How to support transition into Nursery

**Why?**

* This is to support children with SEND to make a positive transition into school nursery.
* This is beneficial because children with SEND will be well-regulated and ready to learn in their new setting.

**You will need:**

* Transition into Nursery checklist.
* Time to action the transition checklist.
* Resources to action the transition checklist.

**How?**

* Meet with parents / carers.
* Communicate with settings e.g. childminder, private day nursery, pre-school.
* Select which ‘Transition Support’ actions are required for the individual children e.g. a child with physical / medical needs may require different transition support to a child with communication and interaction needs.
* Action the transition checklist.

**Summer Term**

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| **1. Transition Support for Children at Home** (select the actions appropriate to the children).  | **Who is involved?** | **What? When?** | **Date Completed** |
| 1a. Arrange a home visit or for the family to visit school. |  |  |  |
| 1b. Start a ‘Celebratory Profile’ for each child with SEND. Remember to ask about professionals who are involved with the child and seek permission for information to be shared between services. Gather information about favourite toys, interests, motivating activities and calming strategies. |  |  |  |
| 1c. Talk to the parents / carers about retaining a familiar bag, packed lunch box etc. Wash new clothes to make them smell of home. Cut out labels which may be irritating. Discuss reasonable adjustments to nursery clothes / uniform e.g. tracksuit bottoms instead of formal trousers. |  |  |  |
| 1d. Discuss new routines with the parents / carers. Explain possible reasonable adjustments e.g. gradually increasing the time spent at Nursery. Agree a transitional object to bring to Nursery each day. |  |  |  |

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| **2. Transition Support for Children at PVIs or Childminders** (select the actions appropriate to the child or cohort). | **Who is involved?** | **What? When?** | **Date Completed** |
| 2a. Gain parent / carer consent for the PVI / childminder to share information with Nursery. |  |  |  |
| 2b. Speak to the PVI staff / childminder to gather initial information and to arrange to visit the setting.  |  |  |  |
| 2c. Ask the practitioners at the PVI or childminder about what stage they are at in the graduated approach and ask for assessment data e.g. EYDJ. Is EYIF or DAF in place? |  |  |  |
| 2d. Ask the practitioners at the PVI / childminder about the routines, favoured activities, calming strategies etc. |  |  |  |
| 2e. To support communication, ask the PVI / childminder how the child communicates in their current setting e.g. Makaton, objects of reference, ‘now and next’ and self-help strips. |  |  |  |
| 2f. Meet with the parents / carers to complete the ‘Celebratory Profile’. Make sure that information is gathered from parents / carers about toileting, feeding and medical needs. Gather information about favourite toys, interests, motivating activities and calming strategies. |  |  |  |
| 2g. Talk to the parents / carers about retaining a familiar bag, packed lunch box etc. Wash new clothes to soften them and make them smell of home. Cut out labels which may be irritating. Discuss reasonable adjustments to nursery clothes / uniform e.g. tracksuit bottoms instead of formal trousers. |  |  |  |
| 2h. Discuss new routines with the parents / carers. Explain possible reasonable adjustments e.g. gradually increasing the time spent at Nursery to support settling-in. Agree a transitional object to bring to Nursery each day. |  |  |  |

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| **3. Transition Support for All Children** (select the actions appropriate to the child or cohort). | **Who is involved?** | **What? When?** | **Date Completed** |
| 3a. Discuss the needs of the cohort with the SENCo / SLT. Think about resources, training and advice from other professionals. Book on courses through Skills4Bradford or other providers. Speak to your SCIL link teacher who can signpost support. |  |  |  |
| 3b. Contact specialist teams who are involved with individual children to seek advice on adapting the Nursery environment to support physical and sensory needs:* Support Team for Deaf Children
* Multi-sensory Impairment Service
* Vision Impairment team
* Physical Needs Service
 |  |  |  |
| 3c. Provide a transition booklet with photographs of key members of staff and the setting. See ‘My New Setting’ template. |  |  |  |
| 3d. Adapt the Nursery learning environment to incorporate favoured toys and motivating activities that reflect the interests of the cohort. |  |  |  |
| 3e. Create a comfortable, quiet, safe area within the Nursery to support regulation. |  |  |  |
| 3f. Ensure strategies are in place to support speech, language, and communication e.g. Makaton, objects of reference, ‘now and next’ and self-help strips such as visual sequences for handwashing next to sinks. |  |  |  |
| 3g. Invite families to visit Nursery when there are just new starters and the ‘receiving’ staff in the room e.g. after school. |  |  |  |
| 3h. Invite families to visit Nursery 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. |  |  |  |
| 3i. Agree when and how home–setting communication will take place with the parents / carers. Agree a transition timetable with days, drop off and pick up times. Review progress regularly. |  |  |  |
| 3i. Speak to SLT about school sending a ‘keep in touch’ card, letter or email at the end of the holidays. |  |  |  |

**Autumn Term**

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| **4. Transition Support** (select the actions appropriate to the child or cohort). | **Who is involved?** | **What? When?** | **Date Completed** |
| 4a. Plan settling-in for the first half-term with familiar play-based, child-led activities. Remember to include activities that are motivating to the children with SEND. |  |  |  |
| 4b. Identify a key adult to ‘meet and greet’ children with SEND. |  |  |  |
| 4c. Model how to use the resources in the areas of provision – choose, use and put it away.  |  |  |  |
| 4d. Plan shorter whole class learning and/or small group activities. |  |  |  |
| 4e. Monitor well-being and involvement. Observe the child(ren) in their new learning environment. What have you learnt? |  |  |  |
| 4f. Select and use suitable assessment tool(s) – EYDJ / Leuven Scale / ERIC Toileting Checklist. |  |  |  |
| 4g. Review each child’s ‘Celebratory Profile’. Meet with the parents / carers to update the parent voice on the ‘Celebratory Profile’. Share positive experiences with the family using photos to celebrate success. |  |  |  |

**Things to note:**

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

1. HS How to support transitions into new settings or year groups (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. 4.1 T How to support transition into a PVI or Childminder

 4.2 T How to support transition into Nursery

1. T How to support transition into Reception
2. T How to support transition into Year 1

**Evidence base – informed by**

Author “Title” Resource type YYYY