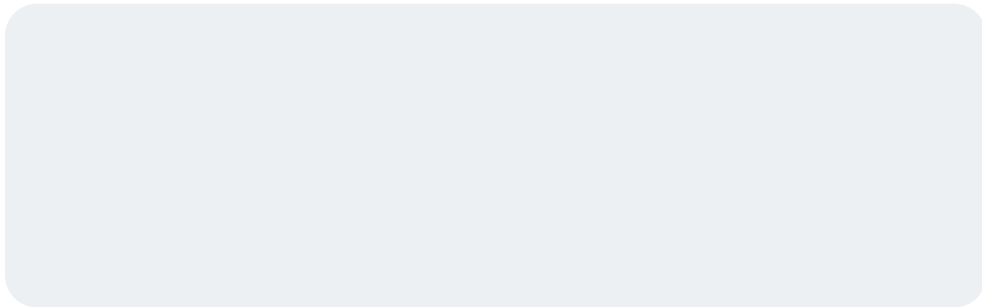
Things that I am good at:



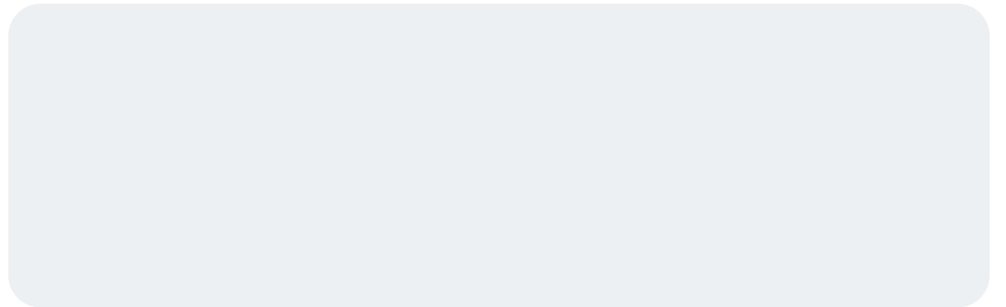
Things I might find tricky:



Things I like:



My special interests:



My new school

When I start school, I will be in class and

my teacher will be

(to be completed by parent/carer when information sent from school or taken during school visit in summer term)

Insert picture

(an image of my school, classroom or teacher)

On the first day at school, I will learn all about my school:



The name of my classroom and how I find it



The names of the adults



Where the toilets are



Where I eat my lunch



What to do when I need help



Where the playground is



The names of my friends



What happens at what time during the day
(visual timetable)

My school uniform

Insert picture

My book bag

Insert picture

Countdown to starting in Reception at school

*Please mark the last day at the current setting, and day that they start school

July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
21	22	23	24	25	26	27
28	29	30				

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14

Summer holiday ideas

Before I start school, I will have the summer holidays. Here are some things I might do during the holidays. I could:

- go to the park with a friend
- go swimming
- ride a bike
- go on a train ride
- read a book
- go to the park
- play scheme



- practice handwriting or spelling
- visit a free museum in London
- draw
- play cards
- play a board game
- help with jobs at home
- go to the library



A message from my setting

A large, empty, light blue rounded rectangular box intended for a message from the setting.

Appendix 1

TRANSITION MEETING NOTES		DATE:
PRESENT:		CHILD'S NAME:
CHAIR:		NOTES TAKEN BY:
Item	Discussion and actions	
Introductions and welcome		
Purpose of meeting/ agenda		
Child's strengths		
Childs difficulties/ barriers to learning		

Child's preferences and interests		
Useful strategies		
External professionals involved		
IEP target 1	Target	Strategies
IEP target 2	Target	Strategies
IEP target 3	Target	Strategies
Information that the family think would be helpful to share		

Appendix 2 - Early Years Transition Report

Please complete and share this with the child's school by the end of June preceding a September start.

Name of Provision:	Email address: Telephone/Mobile:
Child's full name: Date of Birth: Language(s) spoken:	Number of terms attended: Number of sessions attended per week: Level of Attendance (High/Medium/Low):
Child Protection Plan: Yes / No Child in Need: Yes / No Looked After Child Yes / No EHCP: Yes / No Medical Care Plan (if yes please state reason briefly): Reason:	Other agencies involved with this child/family: Example: Health services: Speech and language, Occupational Therapy, Physiotherapy, Hospital paediatrician/ visual impairment service/ hearing impairment service Health visitor. Cheviots/ EISS/ Educational Psychology service/CAMHS
Communication and Language	
Personal, Social and Emotional Development:	
Physical Development	

Literacy
Mathematics
Understanding the World
Expressive arts & design

SEN&D Transition Information

Please ensure that parental permission has been granted for SEND information to be shared.

Professional's reports are included with this report: YES/ NO

Please state the child's strengths here: (e.g. can use the toilet, likes singing, able to share)

Please state the child's main SEND needs, medical needs or diagnosis: (e.g. autism, pre-verbal, stoma)

Communication and interaction: write about how they communicate (e.g babbling, echolalia, pointing, leading by the hand to desired object, words, phrases etc)

Cognition and learning: write about how they play and explore (e.g. rigid, self-directed, repetitive, special interests, understanding etc)

Emotional, social and mental health (SEN&D Code of Practice): write about how they respond and regulate emotions (e.g. plays alongside, dislikes busy environment, is withdrawn/ acts out separation difficulties etc)

Sensory and Physical: write about any visual and/or hearing impairment, or any physical disability.

List of specialist equipment and resources which may be required:

Please delete or add as appropriate.

Requires a walking frame/special chair to.....

Has hearing aids/implants/visual impairment adaptations/large puzzles /large print books/

supported with visual communication: Objects of reference, Now and Next board, visual timetable/symbol support/colourful communication.

Supported with Makaton sign/gesture (Uses the sign for 'More' 'finished' 'hello' etc.

Is provided with sensory support/uses our sensory room

Bucket activities twice per session as part of the enhanced curriculum in our setting.

Transition Meeting:

Parents/ carers and professionals have been or will be invited to a transition meeting which will take place on (date) or is to be arranged.

Documentation to be shared or provided with other professionals:

SEN Support/Individual Support Plan

Education Health & Care Plan

Education Psychologists Report

Speech and Language Report

Early Enfield Help Form

CAMHS Report

Child Development Team Report

Physiotherapist Report

Occupational Therapist Report

Health Care Plan

Parent/s or carer/s comments:

Parent/ carer Name:

Signature:

Date:

Practitioner's Name:

Signature:

Date:

Copies given to parent/s or carer/s and School: Yes / No

Date:

Appendix 3

A Trauma Informed Approach to Transition in the Early Years

The trauma informed framework outlined below can be used by Early Years settings and schools to plan for young children who are transitioning from nursery to reception to enable them to feel a sense of safety and security during a time of uncertainty and change.

Enfield Trauma informed Practice in Schools and Settings (E-TIPSS) is a borough-wide approach to emotional wellbeing and uses the **Attachment Regulation and Competency (ARC) Framework (Blaustein & Kinniburgh, 2019)**. The framework is not just for thinking about our most vulnerable young children but for all children as a preventative approach.

Many young children have nervous systems which are continually on high alert for danger and threat linked to previous or current experiences which makes transition even more challenging.

Adult emotional responses during the transition process may be complex which could be related to current challenges that the carers are experiencing themselves as adults or their own beliefs and assumptions about school which may be based on their own experiences of school. These emotions can manifest as powerful and overwhelming and be sudden and unexpected for the caregiver which may affect their capacity to support the transition process for the child.

The modular approach provides a common language, structure and encourages consistency across the workforce to promote relational care, emotional growth and therefore improve young children's competency to engage in education and learning.

Please email e-tipss@enfield.gov.uk if you would like to find out more about E-TIPSS in the Early Years training and workshops.

Trauma Experience Integration

Competency

Executive Functions

- Identify ways to support the child to develop their executive functioning skills (e.g. flexibility of thinking, problem solving, impulse control, organisation, understanding of memory) when they are showing signs of being emotionally regulated and developmentally ready through activities, such as imaginary play, storytelling, movement games, matching and sorting activities.

Self-Development & Identity

- In partnership with caregivers, support the child to identify their unique self (e.g. strengths, interests, experiences, challenges) and record to share with staff working with the child (e.g. one page profile, All About Me).

Relational Connection

- Plan ways of building a safe relationship and connection between settings throughout the transition process. Additional family meetings, transition visits and settling in sessions may be needed.
- Identify strategies to support the child to develop the skills to build, maintain and repair relational connections with others.

Regulation

Identification

- Encourage caregivers to name feelings and emotional states as they see them in their children and themselves.
- Support the child with understanding endings and beginnings at a developmentally appropriate level (e.g. through stories, role play, small world, discussions) and talk about the emotions that we can feel during transitions (e.g. excitement, fear, anxiety).
- Identify strategies for helping the child to read body clues (e.g. rate of breathing, heart rate, muscle tone, body temperature) and to identify and label emotions.

Modulation

- During the transition process, support caregivers with understanding the importance of co-regulation to help the child to feel safe, secure and regulated emotionally. Promote that a young child who is experiencing overwhelming emotions can be calmed down by being close to an adult who is in a calm state themselves.
- Identify strategies to support the child with learning developmentally appropriate regulation techniques that are external to the body (e.g. writing or drawing, noticing what they see, hear and feel)
- Consider how the child processes and responds to sensory information (e.g. assess using the AET Sensory Preference Profile) and identify individual strategies and adaptations to the environment to support the child with learning to tolerate and manage sensory input.

Attachment

Caregiver Affect Management

- Promote the importance of self-care and support resources for caregivers (parents and staff) throughout the transition process to enable them to have the emotional capacity to take care of the child and to provide a sense of safety, calm, connection, control and hope.
- Provide space for caregivers to reflect on how they can understand and manage their emotional responses to the transition. Their responses can be linked to current challenges that they are experiencing or beliefs and assumptions about school based on their own experiences.

Attunement

- Be curious about reading the child's emotional cues and what their behaviour might be communicating during the transition process (e.g. are they feeling excited, nervous, anxious) to help you to identify ways of responding appropriately and compassionately.
- Consider that the child may have had very different experiences of relationships and have made sense of what to do and how to respond in a different way.
- Identify one or two key people in the new school that the child can build a trusted and safe relationship with. When the key person is not available, provide a familiar person to give a sense of comfort and safety.

Effective Response

- Caregivers interpret what needs are being communicated through the child's behaviour and respond effectively to create a sense of safety in a developmentally appropriate way that the child understands e.g. they do not put in rewards/sanctions to try to teach children who are too young to understand.
- Identify consistent, predictable and safe responses to the child's emotions and behaviour across home and both settings throughout the transition process to help the child to feel safe understood by trusted adults

Three Foundational Strategies

Engagement

- Be curious about previous experiences and current factors that might be affecting the child and family's emotional responses to transition and their engagement in the process. Think together about factors that might get in the way.
- Plan ways to support the child and family with engaging with the new school to help them to feel welcomed, connected, safe and supported. Find out what is needed to help them to feel that their child is in safe hands.
- Collaboratively explore the best ways to engage their child with the transition process e.g. what are their motivations and interests and how can they be given a voice and sense of choice and control.



Education




- Staff understand that children show us if they are feeling safe or scared through their behaviour and they work together with parents to explore what they are struggling with and what is getting in the way. Parents are viewed compassionately and seen as trying their best in challenging circumstances.
- Identify training needs of school staff to enable them to best meet the needs of the child as they transition e.g. ETIPSS, AET, ECASS.



Routines and Rhythms




- All staff understand that routines promote a sense of safety.
- Staff ensure that they are routine in their engagement with families e.g. clear about when visits are and their purpose. Provide photographs of where the meetings and visits will be held.
- Support families and staff with understanding the importance of keeping rhythms and routines consistent and predictable at home and at nursery/school throughout the transition process to help the child to feel safe and secure.
- Identify resources to help the child to make sense of changes, new routines and expectations e.g. objects of reference, photographs, visual timetables, social story, transition booklet, etc



This is Me



 
I like :




  
I feel calm and focused when:

 
I don't like :

  
Child's name or photo

 
I can communicate by:
(visuals, gestures, Makaton, good appropriate language etc)

 
I find it hard when :

  
My special people are :

This pack has been produced in collaboration with Enfield partners including PVI representatives, school representatives, Our Voice Parent Carer Forum, EISS, EASA, ECASS, Enfield EY Team, EY SEND Team, Enfield SEYIS, Enfield EP Service, EY SaLT Service. Many thanks to all who have contributed.