

Positive Transitions between Early Years Providers

This guide is designed to suggest ways in which practitioners can support positive transition when a child is transferring from their care to another provider. There are also links to ideas about how parents and carers can prepare themselves and their child. It considers good practice for the transition of all children, and actions that are additional to or different from, for some children.


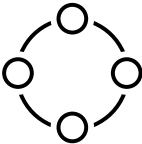


More detailed guidance, **Positive Transitions in the Early Years**, has been written for professionals to support consistent and effective transition planning for all children in the early years, which focuses on starting school.





Dingley's Promise Early Years Inclusion Programme includes a course about transitions for children with SEND. It is an online resource that you can work through it at your own pace.


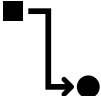
Positive transition should be seen as a child-centered process rather than an event. In addition to 'Actions to Support Transition', it is important to ensure that the following continuous support is in place:

<p>Ongoing communication</p> 	<p>Providers must discuss children's progress with their parents/carers regularly to help to identify any emerging difficulties and to ensure that they are getting the right support to make progress.</p>
<p>Graduated Approach</p> 	<p>Providers must have processes that regularly monitor and review children's development in order to identify and plan for any emerging needs:</p> <ul style="list-style-type: none"> • Reference should be made to the Graduated Response Toolkit for Early Years. • Families should be provided with information and support to access Bristol Family Hubs as appropriate. • Submission of EHC assessment requests can be made for any child who, despite everyone's best efforts, still isn't making progress through SEN Support. <p>The Early Years Portage and Inclusion team can support through:</p> <ul style="list-style-type: none"> • Their regular meetings with the setting SENCo. • They are also able to provide support with specific 'Actions to Support Transition' as needed. • Referrals for support for individual children can also be made SEND - Bristol Early Years.







Actions to Support Transition:

	Actions to support ALL children	Actions that are additional to or different from in order to support SOME children
<p>Supporting children with change</p> 	<p>'Sending Provider':</p> <ul style="list-style-type: none"> • Provide children with language for change such as new, different, same, beginning, start, leave and use stories/books to support discussions. • Adapt the curriculum to include activities that children are likely to experience in their new placement, if unfamiliar. • Invite staff from the receiving setting to visit and meet children. • Provide 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. <p>'Receiving Provider':</p> <ul style="list-style-type: none"> • Take children on tours of the environment, both inside and out. • Ensure photos are on pegs/drawers before the children start to give them a sense of belonging. • Invite families to share examples of children's previous work e.g. learning diaries. 	<p>'Sending Provider':</p> <ul style="list-style-type: none"> • Support development of independence in relation to self-care skills. • Use individual visual aids, such as social stories, countdown calendar, photobooks etc to support children to prepare for transition. <p>'Receiving Provider':</p> <ul style="list-style-type: none"> • 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. • Favoured activities to be available for individual children with limited interests. • Ensure individual resources e.g. sensory resources, social stories and/or individual visuals have been received from previous provider and are available to the child. • Consider use of a buddy system.
<p>Big emotions</p> 	<p>'Sending Provider':</p> <ul style="list-style-type: none"> • 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'. <p>'Receiving Provider':</p> <ul style="list-style-type: none"> • Provide flexibility around parent/carer handovers to support settling in and reassurance. 	<p>Explore emotions with individuals in relation to change.</p> <p>'Sending Provider':</p> <ul style="list-style-type: none"> • Activities and resources that will support some children to feel that they will be 'kept in mind' by the previous provider and do not feel rejected e.g. showing them that their picture will be kept in a book or on the wall. <p>'Receiving Provider':</p> <ul style="list-style-type: none"> • Consider use of a transition object from home or previous provider for individual children who may be feeling particularly anxious.

<p>Information Sharing</p> 	<p>'Sending Provider':</p> <ul style="list-style-type: none"> • The Universal Transition Record is completed by sending setting, with reference to the guidance. • All safeguarding information is shared in a secure manner following national and local guidance. 	<p>'Sending Provider':</p> <ul style="list-style-type: none"> • Review any SEND Support Plan with family and Receiving Provider and consider completion of a transfer action plan to clarify who will do what to support transition. • Key Person to complete and share an 'All About Me' with Receiving Provider for the next Key Person. • Submission of a Final Summary of Funding Impact Form (Final SoFI) and Notification of Changes (NoC) end of placement for children for whom sending provider has received funding from the Early Years SEN Panel. <p>'Receiving Provider':</p> <ul style="list-style-type: none"> • Key person to be familiar with 'All About Me' information, strategies and targets, strengths and areas for development. • Relevant information shared with other staff as appropriate.
<p>Processes</p> 	<p>'Receiving Provider':</p> <ul style="list-style-type: none"> • Information in the Universal Transition Records should be used to inform planning for the cohort and individuals. Plan the environment to support children to settle. 	<p>Once new placement is agreed, the sending and receiving providers should begin communication about enhanced transition in partnership with family.</p> <ul style="list-style-type: none"> • Diarise visits for receiving practitioners to meet the child in their familiar early years environment which enables them to demonstrate their abilities. • Arrange and attend a transfer meeting to: <ul style="list-style-type: none"> ○ review any relevant planning documents (see above) ○ Discuss timetable for a child if they need something different e.g. all mornings rather than full days at one end of the week. ○ Signpost any relevant CPD for receiving practitioners in relevant specialist interventions that the child receives. ○ Arrange for the transfer of individual resources e.g. sensory resources, social stories (including transition resources if appropriate). ○ Arrange the delivery of any specialist equipment and the Receiving Provider should arrange for appropriate storage and training in its use. • Sending Providers should ensure that parent/carers are aware that admissions to specialist settings require an EHCP.

Resources to support transition, growing independence and families of children with SEND

(Please click on thumbnails to access links to information)

	<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. Many of these strategies will apply for transition between early years providers.</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>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>		<p>Family Hubs Family Hubs offer a mix of universal and targeted family support services for a range of issues including education and care, parenting, domestic abuse, accessing health and social care services and are based in localities across Bristol.</p>

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