



Positive Transition to Reception

Principles, processes and actions.



Introduction

Starting reception is a time of change and can be a source of both excitement and anxiety for children and for their parents/carers. Positive transitions are vital for all children's emotional wellbeing and achievement, and planning for these transitions is fundamental to effective early years practice. Some children, such as those with SEND or those who may have experienced trauma, will need additional enhanced transition arrangements.

This guidance has been written for all Bristol early years settings, childminders, schools and linked professionals to support consistent and effective transition planning for all children, particularly those with SEND and other vulnerabilities.

Aims of the guidance

- To support schools and settings to provide all children with positive transition experiences into reception classes that foster their wellbeing, learning and continuing development.
- To build on existing good transition practice across the city and national policy.
- To provide clarity regarding responsibilities, processes, and strategies that support transition to enable a coherent and consistent city-wide approach.
- To develop a city-wide commitment from all professionals to improve transition experiences for our young children, particularly those with SEND.

Key principles for positive transitions

- Transition is a process rather than an event. Supporting child development towards readiness for starting reception starts as soon as a child starts at an early years setting.
- There is continuity of inclusive child centres practice, relevant strategies and resources and support for all children including those with SEND across early years settings and schools.
- Strong integrated working between early years settings, schools and other agencies supports good transition.
- Supporting emotional safety for children through the transition to reception and beyond is essential: Children learn best when emotional wellbeing is secure, and children are regulated, and connected to those around them.
- The child's voice is captured and valued as part of the process.
- Parents/carers are valued, informed, included and supported effectively to prepare children for starting reception.
- Senior leadership teams in schools and early years settings have a commitment to good transition support as well as respect of one another's aims and ethos.
- There is recognition that enhanced transition arrangements will be needed for some children.
- Commitment to CPD underpins good practice and includes staff development to support understanding of transition and of SEND.

Strategies and processes to support positive transitions

- Timeline of Support

Forward planning and preparation for transition is key to its success for children and families. This is highlighted in the following statutory regulatory documents:



'Leaders' consistently thoughtful and positive engagement with parents, including those who are harder to reach, ensures that children thrive in all aspects of their development and are exceptionally well prepared at times of transition.'

Ofsted EY Toolkit 2025 (Strong Standard)

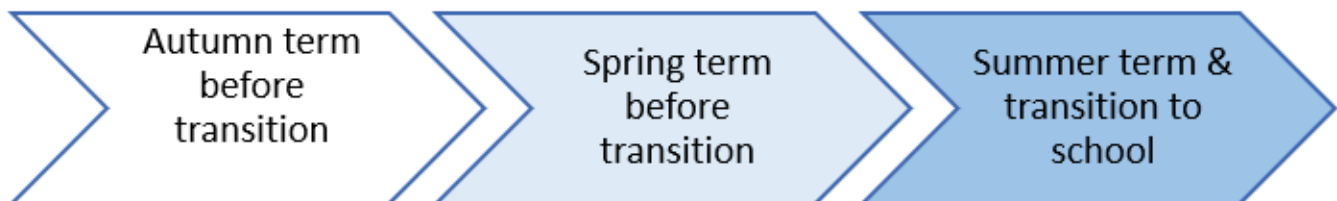


Special educational needs and disability code of practice: 0 to 25 years

(5.47 Pg. 88) SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.

Transition is a process that takes time. It is vital that all professionals working with children in the EYFS have a clear understanding of their responsibilities in relation to transition and of the processes and strategies that support a positive transition for all children.

The following timeline shows the key responsibilities and strategies at different points in the year, for both early years settings and schools. The timeline sets out actions to support **ALL** children and then actions that are 'additional to or different from' these that will be needed to support **SOME** children.



'Some children' would include children with SEND, children with emerging needs, those who may have experienced trauma and those unique children who require additional support for whatever reason.

As well as providing clear expectations in relation to responsibilities, the timeline can also be used to support reflective discussions amongst teams and provide an opportunity to **audit** current practice and provision.

AUTUMN PRIOR TO TRANSITION TO SCHOOL

Signpost all families to support for

- Family and parenting support
[Family Hubs](#)
- Learning together at home



[Best Start in Life - Best Start in Life](#)
[School readiness - Best Start in Life](#)

- CBeebies parenting tips and advice

[Tiny Happy People](#)

- [Healthy nutrition](#)

- [Oral health](#)

- [EasyPeasy](#) – free app full of parenting tips, advice and activities families and children 0-5 years old.



Actions to support ALL children	To be led by		Actions 'additional to or different from' in order to support SOME children
	EY Setting /YN	School YR	
Update transition policy with regard to this guidance document.	✓	✓	
Share the Starting reception guidance with all families Home - Starting Reception	✓		Consider what support children may need to make progress towards achieving independence in these outcomes Home - Starting Reception
Share the Potty Training Guide with families of children not yet independently using the toilet. The Potty Training Guide - Starting Reception	✓		Share specific potty training resources for children with SEND Advice about bladders, bowels and toileting for children with additional needs - ERIC
	✓		Ensure Sept. census/headcount data reflects all children with SEND. Check portal guidance for definitions.
Publicising local school open days for prospective families. School website information is up to date to support parents/carers making informed choices e.g. EYFS provision.	✓	✓	Ensure that school information for prospective families is accessible to all. School website information is up to date with SEND information to support parents/carers making informed choices.
Encouraging families of pre-school children to look at local school websites and to attend school open days.	✓	✓	It is more likely that families of children with SEND will need support with looking at school information and visiting different settings. Ensure that parent/carers are aware that admissions to specialist settings require an EHCP.
Signpost parents/carers to information about primary school admissions, and how and when to apply. Apply for a new reception primary place	✓	✓	It is more likely that families of children with SEND will need support with the school admission process. Mainstream applications should be made for all children with SEND unless they have a final EHCP.
	✓		A Key Stage Transfer form is completed and submitted for children with an EHCP by October 31 st .

<p>All practitioners monitor and review children’s development in order to identify and plan for any emerging needs. Inclusive adaptations and reasonable adjustments are planned part of ordinarily available provision for all children.</p> <p>WellComm Language Screening is used to identify delays and difficulties in language development.</p> <p>The Multilingual Toolkit is used to support children and families whose first language is other than English</p> <p>Eight to Relate is used to audit and adjust Provision for Emotional development and regulation</p> <p>Plan for effective use of EYPP for eligible children.</p> <p>SENCo meets with Early Years Portage and Inclusion specialist to support inclusive practice as standard and the identification of needs. Reference should be made to Bristol’s Graduated Response Guidance and accompanying Toolkit for Early Years: Building inclusive practice in Bristol education settings.</p>			<p>Ensure that identified needs are met through a graduated approach which is followed in partnership with parents/carers.</p> <ul style="list-style-type: none"> Reference should be made to Bristol’s Graduated Response Guidance and accompanying Toolkit for Early Years: Building inclusive practice in Bristol education settings. SENCo meets with Early Years Portage and Inclusion specialist to inform the ongoing support of children with identified needs. Childminders can seek support from the SENCo for childminders and may be supported to make a referral for individual specialist support. <p>Consider whether submission of an EHC assessment request should be made for any child who, despite everyone's best efforts, still isn't making progress. It is expected that the education setting will have put in place and reviewed the impact of any actions and support that are identified for the child at the SEND support stage first.</p>
<p>Access CPD from Bristol Early Years Network Training from the Stronger Practice Hub.</p> <p>Bristol Early Years Calendar – Calendar</p> <p>Dingley’s Promise Early Years Inclusion Programme has a module on transition to support practitioner knowledge to support children’s progress and needs .</p>			<p>Access training and support from the Inclusion and Portage service as appropriate:</p> <p>Support and training for early years practitioners - Bristol Early Years</p> <p>Early Years SEND Self Help Guides - Bristol Early Years</p>

SPRING PRIOR TO TRANSITION TO SCHOOL

Signpost all families to support for

- Family and parenting support
[Family Hubs](#)
- Learning together at home

[Best Start in Life - Best Start in Life](#)
[School readiness - Best Start in Life](#)

- CBeebies parenting tips and advice
[Tiny Happy People](#)
- [Healthy nutrition](#)
- [Oral health](#)
- [EasyPeasy](#) – free app full of parenting tips, advice and activities families and children 0-5 years old.



Actions to support ALL children	To be Led by		Actions that are additional to or different from in order to support SOME children
	EY Setting	School	
Send reminders of the 15 th January application deadline to all parents/carers who have not yet made their primary school application. Reference should be made to the information on the Establishment Portal	✓	✓	It is more likely that families of children with SEND will need support with the school application process. Mainstream applications should be made for all children with SEND unless they have a final EHCP.
	✓		Ensuring January census/headcount data reflects children with SEND. Check portal guidance for definitions.
	✓		Any EHCPs that require an 'Annual Review' (completed at least every 6 months for children under 5) should be scheduled to take place before 15th February .
Share the Starting reception guidance again with all families Home - Starting Reception Review your curriculum and provision to support developing independence in skills for Starting Reception. The Starting Reception monitoring sheet may be useful.	✓		Consider what support children may need to make progress towards achieving independence in these outcomes. Home - Starting Reception Use the Starting Reception monitoring sheet to plan for, and provide any additional provision or support children and families may need.
Share the Potty Training Guide again with families of children not yet independently using the toilet. The Potty Training Guide - Starting Reception	✓		Share specific potty training resources again for children with SEND as appropriate Advice about bladders, bowels and toileting for children with additional needs - ERIC
Plan activities and dates for transition activities with children and families in the summer term that will best support the needs of the children and families.	✓	✓	
All practitioners continue to monitor and review children's development as Autumn term in order to identify and plan for any emerging needs. Inclusive adaptations and reasonable adjustments are planned part of ordinarily available provision for all children.	✓		Ensure that a graduated approach continues to be followed in partnership: SENCo meets with Early Years Portage and Inclusion Specialist to inform the ongoing support of children with identified needs.

<ul style="list-style-type: none"> • WellComm Language Screening is used to identify delays and difficulties in language development. • The Multilingual Toolkit is used to support children and families whose first language is other than English • Eight to Relate is used to audit and adjust Provision for Emotional development and regulation <p>SENCo meets with Early Years Portage and Inclusion Specialist to support inclusive practice and the identification of needs. Reference should be made to Bristol’s Graduated Response Guidance and accompanying Toolkit for Early Years: Building inclusive practice in Bristol education settings.</p>			<p>Childminders can seek support from the SENCo for childminders and may be supported to make a referral for individual specialist support. Consider whether submission of an EHC assessment request should be made for any child who, despite everyone's best efforts, still isn't making progress. It is expected that the education setting will have put in place and reviewed the impact of any actions and support that are identified for the child at the SEND support stage first.</p> <p>Reference made to Bristol’s Differentiated Early Years Outcomes (‘DEYO’) to identify independence skills that some children require additional support to develop. These should inform agreed outcomes and provision.</p>
<p>Access CPD from Bristol Early Years Network Training from the Stronger Practice Hub. Bristol Early Years Calendar – Calendar</p> <p>Dingley’s Promise Early Years Inclusion Programme has a module on transition to support practitioner knowledge to support children’s progress and needs .</p>	✓	✓	<p>Access training and support from the Inclusion and Portage service as appropriate: Support and training for early years practitioners - Bristol Early Years</p> <p>Early Years SEND Self Help Guides - Bristol Early Years</p>

SUMMER PRIOR TO TRANSITION TO SCHOOL

Signpost all families to support for

- Family and parenting support
[Family Hubs](#)
- Learning together at home

[Best Start in Life - Best Start in Life](#)
[School readiness - Best Start in Life](#)

- CBeebies parenting tips and advice
[Tiny Happy People](#)
- [Healthy nutrition](#)
- [Oral health](#)
- [EasyPeasy](#) – free app full of parenting tips, advice and activities families and children 0-5 years old.



Actions to support <i>ALL</i> children	To be Led by		Actions that are additional to or different from in order to support <i>SOME</i> children
	EY Setting	School	
	✓		Ensure April census/headcount data reflects all children with SEND. Check portal guidance for definitions.
<p>Primary school places are confirmed in April. Information and updates and acceptance status can be accessed through the Establishment Portal, by both early years' settings and schools.</p> <p>All families are encouraged to respond to offers as soon as possible.</p>	✓	✓	<p>Once school places for children have been accepted, the early years setting and school should begin communication about enhanced transition in partnership with family.</p> <ul style="list-style-type: none"> • Diarising meetings and visits as needed. • Diarising and hosting review meetings for Bristol SEND Support Plans, Individual Healthcare Plans, Individual Risk Assessments, Personal Education Plans. • Agree actions with families and receiving schools as appropriate. • Parents/carers of children with SEND should respond to mainstream offers unless they have a final EHCP.
<p>Share the Starting reception guidance again with all families. Home - Starting Reception</p> <p>Review your curriculum and provision to support developing independence in skills for Starting Reception. The Starting Reception monitoring sheet may be useful.</p>	✓		<p>Consider what support children may need to make progress towards achieving independence in these outcomes. Home - Starting Reception</p> <p>Use the Starting Reception monitoring sheet to plan for, and provide any additional provision or support children and families may need.</p>
<p>Accelerate support for toilet training for any children and families not out of nappies. The Potty Training Guide - Starting Reception</p> <p>Seek support from your Family Hub navigator or lead teacher if appropriate.</p>	✓		<p>Identify specific barriers to toilet training for individual children who are not making progress and next steps to developing independence. Advice about bladders, bowels and toileting for children with additional needs - ERIC</p>
<p>Commence sending and closing transition process for all children moving on to school. For example:</p>	✓		<p>Commence enhanced sending and closing transition process for some children. For example:</p>

<ul style="list-style-type: none"> Plan for teaching and learning about starting reception in your pre-reception curriculum with attention to supporting any anxieties that may arise. Enhance the learning environment with books about starting school and feelings, school uniform for dressing-up, photos of local schools and reception play areas and classrooms. Provide children with language for change such as <i>new, different, same, beginning, start, leave</i> and use stories/books to support discussions. (Consider those children that may be staying at the setting.) Be open to discussions about transition during child initiated play or adult led opportunities such as circle times – feelings, hopes and fears; exploring ‘what might be the same and what might be different’. Adapt the curriculum to include activities such as undressing for P.E. Invite school staff to visit and meet children transferring to their school. Events and resources to celebrate the time that children have spent in the setting e.g. leaver party, certificates, photos etc and to enable them to leave an imprint e.g. handprints, a paper chain, leaving a stone, planting a tree together. Complete a Universal Transition Record is completed, with reference to the guidance, for all children starting school. Include information about any inclusive strategies and adjustments that a child needs to access the curriculum and learn well. Submit to receiving schools by the Term 6 deadline. All safeguarding information is shared in a secure manner following national and local guidance. Attend local transition event to have face to face discussions and to handover Universal Transition Records. 			<ul style="list-style-type: none"> Support development of independence in relation to self-care skills, identifying appropriate next steps. Explore emotions with individuals in relation to change. Use individual visual aids, such as social stories, countdown calendar, photobooks etc to support children to prepare for transition. Activities and resources that will support some children to feel that they will be ‘kept in mind’ by the early years setting and do not feel rejected e.g. showing them that their picture will be kept in a book. Invite school staff to meet individual children in the early years setting and to observe interventions in practice. Attend a transfer meeting to review any relevant planning documents (e.g. Individual Education Plans, Bristol SEND Support Plans, Individual Healthcare Plans, Individual Risk Assessments, Personal Education Plans) and to agree Transfer Action Plan with families, schools and other professionals. Complete additional SEND specific information in a Universal Transition Record. Include information about any inclusive strategies and adjustments that a child needs to access the curriculum and learn well, signposting more detail in SEND Support Plan where appropriate. Signpost any relevant CPD for reception class practitioners in relevant specialist interventions that the child receives. Arrange for transfer of individual resources e.g. sensory resources, social stories, visual aids (including transition resources if appropriate). Liaise with therapists for collection and delivery of any specialist equipment.
<p>Commence receiving transition process for all children due to start school. For example:</p> <ul style="list-style-type: none"> Create or update Starting reception Policy to reflect local and national guidance. Staff to visit children in the early years settings 		✓	<p>Commence enhanced receiving transition process for some all children. For example:</p> <ul style="list-style-type: none"> School staff to make additional visits to individual children in their early years setting and to observe interventions in practice.

<ul style="list-style-type: none"> • Invite children and families to visits at school, include time for playing in the reception learning environments, activities with teachers and support staff. • Host welcome events to share key information with parents/carers; introduction to governors etc. • Provide up to date early years information on website e.g. staffing, environment, the routine etc. • Share welcome packs containing essential information including forms for allergies, contact numbers, password, and interests. • Communicate with children and families over the summer holiday – e.g. ‘Hello’ postcard sent to children. 			<ul style="list-style-type: none"> • Attend a transfer meeting to review any relevant planning documents (e.g. Bristol SEND Support Plans, Individual Healthcare Plans, Individual Risk Assessments, Personal Education Plan) and to agree actions to support transition with families, early years settings and other professionals. • Receive, disseminate and consider SEND specific information in a Universal Transition Record. • Consider deployment of staff to ensure that individual children’s needs can be met with. • Arranging staff CPD in relevant specialist interventions (e.g. Attention Autism, Early Years Inclusion Team Workshops) • Planning the reception class environment and layout to support individual needs including use of individual equipment and resources. • Planning the reception class curriculum to support children to settle well and build on progress, particularly in relation to interactions and targeted interventions.
<p>Read and consider information in the Universal Transition Records to inform planning for the class and individuals.</p> <ul style="list-style-type: none"> • Plan for the emotional safety of children. This is enabled by developing emotional, physical and sensory wellbeing, warm relationships, predictable routines, and adults’ belief in children as capable and confident learners. Use the Eight to Relate Audit tool to support this • Plan for use of the inclusive strategies and adjustments shared by the nursery setting. Access training for staff as required. Support and training for early years practitioners - Bristol Early Years Bristol Early Years Calendar – Calendar • Adapt the curriculum, environment and pedagogy to meet the developmental and emotional needs of the children, including mirroring of early years visual supports. • Plan for continuation of WellComm Language Screening interventions for individuals. • Use the Multilingual Toolkit to support children and families whose first language is other than English 			<ul style="list-style-type: none"> • Arrange staff CPD in relevant specialist interventions (e.g. Attention Autism, Early Years Inclusion Team Workshops) • Plan the reception class environment and layout to support individual needs including use of individual equipment and resources. • Plan the reception class curriculum to support children to settle well and build on progress, particularly in relation to interactions and targeted interventions.

<p>Access CPD from Bristol Early Years Network Training from the Stronger Practice Hub to upskill the EYFS team. Bristol Early Years Calendar – Calendar Dingley’s Promise Early Years Inclusion Programme has a module on transition to support practitioner knowledge to support children’s progress and needs .</p>			<p>Access training and support from the Inclusion and Portage service as appropriate: Support and training for early years practitioners - Bristol Early Years Early Years SEND Self Help Guides - Bristol Early Years</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

AUTUMN FOLLOWING TRANSITION TO SCHOOL

Signpost all families to support for

- Family and parenting support
[Family Hubs](#)
- Learning together at home
[Best Start in Life - Best Start in Life School readiness - Best Start in Life](#)
- CBeebies parenting tips and advice
[Tiny Happy People](#)
- [Healthy nutrition](#)
- [Oral health](#)
- [EasyPeasy](#) – free app full of parenting tips, advice and activities families and children 0-5 years old.



Actions to support ALL children	To be Led by		Actions that are additional to or different from in order to support SOME children
	EY Setting	School	
<p>Continue receiving transition process for all children starting school. For example:</p> <ul style="list-style-type: none"> • Plan for the emotional safety of children. This is enabled by developing emotional, physical and sensory wellbeing, warm relationships, predictable routines, and adults' belief in children as capable and confident learners. Use the Eight to Relate Audit tool to support this • Each child is allocated a clearly identified key person and their role explained to parents/carers • Home visits are prioritised to meet parents/carers and children and to gather information. • Photos on pegs/room/drawers ready before the children start to give a sense of belonging. • Inclusive provision is set up effectively and staff are confident in individual approaches for particular children. • Stagger entry to enable smaller groups of children to become familiar with the staff, the environment and the routine. • Offer flexibility around parent/carer handovers to support settling in. • Take children on tours of the learning environment, both inside and out as well as other significant areas e.g. school hall. • Invite families to share examples of children's previous work. • Plan circle times to support children with feelings around change, exploring 'what is the same and what is different, but okay'. • 'Welcome' displays for children and photo board of staff with names and interests for children and their families. 		✓	<p>Continue receiving transition process for some children starting school. For example:</p> <ul style="list-style-type: none"> • Key person to be familiar with 'All About Me', strategies and targets, and strengths and areas for development (from individual children's SEND Support Plans); linking regularly with parents/carers. Relevant information shared with other school staff. • Individualised settling programmes – this could include a quicker induction for some children as well as a slower one e.g. where a consistent routine is important. • Receive any delivery of any specialist equipment and arrange for appropriate storage and training in its use. • Consider use of a transition object from home or EY setting for individual children who may be feeling particularly anxious. • Consider use of a buddy system. • Favoured activities to be available for individual children with limited interests. • Ensure individual resources e.g. sensory resources, social stories, visual aids have been received from early years setting and are available to the child. • Home school communication books. • Strategies and provision are implemented in accordance with reports from professionals and EHCP, SEND Support Plan and/or Personal Education Plan (if the child has one) in order to achieve identified targets and outcomes. • Follow-up with early years setting if child's information has not been shared/received. • Liaise with professionals with regards to children whose needs were not identified before or during their transition.

<ul style="list-style-type: none"> Acknowledge that there may be children who find transition more difficult and that a flexible approach to the use of strategies will be beneficial. 			<ul style="list-style-type: none"> Diarise Annual Review of EHCP if the child has one. An EHCP for a child under five should be reviewed at least every six months to ensure that the provision continues to be appropriate.
<p>Receive feedback from parents/carers and professionals to inform review of transition process for all children.</p>	✓	✓	<p>Gather feedback from parents/carers and professionals to inform review of transition process for individual children.</p>

Resources to support transition to school

(Please click on thumbnails to access links to information)

	<p>Starting Reception A practical DfE backed guide for families to support them with the key skills that schools expect children to be learning before their first day. Practising these will make your child's journey to Reception as positive as possible Home - Starting Reception</p>
	<p>The Potty Training Guide The new, Government-backed guide to when and how to potty train. The Potty Training Guide - Starting Reception</p>
	<p>EasyPeasy All families with a Bristol Postcode have free, premium access to EasyPeasy - an app full of parenting tips, advice and activities families and children 0-5 years old. Easypeasy transforms everyday family moments into playful and enriching connection experiences that will support child's development. Share with families: Join EasyPeasy</p>
	<p>NHS Moving up to Primary School A useful video to share with families https://youtu.be/mvTKx_1RW-k?si=24FuiXm-tiJfWNFd</p>
	<p>Books to support starting school A list of books for children to support conversations about starting school and the emotions that might be involved can be downloaded from the Transition to School page of the Bristol Early Years website. Transition to Reception - Bristol Early Years</p>
	<p>Family Hubs Family Hubs offer information, advice and help to all families with children aged 0-19, or a family with a child or young person aged up to 25 with special educational needs and disabilities, in Bristol. They run activities and support families to access services and information both at our Family Hub centres and online. Bristol Family Hubs https://youtu.be/CBDH1Bcz560</p>
	<p>Best Start in Life Advice and support for families with their children's development from pregnancy to starting school. Best Start in Life - Best Start in Life Early learning and development - Best Start in Life - NHS</p>
	<p>Dingley's Promise Early Years Inclusion Programme Online training modules that have been developed using specialist knowledge of early years SEND provision and have been designed with the aim of building confidence in early years practitioners.</p>

	<p>Important Dates for Admission to Primary Education; A leaflet for Parents & Carers A guidance document for families. When to apply and dates for offers and appeals for new reception primary places can be downloaded from the Transition to School page of the Bristol Early Years website.</p>
	<p>Helping children to look forward to school. A leaflet for parents/carers with lots of practical ideas to support school readiness can be downloaded from the Transition to School page of the Bristol Early Years website.</p>
	<p>Supporting transition at home for children with SEND Information for parents/carers about practical ways to help prepare children with SEND for transition to school can be downloaded from the Transition to School page of the Bristol Early Years website. Support and training for early years practitioners - Bristol Early Years</p>
	<p>Eric's guide to potty training and Eric's guide for children with additional needs. Useful guides for settings and for families about how to support potty training with all children plus some additional guidance for how to best support children with additional needs.</p>
	<p>The Bristol Standard Dimension 2 - Relationships and Interactions can support your reflective discussions around transition If you do not have the password please email Bristol.standard@bristol.gov.uk</p>
	<p>Transition photo story example This example will give you some ideas about how you might be able to develop a photobook about your school to support transition for vulnerable children.</p>
	<p>SAY provide an accessible, impartial and confidential SENDIAS service to empower parents/carers to play an active and informed role in their child's education.</p> <ul style="list-style-type: none"> • helping with complex legal processes like EHC assessments, mediation, appeals, exclusions and complaints • a dedicated Information, Advice & Support (IAS) Line. • monthly support group meetings • information events and courses
	<p>FLORA (Families, Local Offer, Resources and Advice) provides information, advice, signposting and support for families who are in the early stages of identifying that their child may have additional needs. The FLORA team can help families navigate the services and support that is available to them, their family and child. Call: 0117 352 6020 Email: FLORA@bristol.gov.uk</p>

Children in Care and Children Previously in Care

Children in care and children previously in care will benefit from the actions outlined in the timeline above that are 'additional to or different from' those provided for all children. For these children practitioners will also need to be aware of the following information:

Children in Care will have regular Personal Education Plan (PEP) meetings as part of the care planning process. A PEP meeting with a specific focus on transition will be planned for term 5 to include the Designated Teacher for Children in Care at the new school. An 'enhanced transition plan' will be agreed at this meeting. Because of the unique and specific circumstances of Children in Care plans need to be flexible, sometimes there is mobility or change. It may be necessary to modify plans or organise further meetings with different schools as a result. As ever, sensitive support and strict confidentiality will be needed.

Children Previously in Care will benefit from a similar planning process and meeting to organise an 'enhanced transition plan'. With the agreement of the family, the Designated Teacher for Previously Looked After Children from the new school should be invited to this meeting.

Children involved with Social Care

This concerns any child assessed as needing a Social Worker at any time due to safeguarding and/or welfare reasons and includes all children subject to a Child in Need Plan or Child Protection Plan. This cohort of children is identified as a group of children who face significant barriers to education and their experiences can affect their attendance, learning, behaviour and well-being.

Children who have a Social Worker will benefit from an 'enhanced transition plan' and it is best practice to invite the Designated Safeguarding Lead to any meetings and to ensure the child's Safeguarding File is transferred within 5 days of the child starting at their new school. All safeguarding information should be shared in a secure manner following [national and local guidance](#).

Children who attend more than one setting

The EYFS states that Providers must maintain records and obtain and share information to ensure the safe to help ensure the needs of all children are met.

For children that attend more than one setting, the [Universal Transfer Record](#) (and [Early Years Transfer Pack](#) or [Autism Transition Pack](#) if appropriate) should be completed by the setting where the child spends most of their time. Other settings attended by the child should work in partnership to inform completion of these records.

Delayed or Deferred Entry to School

Occasionally, parents/carers may not wish for their child to go to school in the September of the school year in which they reach the age of five; and they may want to consider the option to defer or delay taking up a school place. [This guidance](#) aims to help explain what these terms mean and help families decide what is best for the child. It is important for early years settings and families to be aware that the implications of both deferred and delayed entry can be complex.