



Transition

Principles for best practice

A guide for settings

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



Access Through Technology



Family Voice Norfolk

When do transitions take place?

Our lives are full of change, during which we transition or move from one stage to another.

Transitions occur at many stages, including moving from:

- Home to setting (such as childminder, pre-school, nursery or school)
- Class to class
- Early years to infant or primary school
- Infant to junior school
- Junior or primary school to secondary school
- Secondary to post-16 settings
- Post-16 to higher education/adult life
- One region to another
- Other within-year transitions

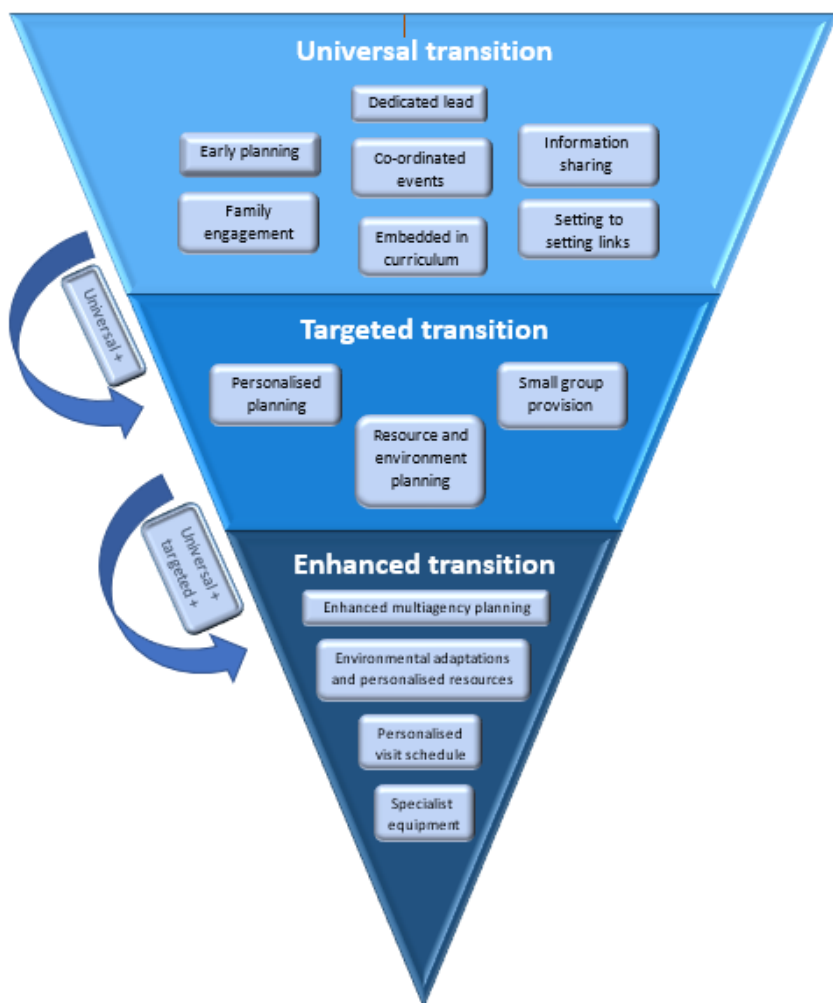
Transition for children and young people (CYP) with additional needs, including special educational needs and/or disability (SEND) will require additional planning and preparation to ensure that it is successful.

How do we plan for success?

Effective transitions rely upon...

- ✓ Good planning
- ✓ Good communication

A graduated response to transition



The best planning...

- ✓ Involves CYP and their family and supports them to give their views and preferences
- ✓ Builds on the CYP's interests, strengths and motivations, as well as addressing their needs
- ✓ Supports the CYP and their family to identify short and long-term outcomes and targets
- ✓ Identifies the people who can support them in achieving the above through a multi-agency approach

Face to face meetings between settings are advisable, in addition to the electronic transfer of information, to avoid misinformation and to build positive relationships.

Invite the special educational needs and disabilities coordinator (SENDCO) from the new setting to the Annual Review if the CYP has an Education, Health and Care Plan (EHCP) or to any professionals' meetings prior to the phase transfer.

Ensure there are clear procedures for sharing information securely.

Transition meetings

These facilitate good planning and communication.

To discuss...

- ✓ The needs of specific groups of children, including
 - Families with English as an Additional Language (EAL)
 - Gypsy, Roma, Traveller (GRT) families
 - Children in care (CiC)
 - CYP known to social care
 - CYP with pastoral needs such as parental separation, bereavement or friendship issues
 - CYP with mental health needs, such as anxiety
 - CYP with medical needs
 - CYP with long term absence from education

- ✓ Any other issues

To involve...

- ✓ CYP
- ✓ Parent carers
- ✓ Teachers at 'handover' meetings
- ✓ SENDCOs
- ✓ Other staff from different settings (eg pastoral or learning support staff)
- ✓ Professionals working with the CYP or family

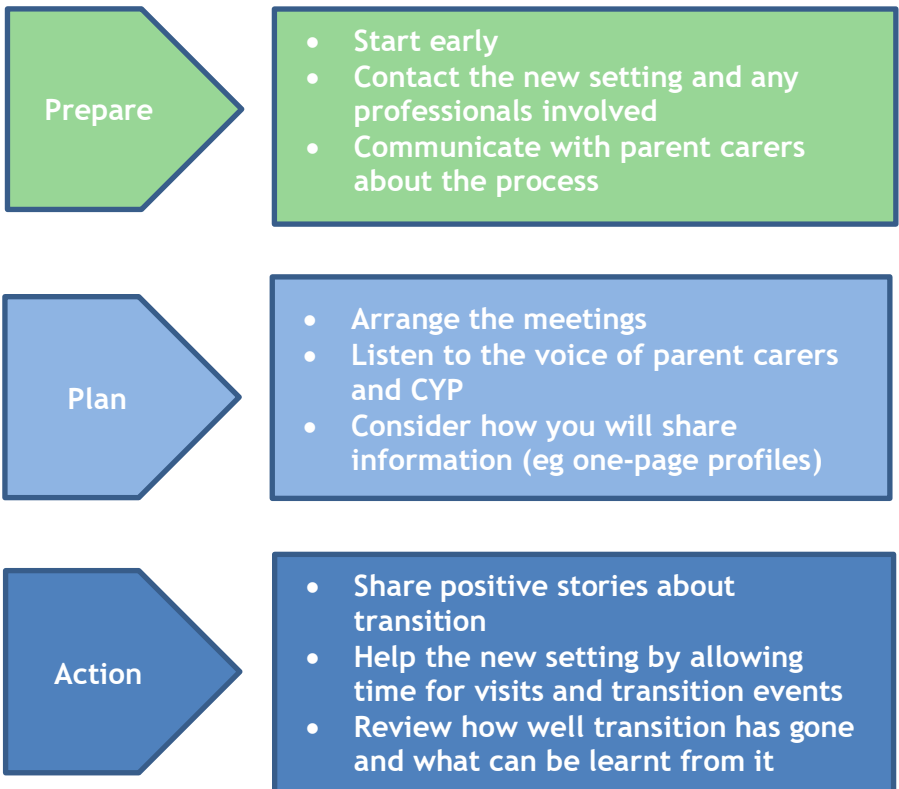
When more support is needed

This might include:

- ✓ Organising extra visits for CYP to familiarise themselves with the new environment and people
- ✓ Taking photos of the new setting
- ✓ Providing prompt cards or checklists as reminders
- ✓ Using social stories to prepare for change
- ✓ Using a transition pack to introduce key changes and provide information about the new setting
- ✓ Providing clear maps of the site and/or timetables
- ✓ Identifying a 'go to' person for CYP and families to contact
- ✓ Working with health professionals to adapt the learning environment and ensure accessibility
- ✓ Organising specialist training for staff
- ✓ Providing specialist equipment or resources to facilitate access to learning
- ✓ Creating individual support plans
- ✓ Providing access to extra support from the pastoral team
- ✓ Creating a 'one-page profile' so that the new school knows all the important information about CYP

The current setting should...

- ✓ Start early and take responsibility for coordinating the process
- ✓ Consider how many meetings will be required
- ✓ Ensure parent carer views are considered at every stage
- ✓ Be the 'introducer' for parent carers and CYP to the new setting
- ✓ Not promise something that can't be delivered



The new setting should...

- ✓ Organise meetings and events for CYP and families to share information and begin to build relationships
- ✓ Provide booklets with key information and pictures (eg routines, timetable, buildings, rooms and people)
- ✓ Plan settling-in visits
- ✓ Timetable transition week/s (eg in the last two weeks of the summer term for year 6 to 7 transition)

Prepare

- Attend meetings organised by the current setting
- Observe the CYP in their current setting
- Communicate with parent carers about the process

Plan

- Manage expectations
- Consider how many visits will be needed and when they should take place
- Make any arrangements for reasonable adjustments

Action

- Ensure staff know about the CYP before they arrive
- Ensure that any agreed actions are followed up
- Review how well transition has gone and what can be learnt from it

Things for current and new settings to consider...

If CYP will be transferring to/from several different settings, then careful collaboration will be necessary to ensure that the whole transition process, from initial thoughts to CYP starting in their new setting, is consistent across the local area.

For example:

- ✓ Coordinate so that your transition week(s) run at the same time
- ✓ Have a planned transition or 'bridging' curriculum to support continuity of learning
- ✓ Have a consistent approach to information sharing (eg use of a common transfer form)
- ✓ Use the same resources where appropriate (eg 'My new school' booklet, one-page profiles)

Consider how to ensure that all CYP whose parent carers want a mainstream placement are able to attend their local setting.

Further links and resources

Examples of social stories

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

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.norfolksendpartnershiassiass.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/field/attachemnt/transitiontoolkit.pdf

More detailed guidance documents for key points of transition are available on the 'Moving on (transition in education)' webpage of the Norfolk Local Offer.

www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/moving-on

Direct advice and support can also be accessed by contacting the Virtual School for SEND:

sendadviceandsupportrequests@norfolk.gov.uk



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.