

SEND Transition Timeline – What Schools, Settings and Parents/Carers need to do.

Key Dates and Actions	Key Actions to follow to support children with SEND Transition to Reception	
	Nursery Provider	Schools/Academies
<p>16th April</p> <p>Primary school allocations</p>	<ul style="list-style-type: none"> • Begin to talk to parents/carers about transition and seek views how they can support their children to prepare. • Begin contact with feeder school to discuss the transitioning children. Highlight any expectations/ concerns (<i>NB: ensure all contact/correspondence is made directly with the school EYFS Lead rather than the school office</i>). • Ensure that the key person has access to all relevant Transition Information Forms. • Talk and gain parents'/carers' permission to update and share SEND transition plan with school • Invite the receiving school to contribute to the SEND Transition plan either via online or face-to-face meeting 	<ul style="list-style-type: none"> • Update webpage with a welcome message for new parents/carers (include details of transition events and top tips to support their children to prepare). • EYFS Lead contact feeder setting to make arrangements/plans to discuss the transitioning children. (<i>NB: share an introduction photo/profile of the school that can be shared with the children</i> Share contact details and highlight the best way/time to contact you.). Accept invite to SEND Transition Meeting (contribute to SEND Transition Plan).
<p>By 17th May</p> <p>EY SEND Information Form shared with school</p>	<ul style="list-style-type: none"> • Share EY SEND Information Form with School, Parents and send a copy to SW SEND Team if child receives Inclusion Fund. • Implementation of Enhanced Transition Plan • Supported visits to school • Home visits • Pictures of school and teachers shared with child • Information about the school shared with child and parents/carers 	<ul style="list-style-type: none"> • Receive EY SEND Information Forms from settings • Contact Settings to support Enhanced SEND Transition Plans. • Discuss any specific arrangements for Enhanced Transition visits from Settings • Support children and parents/carers to begin Enhance Transitions visits/meetings/online phone calls.

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June	<ul style="list-style-type: none"> • Child Action Meeting to review Early Help assessment and Action Plan • Plan for School to take on role of Lead Professional • Support school to carry out Risk Assessment of environment (if needed) • School to carry out Reasonable adjustments Audit (if needed) 	<ul style="list-style-type: none"> • All procedures in place to become the Lead Professional for children with identified needs • Work with feeder settings and multiagency to risk assess and make all reasonable adjustments for children with SEND)
July	<ul style="list-style-type: none"> • Use of Inclusion Fund to support additional visits to school • Share Summative assessments with school including any changes to One Page Profile, recent targets, Steps on Developmental Journal, WellComm, etc (as appropriate) • School takes on role of Lead professional 	<ul style="list-style-type: none"> • Host Additional visits • Receive and discuss relevant documentation (One Page Profile, recent targets, Steps on Developmental Journal, WellComm, etc) • Take on role as the Lead Professional
August	<ul style="list-style-type: none"> • Keep in touch conversations as needed 	<ul style="list-style-type: none"> • Keep in touch conversations •
September	<ul style="list-style-type: none"> • Settings and school in contact to see how children have settled. Support with any additional information 	<ul style="list-style-type: none"> • Send any celebrations and progress reports to feeder settings