

A series of quick read transition tips for parents of children with specific special educational needs

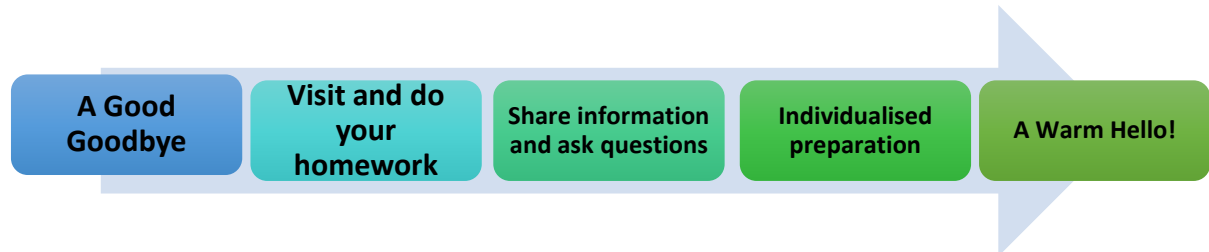
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A Handful of Transition tips for children with additional needs starting an Early Years setting

Whether it's the move from home to school, one school to the next or moving home, transitions can be difficult!

Here are a handful of tips to help promote a positive transition experience for all involved.



Tips for choosing an Early Years setting;

- Ask to look around the setting.
- Observe how adults interact with children.
- Ask the staff to tell you about their experience of working with children with additional



Tips for preparing your child for an Early Years setting;

- Provide opportunities for your child to spend time away from you with another trusted adult.
- Take your child out to experience different places and activities.



Tips for how parents and carers can help to prepare the Early Years setting;

- Share information about your child's likes and dislikes.
- Share any medical/care/dietary information that staff will need to know.
- Share strategies that comfort and calm your child.



Tips for settings to support families;

- Share comprehensive information with parents, including pictures that they can share with their child where possible.
- Offer reassurance and a key contact person for families to liaise with.



Helpful websites;

- www.yournottsdirectory.org.uk/nottinghamshiresendlocaloffer
- www.yournottsdirectory.org.uk/childcare/help-with-childcare-costs
- www.autism.org.uk

A Handful of Transition tips for children with additional needs moving into Key Stage 1

Whether it's the move from one school to the next or moving home, transitions can be difficult!

Here are a handful of tips to help promote a positive transition experience for all involved.

**A Good
Goodbye**

**Visit and do
your
homework**

**Share information
and ask questions**

**Individualised
preparation**

A Warm Hello!



Make an informed choice about which schools to apply for, as you will be asked to list 4 in order of preference. Make sure you visit your child's new school prior to them starting. It might be helpful to take somebody else with you for support. Think of questions you want to ask before you visit, including; who is the SENCO? How will you include my child socially and academically? You could also look on the school's website, where they should have a dedicated section on SEND.



Prepare your child for leaving their Early Years setting. Find ways to capture memories and support them to have a good goodbye! Talk to or read to your child about life at school. What will be different? What will be the same? Are there any new skills that they would like to learn before starting school? What will the school and the teachers look like? Photos or pictures might support this understanding. Ask school if they can create a transition booklet or whether you can take photos when there are no children there. Listen to any worries that your child may have and try to identify things they are excited about.



Share important information about your child with the new setting. Including specific health information, well-being concerns, personal care needs, specialist equipment they use, agencies involved, preferred methods of communication and any strong likes and dislikes. Ask how school can support any anxieties your child has shared with you. Find out the names of key people you can contact and establish the best methods of communication. Think about what you would like and what school can offer.



Talk to school about planning a meeting to discuss how your child has settled in. Plan the meeting a few weeks in advance as the settling in can take time and may be gradual. Problems which seem huge to begin with can soon reduce as everyone gets to know and understand one another. However, if something is really concerning you or your child take steps to tell school as soon as you can so that they can respond to this. Be realistic about what to expect from your child. This may be a very big step for them and can be very tiring. Make sure there is a chance for them to relax after the school day.



Helpful websites and resources;

BBC Bitesize Parenting: starting primary school [Starting primary school - BBC Parents' Toolkit - BBC Bitesize](#)

The East Midlands Education Support Service SFSS Inclusive transition web resources-www.em-edsupport.org.uk-SEN support-Inclusive Transition

A Handful of Transition tips for children with additional needs moving into Key Stage 2

Whether it's the move from one school to the next or moving home, transitions can be difficult!

Here are a handful of tips to help promote a positive transition experience for all involved.



If your child is at an all age primary school then you will hopefully already be familiar with the school, and staff and work will have taken place to ensure that your child has a smooth transition. Ask school what this will look like and how you can support this at home. If your child is moving to a junior school, then the infant school should have liaised with them to help them be ready for your child. Ask for a transition meeting with school colleagues including the new class teacher in the summer term before your child moves up to KS2.



Prepare your child for leaving their KS1 setting. Find ways to capture memories and support them to have a good goodbye! Talk to or read to your child about life in KS2. What will be different? What will be the same? Are there any new skills that they would like to learn before starting KS2? What will the new Key Stage or school and teachers look like? Photos or pictures might support this understanding. Ask school if they can create a transition booklet or whether you can take photos when there are no children there. Listen to any worries that your child may have and try to identify things they are excited about.



Share important information about your child with the new school if your child is moving including specific health information, well-being concerns, personal care needs, specialist equipment they use, agencies involved, preferred methods of communication and any strong likes and dislikes. Ask how school can support any anxieties your child has shared with you. Find out the names of key people you can contact and establish the best methods of communication. Think about what you would like and what school can offer.



Talk to school about planning a meeting to discuss how your child has settled into KS2. Plan the meeting a few weeks in advance as the settling in can take time and may be gradual. Problems which seem huge to begin with can soon reduce as everyone gets to know and understand one another. However, if something is really concerning you or your child take steps to tell school as soon as you can so that they can respond to this. Be realistic about what to expect from your child. This may be a very big step for them and can be very tiring. Make sure there is a chance for them to relax after the school day.



Helpful websites and resources;

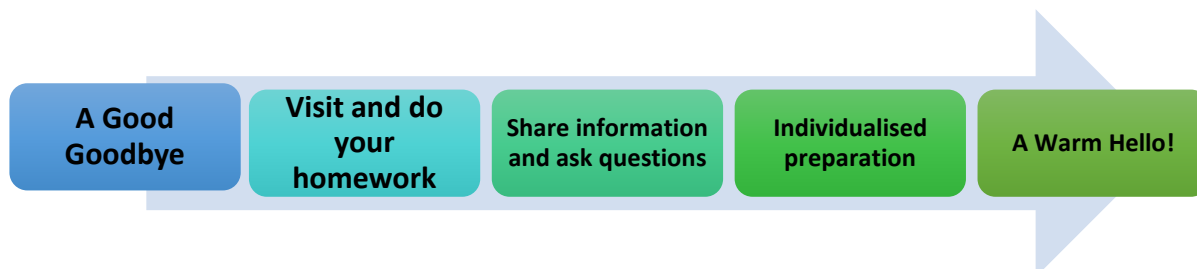
BBC Bitesize Parenting: starting primary school [Starting primary school - BBC Parents' Toolkit - BBC Bitesize](#)

The East Midlands Education Support Service [SFSS Inclusive transition web resources-www.em-edsupport.org.uk-SEN support-Inclusive Transition](#)

A Handful of transition tips for children with complex learning needs moving to secondary school

Whether it's the move from one school to the next or moving home, transitions can be difficult!

Here are a handful of tips to help promote a positive transition experience for all involved.



Prepare your child for leaving their primary school. Find ways to capture memories and support them to have a good goodbye!

Talk about the practical things (e.g. uniform, equipment, travel arrangements) and create opportunities to practise at home. Perhaps learn some teacher's names, timetable information and school layout. Photos or pictures might help support this. Listen to any worries that they have and try not to share your own fears about the big move.



Make sure you visit your child's new school prior to them starting. It might be helpful to take somebody else with you for support. Think of questions you want to ask before you visit, including; who is the SENCO? How will you include my child socially and academically?

You could also look on the school's website. They will have a dedicated section on SEND and all schools publish an annual SEND information report, which you should find there.



Share important information about your child with the new setting, including specific health information, well-being concerns, personal care needs, specialist equipment they use, agencies involved, preferred methods of communication and any strong likes and dislikes. Ask how school can support any anxieties your child has shared with you. Find out the names of key people you can contact and establish the best methods of communication. Ask the SENCO if the school have accessed specialist training.



After a week or two, talk to your child's tutor, SENCO or other named contacts to check how they have settled in. Ask for the dates of parent evenings and review meetings. You can request that any outside agencies involved with your child are also invited to these meetings. Communicate any emerging worries and concerns that your child may have raised with you, so these can be addressed.



Helpful Resources and websites: BBC Bitesize Starting Secondary School - Aimed at 10 to 12-year olds, their parents and teachers, offering practical advice and emotional support to help take the stress out of the move to secondary school. [Starting secondary school - BBC Parents' Toolkit - BBC Bitesize](#)

SFSS Inclusive Transition web resources. Try looking at the sections KS2-KS3, Children and Young People (resources for students to access) and Useful Information (information for parents). [Primary to Secondary Transition | The East Midlands Education Support Service](#)

www.em-edsupport.org.uk and click resources – SEN support – Inclusive transition [SEN Support for Schools and Families | The East Midlands Education Support Service](#)

A Handful of Transition tips for children with Complex Learning Needs

Transferring to Post 16

Whether it's the move from one school to the next or moving home, transitions can be difficult!

Here are a handful of tips to help promote a positive transition experience for all involved.

**A Good
Goodbye**

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your
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**Share information
and ask questions**

**Individualised
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A Warm Hello!



It's never too soon to start talking about what your child would like to do Post 16. Discuss the different Post 16 options that are available to them. Ask your current school about careers advice and work experience available. Visit as many different options and ask questions before your visit including, who will be the contact for SEND pupils? Have a look at the website to gather as much information before you visit.



Find out what SEND support will be available in the different settings. Check out the settings websites for their SEND offer. Arrange visits and 'practise' travel arrangements, does anything in particular need to be put in place prior to transition? Answer any questions that your child may ask. Encourage them to talk about any concerns or worries they might have- if you don't know the answer contact the SEND contact or the Specialist teacher.



Prepare your child for leaving their Secondary school, will they need any specialist equipment? Enquire about independent travel training and liaise with adult health services if needed. Do staff need to access specialist training to facilitate the young person's experiences? Find out the name of the key contact. Agree how best to communicate with them in the future.



After a week or two, contact the support staff to check how the young person has settled. Are there any issues arising? Is the support plan appropriate? Communicate any emerging concerns or anxieties your child may have talked about so these can be addressed.



Helpful Resources and websites:

Try looking at the sections; Preparing for Adulthood, Children and Young People (resources for students to access) and Useful Information (information for parents). [Preparing For Adulthood | The East Midlands Education Support Service](#)

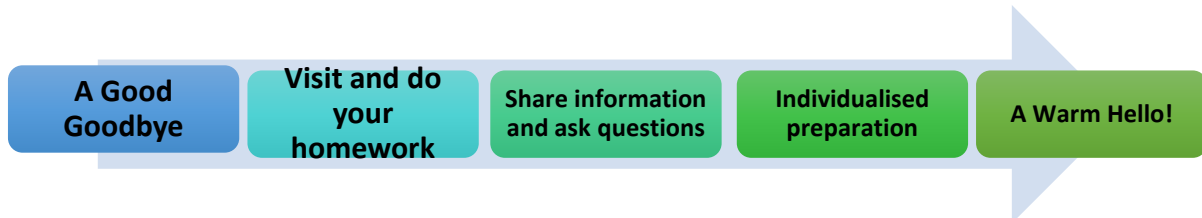
Inclusive transition, at [Inclusive Transition | The East Midlands Education Support Service](#)

To find information about post 16 education and further education, including support for children aged 16 to 18 years, go to [Post 16 education - Your Notts Directory](#)

A Handful of Transition tips for children with a hearing or visual impairment starting school

Whether it's the move from one school to the next or moving home, transitions can be difficult!

Here are a handful of tips to help promote a positive transition experience for all involved.



Make an appointment to visit the school/setting to speak to SENCO. Make a list of questions and take someone to support you. Ask to walk around the school/setting while the children are there. Take information about your child and the professionals involved, don't forget their contact details!



Put together a transition /photo book so child will know who key adults are, where to go, what classroom, lunch hall etc will look like. Let your child see and try their uniform. Lots of pre-visits at different times. Consider a visit if your child will be in before or after school care. Share books about starting school, walk past school and keep conversations going with your child about starting school and what they will do there. Be positive!



Share important information about your child with the new setting. Including specific health information, well-being concerns, personal care needs, specialist equipment they use, agencies involved, preferred methods of communication and any strong likes and dislikes. Ask how school can support any anxieties your child has shared with you. Find out the names of key people you can contact and establish the best methods of communication.



Keep regular conversations going with key staff and SENCO to check how they have settled in. A home/school book can be useful if you can't get into school. Share upcoming appointments with staff too. Ask for the dates of parent evenings and review meetings. Communicate any emerging worries and concerns that the young person may have raised with you, so these can be addressed.



NDCS (National Deaf Childrens Society) starting school information search for choosing a deaf-friendly school at, www.ndcs.org.uk

RNIB (Royal National Institute for the Blind) search for starting school resources at, www.rnib.org.uk

To find out more about your child's school and the support they offer for SEND children, you can view their SEN report on their listing, search for your child's school by title, at [Directory listings - Schools - Your Notts Directory](#)

A Handful of transition tips for children with sensory needs moving schools

Whether it's the move from one school to the next or moving home, transitions can be difficult!

Here are a handful of tips to help promote a positive transition experience for all involved.

**A Good
Goodbye**

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A Warm Hello!



Make sure you visit your child's new school prior to them starting. It might be helpful to take your child's Teacher of the Deaf (TOD) or Teacher of the Visually Impaired (TOVI) with you for support. Think of questions you want to ask before you visit, including; who is the SENCO? How will you include my child socially and academically? How will you ensure my child can access the school environment? Ask your TOD or TOVI to make sure specialist equipment is in place. You could also look on the school's website. They will have a dedicated section on SEND and all schools publish an annual SEND information report.



Prepare your child for leaving their primary school. Find ways to capture memories and support them to have a good goodbye!
Talk about the practical things (e.g. uniform, equipment, travel arrangements) and create opportunities to practise at home. Ask your specialist TOVI about support with travel and familiarising your child with the school layout. Perhaps learn some teacher's names and timetable information. Listen to any worries that they have and try not to share your own fears about the big move. Ensure that the school has an individualised transition plan in place for your child.



Share important information about your child with the new setting. Including specific health information, well-being concerns, personal care needs, specialist equipment they use, agencies involved, preferred methods of communication and any strong likes and dislikes. Ask how school can support any anxieties your child has shared with you. Find out the names of key people you can contact and establish the best methods of communication. Ask the SENCO if the school have accessed specialist training.



After a week or two, talk to your child's teacher, SENCO or other named contacts to check how they have settled in. Ask for the dates of parent evenings and review meetings; request that your specialist TOD or TOVI is invited to review meetings. Communicate any emerging worries and concerns that the young person may have raised with you, so these can be addressed.



Helpful Resources and websites:

Try looking at the sections KS2-KS3, Children and Young People (resources for students to access) and Useful Information (information for parents). [Primary to Secondary Transition | The East Midlands Education Support Service](#)

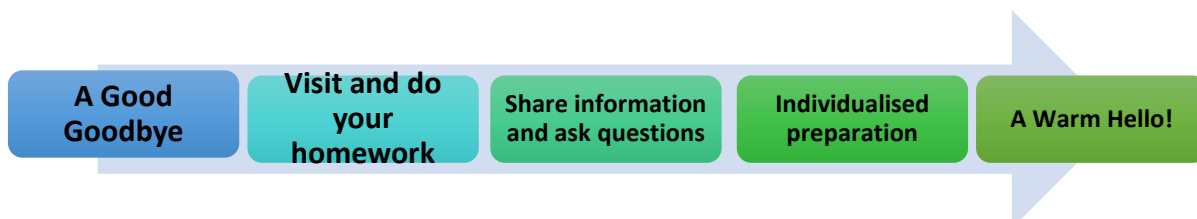
Inclusive transitions at, [Sensory Impairment and Complex Needs | The East Midlands Education Support Service](#)

(Royal National Institute of Blind) www.rnib.org.uk

A Handful of Transition tips for children with Sensory Needs Transferring to Post 16

Whether it's the move from one school to the next or moving home, transitions can be difficult!

Here are a handful of tips to help promote a positive transition experience for all involved.



Ensure the student is aware of their Sensory need. Discuss the different Post 16 options that are available to them. Visit as many different options and ask questions before your visit including, who will be the contact for SEND pupils? Have a look at the website to gather as much information before you visit.



Find out what SEND support will be available in the different settings. Check out the settings websites for the SEND offer. Arrange visits and 'practise' travel arrangements, does anything in particular need to put in place prior to transition? Answer any questions that they may ask. Encourage your child to talk about any concerns or worries they might have- if you don't know the answer contact the SEND contact or the Specialist teacher.



Prepare your child for leaving their Secondary school, will they need any specialist equipment? Contact the Specialist teacher to ask them to liaise with the Post 16 placement about any specialist equipment they may need. Enquire about PIP payments, independent travel training, liaison with adult health services. Do staff need to access specialist training to facilitate the young person's experiences? Find out the name of the key contact.



After a week or two contact the setting support staff to check how your child has settled. Are there any issues arising? Is the support plan appropriate? Communicate any emerging concerns or anxieties arising so these can be addressed.



Helpful Resources and websites:

Try looking at the sections Preparing for Adulthood, Children and Young People (resources for students to access) and Useful Information (information for parents) [Inclusive Transition | The East Midlands Education Support Service](#)

SEN support – Inclusive transition, at www.em-edsupport.org.uk

