

Support and Advice

Should you have any queries or concerns around a transition your child is due to make, please speak with your contact in the Early Years setting or your child's key person. They will be able to share plans they have put in place for your child.

The following may also be able to answer any questions or signpost you to appropriate support:

Health Visiting team

[The role of a health visitor \(somerset.gov.uk\)](http://somerset.gov.uk)

Text: 07480 635514

Special Educational Needs and Disability Information Advice and Support (SENDIAS)

<http://www.somersetSEND.org.uk/welcome>

01823 355578 (10am – 3pm)



Somerset Parent Carer Forum

<https://somersetparentcarerforum.org.uk>



Somerset Local Offer

<https://choices.somerset.gov.uk/>
0300 123 2224



Terms and Explanations

Children and Young Peoples Therapy

Service: the service consists of Speech and Language Therapists, Physiotherapists, Occupational Therapists

Early Years Setting: nursery, child minder, pre-school, reception classes in schools

Key Person: the adult in the early years setting who has a special responsibility for your child

Special Educational Needs Co-

ordinator (SENCo): the adult in the setting who co-ordinates provision for children with additional needs or disabilities

MAISEY: [Multi-Agency, Identification and Support in the Early Years](#). A multi-professional meeting where the needs of children are discussed and joint plans established.



Transition to school 0-5 years

Information for
parents/carers

When children move into and between Early Years settings it is called 'transition.' The experience of joining a new setting, just like starting a new job, can be an anxious time for both you and your child.

This guide details some of the transitions your child may make and the types of support available to ensure the experience can be as positive as possible.



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Transitions and Possible Support	Universal	SEN Support	High Needs
	If your child is developing within typical range, the following may be offered:	If your child is at SEN Support and has external professional involvement/intervention at home or within the setting the following additional support may be offered:	If your child is at High Need , for example <ul style="list-style-type: none"> • Has multi-professional involvement • Is discussed at MAISEY • Has complex medical or health needs that require significant intervention the following additional support may be offered:
What might be arranged to support the transition (All documents referred to will be provided as relevant)	<ul style="list-style-type: none"> • Visits to the new setting or room • Liaison with key people involved in your child's care and education • Provision of a welcome pack • Information session for parents 	<p>To start at an Early Years setting:</p> <ul style="list-style-type: none"> • A meeting between you and the setting to discuss your child's needs and the provision they may require for example advice and strategies from therapy care plans. • A Dual-Placed Transition Form may be completed with you and shared with any additional setting your child attends. • Health Visitor (HV) Red Book shared and discussed. • A Communication Profile, where you can indicate how your child communicates with you to best support relationships within the setting, may be shared by the setting. <p>To start school:</p> <ul style="list-style-type: none"> • A School-Led Transition Meeting with you, the early years setting and receiving school to discuss strengths, needs and provision needed with review meeting as appropriate. This is led by the School SENCo. 	<p>To start at an Early Years setting:</p> <ul style="list-style-type: none"> • Pre-School Entry Planning Meeting and review (PSEP) with you, early years setting, Advisory teacher from the Local authority and any other professionals. The meeting will discuss strengths and interests, needs and provision required. This is completed by the advisory teacher. <p>To start school:</p> <ul style="list-style-type: none"> • A School Entry Planning (SEP) Meeting and Review with you, early years setting, your child's school, Advisory teacher from the Local authority and any other professionals involved. The meeting will discuss strengths and interests, needs and provision required. This is completed by the School SENCo. • An Education Health and Care Plan (EHCP) review
Who may support you and your child	<ul style="list-style-type: none"> • Early Years Practitioner / Key Person • Manager • Teacher 	<ul style="list-style-type: none"> • Setting Special Educational Needs Co-ordinator (SENCo) (from both settings if dual placement transition) • Receiving setting staff (Manager / SENCo / Key Worker) • Health Visitor • Children and Young People's Therapy Service (CYPTS) 	<ul style="list-style-type: none"> • Area Special Educational Needs Co-ordinator (Early Years Area SENCo) • Education Support Service staff • Parent Carer Forum • SENDIAS • SEND Statutory team (if a child is going through process of EHC assessment)
When might the support be offered	If your child is due to enter an early years setting or school, transition support will be discussed with you prior to their entry. For those children at SEN Support or High Needs this is often during the term before they are due to start to ensure good preparation which may involve training, additional resources etc. Where children are transitioning between rooms in a setting, timings will be agreed with you. If your child is due to start school, you need to make your school application in January. You will usually be notified of a school place in April.		

