



EASEYS for ASN

Encourage And Support Early Years Skills for Additional Support Needs

[Highland Council](#)
[Pre-school Home](#)
[Teaching Service](#)

'Key Transitions'

Important Note The content of this information sheet is linked to the **key transitions** that a child with Additional Support Needs (ASN) experiences in the Early Years; from home into an Early Learning and Childcare (ELC) setting, between ELC settings or with split placements and from an ELC into Primary 1. We consider the transition from the child's perspective, that of the family and all current and receiving staff. Our aim is to make the transition a positive experience for all with effective communication to ensure a seamless process.

"We all experience transition in our lives as we grow and mature. Some transitions just happen; others require planning depending on the scale and demands of the transition and the ability of the person to manage the expectations of them in the next stage."

[Getting It Right For Transition Lifelong](#)

"The key to smooth transitions for children is effective communication between child, parents and staff and the creation of a positive and supportive climate for both the parent and the child. From home to early years setting communication needs to be two-way with staff informing parents about expectations but also listening carefully to parent's concerns and hopes for their children."

Guidelines for Effective Transition, Highland Council

What should a good transition look like?

A good transition:

- has the child at the centre and is personalised to the needs of each individual
- is timely in planning and delivery
- is proportionate to the level of need and inter-agency involvement
- involves the child and parents/carers throughout the process
- embraces effective communication and information sharing between parents/carers and current and receiving partners
- complies with Highland Council guidance (tables of recommendations is outlined below)



Three months prior to preschool entry:

- Information on the child's needs is passed to preschool setting by the Health Visitor
- Health Visitor remains the Named Person
- Higher rate Mobility Component of DLA can be applied for
- CHIP+ can offer information on Advocacy etc.

Six months before entering school:

- Child's Plan meeting is convened by Head Teacher /Health Visitor if there are resource and/ or curricular implications for school
- Pre-school staff liaise with school, visits to the new school are undertaken
- Health Professional liaises with the School Nurse regarding health information

Information for Schools

- 3 years prior to starting school if major structural adaptations are needed
- 2 years prior to starting school if minor structural adaptations are needed
- 1 year prior to starting school Familiarisation/training to prepare staff for support

Hints and Tips!

- Look at a selection of different and enhanced "All About Me" booklets and choose one which best suits the child's needs. Write this using the 'child's voice'
- Include the Child's wider achievements
- Ask the parents/carers what's worked for them when supporting their child with changes and new places





'Key Transitions'

How can we plan for a transition and what are our roles?

It's the responsibility of all partners to plan and deliver transitions, valuing everyone's role in this process. Supporting and informing a transition makes it a positive experience for the child and their family.

Coming into and moving on from an ELC setting

- Consider the timeline for the transition and plan ahead. Changes can happen unexpectedly and things don't always go to plan, so a flexible collaborative approach amongst partners is essential
- Where possible the Highland Council time recommendations should be followed to ensure best practice.
- Contribute to a transition plan with details of actions from the perspective of your ELC setting
- Ensure that the interventions and strategies recommended for the child are included in the plan.
- Acquiring appropriate resources and equipment can take time and may require input from specialist services

Involving the Child

- Introduce new staff to the child in their current environment to observe what the child can do, what strategies are in place to support them and to start building relationships
- Consider ways to help the child prepare for their transition. This might include visits to the new setting to help familiarise them with the environment. Regular visits to play and experience new routines, expectations and places; classroom, assembly room, gym hall, canteen, playground, etc.
- Other strategies used to support transition may include: a social story, photo book or video clips, showing the new people, 'buddies', places and events. These can be shared with the family in the lead up to the transition.
- Use a countdown calendar as a visual display to show when the change is happening but be aware that for some children this may cause anxiety if introduced too soon.

Involving the family

- Work in partnership with the family to gather and share the best information possible. This information should be more than is usually contained within an enrolment/ All About Me document. Consider discussing specific health needs, protocols, the child's strengths, motivators, triggers, things they need support with, things they do well and the strategies which have been found to be successful at home
- Arrange for the parents/carers to visit the new setting and meet new staff
- Discuss a suitable communication method between your setting and home that meets the needs of the family and setting. Look at [EASEYS for ASN Communication with Home](#) for ideas
- Share your Settling In policy with the parents/carers and adapt as required to meet the child's needs
- Meet with parents/carers regularly to discuss progress or concerns around the transition

Involvement of current and new staff and partners

- The plan should include dates for visits and meetings between current and receiving staff to enable good information sharing
- Consideration may need to be given to staff training, especially relating to specific health needs
- Information shared with your setting about health and safety issues will require risk assessments and protocols e.g. allergies, Pica, epilepsy, etc. Highlight any safety issues and risks to new staff or settings
- Information sharing between settings should include up-to-date records from My Learning Journey, Developmental Overviews, Communication Passports/ more detailed All About Me booklets and individual assessments, targets or recommendations from other professionals working with the child
- Share successful strategies and expectations with new staff





EASEYS for ASN

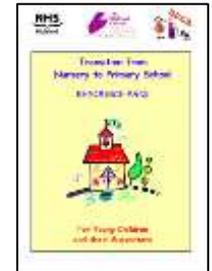
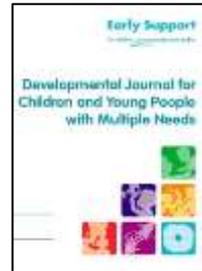
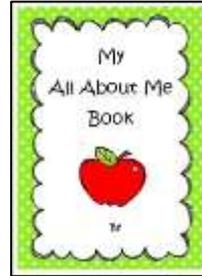
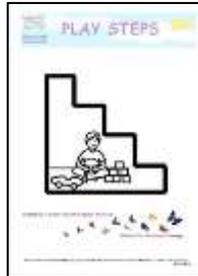
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Examples of transition tools:

- Child's Plan
- The 27 to 30 months assessment
- My Learning Journeys/ ELC Profile
- 3 and 4 year old Developmental Overviews
- Ways to Help me Sheets
- Play Steps
- Developmental Journals
- Quest/Q-Skills assessments
- A Transition Planning Tool
- A Communication Passport or enhanced "All About Me" booklet
- A personal transition plan
- Social Stories/ Photo Booklet
- Transition from Nursery to Primary School - RESOURCE PACK



Things to try

- Review your Settling In policy and consider whether it takes into account ASN needs
- Explore the Challenge Questions from [HGIOELC](#) (Q1 2.1 Transitions)
- Work collaboratively with parents/carers and professionals involved to make an enhanced 'All About Me' booklet

Documents and Links

ELC Documents: Transition Policy, Guidelines for Effective Transitions, Settling in Policy

HGIOELC: https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk1_niheditself-evaluationhgicel/hgioelc020316revised.pdf

Guidelines for Effective Transitions:

https://www.highland.gov.uk/downloads/file/227/transition_pack_from_nursery_to_primary_school

Getting It Right For Transition Lifelong: https://www.highland.gov.uk/downloads/file/231/joint_transition_policy

EASEYS for ASN - Communication with Home: <https://highlandcouncilpsychologicalservice.wordpress.com/easeys-for-asn/communication-with-home/>

Children In The Highlands Information Point: <https://www.chipplus.org.uk/>

Make and Share Notes