

## **Improving transitions for children with Education Health and Care Plans into a mainstream school**

### **Background**

The setting is a small charitable trust run term time only for children and families with additional needs. The setting is in a large semi-rural village and takes children from the surrounding villages and nearest town. All children are referred to the setting via health care, early years and family support professionals. The setting has a setting SENCO and a wide range of experienced staff supporting children with SEND.

### **Aspect of SEND Inclusive practice being developed**

- To extend and improve transitions for children with Education Health and Care Plans (EHCP) in place going into a mainstream school.
- Ensure good transitions for the child moving into school take place and that the school is 'ready, willing and able' to meet that child's individual needs from the start.

### **Action/activity to change /influence practice**

- An enhanced transition and several meetings with school practitioners and senior leaders practitioners from the Early Years setting and the child's parents were able to share information about the child's strengths and interests.
- The setting SENCO provided the opportunity for the child's key person to the receiving school.
- Practitioners in the receiving school were open to suggestions made by the Specialist Teacher for Physical, Sensory and Medical Needs regarding adaptations to classroom layouts and provision in order to make activities accessible to the child and for the child to be able to move safely and easily around the school environment.
- Throughout the transition process the school, the setting SENCO and key practitioners involved received the support from professionals in the Inclusive Education Service.

### **Impact**

- The receiving school became more positive.
- They could see the child and not just her disability.
- As the child's younger sibling was also known to the Inclusive Education Service support for the family continued and parents reported a good transition took place for the child and that they were happy with how their child had settled and the level of support in place.
- The child received appropriate support and has continued to make progress educationally and is developing friendships with her peer group at the local mainstream school.

### **Challenges**

- To build the confidence, knowledge and skills of staff in the mainstream school to meet the needs of a young child with quadriplegic cerebral palsy and profound and multiple learning difficulties.
- After initial discussions with the head teacher and school practitioners it became clear that they had concerns about how to meet the child's needs and include her within their setting.
- Making activities and the environment accessible.
- Providing safe and easy access around the school environment.

### **How challenges were over come and lessons learned**

- Meetings with all professionals involved and with school staff at school to put into place a well-planned transition in advance of starting school.
- Sharing information, visits to the setting from school staff to share ways of working, building up school staff confidence and awareness of need of child.
- Visits to school with key person to build up confidence for child going into school.
- School staff got to know the child through the enhanced transition package and began to see her abilities as well as her needs.

Contact details for more information [Rachel.cole@northyorks.gov.uk](mailto:Rachel.cole@northyorks.gov.uk)