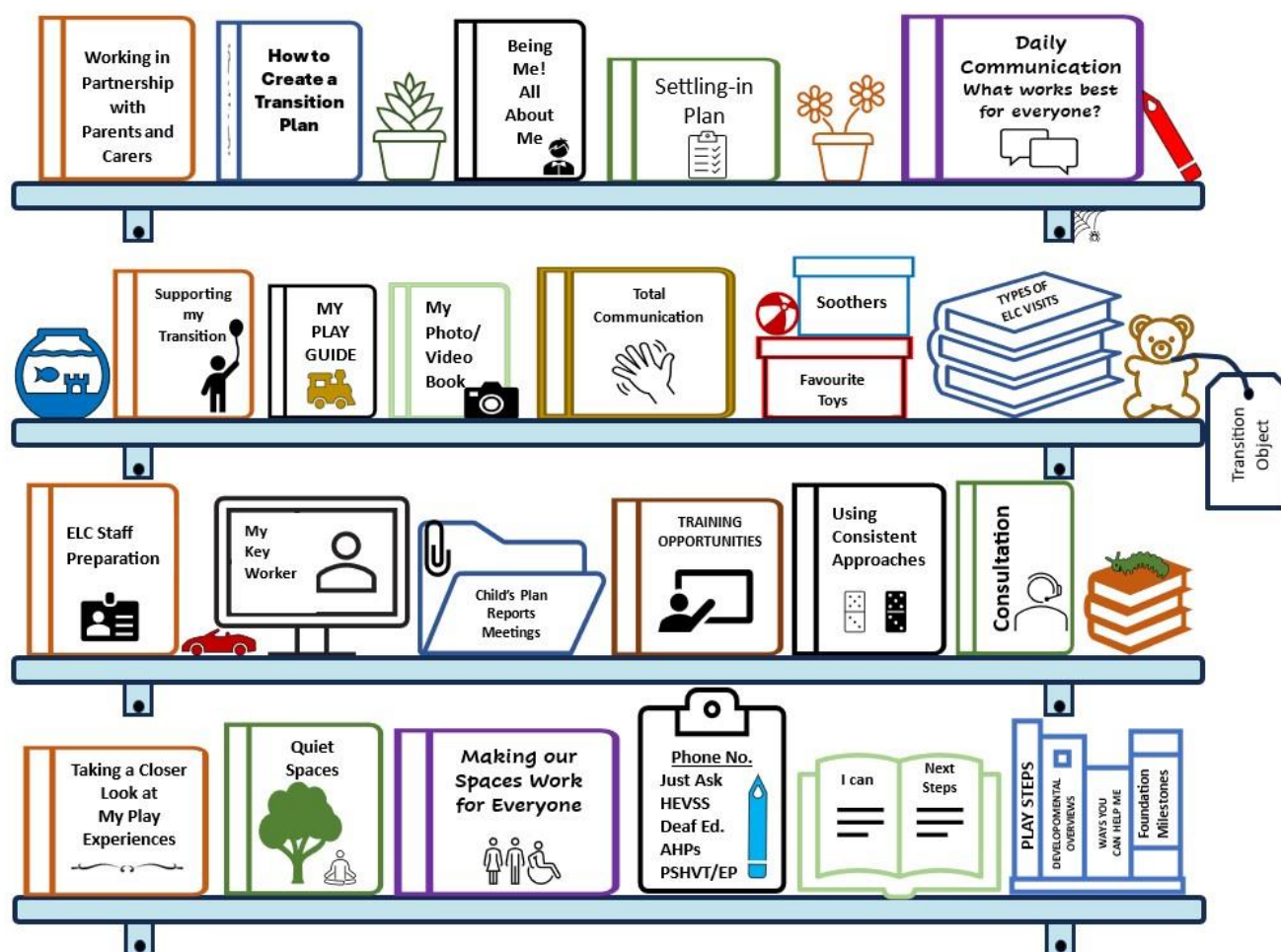


# Enhanced Transition into Early Learning and Childcare



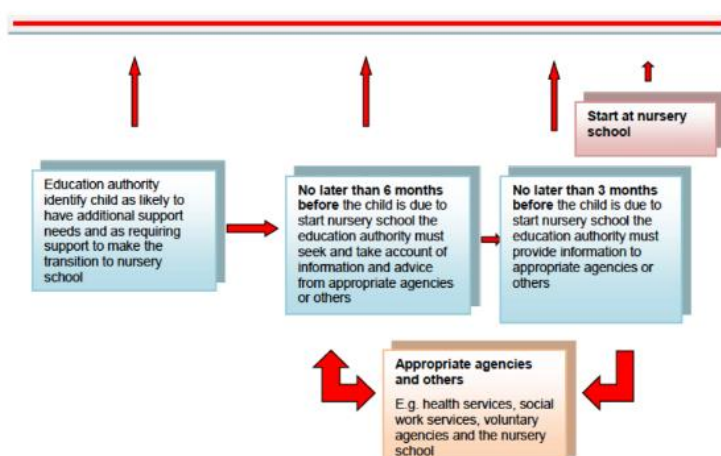
This document is designed to support enhanced transition planning for children with Additional Support Needs (ASN). The aim is to coordinate services and share information so that the child's transition from home into an ELC setting is as smooth as possible.

The timeline on the right is informed by [Additional support for learning: statutory guidance 2017](#). However, if we only become aware of the child's needs less than 3 months before they are due to start at the ELC, then we do the best we can.

Within this document there is a selection of topics for staff and parents to consider, plan for, and review in the months leading up to a child's transition. The suggestions are meant to enhance, rather than replace, the transition procedures a setting would ordinarily have in place for all the children.

The document could also simply be used as a prompt for discussion during transition planning. Not all the topics are relevant for every child or setting so please use whatever is most suited to the child's individual needs and those of your own setting.

## Timeline



# Enhanced Transition into Early Learning and Childcare

## Working in Partnership with Parents and Carers

Best practice would be for ELC setting staff to collaborate with parents/carers to gather information to support the following.

- **How to Create a Transition Plan:** use ideas from this document which are best suited to the child and their needs.
- **“Being Me! All About Me”:** Complete together to ensure a shared understanding of how best to support the child.
- **Settling-in Plan:** If a phased entry is being considered, agree a starting point, have a plan, and review this regularly e.g. weekly, fortnightly, etc.
- **Daily Communication:** Agree on the best way, which meets everyone’s needs, to communicate daily between home and ELC e.g. online apps, phone calls, texts, daily paper diary, etc. Make sure the content is simple to record and focused on information that needs to be shared.

## Supporting my Transition

- **My Play Guide:** Organise play sessions with Key Worker and/or other staff members.
- **My Photo/Video book:** Make this personalised for the child to show staff/names, toys, activities, and areas they will access (e.g. toilets, garden, playground, canteen/gym hall, sensory room, breakout space, etc.)
- **Total Communication:** Share any communication supports used at home (e.g. gestures/ Makaton/ objects, photos/symbols) and any advice given.
- **Soothers:** Have a selection of comforters, duplicating those at home, to help the child if upset.
- **Favourite Toys:** Have available a selection of toys and activities which you know the child enjoys - their motivators.
- **Types of ELC visits:** Organise a variety of visits e.g.
  - stay and play inside/outside space.
  - visits to additional spaces the child might access (e.g. toilets, playground, canteen/gym hall, sensory room, breakout space, etc.)
  - when the setting is empty or at quieter times.
- **Transition Object:** Take a favourite toy or activity between home and setting to ease the transition.

## ELC Staff Preparation

- **My Key Worker:** Identify as soon as possible.
- **Key Information:** Attend or share information from Child’s Plan or other meetings, reports e.g. strengths, pressures and any relevant actions, recommendations, or targets. Consider any need for risk assessments.
- **Training Opportunities:** to meet individual needs (e.g. Moving and Handling, Intimate Care, Neurodevelopmental Differences, Makaton, Epilepsy, Use of Visual Supports, Peg Feeding, etc.)
- **Using Consistent Approaches:** Agree a shared expectation and approach informed by Parents/Carers and the key information.
- **Consultation:** with parents/carers, and Allied Health Professionals and other services involved to keep information updated and relevant.

## Taking a Closer Look at My Play Experiences

- **Quiet Spaces:** Does the child need access to any different areas within the setting e.g. quiet/low arousal, sensory, therapy space, etc. Do they need breaks or routines built into their day.
- **Making our Spaces Work for Everyone:** Consider access and flow of space indoors and outdoors.
- **Contacts:** Is there a need for specialist service advice e.g. Just Ask, Deaf Education, HEVSS, etc.
- **I Can/ Next Steps:** What can the child do now and what are the next steps in their development? Note actions and ideas from Developmental Overviews, Meeting my Ongoing Needs, Pre-school Form 1, Child’s Plan, IEP targets, reports Foundation Milestones, Play Steps, Ways You Can Help Me sheet, therapy programmes, etc.