How to support transition from a PVI to Nursery or Reception (school point of view)

**Why?**

* This is to support children with SEND to make a positive transition from a PVI to Nursery or Reception.
* This is beneficial because children with SEND will be well-regulated and ready to learn in their new setting.

**You will need:**

* PVI to Nursery or Reception transition checklist (For School).
* Time to action the transition checklist.
* Resources to action the transition checklist.

**How?**

* Have a planning meeting with staff from Nursery and Reception to complete the transition checklist.
* Select which ‘Transition Support’ actions are required for the individual child e.g. a child with physical / medical needs may require different transition support to a child with communication and interaction needs.
* Meet with parents / carers.
* Action the transition checklist.

**Summer Term** *– Examples in grey*

|  |  |  |  |
| --- | --- | --- | --- |
| **Transition Support**  (select the actions appropriate to the child or cohort). | **Who is involved?** | **What? When?** | **Date Completed** |
| Speak to the parent / carer to gather initial information and to request permission to visit the PVI and share information. | Nursery class teacher. | Telephone calls. | WB 24th April |
| Arrange to visit the child(ren) at the PVI. | Nursery class teacher and SENCo. | PVI visits Tuesday and Thursday morning in May. | 16th, 18th, 23rd, 25th May |
| Ask the practitioners at the PVI about what stage they are at in the graduated approach and ask for assessment data e.g. EYDJ. | Nursery class teacher and SENCo. | PVI visits Tuesday and Thursday morning in May. | 16th, 18th, 23rd, 25th May |
| Ask the practitioners at the PVI about the routines, favoured activities, calming strategies etc. | Nursery class teacher and SENCo. | PVI visits Tuesday and Thursday morning in May. | 16th, 18th, 23rd, 25th May |
| Meet with the parents / carers to complete the ‘Celebratory Profiles’. Make sure that information is gathered from parents / carers about toileting, feeding and medical needs. See ‘Celebratory Profile’ template. | Nursery class teacher and parents. | Complete the parent sections of the Celebratory Profile - 20 minute meetings with parents after school instead of staff meeting - week beginning 13th June. | WB 13th June |
| Discuss potential changes and / or resource needs for Nursery with the SENCo and SLT. This includes access for children with physical needs. | SENCo, SLT, Nursery teacher. | Meet to discuss the adaptations required to meet the needs of the cohort – Wednesday 22nd June at 3.30pm. | 22nd June |
| Discuss training needs for the staff who will be working with the children with SEND including training to support medical needs. Book on courses with Skills4Bradford or other providers. Speak to the link teacher. | SENCo, SLT, Nursery class teacher. | Discuss CPD needs. Request support from the link teacher or AIO. | 22nd June |
| Adapt the Nursery / Reception learning environment to incorporate favoured toys or motivating activities at the PVI. |  |  |  |
| Adapt the Nursery / Reception learning environment to incorporate favoured toys or motivating activities communicated by the parent / carer. |  |  |  |
| Create a soft / safe area to support regulation. |  |  |  |
| To support continuity, replicate the visuals used in the PVI e.g. objects of reference, ‘now and next’ and self-help strips such as visual sequences for handwashing next to sinks. |  |  |  |
| Make and share a ‘My New Classroom’ document. See template. |  |  |  |
| Arrange short visits to the school setting when there are just new starters and the ‘receiving’ staff in the room e.g. after school. |  |  |  |
| Arrange short visits to the school setting during the school day, so that children with SEND can experience different routines with the security of a parent / carer e.g. child-led play indoors, child-led play outdoors, snack time, dinnertime. |  |  |  |
| Talk to the parents / carer about retaining familiar bag, packed lunch box etc. Wash new uniform to soften it and make it smell of home. Cut out labels which may be irritating. Discuss reasonable adjustments to uniform e.g. tracksuit bottoms instead of formal trousers. Agree a transitional object to bring to the school setting each day. |  |  |  |
| Speak to SLT about school sending a ‘keep in touch’ card, letter or email at the end of the holidays. |  |  |  |

**Autumn Term**

|  |  |  |  |
| --- | --- | --- | --- |
| **Transition Support**  (select the actions appropriate to the child or cohort). | **Who is involved?** | **What? When?** | **Date Completed** |
| Plan for settling-in with familiar play-based, child-led activities. |  |  |  |
| Model how to use the resources in the areas of provision – choose, use and put it away. |  |  |  |
| Plan shorter whole class learning and/or split the class into smaller groups. |  |  |  |
| Identify a key adult to ‘meet and greet’ children with SEND. |  |  |  |
| Observe the child(ren) in the school learning environment. What have you learnt? |  |  |  |
| Select and use suitable assessment tool(s) – EYDJ / Leuven Scale / AET / ERIC |  |  |  |
| Monitor well-being and involvement. |  |  |  |
| Review the ‘Celebratory Profiles’. |  |  |  |
| Meet with the parent / carers to update the ‘Celebratory Profiles’. |  |  |  |
| Gather a collection of positive Reception experiences with photos and videos clips to share with the child(ren) to reinforce success. |  |  |  |

**Things to note:**

**This is part of the Transition Toolkit.**

1. HS How to support transition between settings or year groups in Early Years
2. T Celebratory Profile
3. T How to create a ‘My New Classroom / Setting’ document to share with children and parent / carers
4. T How to support transition from home to Nursery or Reception
5. T How to support transition from PVI to Nursery or Reception (For Schools)
6. T How to support transition from Nursery to Reception
7. T How to support transition from Reception to Year 1