

# SEND TRANSITION PATHWAY

In Lincolnshire we believe that transition into Primary School is a journey and not an event and we aspire to all children having a positive transition experience. Effective transitions depend on a commitment from all professionals involved to develop positive communication links between each other and families, and to promote continuity for all children. It is important that there is a shared approach between all those professionals involved.

Settings and Schools have accessed the free training via Dingley's Promise.

In particular the module entitled Early Years Transitions Training.

## OCTOBER

Setting, and school meet to review transitions this year, discuss strengths and plan for next year's Transition Calendar.

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## NOVEMBER/ DECEMBER

Continue to promote and support parents/carers to complete the school admissions form by the deadline date.

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## JANUARY/ FEBRUARY/ MARCH

EYST to work with settings to identify children who may require additional transition support and agree the appropriate pathway based on need e.g. Early Help.

## APRIL

Transition Support Plan developed for all children identified in collaboration between family, setting and school. Agree if other professionals need to be involved.

## MAY/JUNE/JULY

EYST to support school, setting and family to continue to discuss Transition Support Plan and implement actions. EYST to signpost to local Children's Centre offer.

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## JULY

School, setting and family revisit the Transition Support Plan to ensure it is still appropriate and meeting the child's needs. There is a shared understanding of any additional assessments to support transitions.

## AUGUST

Families have been signposted to their local Children's Centre summer offer. Support resources from the school have been shared with families to use over the summer.

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## SEPTEMBER

One support visit by EYST if required in the term the child starts.

# SEND TRANSITION PATHWAY - STEP BY STEP

Register here for free training for early years providers to work inclusively with children with SEND



Password:  
DingleysInfo24  
Project Code:  
Comic Relief

**1. OCTOBER** Schools to share open day information with partner settings and update information on websites for new parents e.g. who's who, virtual tour of school. Consider how you promote the inclusivity of your school. Settings to support parents/carers with school admissions process for preschool children. Share supporting resources from the Early Years Team. Share partner schools open day information.

School admissions – Lincolnshire County Council

Apply for a school – Out of cohort admissions - Lincolnshire County Council

**2. NOVEMBER** Continue to support parents/carers with choosing a school and the school admissions process. Make links for parents with schools if needed.  
<https://www.lincolnshire.gov.uk/school-admissions>

**3. JAN/FEB/MARCH** As part of the termly contract: EYST to have a focussed discussion on the settings transition arrangements for all children – Raise awareness that all parents should have applied for a school place, even if they are considering alternative arrangements. EYST to raise any children where there may be a transition concern and support with identifying if the first stage of support needs to be an Early Help Conversation with parents e.g., support with routines/boundaries at home, promoting play at home, guidance on health lifestyles.

Team around child

**4. APRIL School, Setting & family to meet as soon as school place has been identified to start developing a Transition Support Plan. This might include a sensory profile if appropriate, detailing how foods/uniform/noises might impact the child when starting school and arrangements to support with this, include plans for regular opportunities to meet key staff and visit the school on multiple occasions. (Consider if this needs to be when there are no other children to begin with/in small groups etc. Agree if any other professionals need to be involved and include this on the plan (Working Together Team, Pupil Reintegration Team, SEST, Portage, Early Support Learning Provision, Health etc..). Professionals to decide if the first stage of support needs to be an Early Help Conversation with parents e.g., support with routines/boundaries at home, promoting play at home, guidance on health lifestyles. EYST to support setting/school with understanding the school deferral process and highlight the benefits of children staying with their cohort. If deferral is being considered is this in the interest of the child? Highlight the impact of being taught out of cohort e.g. Child may be starting school in Year One or Reception without their peers. School, setting and family to fully understand that there is a deferral process to follow, and the impact deferring will have on the child. Apply for a school – Out of cohort admissions - Lincolnshire County Council**

**5. MAY/JUNE/JULY School, Setting & family to continue to meet to revisit the Transition Support Plan and implement actions. Agree if any other professionals need to be involved and include this on the plan (Working Together Team, Pupil Reintegration Team, SEST, Portage, Early Support Learning Provision, Health etc..). Professionals to agree if the first stage of support needs to be an Early Help Conversation with parents e.g., support with routines/boundaries at home, promoting play at home, guidance on health lifestyles. EYST to support partnership working with the local Children's Centre – Sign posting family to 'Moving on Up' sessions or other sessions/borrow bags/support services (Early Help)/BBC Bitesize- Transition pages/Transition Tool Kit Find a children's centre**

6. **JULY** School, setting and family revisit the Transition Support Plan to ensure it continues to meet the child's needs. Professionals to agree if at this stage support needs to be an Early Help Conversation with parents e.g., support with routines/boundaries at home, promoting play at home, guidance on health lifestyles.

EYST to support setting/school with understanding the school deferral process and highlight the benefits of children staying with their cohort. If deferral is being considered is this in the interest of the child? Highlight the impact of being taught out of cohort e.g., Child may be starting school in Year One or Reception without their peers.

School, setting and family to fully understand that there is a deferral process to follow, and the impact deferring will have on the child.

[Apply for a school – Out of cohort admissions - Lincolnshire County Council](#)

School and setting to meet in the Summer Term to talk through and ensure a shared understanding of additional assessments to support transitions for the child (please see example list below)

7. **AUGUST** Families have been signposted to their local Children's Centre Summer offer. Support resources from the school are in place for families to use over the summer e.g. photo books showing key adults at school/routines/Reception Class environment etc., stories about starting school (these might be links to online stories), All About Me books.

Examples of assessments that maybe shared:

V Send Tool, Sensory Profile, ECAT, Wellcomm, Autism Progression tracker, EY Development, Journal, Leuven Scale, Individual Plans, Tapestry, Birth to 5 ranges, Development Matters observation checkpoints, Communication passports, One page profiles, Shared resources that work well for the child and will offer consistency e.g., visual timetable, timers, signs/symbols

8. **SEPTEMBER** School can request if required a transition support visit for a child in whichever term they start Reception. The visit will be carried out by an EYST and can be requested via the Transition inbox

[EY\\_Transitions@lincolnshire.gov.uk](mailto:EY_Transitions@lincolnshire.gov.uk)