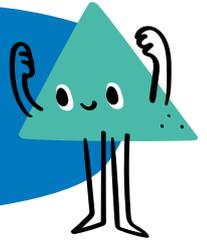




# Enhanced transition action plan



## Action plan for children requiring an enhanced transition to primary school

- This action plan should be completed as part of a meeting with the child's current early years setting (if the child attends one), parents/carers, professionals involved, and the new setting/school for any child identified to require enhanced transition support to primary school.
- The meeting should be held as soon as possible after school places are confirmed i.e. summer - term 5. All those involved are responsible for its implementation.
- The child's views, documented through an all about me form, should be kept central to planning and support.
- A positive approach and ambitious attitude will ensure successful outcomes for the child to thrive.

Date of meeting: ..... Child's name: ..... Child's date of birth: .....

Current setting: ..... New setting/school: .....

Who attended the meeting (name and relationship/role)?	Contact details
Other people involved but unable to attend the meeting (name and relationship/role):	Contact details

Please note the following to indicate the interventions currently in place:

SEN Support needs:  Yes  No

Education, health and care plan:  Yes  No

Inclusion funding:  Yes  No

Additional SEND funding:  Yes  No

Has a strength and needs form been completed:

Is there a TAF open?  Yes  No

If yes, please name the lead professional:

.....



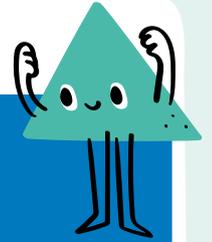
## What things will help to make a positive transition?

<b>What will help?</b> (strategies/actions)	<b>Who will complete action?</b> (early years setting, primary school and/or parents/carers)	<b>When will this be completed by?</b>

### What additional resources/equipment are needed?



## What things will help to make a positive transition?



### Are there any additional training needs for school staff?

Local authority transition training for school reception class staff is available if children with significant communication difficulties are joining the school.

### What arrangements have been agreed for the child to visit school, and school to visit child prior to start?

### What needs to be in place for the first day?

### What is the plan for the first week to help settle the child in?

### How will home-school communication work?

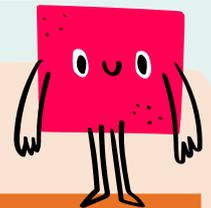
## What things will help to make a positive transition?

**Date of planned settling in/review meeting with parents/carers:**

Parent/carer signature: ..... Date: .....

Early years setting/childminder signature: ..... Date: .....

Primary school signature: ..... Date: .....



### Prompt sheet

#### Suggested points for discussion during an enhanced transition action plan meeting.

It may be helpful to share this template with those coming to the meeting beforehand so that they can consider what they feel may be important to discuss.

<p><b>Communication needs</b> - How the child communicates? What helps them express their wishes and wants?</p>	<p><b>Social and emotional needs</b> - What helps to ensure the child feels calm, emotionally safe and secure?</p>
<p><b>Learning needs</b> - What additional support does the child need for learning?</p>	<p><b>Personal care needs</b> - Does the child have any individual medical, toileting, eating, drinking or dressing needs.</p>
<p><b>Safety considerations</b> - Are there any individual safety needs that must be addressed?</p>	<p><b>Sensory processing needs</b> - Does the child have any sensory processing differences that will need support?</p>
<p><b>Physical needs or sensory impairments</b> - Does the child have any physical needs or sensory impairments that are not already known or documented? What adaptations are required?</p>	<p><b>Is there anything else that will support a smooth transition?</b></p>

For children with high level needs starting full time in reception, who do not have an EHCP, SEND transition top up funding may be considered [Early Years SEND funding](#)