



Lincolnshire Parent Carer Forum

Registered Charity No: 1141060



Knowledge base



Transitions

LPCF Parents guide to a good Transition

LPCF and its members have identified key factors in working towards a good transition, when moving from Early Years settings to Primary School settings. Although this is aimed at Early years some of this guidance can be used during other transitions.

There are certain factors that parents have identified that are important to its success.

Communication

- ✚ Are you in touch with the Early years setting?
- ✚ Do you communicate with them on a regular basis, either face to face, by phone or email? Some settings have home to school books others have Apps. Enquire to check whether this is something that would be useful.
- ✚ Are you keeping the setting informed of your child's needs? Do you give them copies of any reports about your child? Try not to assume that the setting has a copy. Do you have a named contact or know when they are available to talk to you? If the named contact is the SENCo they may also have a teaching role so enquire when the best time to call is.
- ✚ Let them know when you are available.
- ✚ Have a look at the settings policies and procedures and how they relate to your child. Look at the primary schools SEN information report.
- ✚ Are you aware that your school has an SEN Governor and who they are?



Relationships

- ✚ Try to build positive relationships. Work together to break down issues and try to become solution focused.
- ✚ Accept any help you are offered. Sometimes as parents we may feel as though we are failing, but remember this is a long journey and a little help along the way ensures you don't burnout with doing it all yourself.

Information

- ✚ Keep your paperwork organised (have a filing system).
- ✚ Keep a copy of all paperwork as you may need it for evidence of your child's needs.
- ✚ Ensure both settings have up to date reports.
- ✚ Keep informed – use LPCF and the Local Offer. Don't be afraid to ask.



Timing



- ✚ Start *thinking* about transition early (it's probably never *too* early). Even if you don't start talking about it until say 6 -9 months beforehand, the thinking is time is useful because it means you have time to build relationships, gather data, do all the other things listed.

- ✚ Agree a timeline for the transition. Explore a gradual transition, a little at a time.
- ✚ Have a plan of your goals – looking ahead.
- ✚ Talk to your child about it.

Confidence

- ✚ Have the courage to look at solutions outside the box – could your child educate their classmates about their disability?
- ✚ Make suggestions - a few visits to the school, meet the teacher, a video of the surroundings, a longer transition period. Explore the options together with the settings.
- ✚ Help the setting to view your child as “a child first and foremost, not a diagnosis or a problem.” It is understandable that settings may be frightened or not understand your child's problems but try to remember that you as an experienced parent can help communicate and explain your child's needs best.



**We are all striving towards the same goals –
a successful transition with a happy child, happy school and happy parent.**

You are the expert in your own child's needs but by everyone working together in partnership we may find that there are solutions that as parents we have never thought of.