

## Early Years Transition Liaison Guide

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## Section 1: Introduction

“By the time [they] children enter statutory education they may have already attended a number of educational settings. Each of these experiences is likely to affect their capacity to adjust and learn. Such is the significance of early transitions for young children that it is essential that parents, educators, policy makers and politicians pay close attention to children’s experiences in order to provide well for them.” Dunlop and Fabian (2006: xiii)

Children who are supported through early transitions learn positive ways of coping with change. As they grow they are more likely to cope with change whenever it may occur and at any stage of their lives.

This guide is designed to support parents and all professionals who provide care for early years children to prepare children for transition\*. The guidance has been compiled in accordance with government legislation and guidance, Every Child Matters: Changes for Children (Department for Education and Schools (DfES) 2004), the Early Years Transition and Special Educational Needs, (EYTSEN), DfES, 2003), Seamless Transitions, supporting continuity of young children’s learning, (DfES 2006), Common Core of Skills and Knowledge (DfES, 2004), Accessibility Planning Project, Early Years (Sure Start, 2005).

Section 4 –Early Years Transfer document and Section 6 –Transition Inclusion Support Meeting (TISM) are underpinned by government legislation, Disability Discrimination Act (DDA) (1995, 2005) and the Children Act (2004). The DDA duties require all providers of childcare and education to make ‘reasonable adjustments’ for children with additional needs. These duties are anticipatory and therefore providers must plan ahead. A multi-agency approach to transition is good practice for children with additional needs. The use of the Common Assessment Framework (CAF) fully supports this process and is the recommended tool to ensure that the child’s needs are fully understood and planned for. This approach celebrates the principles of the Early Years Foundation Stage (EYFS) (Department for Children Schools and Families, (DCSF) 2008)

Effective transitions within the foundation stage depend largely on a commitment from all professionals involved to develop positive communication links (DCSF 2008). In order to promote continuity for all children experiencing transitions between settings, it is important that there is a shared approach between all those professionals involved. All SEN provision in Wiltshire is made in line with the guidance from Wiltshire Indicators and Provision Document (WIPD) (Wiltshire County Council 2008).

Overall we know that most transitions children make are successful, but for a minority of children they are not and that has negative implications for their future well being and their capacity to enjoy and achieve in their childhood and adolescence. Successful transitions can lead to a positive self-identity and emotionally healthy and resilient children, young people and adults. [www.cambridgeshire.gov.uk](http://www.cambridgeshire.gov.uk)

\*transition – for the purpose of this document, transition refers to any changes that a child may experience

## How to use this Early Years Transition Liaison Guide (EYTLG)

This document has been compiled to provide guidance and information for all early years' practitioners and parents on transitions for early years children. It can be used in its entirety, or as individual sections, and is available on the Wiltshire Council website as a download.

This document aims to compliment national resources widely available to all early years and childcare professionals. Strategies to support children through transitions are found in Excellence and Enjoyment: Social and Emotional Aspects of Learning (SEAL) (Department for Children, Schools and Families) (DCSF; 2008a), the Social and Emotional Aspects of Development (SEAD) (DCSF; 2008b) the Inclusion Development Programme (IDP) for Speech, Communication and Language (DCSF; 2008c) and for the Autistic Spectrum Disorder (DCSF; 2009)

In order to provide appropriate support it is helpful to think about the types of events the children in your care may experience.

For example:

- Separation from parent/carer and home environment to early years provider.
- The birth of a sibling.
- A change in childcare arrangements.
- Changes in family circumstances e.g. moving house, a stay in hospital, bereavement or divorce.
- Starting school.
- Armed Forces and Service families.
- Homelessness.

For the purpose of this document the following applies:

Early years setting – refers to any provider of early years care and education.

Early years professional – refers to any professional working with children within the early years.

Key person - refers to the child's key person within the setting according to the EYFS.

Key worker – refers to a professional who may be offering additional service to meet the family's needs.

Lead professional – refers to the professional who is selected as the appropriate lead for an area of work most concerned with his/her discipline e.g. health or a particular impairment.

“In order to provide children with effective support it is necessary to understand why transitions need to be incorporated into the settings daily planning. The transition from home to nursery can be a difficult time for young children, and any negative experience here can have a detrimental effect on the subsequent transition to school.” Blatchford et al., 1982

**Abbreviations:**

AT	Advisory Teacher
CAF	Common Assessment Framework
CAI	Childminding Advisor for Inclusion
DISM	District Inclusion Support Meeting
DSC	District Specialist Centre
EYIA	Early Years Inclusion Adviser
EYs	Early Years
HI Service	Hearing Impairment Service
IEP	Individual Education Plan
LISM	Local Inclusion Support Meeting
PI service	Physical Impairment service
PEP	Personal Education Plan (Children in Care)
TES	Traveller Education Service
TISM	Transition inclusion Support Meeting
TLG	Transition Liaison Guide
VI service	Visual Impairment service

## **Section 2: Key principles for good practice in supporting successful early years transitions**

### **Principle 1: Unique child**

- Recognise that there are certain children, who are more vulnerable at times of change, e.g. those with a Special Educational Need (SEN) or a child in care. Planning for these children will need additional, flexible support by ensuring that the transfer form (Section 4) is forwarded to the new setting. In the case of a primary school this should be done as soon as the family has accepted the school place (Term 3)
- Prepare the child for change. It is important that the child experiences a positive transition. With preparation and understanding what to expect, the child is more likely to feel secure and settle more easily into the new environment. It is here that learning journeys can act as a supportive tool within the transition process.

### **Principle 2: Positive relationships**

- Transitions can be eased by careful proactive planning, sharing of information and mutual visiting between parents and professionals.
- Listen to and acknowledge the important role of parents throughout this process
- Work together. An essential element of an effective transition is for schools to work together with other early years settings, to establish a clear understanding of one another's aims, purpose and philosophy.
- Offer a range of opportunities for parents to access information about the setting, e.g. home visiting, open days, meets and greets, newsletters.

### **Principle 3: Enabling environments**

- The emotions that come with change can be successfully handled by children when their new setting has a clear, welcoming procedure.

### **Principle 4: Learning and development**

- Ensure that consideration is given to the child's holistic needs. It is important to ensure that the continuity of children's experiences involves all aspects of their care and learning.

## **Case studies**

### **Example 1: Case study of a small child from home into childminding setting**

A parent with a baby is returning to work; however, the parents work shift patterns and want a small setting, with flexible care to meet both the family's and the baby's needs.

The parent contacts several childminders in her area and visits those she selects.

Once a childminder has been chosen who is able to meet the parents' and child's needs there is a discussion around when the parent wishes to begin childcare. The childminder advises a settling-in period and negotiates this with the parent. Ideally this would take place over a 2 – 4 week period and be built up over that time until all parties are happy with the arrangements. In the initial stages the parent may stay for an hour and reduce this until the parent leaves the child solely with the childminder.

The childminder keeps the parents fully informed on the progress of the child and works with them through various stages of development. Childminders also work alongside District Specialist Centres (DSCs) and other early years providers.

### **Example 2: Case study of a child with special educational needs, including physical impairment, preparing to go into school**

Once the child started at the specialist centre, the advisory teacher for the Physical Impairment service (PI service) was informed via the PI service notification form and then went into the setting to observe the child and liaise with the relevant staff. The advisory teacher also met with parents to outline the role of the service. The child met the criteria for the involvement of the advisory teacher and an initial report was undertaken summarizing immediate individual needs and clarifying future involvement of the service. It was identified that specialist seating was required in the mainstream setting the child also attended; the advisory teacher for PI liaised with the occupational therapist and physiotherapist and ordered the equipment for the setting. The need for a risk assessment and a manual handling plan was discussed and the key person attended an introduction to manual handling of people course run by the PI service. The PI service advisory teacher continued to visit the setting to provide support.

At the education liaison meeting it was identified that the PI service advisory teacher should contact the parents to talk about accessibility of local schools and offered to visit them with the parents. Both parents and advisory teacher visited schools to consider suitability including accessibility for the child. As a result of this a building alteration feasibility study was requested by the advisory teacher. Other key professionals such as the educational psychologist and the speech and language therapist provided support to the settings.

The Early Years Inclusion Adviser (EYIA) liaised with the parents, the PI service advisory teacher, the educational psychologist and the speech and language therapist to establish a date to hold a District Inclusion Support Meeting (DISM) with the pre-school SENCo and DSC staff. Letters were sent to the parents, and other relevant professionals, in consultation with the parents, to remind them of the date.

A copy of the most recent report from the advisory PI teacher was included with the evidence submitted and the request for statutory assessment. Once it was agreed to undertake a statutory assessment the Local Authority (LA) requested a report from the PI advisory teacher describing the child's physical needs within a school environment.

Following completion of the statutory assessment, once a school had been named, the EYIA, in liaison with the parents, the PI service advisory teacher, the educational psychologist, the speech and language therapist and a representative from the receiving school arranged a Transition Inclusion Support Meeting (TISM). Invitations were sent to all other professionals currently working with the child. It was agreed that the school would host the meeting and also provide the administrative support. During the meeting a discussion took place around how the child's needs would be met in school. The pre-school SENCos brought along copies of

relevant documents, including Individual Education Plans (IEPs) and handling plans. They were also able to share with the reception class teacher details of strategies used.

Following this meeting the school was able to liaise with the advisory teacher from the PI service to discuss the provision of specialist equipment and frequency of future support. Appointment of staff, how to include the parents and the child in the process, and necessary training for staff prior to the child starting in the school were also discussed. The advisory teacher assisted the school in the appointment of the teaching assistants.

In Term 6 the appointed teaching assistants at the primary school visited the pre-school settings to see the strategies used for manual handling, speech and language therapy and inclusion in the setting. They then attended a manual handling course. The advisory teacher from the impairment service visited the school to liaise with the class teacher and teaching assistants to discuss the strategies to be used in school around inclusion and developing independence. The child also visited the school on three separate induction visits with their key worker.

Following the transfer into school, the advisory teacher for the PI service continued to visit, monitor and support the school and liaise with the parents, therefore acting as keyworker for the family.

### **Example 3: Case study of a child being supported through an open Common Assessment Framework (CAF)**

Owen, aged three and a half, and his family visit the local children's centre. He has no formal pre-school experience. A CAF has been opened to enable the family to access the appropriate services. The outreach worker from the children's centre has supported the family in choosing a childcare setting. As a result of this, the outreach worker made a request to the setting's Early Years Inclusion Adviser (EYIA) for an Inclusion Support Meeting (ISM).

At this multi-agency meeting attended by the family, setting, outreach worker and health visitor, the CAF was shared. This information enabled all the professionals to support the plan for Owen's transition. In this case the outreach worker acted as the lead professional at the request of the family.

Induction visits for Owen and his parents were agreed. A photo album of their visit would be made. Regular points of contact were agreed to foster a positive relationship with parents. A review was agreed to ensure all needs continued to be met.

### **Example 4: Case study of transition for a child with a social communication difficulty**

Sarah is four years old has been attending her nursery since she was three months old. In the nursery she presents as a secure child. The systems and people are familiar to her. She has had a recent diagnosis of a social communication disorder. Staff are supporting her appropriately, but anticipate that the transition to school may be more difficult for Sarah than for some of her peers.

In discussion with the EYIA it was agreed by parents that a planned transition should minimise some of the anticipated issues for Sarah.

A transition inclusion support meeting (TISM) was planned for Term 4. At this meeting Sarah's parents and key staff from the nursery were able to discuss Sarah's strengths with staff from the school. Based on this information, the school was able to identify strategies that would meet her needs. The setting and school arranged to meet to discuss how the implementation of strategies from the inclusion development programmes for speech, language and communication needs, as well as the Early Years Toolkit for social communication difficulties had been effective in meeting Sarah's needs.

Induction plans for Sarah and her family were agreed. Although school staff were aware that an application for early years transition funding could be made, the staff felt that as Sarah was

a summer born child and would be only part time until January, they were sufficiently resourced to meet her immediate needs.

A review meeting was planned for Sarah's second term in school when the question of funding could be re-visited; throughout this process the health visitor acted as lead professional.

### **Example 5: Case study of transition from an early years setting to an out-of-school club**

Children from the local early years setting will be transferring to the local primary school. Some of these children will also be transferring to an out-of-school club.

Parents will have an inclusion support planning meeting with the out-of-school leader without the child present. Planning meeting recording sheets are available from the setting's childcare development officer. The senior childcare development officers or the inclusion childcare development officer is happy to attend planning meetings to support a smooth transition. Play leaders or the playwork inclusion co-ordinator, or parents, can contact their childcare development officer to discuss this.

At the planning meeting, issues such as the child's initial visit, home visit, liaison with other agencies and support funding to meet a child's additional needs would be discussed. An initial planning meeting should be held at least six weeks prior to the placement.

Good practice would advise that where possible, the play leader or playwork inclusion coordinator of the out-of-school club visits the child at their early years setting. This would provide an opportunity to get to know the child and gain a better understanding of his or her needs.

The child should also participate in the out-of-school club induction programme. This will include visits to the club and a copy of an 'All about Me' book provided for all children with additional needs.

The SENCO for the nursery will, with the parents' permission, share a copy of the transfer document for children with additional needs during Term 3. The out-of-school club play leader would be invited to the Transitional Inclusion Support Meeting (TISM) which is normally arranged in Term 4 or 5.

If the parents are working, the family should begin to investigate any entitlement of financial support from the Inland Revenue for childcare through the tax credit system. The full cost of childcare including any additional funding should be applied for. Parents/settings can also apply for a contribution from the Inclusion Support Funding (ISF) for additional funding which may be granted on a discretionary basis.

### **Example 6: Case study of a child with a physical impairment going into pre-school.**

Once the child started at the setting, the advisory PI service teacher was informed via the PI service notification form. The advisory teacher then came into the setting to observe the child and liaise with the relevant staff and to meet with parents to outline the role of the PI service. The child met the criteria for the involvement of a PI advisory teacher and an initial report was undertaken summarizing the child's current needs; recommendations were made. It was identified that specialist equipment was required; the advisory teacher liaised with the occupational therapist and physiotherapist and ordered the equipment for the setting. The need for a risk assessment and a manual handling plan was discussed. The advisory teacher from the PI service visited the setting to monitor the child and provide support.

The advisory teacher for the PI service liaised with the parents and visited schools to consider suitability, including accessibility for the child. As a result of this the advisory teacher asked for a building alteration feasibility study.

The Early Years Inclusion Adviser (EYIA) liaised with the advisory teacher over a date to hold a District Inclusion Support Meeting (DISM) with the pre-school SENCo. Invitations were sent to other relevant professionals in consultation with the parents.

At the beginning of Term 4 the EYIA, in liaison with the parents and the PI service advisory teacher, arranged a Transition Inclusion Support Meeting (TISM). Invitations were sent to all other professionals currently working with the child and also to the appropriate school staff. It was agreed that the school would host the meeting and also provide administrative support. During the meeting a discussion took place around the child's needs. The pre-school SENCos brought along copies of relevant documents, including Individual Education Plans (IEPs), handling plans, and reports undertaken by professionals involved with supporting the child. They were also able to share with the reception class teacher details of strategies used.

Following this meeting, the school was able to liaise with the advisory teacher to discuss the level of support required for physical needs and provision of specialist equipment. Appointment of staff, how to include the parents and child in the process and necessary training for staff prior to the child starting in the school were also discussed. The advisory teacher assisted the school in the appointment of the teaching assistants.

In Term 6 the appointed teaching assistants at the primary school visited the pre-school setting to see the strategies used for manual handling and inclusion in the setting. The TA then attended a manual handling course. The AT visited the school to liaise with the class teacher and assistants to discuss the strategies to be used in school around inclusion and developing independence. The child also visited the school on three separate induction visits with his key person.

Following the transfer into school the AT from PIS continued to visit, monitor and support the school and liaise with the parents.

**Example 7: Case study of a child with a medical condition going into school.**

The setting was informed of the child's medical needs by the parents prior to his starting at the setting, which undertook a risk assessment to establish the child's needs in the setting. A need was identified for medical training which was provided by the appropriate health professional alongside the parent, and a health care plan was produced before the child started in the setting. The health professional continued to support the setting.

The Early Years Inclusion Adviser liaised with the specialist nurse over a date to hold a DISM with the pre-school SENCo. Invitations were sent to the parents, advisory teacher from the PI service and other relevant professionals in consultation with the parents. At the DISM it was noted that no specialist provision was needed for the administration of medication.

At the beginning of Term 4 a TISM was arranged, but as key professionals such as the advisory teacher for the PI service and specialist nurse were unable to attend, the meeting was rearranged to ensure key professionals and the parents could attend. Invitations were sent to all other professionals currently working with this child and also to the appropriate school staff. It was agreed that the school would host the meeting and also provide the administrative support. During the meeting a discussion took place around the child's needs and how they could be met in school. The pre-school SENCos brought copies of relevant documents, the health care plan, and reports undertaken by professionals involved with supporting the child.

Following this meeting the school was able to liaise with the advisory teacher to discuss how the child's medical needs would be met in school. Medical training necessary for staff prior to the child starting in the school was discussed and planned for.

In Term 6 the relevant staff at the primary school visited the pre-school setting to meet the child. The staff attended medical training. The child also visited the school on three separate induction visits with his key person. Following the transfer into school the advisory teacher for

the PI service contacted the school to ensure that appropriate procedures were in place minimising the impact of medical intervention on access to the curriculum.

**Example 8: Childminder working with parents and District Specialist Centre**

Some parents opt for a childminder as a matter of choice; however, some parents who may have a child with additional needs opt for a childminding setting. This is often to allow their child to experience both a large and small setting. This, in practice, means the time line shown in section 5 will not relate fully to both settings as a childminding setting will not have room transfers, but may have setting transfers.

Children in a District Specialist Centre (DSC) are often in group sessions as well as receiving individual support. However, this is usually for a maximum of two sessions per week and the parent may opt for a smaller setting for the balance of their childcare.

Where this type of shared care exists, the DSC liaises with the childminder and may offer outreach support if required. The Childminding Advisor for Inclusion (CAI) also works alongside the childminder to ensure any documentation needed to inform a request for statutory assessment is submitted. The childminder and/or the CAI is/are invited to any DISM, subject to parental request and this enables a completely joined-up approach to the care provided.

**Example 9: Childminder working with parents for a transition to school**

In this situation, the child may have been with the childminder since birth and the parents and childminder have a cohesive approach and clear understanding of the needs and ways of the child. The child may not necessarily attend a DSC, but a pre-school or nursery. The child will usually have a DISM in place where all parties have been involved and often the childminder's input is delivered via the CAI, who will also have been working with the childminder and parents to support the child.

All parties involved with the child, including the parents, meet prior to the child entering school. The meeting will generally take place in the school to enable the relevant staff to join in. Often it is discovered the child has responded differently in differing settings. This meeting therefore provides a more accurate picture of the child and his/her ability to adapt. It also enables the school to plan for the child's entry and take account of potential concerns. Once the child has entered the setting, a review takes place, usually involving the same people. Plans can then be considered and, when necessary, amended,

## Section 2.1: Flowchart for transition planning

Parents/carer registers child at early years setting

Parent/carer and child visit early years setting

Additional health/HI/PI/VI needs are identified. Early years setting contacts the PI service advisory teacher via the notification form to check they are known to the service.

Liaison between parent/carer/early years setting/advisory teacher for the health/ HI/PI/VI service to:

- Appoint key person
- Arrange home visit
- Agree 'Settling in Plan'.
- Order necessary specialist equipment
- Arrange training needed/health care plans in place
- Parents/carer complete/s 'All about Me' book (*sect 7*).
- Review Common Assessment Framework (CAF).

- The child is settled with the setting
- All staff aware of any changes to child's home environment.
- Begin to think and plan for the next transition stage e.g. within the setting (room to room) or for move to another setting (*complete transfer section of 'All about Me' sect 7*)

- Liaison between early years setting and parents.
- Prepare relevant paperwork and with parental consent, make arrangements to share paperwork with next setting .This could include 'Transfer Form for Children with Difficulties and Disabilities' (*Section 4*) or 'Inclusion journal' or CAF.
- Arrange transition meeting TISM (*Sect.6*) for vulnerable children.
- Staff members arrange familiarisation visits.
- Arrange flexible induction period for child.
- Review TISM at the end of the transition period.

### **Section 3: Guidelines for good practice in preparing children for transition**

A child who experiences an effective transition is more likely to feel happy and secure in the new environment and settle much more easily. He/she will be confident and will have increased self-esteem.

#### **Principle 1: Unique Child**

- Visiting the new setting plays an important part in dispelling fears of the unknown. Encouraging the child to use a digital or disposable camera on such visits can help to make the environment more familiar for the child. This supports a personalised approach and the autonomy can be very empowering for the child. The photographs can then be shared by the child and discussed in the security of a familiar setting.
- Where an individual child transfers to a new setting, for example after moving house, the principles of good practice remain the same. The setting should aim to offer the same positive transition experiences.

#### **Principle 2: Positive relationships**

- Effective communication with parents and carers is crucial in ensuring a smooth transition; children may disclose their concerns at home. Staff and parent relationships need to be positive to ensure that this information is shared in order that the appropriate support is offered. Ideally parents, including fathers, should be involved in any planning as parents have a wealth of knowledge that professionals can draw on.
- The key person has a particular role to play in supporting and preparing the child for transition. A child may experience feelings of sadness and resistance before leaving a setting, especially if he/she has been there for a very long time. Using the All About Me Book (Section 6) and the child's Learning Journey may alleviate some of these issues.

#### **Principle 3: Enabling environments**

- Use stories to explore the new situations that the child will experience when he/she moves. Stories, particularly open ended ones, can empower a child to reason and problem solve independently.
- Acknowledge a child's relationships with both adults and children. Recent Australian studies (Dockett and Perry, 2003) have shown that having friends in the same class can markedly help children adjust to the demands of the new environment.

#### **Principle 4: Learning and development**

- Recognise that a child needs time to settle and that a period of regression is quite normal, for a child to stand and watch before joining in is quite usual and appropriate.

When preparing a child for school, it is important to remember that the preparation is not about assessing his/her academic skills. It is about helping him/her to develop positive self esteem and confidence. A positive disposition will promote a child's readiness for school.

Bronfenbrenner (1979) believed that at times of transition, a positive partnership between home and setting makes the event less stressful. It is reassuring that something so simple can have such a major impact.

Listed below is a range of the skills, dispositions and attributes that will help a child to make a positive transition into school:

- Is confident in seeking comfort, reassurance and help from special people.
- Welcomes and values praise for achievements.
- Positively values playing with other children and joins in shared play.
- Takes pride in own appearance.
- Often actively seeks sharing and fairness.
- Is aware of own strengths and weaknesses.
- Practices good self-care, often without prompting.
- Can describe self in positive terms and talk about abilities.
- Has strong sense of fun and humour; is able to engage others in pleasurable interaction.
- Approaches new challenges with assurance in own ability.
- Enjoys taking part in family routines and chores.
- Identifies with own immediate family, relations and family friends.
- Can express wishes and needs clearly and understands when not immediately met.
- Enjoys talking about past experiences, the present and future plans.
- Approaches adults with a degree of social skill.
- Is able to negotiate, argue point of view and accept others' perspectives.
- Shows compliance with social expectations.
- Forms good relationships with adults and peers.
- Works as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
- Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them.
- Gets satisfaction from doing things with other children and adults.
- Joins in imaginative play, for example in the home corner.
- Knows cannot always have what they want when they want it.
- Generally more co-operative and amenable to rules and routines, has fewer tantrums.
- Monitors other children's behaviour with a sense of right and wrong.
- Is conscious of and curious about sex differences.
- More confident in new social situations, for example playgroup, but may be anxious at first.
- Selects and uses activities and resources independently.
- Dresses and undresses independently and manages own personal hygiene. Persists for extended periods of time at an activity of their choosing.
- Maintains attention, concentrates, and sits quietly when appropriate.
- Is confident to try new activities, initiate ideas and speak in a familiar group. Continues to be interested, excited and motivated to learn.
- Displays high levels of involvement in activities.
- Has a developing awareness of their own needs, views and feelings, and is able to be sensitive to the needs, views and feelings of others.
- Has an awareness and pride in self as having own identity and abilities.
- Responds to significant experiences, showing a range of feelings when appropriate.
- Expresses needs and feelings in appropriate ways.
- Has a developing respect for their own cultures and beliefs and those of other people.
- Values and contributes to own well-being and self-control.
- Has awareness of the boundaries set and of behavioural expectations in the setting.
- Shows confidence and the ability to stand up for own rights.
- Selects and uses activities and resources independently.
- Operates independently within the environment and shows confidence in linking up with others for support and guidance.

- Appreciates the need for hygiene.
- Has a positive self-image, and shows that they are comfortable with themselves.
- Enjoys joining in with family customs and routines.
- Has an awareness of and an interest in cultural and religious differences.

Personal, social and emotional development milestones, (DCSF 2008) including steps from within the Early Support Developmental Journal (DCSF 2008d)

### **Other resources**

In line with the EYFS (DCSF 2008), there is a programme of resources from national strategies to support inclusion known as the Inclusion Development Programme (IDP). The resources currently available are developed to support the following areas:

- Children with Speech Language and Communication Needs (SLCN)
- Children on the Autism spectrum

There are plans for identical resources in the following areas:

- Children with moderate learning difficulties
- Children with social, emotional and behavioural difficulties

### **Early Support materials**

These materials are designed to inform both parents and practitioners and are available for the following areas of need:

- Autistic spectrum disorders
- Cerebral palsy
- Deafness
- Down syndrome
- If your child has a rare condition
- Learning disabilities
- Multi-sensory impairment
- Speech and language difficulties
- Visual impairment
- When your child has no diagnosis.

The developmental journals help families record, celebrate and share information about what their child is able to do. Parents and carers can bring them to appointments and share the information in them so that key information about their child's development does not have to be repeated.

### **Family file**

This resource provides a simple way for families to share information about their child and family situation with other people. It is made up of a number of different sections that help with the sharing of information, co-ordination of appointments and joint planning.

All of these resources are essential for informing settings of the transitional needs of an individual child.

Resources are available at

<http://www.dcsf.gov.uk/everychildmatters/healthandwellbeing/ahdc/earlysupport/resources/esresources/>

## Early Years Transfer Form for Children with Difficulties and Disabilities

<b>Name of child</b>				
<b>Date of birth</b>		<b>Gender</b>	Female	Male
<b>Address</b>				
<b>Child's religion</b>		<b>Looked After Child (LAC)</b>	Yes	No
<b>Child's first language</b>				
<b>Parent/carer's first language</b>		<b>Interpreter Required</b>	Yes	No
<b>Service family</b>	Yes	No	<b>Traveller family</b>	Yes
			No	No

	<b>Current setting</b>	<b>Previous setting</b>	
<b>Address</b>			
<b>Tel No</b>			
<b>Setting SENCo</b>			
<b>Inclusion Adviser *</b>			
<b>Contact number</b>			
<b>Receiving setting/school</b>		<b>Date of entry</b>	

- **Childminding Advisor for Inclusion, or Early Years Inclusion Adviser**

<b>Intervention profile</b>			
<b>Date of entry to</b>	Early Years Action		
	Early Years Action Plus		
	Statutory Assessment		
	Statement		
<b>Has a Common Assessment Framework (CAF) been undertaken?</b>		Yes	No

<b>Main areas of concern (please highlight)</b>		
Speech and language	Social and communication	Cognition and learning
Behaviour, emotional and social difficulties	Physical impairment	Medical
Hearing impairment	Visual impairment	Other *
Is this child continent?	Yes	No
*Please give details		

<b>Additional support provided within the setting (please highlight)</b>	
Individual Education Plan (IEP)	Inclusion support worker
Resources/equipment*	Visual timetable
PECs/Makaton	Health Care Plan
Inclusion Support Funding (ISF)	Social Inclusion Funding (SIF)
*i.e. Early Support Developmental Journal, Inclusion Development Plans (IDP)	

<b>Multi agency involvement (please highlight)</b>		
Speech therapist	Paediatrician	Educational Psychologist (EP)
Portage	District Specialist Centre (DSC)	Early Support Programme (ESP)
Health visitor	Occupational therapist	Physiotherapist
Hearing Impairment Service (HIS)	Visual Impairment Service (VIS)	Physical Impairment Service (PIS)
Children centre		
Child and Adolescent Mental Health Service (CAMHS)	Healthy Minds	Social care
<b>Any other</b>		
<b>Have the child's needs been discussed at a multi – agency meeting (please highlight)</b>		Date
CAF meeting		
Local Inclusion Support Meeting (LISM)		
District Inclusion Support Meeting (DISM)		

**Any other relevant information (e.g. Early Bird, Early Support Programmes)**

**Further Suggestions to support transition  
(e.g. additional visits, Transition Inclusion Support Meeting (TISM))**

**Parent/carer's views**

**Signed :**

**Date**

**Setting SENCo/childminder  
(please print)**

**Signature**

**Date**

**Please find attached copies of the following (highlight as appropriate)**

Evaluated and current IEPS

Health Care Plan

Pre CAF/CAF

Inclusion Support Meeting (ISM) journals

Reports from other professionals

Date

Dear

To support the transition process, please find enclosed the Early Years transfer form for

Child's name

Date of birth

to enable you to begin planning for the inclusion of his/her needs.

**Please acknowledge receipt of this information by signing and returning the attached slip.**

Signed

Early Years Setting SENCo

-----  
Please return this slip to the address above

I acknowledge receipt of the Early Years Transfer Document regarding

Child's Name:

Date of birth

Signed

Head/reception teacher/SENCo

Date:

Name of school

## **5. Timeline for transition in the early years**

The routines and processes in place that support the smooth transition from home to setting, within the setting and from setting to school, must be flexible to ensure the needs of individual children and their families are met. Where possible children will need time to become familiar with their new surroundings, at their own pace and with support from their key person. Bronfenbrenner (1979) considered the environment in which children develop to be a major influence on their ability to be successful learners.

Guidance for children requiring specific input from the Hearing Impairment (HI), Physical Impairment (PI) or the Visual Impairment (VI) services is available in the appendices.

## 5. Time Line for Transition - Home to setting and within setting

Register with Early years provider	Induction period	Start date	Six weeks prior to change	New environment	Six weeks prior to change	New environment
Transition planning is a continuous and an evolving process and, therefore, the transition plan can also change and grow over time						
A Common Assessment Framework (CAF), Local Inclusion Support Meeting (LISM), District Inclusion Support Meeting (DISM), Transition Inclusion Support Meeting (TISM) could be implemented as part of the transition plan and would be integral to interagency working						
<p>Early years provider completes the induction pack (child's personal details).</p> <p>Identify any additional needs* , key services or agencies Family file and developmental journal may be provided. Identify any training needs.</p>	<p>Home visit</p> <p>Assign key person.</p> <p>Start 'All About Me' book and agree settling in plan with parent/carer and key person (Sect 7)</p> <p>Start induction visits</p>	<p>Allow six weeks for a settling in period</p> <p>Key person will liaise with the parent/carer daily.</p> <p>The settling in plan (Sect 7) should be flexible to meet the needs of the individual child and their family. Review the settling in plan when necessary.</p> <p>Differentiate activities</p>	<p>Assign key person</p> <p>Agree with parent/carer and key person and add to the 'All About Me' book (Sect 7)</p> <p>IEP*</p>	<p>Key person will liaise with the parent/carer daily.</p> <p>The settling in plan (Sect 7) should be flexible to meet the needs of the individual child and their family.</p> <p>Review the settling in plan where necessary. (Sect 7) Differentiate activities</p> <p>IEP/over arching IEP*</p>	<p>Assign key person</p> <p>Agree settling in plan (Sect 7) with parent/carer and key person</p> <p>Assess additional needs and add to the 'All About Me' book (Sect 7)</p> <p>IEP*</p>	<p>Key person will liaise with the parent/carer daily.</p> <p>The settling in plan (Sect 7) should be flexible to meet the needs of the individual child and their family.</p> <p>Review the settling in plan where necessary. (Sect 7)</p> <p>Differentiate activities</p> <p>IEP*/over arching IEP*</p>

## Section 5.1: Timeline for transition - early years setting to school

Term 1 (a year before starting school)	Term 2 Application for mainstream school place made	Term 3 Mainstream school place allocated	Term 4	Term 5	Term 6	Start school/ out of school Care
Application for Early Years Transition Funding can be made						
Transition planning is a continuous and evolving process and therefore the transition plan can also change and grow over time						
A Common Assessment Framework (CAF), Local Inclusion Support Meeting (LISM), District Inclusion Support Meeting (DISM), Transition Inclusion Support Meeting (TISM) could be implemented as part of the transition plan and would be integral to interagency working						
(Allow for settling in period maybe with an <b>over arching IEP*</b> )  Children in Care will be discussed at a LISM <b>Differentiate activities IEP*</b>	Start to plan for transition e.g. by taking photographs of local school/s: the reception teacher and teaching assistant, classroom and cloakroom area. These can then be used by the children to make a book. Joint planning of activities with schools <b>Differentiate activities IEP*</b> <b>Monitor/review</b>	Begin to prepare children for transition ( <i>Sect 3</i> ) e.g. using the book of photographs at circle time, or in the book corner.  <b>Differentiate activities IEP*</b> <b>Monitor/review</b> <b>Complete the EY's Transfer Form (Sect 4)</b>	Early years staff and Reception class teacher/s attend Transition (SENCo) community conversations  <b>Differentiate activities IEP*</b> <b>Monitor/review</b>	School staff to visit early years settings  <b>Differentiate activities IEP*</b> <b>Monitor/review</b>  <b>Prepare 'All about Me' book ( Sect 7)</b> <b>Attend TISM</b> <b>Review IEP maybe agreeing to set up an 'over arching' IEP for starting school</b>	Induction Visits to School  Child's normal transfer documents sent to school Celebrate the time the child has spent with the early years provider/setting EYFS summative document to be used <b>Differentiate activities IEP*</b> <b>Monitor/review</b>	Allow settling in period  Evaluate process  <b>*Child starts school with an over arching IEP agreed at TISM/PEP</b>

Where identified, application for inclusion support funding can be made for out-of-school care.

## **Time Line for transition in the early years** *continued*

### Setting to setting transition

For a child who receives shared care, i.e. childminder and District Specialist Centre (DSC), it is recommended that the model for transition to school should be applied.

For a child attending out-of-school care see:

\*Where additional needs have been identified some of the following will be applicable:

- The opening of a pre-CAF/CAF
- A risk assessment may indicate the need to contact a healthcare professional to set up a health care plan
- Referring/liaising with outside agencies after gaining written parental consent
- Identifying any additional staff training needs
- All IEPs are to be written in accordance with the Wiltshire Indicators and Provision Document (WIPD).

## Section 5.2: Time line for transition for a child with a Physical Impairment (PI) - Home to early years setting and within setting

Register with early years provider	Start date	Six weeks prior to change	New environment	Six weeks prior to change	New environment
Transition planning is a continuous and an evolving process and therefore the transition plan can also change and grow over time					
A Common Assessment Framework (CAF), Local Inclusion Support Meeting (LISM), District Inclusion Support Meeting (DISM), Transition Inclusion Support Meeting (TISM) could be implemented as part of the transition plan and would be integral to interagency working					
<ul style="list-style-type: none"> <li>Early years provider completes the induction pack (physical or medical needs identified –Advisory Teacher (AT) for the Physical Impairment (PI) service is sent the notification form.)</li> <li>Home visit, assign key person</li> <li>Start ‘All About Me’ book, Settling in plan is agreed with parents</li> <li>Start induction visits</li> <li>Where the child meets the criteria for involvement of the P.I service an initial report is undertaken by the AT and recommendations are made based on need.</li> <li>Setting/AT undertakes a risk assessment for children with additional medical needs. Identified training is provided by the competent professional who also undertakes a health care plan.</li> <li>The AT liaises with the OT and physio to order necessary equipment</li> </ul>	<p>Allow six weeks for a settling in period</p> <ul style="list-style-type: none"> <li>Key person will liaise with the parent daily.</li> <li>The settling in plan (Sect 7) should be flexible to meet the needs of the individual child and their family.</li> <li>Review the settling in plan as necessary.</li> <li>The child meets the criteria for involvement of the PI service. Advisory teacher visits the setting to monitor the child and provide support.</li> <li>Differentiate activities</li> </ul>	<ul style="list-style-type: none"> <li>Assign key person</li> <li>Agree settling in plan with parent and key person and add to the ‘All About Me’ book (Sect 7)</li> <li>The child meets the criteria for involvement of the P I service. Advisory teacher visits the setting to monitor the child and provide support.</li> <li>IEP*</li> </ul>	<ul style="list-style-type: none"> <li>Key person will liaise with the parent daily.</li> <li>The settling in plan (Sect 7) should be flexible to meet the needs of the individual child and their family.</li> <li>Review the settling in plan where necessary. ( Sect 7)</li> <li>The child meets the criteria for involvement of the PI service. Advisory teacher visits the setting to monitor the child and provide support.</li> <li>Differentiate activities</li> <li>IEP/over arching IEP*</li> </ul>	<ul style="list-style-type: none"> <li>Assign key person</li> <li>Agree settling in plan (Sect 7) with parent and key person</li> <li>Assess additional needs and add to the ‘All About Me’ book (Sect 7)</li> <li>The child meets the criteria for involvement of the PI service. Advisory teacher visits the setting to monitor the child and provide support.</li> <li>IEP*</li> </ul>	<ul style="list-style-type: none"> <li>Key person will liaise with the parent daily.</li> <li>The settling in plan (Sect 7) should be flexible to meet the needs of the individual child and their family.</li> <li>Review the settling in plan where necessary. (Sect 7)</li> <li>The child meets the criteria for involvement of the PI service. Advisory teacher visits the setting to monitor the child and provide support.</li> <li>Differentiate activities</li> <li>IEP*/over arching IEP</li> </ul>

### Section 5.3: Time Line for transition for a child with a Physical Impairment (PI) - early years setting to school

Term1 Pre-school year	Term 2	Term 3	Term 4	Term 5	Term 6	Start school Out of school
Transition planning is a continuous and evolving process and therefore the transition plan can also change and grow over time						
A Common Assessment Framework (CAF), Local Inclusion Support Meeting (LISM), District Inclusion Support Meeting (DISM), Transition Inclusion Support Meeting (TISM) could be implemented as part of the transition plan and would be integral to interagency working						
<p>(Allow for settling in period maybe with an over arching IEP*) Children in Care will be discussed at a LISM</p> <ul style="list-style-type: none"> <li>Children with additional medical/physical needs are discussed at a LISM with the advisory teacher for the Physical Impairment (PI) service and specialist nurse as necessary.</li> <li>The advisory teacher requests building alteration feasibility study.</li> <li>Differentiate activities</li> <li>IEP*</li> </ul>	<ul style="list-style-type: none"> <li>Start to plan for transition e.g. by taking photographs of local school/s including the reception teacher and teaching assistant, the classroom and cloakroom area. These can then be used by the children to make a book.</li> <li>Differentiate activities</li> <li>IEP* Monitor/review</li> </ul>	<ul style="list-style-type: none"> <li>Begin to prepare children for transition (Sect 3) e.g. using the book of photographs at circle time or in the book corner.</li> <li>Differentiate activities</li> <li>IEP*</li> </ul> <p>Monitor/review</p> <ul style="list-style-type: none"> <li>Complete the Early Years' Transfer Form for Children with Difficulties &amp; Disabilities (Sect 4)</li> </ul>	<ul style="list-style-type: none"> <li>Early years staff and reception class teacher/s attend transition (SENCo) networks</li> <li>TISM arranged by relevant key worker (EYIA or AT for the PI service) arranges a TISM.</li> <li>AT assists new school in training and appointment of staff.</li> <li>Differentiate activities</li> <li>IEP* Monitor /review</li> </ul>	<ul style="list-style-type: none"> <li>School staff to visit early years settings</li> <li>Differentiate activities</li> <li>IEP*</li> </ul> <p>Monitor/review</p> <p>Prepare 'All about Me' book ( Sect 7)</p> <ul style="list-style-type: none"> <li>Attend TISM - review IEP - maybe agreeing to set up an 'over arching' IEP for starting school</li> </ul>	<ul style="list-style-type: none"> <li>Induction Visits to school</li> <li>Child's identified teaching assistants visit the pre-school setting to see strategies used for manual handling and inclusion.</li> <li>Reception teacher/teaching assistants and AT meet to discuss inclusion strategies.</li> <li>Teaching assistant attends a manual handling course.</li> <li>School receives medical training and a health care plan is undertaken by the relevant health professional.</li> <li>Child's usual transfer documents sent to school</li> <li>Celebrate the time the child has spent with the early years provider/setting</li> <li>IEP* Monitor/review</li> </ul>	<ul style="list-style-type: none"> <li>*Child starts school with an over arching IEP agreed at TISM/PEP</li> <li>Advisory teacher for the Physical Impairment service continues to visit, monitor and support the school.</li> </ul>

### Section 5.4: Transition audit

The transition audit has been used to enable professionals to review their practice within all transition stages. It has been compiled based on guidelines from the EYFS. The audit has been designed to use along the time line for transitions in early years (Section 5)

#### Home to setting

Areas for consideration	What we do now	What we need to do	Who will do it	By when
<b>Positive relationships</b> <b>Home visiting</b> plan a programme to include key person and other relevant professional i.e. interpreter				
<b>Welcome packs</b>				
<b>Unique Child Admissions-</b> Develop an admission form that enables parents to share all that they want us to know about their child. With parental consent use photographs of the child and family members for learning journeys, displays etc				
<b>Induction</b> – Plan for child’s individual interests taking into consideration schema and environments Offer staggered admissions and individualised settling in programmes Access and read all available information on individual children , highlight all those who have additional or special educational needs and are therefore more vulnerable				
<b>Positive relationships</b> <b>Settling in programme</b> – review with all concerned.				

### Between Foundation Stage (FS) settings

Areas for consideration	What we do now	What we need to do	Who will do it	By when
<b>A Unique Child</b> Visit and observe children in their original setting				
<b>Positive relationships</b> Provide as much information about own setting				
<b>Positive relationships</b> Use a consistent staff member as a bridging person who can become familiar in both settings				
<b>Enabling environments</b> Ensure that children will still have constant access to outdoors and the resources necessary to fulfill the EYFS.				
<b>Positive relationships, learning and development</b> Talk with parents about the EYFS and how this looks in the school of their choice.				

**Action plan to promote inclusion**

Areas for consideration	What we do now	What we need to do	Who will do it	By when
<p><b>A Unique Child</b>                      Access a Common Assessment Framework (CAF) to provide a multi-agency approach to meeting the child's needs i.e. medical needs, health plans</p>				
<p><b>Positive relationships</b>                      Home visit to meet with parents and child</p>				
<p><b>Positive relationships</b>                      Communicate with any other providers that the child may be cared by.</p>				
<p><b>Enabling environments</b>                      Identify and assess any barriers to the child or family being enabled to fully access your provision</p>				
<p><b>Learning and development</b>                      Identify staff training opportunities e.g. Inclusion Development Programmes (IDP), Wiltshire Indicators and Provision Document (WIPD)</p>				

## Section 8: Transition liaison guidance for Services/Armed Forces Families

### Case Study Example: Smiley Face Nursery - Working together with Armed Forces Families (AFF)

What we do at Smiley Face Nursery

E-Bluies- emails sent abroad for serving families.

Letter bluies- children write as they want to their family member serving abroad, the children draw pictures and post

Storybook Soldier- originally started in prison for fathers to remain involved in their children's lives by reading stories recorded to CDs and sent home.

### Education – The experience of children from AFF

We all take our children's education seriously, but what sets the experience of a Service child aside from that of his or her civilian friends?

- Another posting equals another new school. Service children can attend upwards of five different schools by the age of sixteen, and past research has suggested that each move can put a child back six months. Children also have to cope with leaving friends behind and making new ones with each move.
- Service children can move between England, Scotland, Wales, Northern Ireland, SCE schools...even local schools overseas. Each area has its own system, meaning adjusting to changes in curriculum, ethos and sometimes even year group.
- It is not always easy for parents to choose a school for their child, or to get their child into the school of their choice if it is popular and oversubscribed. Admission worries and appeals are an ongoing part of Service life.
- Service children are proportionally more likely to have Special Educational Needs and to require extra help in school. This is often the result of 'gaps' in their learning caused by moving schools. It is important that the time and resources invested in waiting for and undergoing assessments in one school are carried over effectively when the child moves.

On the other hand...

- Service children are often more adaptable and flexible than their civilian friends, having grown used to change and the broader view of the world that this has given them
- Educational experiences extend beyond the classroom and children from Army families can benefit from living overseas or in other parts of the UK.
- Heads and teachers often speak positively of the contribution Army children make to their school communities.
- There is plenty of help out there, and the situation is improving all the time. AFF is always ready to help with your education queries, and if they don't know the answer, they will do their best to find out.

[http://www.aff.org.uk/linkedfiles/aff/education\\_childcare/experienceservicechildrenoct08.pdf](http://www.aff.org.uk/linkedfiles/aff/education_childcare/experienceservicechildrenoct08.pdf)

### House of Commons Defence Committee - Educating Service Children

The House of Commons Defence Committee called on government to urgently address the problems in communication between agencies that make transition for children in UK forces schools much more difficult. In their report, the 'Education of Service Children', published 6 September 2006, the MPs say that they take it as "self-evident" that the children of Service personnel should receive at least the same quality of schooling and educational opportunity as any child in the UK. Education is, of course, of paramount importance for parents in the Services and the committee heard that concerns about education could impact on retention of forces

personnel and operational effectiveness. Frequent moves are a feature of service life and children's personal well-being, as well as educational attainment, can suffer as a result

### **Kids benefit from Storybook Soldiers scheme**

#### **A [People in Defence](#) news article**

30 August 2007

For the young children of Armed Forces personnel, missing a parent who has gone away for six or more months to dangerous places far from home can be a very difficult experience. Storybook Soldiers though is a new scheme that helps bring mum or dad back for just a few minutes each night to read that much needed bedtime story. Report by Danny Chapman.



Warrant Officer Michael 'Ginge' Brown with his four year old daughter Sophie  
[Picture: Claire Bates]

The scheme has been developed voluntarily by staff at 10 Army Education Centre in Tidworth, Wiltshire, and sees them record readings by Service parents on a minidisc player from where they transfer them onto computers, clean up the sound, add sound effects and music, and produce a CD of mum or dad reading which can be played at home.

"The end product is very special and can be quite emotional," says Rosemary Meeke who helps co-ordinate the scheme with Kirsty Alderson.

The Army Education Centre, where Rosemary and Kirsty work, covers the garrisons at Tidworth, Netheravon and Bulford and provides educational opportunities and support from basic skills, IT and business training, to the command leadership and management course.

The idea for the storybook scheme came when Kirsty, who is in charge of educational development, won an award for work her team was doing with the soldiers. At the awards ceremony in London she happened to be sitting next to some staff from Dartmoor prison that had been running Storybook Dads for three years, with the aim of maintaining contact between parents in prison and their children.

Kirsty and her team decided to adopt the scheme at Tidworth and with the money they won at the awards ceremony bought recording equipment and editing software and went down to Dartmoor to learn how it was done.

They started the scheme at the beginning of this year, just before 1 and 12 Mechanised Brigades, both based in the nearby garrisons, deployed, respectively, to Iraq and Afghanistan.

"We've had around 80 or 90 people come and record a story so far," said Rosemary, "everyone from privates to colonels. Some people even read stories for babies yet to be born, because they will be away when their partners have their babies."

Word of mouth is now spreading about the scheme and some people from further afield have come to Tidworth to record a story for their children. In fact a padre from the garrison has taken recording equipment and a bunch of children's stories with him to Basra, and has made about a dozen recordings so far that he has sent back.

The team at Tidworth has their own collection of stories, but of course soldiers bring in their own favourites, or their children's favourites, to read from:

"One soldier even made up his own story," adds Rosemary. "He got quite carried away and brought in characters from other stories and different plots. It was all very Roald Dahl."

Although it could just take five minutes to read a story, the team of voluntary editors might take up to three hours cleaning the background noise from the recording and adding music and sound effects, but this added work load doesn't seem to be a problem:

"It's very rewarding and fun to work with and a lovely way of ploughing the money won at the awards ceremony back into families' welfare," explains Rosemary.



Michael 'Ginge' Brown reads for his daughter  
[Picture: Claire Bates]

One soldier who has used the scheme is Warrant Officer Michael 'Ginge' Brown who made a recording for his four year old daughter Sophie:

"I was in Iraq last summer; as well as this I've done 11 years in Northern Ireland, six months in Bosnia, Kosovo and the Falklands and I just feel that I can't contribute as much as I'd like with the children.

"Storybook Soldiers seemed like an ideal way of both trying to offset the burden of my wife Shirley being the sole carer for our family and of Sophie being able to keep a little piece of Daddy."

The team is off to Germany soon where staff at the Education Centre for the British units based there has heard about the scheme and want to learn how they can run it too.

It's mostly been dads who have made recordings and Rosemary feels that the mothers left behind find it a comfort to hear their husbands' voices regularly, but she adds that its main benefit is for the children:

"It's always the children who suffer the most, they don't understand why daddy, it's usually daddy, has to go away."



## **Smiley Face Nursery**

### **Policy for settling children from Armed Forces Families (AFF)**

**Aim:** To provide an effective settling-in procedure for children from the community whose parents are in the Armed Forces.

50% of the under fives in the Amesbury area live in the army camps.

### **Education – The Experience of AFF children**

We all take our children's education seriously, but what sets the experience of an AFF child aside from that of his or her civilian friends?

- Another posting equals another new school. Service children can attend upwards of five different schools before the age of sixteen and past research has suggested that each move can put a child back six months. Children also have to cope with leaving friends behind and making new ones with each move.
- Service children can move between England, Scotland, Wales, Northern Ireland, SCE schools...even local schools overseas. Each area has its own system, meaning adjusting to changes in curriculum, ethos and sometimes even year group.
- It is not always easy for parents to choose a school for their child, or to get their child into the school of their choice if it is popular and oversubscribed. Admission worries and appeals are an ongoing part of Service life.
- Service children are proportionally more likely to have Special Educational Needs and to require extra help in school. This is often the result of 'gaps' in their learning caused by moving schools. It is important that the time and resources spent waiting for and undergoing assessments in one school are carried over effectively when the child moves.

On the other hand...

- Service children are often more adaptable and flexible than their civilian friends, having grown used to change and the broader view of the world that this has given them
- Educational experiences extend beyond the classroom and children from Army families can benefit from living overseas or in other parts of the UK.
- Heads and teachers often speak positively of the contribution AFF children make to their school communities.
- There is plenty of help out there, and the situation is improving all the time. AFF is always ready to help with education queries, and if they don't know the answer, they will do their best to find out.

[http://www.aff.org.uk/linkedfiles/aff/education\\_childcare/experienceservicechildrenoct08.pdf](http://www.aff.org.uk/linkedfiles/aff/education_childcare/experienceservicechildrenoct08.pdf)

### **Method:**

- To gain as much information from the family as possible at registration point. See attached form for guidance.
- To provide a welcoming, inclusive environment that meets AFF needs and acknowledges the needs those families may have by assessing the child's development at entry and ensuring information from any previous setting is made available to their key people.
- To have information available such as local health services, support groups and children's centre timetables. To send information relevant to the nursery and its community as required to families using the BFPO number/or to new addresses.

- To be committed to supporting families on an individual basis and understanding that they may have different needs to a local family.
- To keep accurate and up-to-date records of that child's progression throughout the Early Years Foundation Stage Curriculum by using a visual record such as a learning journey, and informing parents of the curriculum guidance.
- To ensure that records kept on the child are forwarded promptly to their new setting if transferring to a new area and by liaising effectively with any agency deemed appropriate.
- To use support initiatives such as 'Storybook Soldiers' and 'bluies' (free airmail for service families) where available, for children whose parent may be serving away from home, ensuring children have a voice to talk to an absent parent and the opportunity to hear the voice of the absent parent.
- To refer to agencies such as EMAS (Ethnic Minority Achievement Service) for support and advice with multi/bilingual families.
- To communicate effectively with families using web sites, newsletters, whiteboards and notice boards.
- To be flexible, understanding that notice periods may be short and that children may move quickly.
- To involve the group in community projects with the MoD, enlisting the support of funding groups such as 'Plain Action'.



Smiley Face Nursery  
Additional Information for Armed Forces Families

<b>Name:</b>		<b>DOB:</b>	
<b>Current address</b>			
<b>BFPO No:</b>			
<b>How many settings attended previously?</b>			
<b>Future address (if known):</b>			
<b>Posted from:</b>			
<b>Posted to:</b>			
<b>Expected date of posting:</b>			
<b>Nursery setting at moment? (details)</b>			
<b>Development records available?</b>			
<b>Additional needs/languages?</b>			
<b>Both parents in Forces mother/father</b>			
<b>Extended family location:</b>			
<b>Information required by the family e.g. leaflets, GPs, HVs/childrens centre</b>			

## **Section 9: Transition Liaison Guidance for Traveller families**

### **Case Study: A pre-school Traveller child starting pre-school**

Shamus lived with his young, single, English, gypsy-living mother on a remote site with two other gypsies who were not relatives. Shamus was identified on the first visit. His mother was unable to drive and had not considered pre-school for her son.

She was very resistant to Shamus going to pre-school as he had never left her before and she was apprehensive. Also, there was no access to the site via public transport.

Initially the Traveller Education Service (TES) visited Shamus at his trailer once a week and introduced activities to him through the use of play bags. This continued for four weeks. During this time a relationship was built up and TES agreed to take the mother and son to visit the local playgroup. After two trips to pre-school, Shamus was enrolled and for the next eight weeks attended two sessions a week. He was picked up and taken home each time by a TES member of staff. After eight weeks his mother moved back to Bristol for a month.

On their return, TES helped enrol Shamus into the local primary school which he is now attending.

TES works closely with the early years and childcare teams, including the children's centres to ensure that families are aware of the services they can access. Where a child has additional needs the family would be encouraged to engage with both the CAF and the Inclusion Support Meetings (ISMs).

When a setting has notification of a Traveller child starting their setting it is important to discuss this with the Early Years Inclusion Adviser (EYIA).

## WILTSHIRE EARLY YEARS INCLUSION TEAM CONTACT DETAILS

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### Early Years Inclusion Team Administrator

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## **Section 11: Promoting Continuity into Key Stage 1**

Identifying and building on effective practice in the Early Years Foundation Stage (EYFS) will result in preserving the best of the EYFS while recognising that Key Stage 1 is different, without making it too different too quickly.

It is important to build on children's existing capacities, their strengths and interests.

Opportunities should be provided for:

- children and parents to visit Year 1 classrooms and meet relevant staff well in advance of the move
- Year 1 staff to spend time observing children at play, the organisation and routines of the EYFS class and staff supporting child-initiated activities
- EYFS practitioners to share the foundation stage profiles with Year 1 staff, and to explain how the profiles can help establish starting points for each child
- children to raise questions, talk about their concerns and have these feelings acknowledged
- children to talk about how they would like to handle the move
- incorporating in plans children's own suggestions on how to handle the move.

### **Environment:**

- Accessible and clearly labelled resources to promote decision making, independence, responsibility and choice
- A range of challenging and stimulating resources to support delivery of the curriculum
- Stimulating displays that encourage children to make connections
- Flexible spaces

### **Communication:**

Effective communication with:

- Children
- Foundation Stage colleagues
- Parents
- Colleagues throughout Key Stage 1 and 2
- Senior management teams
- Governors

### **Pedagogy:**

- Continue the development of play-based enquiry
- Organise time for child-initiated activities
- Use cross curricular links to maintain purpose and context
- Deploy familiar adults wherever possible
- Share resources between Foundation Stage and KS1
- Continue with a similar routine and gradually adjust
- Ask the children what they would like
- Encourage children to move up in friendship groups

- Promote peer observations between Foundation Stage and KS1

**Assessment for learning:**

Make opportunities for Year R and Year 1 teachers to:

- Discuss individual children
- Observe YR children while still in the Foundation Stage
- Review the formative evidence gathered for the EYFSP
- Have discussions with the children and parents
- Use the EYFSP to inform planning at the start of Year 1.
- FS and Year1 colleagues share information.

**Curriculum:**

- Create a more flexible timetable, allowing children more time to work in depth
- Plan a project linking the FS to KS1
- Use the EYFSP as starting points for learning in Year1

Points of transition are a critical time for young children and need to be managed by schools sensitively providing continuity rather than fracture.

(Taken from 'key elements of effective transition' – Seamless Transitions – supporting continuity in young children learning: 2006, DfES publications)

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