How to support transition into Reception.

**Why?**

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

**You will need:**

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

**How?**

* Meet with parents / carers (if the child is at home or in a PVI).
* 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 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 Reception. Agree a transitional object to bring to Reception each day. |  |  |  |

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| **2. Transition Support for Children at Different School Nurseries, 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 current setting to share information with Reception. |  |  |  |
| 2b. Speak to the current setting to gather initial information and to arrange to visit the setting.  |  |  |  |
| 2c. Ask the practitioners at the current setting about what stage they are at in the graduated approach and ask for assessment data e.g. EYDJ.  |  |  |  |
| 2d. Ask the practitioners at the current setting about the routines, favoured activities, calming strategies etc. |  |  |  |
| 2e. To support communication, ask the current setting 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 Profiles’. 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 it smell of home. Cut out labels which may be irritating. Discuss reasonable adjustments to Reception uniform e.g. tracksuit bottoms instead of formal trousers. |  |  |  |
| 2h. Discuss new routines with the parents / carers. Explain possible reasonable adjustments. 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 EY staff team / 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 Reception 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 Reception learning environment to incorporate favoured toys and motivating activities that reflect the interests of the cohort. |  |  |  |
| 3e. Create a comfortable, quiet, safe area within Reception 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 ‘new to school’ families to visit Reception when there are just new starters and the ‘receiving’ staff in the room e.g. after school. |  |  |  |
| 3h. For child(ren) in school Nursery plan regular visits to Reception (indoor and outdoor provision). ‘Receiving’ staff should also visit the child(ren) in the Nursery environment.  |  |  |  |
| 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 two weeks 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