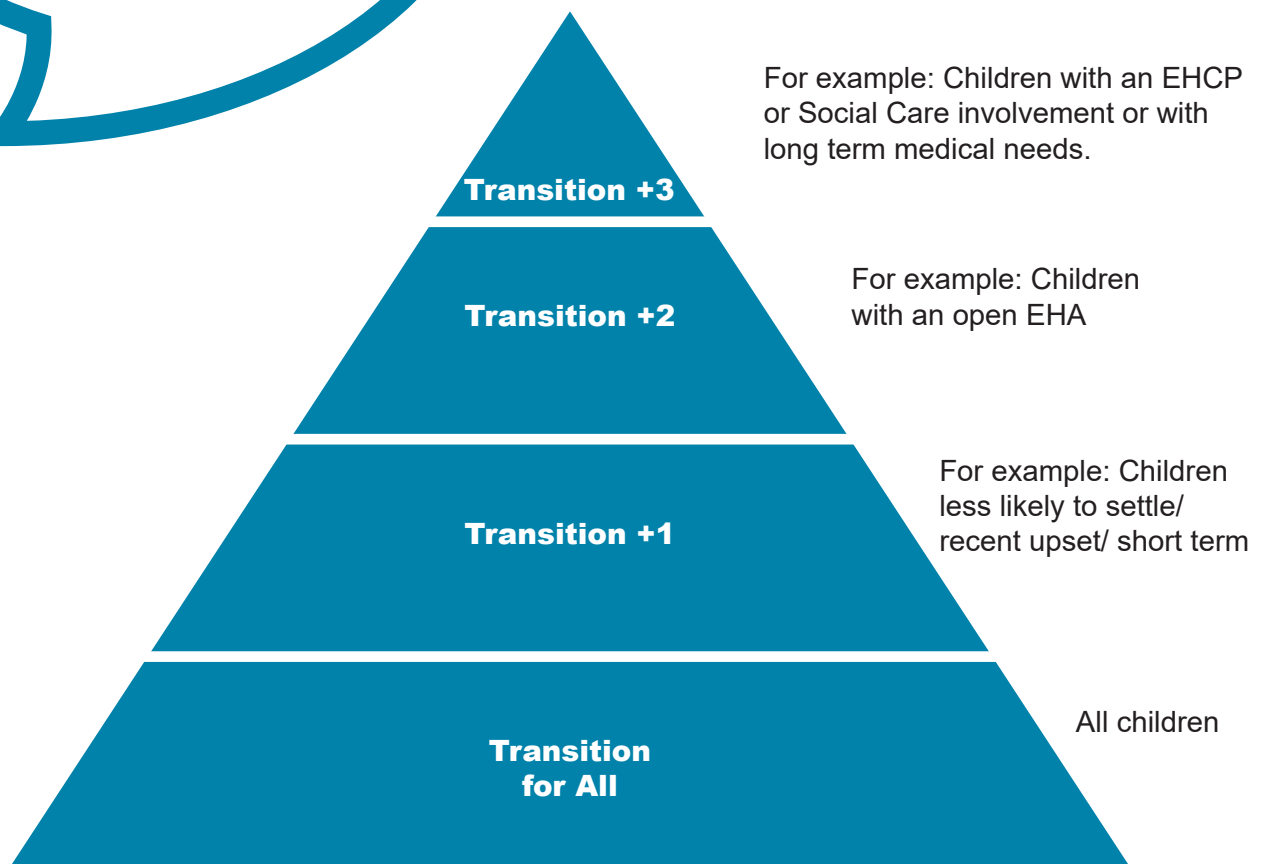
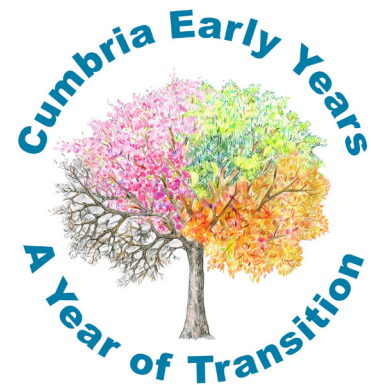




**Cumbria  
Transition  
Support for  
All**



Practitioners should consider individual children and the level of transition support they will require. The levels described in this document are intended as a rough guide to aid considerations when planning for transitions.

When considering how to support children at Transition +1, +2 and +3 the toolkit document 'Points to consider when supporting enhanced transitions' will be a useful guide. You may then wish to put in place a Transition support plan where appropriate (see toolkit template and example Transition support plan)

\*The sharing of any information must be with parental consent.

Level	Transition practice
Transition for All	<ul style="list-style-type: none"> <li>• 'Information to share' document in toolkit (or alternative) completed and shared with next setting. The child's most recent progress check may also be included.</li> <li>• A conversation is held with next setting (phone call, visit or LA organised transition event) to briefly discuss child.</li> <li>• Consider the toolkit document 'Developing Independence and Resilience'.</li> <li>• Consider the toolkit document 'Preparing Children for Reception – Useful skills'.</li> <li>• Consider the toolkit documents 'Transition ideas for parents/ Early Years Settings/ Schools'.</li> </ul>
Transition +1	<ul style="list-style-type: none"> <li>• As Transition for All plus...</li> <li>• Consider putting in place a transition support plan (template and example in toolkit).</li> <li>• Additional conversations to discuss ways to help child settle.</li> </ul>
Transition +2	<ul style="list-style-type: none"> <li>• As Transition for All plus...</li> <li>• Consider putting in place a transition support plan (template and example in toolkit).</li> <li>• Invite the next setting to TAF/ TACs in summer term and share review notes.</li> <li>• Update the EHA and change the coordinator form.</li> <li>• Pass on details of all professionals involved to the next setting, including any professional's reports.</li> <li>• Inform involved professionals of new setting.</li> <li>• Consider if any additional visits to the new setting may be needed.</li> </ul>
Transition +3	<ul style="list-style-type: none"> <li>• As Transition for All plus...</li> <li>• Consider putting in place a transition support plan (template and example in toolkit).</li> <li>• Invite new setting to any TAF/EHCP review meetings and share review notes.</li> <li>• Ensure new setting has a copy of the child's EHCP/ Health Care plan</li> <li>• If appropriate, signpost new setting to any relevant medical training accessed.</li> <li>• Pass on details of all professionals involved to the next setting, including any professional's reports.</li> <li>• Inform involved professionals of new setting.</li> <li>• Consider if additional visits to the new setting may be required, when they should take place and who could support them.</li> <li>• Consider if Key Person could attend the first TAF meeting in the new term or arrange a phone call once child has transitioned into their new setting.</li> </ul>