**Overview of Transition Support by Need**

A personaslied transition plan includes all of the professionals currently working with, or who could support, the child and the family at the point of transition into school. An amended transition process must be put in place for those children who have been identified as having targeted or specialist needs at the point of transition to school.

Where there are several professionals working with the family, and it would be in the child’s best interest to support their needs as they move to school, a multi-agency transition meeting is recommended to support the transition process. This meeting will look different for individual children, as they will require varying levels of support.

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| All children (universal) should have… |
| - Home visit or opportunity to meet families on a one-to-one basis  - Visits to previous settings and/or communication with previous practitioners, in line with information-sharing processes  - Induction and transition sessions  - Provision organised, to reflect interests  - Clear information from the receiving setting about routines and structure |
| A child identified with targeted needs should also have: |
| - A phone call arranged between parent/carer and practitioner to discuss individual needs  - One to one meeting with parent/carer in school (class teacher and inclusion lead/  SENDCO)  - Additional transition sessions scheduled  - Support for parents/carers through the holidays |
| A child identified with specialist needs should also have: |
| - Meeting with all of the professionals involved or who will be supporting the  family once the child starts school (including practitioner from previous setting), at  appropriate setting  - Additional home visit  - Review meeting once the child has started |