How to support transition into Year 1

**Why?**

* This is to support children with SEND to make a positive transition into Year 1.
* This is beneficial because children with SEND will be well-regulated and ready to learn in their new classroom.

**You will need:**

* Transition into Year 1 checklist.
* Time to action the transition checklist.
* Resources to action the transition checklist.

**How?**

* Have a planning meeting with staff from 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**

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| **1. Transition Support** (select the actions appropriate to the child or cohort). | **Who is involved?** | **What? When?** | **Date Completed** |
| 1a. Select and use suitable SEND assessment tool(s) – EYDJ / Leuven Scale / AET / ERIC. |  |  |  |
| 1b. Update a ‘Celebratory Profile’ for each child with SEND. Meet with the parents / carers to gather the ‘parent voice’. Gather the child’s voice. |  |  |  |
| 1c. Reception and Year 1 staff meet to discuss each child with SEND. Share each child’s ‘Celebratory Profile’ / SEND documentation. |  |  |  |
| 1d. Reception staff explain EYFS practice / routines with Year 1 colleagues. Discuss potential changes and / or resource needs for Year 1 with the SENCo / SLT. |  |  |  |
| 1e. Contact specialist teams who are involved with individual children to seek advice on adapting the Year 1 environment to support physical and sensory needs:   * + Support Team for Deaf Children   + Multi-sensory Impairment Service   + Vision Impairment team   + Physical Needs Service |  |  |  |
| 1f. Adapt the Year 1 provision so that the learning environment provides opportunities for play and reflects the cohort’s needs. If Year 1 does not have continuous provision decide how child-led play will be facilitated for children with SEND e.g. small-scale provision in the Year 1 classroom. |  |  |  |
| 1g. Duplicate or transfer some favourite toys. |  |  |  |
| 1h. Create a comfortable, quiet, safe area within the Year 1 classroom to support regulation. |  |  |  |
| 1i. To support continuity, replicate the visuals used in Reception for use in Year 1. Ensure strategies are in place to support speech, language, and communication e.g. Makaton, objects of reference, visuals, visual timetables, ‘now and next’ and self-help strips. Implement advice from SALT. |  |  |  |
| 1j. Identify things that will stay the same and add them to the ‘My New Classroom’ document e.g. uniform, peg label, school gate, favourite toy. |  |  |  |
| 1k. Visit the new Year 1 areas over a period of time. Take photographs and gradually to add them to the ‘My New Classroom’ document (see template) e.g. classroom, cloakroom, toilets, playground, gates and doors, hall, dining room, small group rooms, safe / soft space, favourite toys / areas in Reception, key adults. |  |  |  |
| 1l. Talk to the parents / carer about retaining familiar uniform, coat, bag, packed lunch box etc. |  |  |  |
| 1m. 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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| **2. Transition Support**  (select the actions appropriate to the child or cohort). | **Who is involved?** | **What? When?** | **Date Completed** |
| 2a. Plan a settling in week with familiar play-based, child-led activities. |  |  |  |
| 2b. Identify a key adult to ‘meet and greet’ children with SEND. |  |  |  |
| 2c. Model how to use the resources in the areas of provision – choose, use and put it away. |  |  |  |
| 2d. Plan shorter whole class learning and/or split the class into smaller groups. |  |  |  |
| 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 / AET / ERIC (EYDJ can be used until the end of the Autumn Term in Year 1). |  |  |  |
| 4g. Review each child’s ‘Celebratory Profile’ / individual learning plan. Meet with the parents / carers to update the parent voice on the ‘Celebratory Profile’/ individual learning plan. Gather the child’s voice. 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