



Transition from infant to junior school

Best practice guide for settings

This guidance was co-produced in collaboration with a number of organisations including:



Access Through Technology



Family Voice Norfolk

Why is transition important?

This guide is designed to support settings in Norfolk in planning and delivering successful transitions for children moving from infant to junior schools. All children can be vulnerable at times of change. A successful start in a new setting requires careful planning and preparation for all children and young people (CYP).

All educational settings must adhere to the Equality Act, 2010 which means that they have to make 'reasonable adjustments' so as not to place disabled learners at a disadvantage. Settings should anticipate needs and make any reasonable adjustments in advance.

What does good transition look like?

When transition arrangements are effective, CYP should:

- ✓ Develop new friendships and improve self-esteem and confidence
- ✓ Show interest and engagement in school and school work
- ✓ Get used to new routines and school organisation quickly
- ✓ Experience curriculum continuity and an appropriate level of challenge in their learning

How do we plan for success?

Effective transitions rely upon...

- ✓ Good planning
- ✓ Good communication

For those with special educational needs and disabilities (SEND), additional planning and preparation will be required to ensure that transition is successful.

Other groups may also require a higher level of support around transition, including:

- Families with English as an additional language (EAL)
- Gypsy, Roma and traveller (GRT) families
- Children in care (CiC)
- CYP known to social care, such as families at section 47, section 17, or in a family support process
- CYP with pastoral needs, such as parental separation, bereavement and friendship issues
- CYP with mental health needs, such as anxiety
- CYP with medical needs
- CYP with long-term absence from education

What needs to happen?

Feeder and receiving settings need to work closely together with parent carers and CYP to ensure a positive transition.

It is a good idea to have identified transition leads in both settings who will be responsible for coordinating the process. This may be the special educational needs and disabilities coordinator (SENDCo), year leader or another senior leader.

Transition leads should:

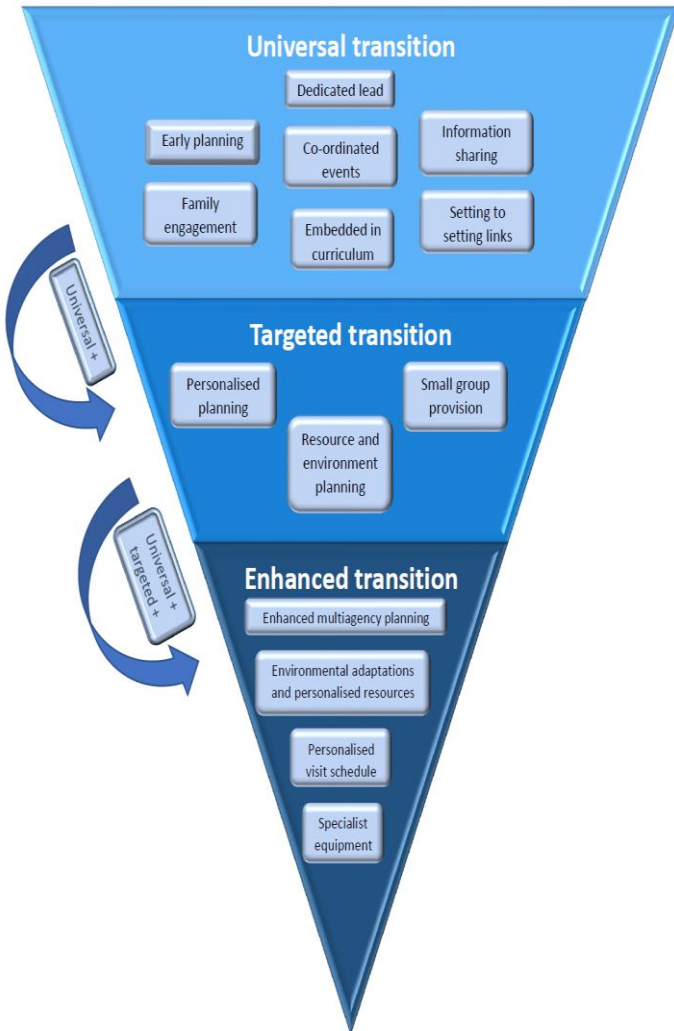
- ✓ Keep the CYP at the centre of transition planning
- ✓ Create a transition plan with clear actions and timescales
- ✓ Involve parent carers by ensuring that they are provided with relevant information and have the opportunity to share their own views in good time and in accessible formats

Transition arrangements

- Most CYP will need universal transition arrangements
- Some CYP will need targeted transition arrangements
- A few CYP will need enhanced transition arrangements

This is the graduated response to transition.

A graduated response to transition



Start planning early

Although school places are not confirmed until national offer day in April, transition planning should begin as early as possible, involving any relevant agencies and specialists throughout the process.

Planning for transition is an ongoing process involving long-term work to build effective links between settings.

Plan for curriculum continuity

Consider planning curriculum 'bridging projects' that begin in the last part of the summer term of year 2 and continue in the first part of year 3.

Reciprocal visits between year 2 and year 3 teachers, joint planning and joint moderation of work can all help to develop greater curriculum continuity.

Setting holiday 'projects' on a theme can help to engage CYP in learning and avoid the 'dip' that occurs after the Summer break. However, be mindful that these may be challenging for families with children with SEND

Plan the same transition dates

It is helpful if schools across the region all have the same transition dates.

Many settings have their 'moving up' days for all CYP in the same week that year 6s move up to year 7.

Ensure efficient sharing of information

CYP often transfer from multiple feeder settings and approaches to information sharing can vary widely.

Settings need to ensure that the right information about the needs of CYP is shared, and that it is shared in a timely way to enable planning to take place.

Settings within the Norwich Opportunity Area (NOA) have agreed common transition dates for both extra transition events and the main transition days. The NOA has also developed a helpful common transfer form for year 6 to year 7 transfer, which they have kindly offered to make available for other settings to use or adapt. A link is provided on the transition webpage on the local offer.

Many settings now use an electronic system for recording safeguarding information such as CPOMS. With common systems, the transfer of confidential information between settings is quicker and easier to manage.

Boxall profiles can provide an additional source of information on mental health and wellbeing. Each CYP has a unique pupil code to facilitate the transfer of information.


www.boxallprofile.org/

The use of one-page profiles can help to capture the views of CYP, parent carers and the setting. They provide a clear and accurate picture of CYP, conveying their strengths, challenges and support needs to the new setting in an accessible way. Settings should adapt the form and content of profiles so that they are appropriate for CYP at different ages and stages. An example format is shown below.

Further information on one-page profiles is available on the Norfolk SEND Local Offer webpage:

www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support/one-page-profiles

Example of a one-page profile



This is what you need to know about me

My name is: John Smith

I like people to call me: Jonny

My birthday is: 6th November 2004

People who are important to me: Grandma, Dad, Sam (brother), Sarah (step mum).

School staff: Nicky and Mike

I live with: Dad, Sam and Sarah

I stay with Grandma in the holidays.

Important things to know about me at home:

I can be very social and enjoy playing games. I love to 'chat'. I like to play with my laptop. I really want to be independent.

I have a muslim square called my '000-000' - this is my comforter.

This is how to communicate with me: talk to me, use signs for key words, gesture or point, use facial expression. I understand most of what is said to me if short and simple sentences are used.

I will communicate with you using— gesture and points, facial expressions, I can say some words that sound like names, I can use PECs to make requests for my key motivators ('000 000', computer)

PHOTO

Other people that work with me and know my needs:

Mike, Sophie, Nicky, Jane (EP)

People who are important to me at my setting:

Nicky

The person / people I can go to: Nicky or Mike

Important things for you to know about me at my setting:

I need clear routine and structure for my school day. I need to be around those who understand me with patience and tolerance. I can hit out; I need firm reminding of expectations. I can be demanding of staff attention.

People who live with me and look after me, want you to know:

Jonny will always need adult support.

He can demonstrate some challenging behaviour but this is improving.

Jonny is very loving.

My future – aspirations:

- To be as independent as I can
- To communicate effectively
- To build good relationships with those around me

My SEN Support Plan
My EHCP
My Risk Management Plan
My Care Plan
My Boxall Profile
My PEP

SEND files, risk management plans, learning support plans, one-page profiles and other professional reports should also be transferred securely to the new setting.



Timescales for transition

Settings will develop their own bespoke transition programmes, but should reflect on the following to ensure best practice:

In the autumn term

Communication

- ✓ Initial discussions take place between SENDCo/transition leads in both settings regarding CYP with high levels of need

Evaluation

- ✓ Junior schools evaluate impact of the transition arrangements from the previous year and provide feedback to the infant school
- ✓ Invite SENDCo/transition lead from the infant school to come and visit CYP in the junior school and see how they are getting on

Review

- ✓ Infant and junior settings work together to adapt transition arrangements for the coming year, considering feedback on what worked well and what did not

In the spring term

Planning

- ✓ Placement for CYP with education, health and care plans (EHCPs) is confirmed in February, so planning for these CYP can begin at an early stage
- ✓ Consider the need for parallel planning. Placement at special schools may not be confirmed until much later in the academic year. It is better to be well prepared and have to change things if a place is offered, rather than not be prepared
- ✓ Review accessibility and make plans for any reasonable adjustments to the physical environment that may be required
- ✓ Find out how to access any specialist equipment that will need to be provided such as a hoist, communication aids and technology
- ✓ Invite parent carers and any professionals involved with CYP with EHCPs to a transition meeting where a plan can be recorded and actions agreed

Sharing information

- ✓ The SENDCo from the junior school should be invited to attend annual review meetings or other professionals' meetings for CYP with EHCPs who will be transferring
- ✓ SENDCo should contact professionals such as physiotherapist, occupational therapist, school nursing

team, Virtual School for Sensory Support, Access Through Technology team to plan provision

Training

- ✓ Organise specialist staff training required to increase knowledge and skills about, for example, cerebral palsy, ASD, moving and handling, British Sign Language
- ✓ Organise visits to increase familiarity with the new setting such as an invite to plays, assemblies, concerts
- ✓ Ensure that the curriculum develops communication skills, teamwork, independence and resilience

In the summer term

Planning

- ✓ Continue to hold transition meetings with parent carers and professionals
- ✓ Organise further visits between settings
- ✓ Order any other equipment that may be required such as pencil grips, fiddle toys, sensory toys, 'move n sit' cushions
- ✓ The curriculum should continue to prepare CYP for transition
- ✓ Begin to plan provision and think about staffing for the autumn term

Transition planning meetings

Parent carers should leave the meeting:

- ✓ feeling reassured
- ✓ with a clear idea of what the plan is
- ✓ feeling that their voice has been heard and listened to

The school should:

- ✓ gather as much information as possible about the child. This includes not only what the child is like in the existing setting but also at home

There is no substitute for a robust action plan that anticipates the learner's needs and is able to detail the reasonable adjustments to ensure curriculum entitlement is met, as well as acting as a reassurance for parent carers.

Consider the needs of parent carers with EAL.

- ✓ Will they need a translator to be provided for meetings?
- ✓ Can information be provided in different languages?

Consider the needs of parent carers with disabilities.

- ✓ Will a signer be needed?
- ✓ Can information be provided in different formats?
- ✓ Is parking available?

Sharing information

- ✓ Hold an information evening for year 2 parent carers
- ✓ Ensure that key information is provided in an accessible format and that parent carers have a chance to talk to key staff, including the SENDCo
- ✓ The infant school should complete a transfer form with key information and send to the receiving setting
- ✓ Organise opportunities for year 3 teachers and support staff to meet CYP and observe year 2 classes in the infant school

- ✓ Allow time for year 2 teachers to observe lessons in year 3
- ✓ Provide time for year 2 and year 3 class teachers to 'hand over' and share information
- ✓ Organise opportunities for joint moderation of work
- ✓ Provide time for any keyworkers in the junior school to meet keyworkers in the infant school to meet and share information
- ✓ Provide opportunities for any key pastoral support staff to meet CYP in year 2
- ✓ Ask year 3 children to write a letter to year 2 children, welcoming them to the school

Training

- ✓ Organise any further staff training required

Prior to transition days

Visits

- ✓ Arrange additional visits to the junior school with family or with staff from the current setting
- ✓ Some children will need lots of visits and some will be very unsettled by additional visits. Knowing the child and getting the balance right is key
- ✓ Plan some visits when the school is empty
- ✓ Enable CYP to take videos or photos of the physical environment and key staff, to help them remember

their visit

- ✓ Arrange for CYP with high needs to spend some additional time with their new class teacher and/or key support staff

Visual prompts

- ✓ Ensure key places in the school, such as the toilets and office) are clearly labelled with visual prompts
- ✓ Prepare a booklet with photos for CYP to take home and look at with parent carers during the summer break

Developing independence

- ✓ Work with parent carers to support CYP to develop greater independence and planning skills
- ✓ Support the CYP to develop an awareness of their needs and enable them to explain their needs to new adults, for example by using visual prompt cards or scripts

Sharing information

- ✓ Ensure that the junior school has copies of all relevant documents, such as risk management plans
- ✓ Arrange an informal coffee morning or other event for parent carers where they can ask questions and raise any concerns

During the transition days

Activities

- ✓ Introduce new school routines and expectations 'step-by step'
- ✓ Include a tour of the school site and provide a colour-coded map of the school highlighting important places, such as the school entrance, classrooms, office, lunch/assembly hall, accessible toilets
- ✓ Provide 'getting to know you' activities to give CYP joining from other settings a chance to find out about one another and build relationships
- ✓ Create checklists so that the correct items are taken to and from school for each day's activities, such as PE kit, homework

Support

- ✓ Children with disabilities may need adults from the current setting to accompany them for moving and handling or to support medical needs
- ✓ Use buddy systems so that CYP have a friendly face who they can go to for help
- ✓ Ensure that there is an identified keyworker or adult that CYP can go to for help
- ✓ Plan support for those CYP who will need more structured support at break or lunch times

Communication

- ✓ Listen to voice of the child, such as the use of circle time, worry box, one-to-one conversations or feelings and wishes templates
- ✓ Ensure all staff, including midday supervisors, are aware of the needs of CYP and know how to support
- ✓ Think about how to communicate proactively with parent carers. They are likely to be feeling anxious about their child's first few days in a new setting

During the summer break

- ✓ Some settings organise summer sport or activity camps, using pupil premium or sport premium funding, for CYP who will be transferring in September
- ✓ These can help CYP to become more familiar with the new setting and build positive relationships
- ✓ Send a postcard to all new children, saying how excited you are that they will be joining you soon
- ✓ Set 'challenges' for children to develop key skills they will need in year 3, for example pack your own school bag, cross the road safely, tie your shoelaces
- ✓ However, be mindful about what is achievable for all CYP

At the start of year 3

- ✓ Some schools run team-building activities and/or cross-curricular projects in the early part of year 3
- ✓ Monitor friendships and wellbeing closely

Things to think about...

Uniform

Changes to school uniform can be challenging for CYP with SEND. For those with autism or sensory sensitivities, the itchy fabric, annoying seams, irritating tags or the feel of socks can be a trigger. For those with dyspraxia or physical disabilities, the buttons, zips, laces and fiddly hooks can make them frustrated and angry when they can't dress themselves or change quickly for PE like other children of their age.

- ✓ Be flexible and prepared to make reasonable adjustments to your uniform requirements, in discussion with parent carers.
- ✓ Consider providing extra time to change for PE if needed.

Behaviour policy

The policy should ensure that there is an inseparable link between learning and behaviour.

Approaches for managing behaviour must align with structures for supporting CYP with SEND, including:

- ✓ consistent application of the policy throughout the setting
- ✓ a focus on positive behaviour, building self-esteem and developing strategies to help CYP overcome challenges and work towards independence
- ✓ staff with the skills and awareness of strategies that allow them to be responsive to the needs of all CYPs
- ✓ staffing structures that meet need, including provision of strong pastoral support and appropriate deployment of learning support staff
- ✓ provision of targeted, specialist support to enable CYP to develop the skills needed
- ✓ If things start to 'go wrong', talk to parent carers and the CYP at an early stage and come up with a plan to improve things

Links and resources...

Examples of current transition practice

www.norwichopportunityarea.co.uk/transition/sharing-good-practice-and-information-about-each-phase-of-a-childs-educational-journey/

Examples of social stories

www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx

Feelings and wishes templates

www.norfolk.gov.uk/children-and-families/early-help-and-family-support/support-for-professionals/useful-resources

INTRAN interpreting and translation services

www.intran.org

Language Line interpreting and translation services

www.languageline.com/uk

One-page profiles

www.norfolk.gov.uk/children-and-families/send-local-

[offer/support-for-learning/special-educational-needs-sen-support/one-page-profiles](#)

Template for recording meetings (SENDIASS)

[www.norfolksendpartnershiass.org.uk/assets/booklets/downloads/Leaflet-ParentSENDPlanner160115.pdf](#)

Transition booklet examples

[www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/moving-on](#)

Transition tips for pupils with SEND (Young Minds)

[www.youngminds.org.uk/resources/school-resources/transition-tips-for-pupils-with-send/](#)

Transition toolkit (Autism Education Trust)

[www.councilfordisabledchildren.org.uk/sites/default/files/filed/attachemnt/transitiontoolkit.pdf](#)



This leaflet is part of a series designed to support and enhance transitions in all Norfolk settings. The guidance has been co-produced with input from education and Norfolk County Council professionals including SENDIASS and representatives from family groups including Family Voice Norfolk and SEN Network.