

Transition from Foundation Stage to Year 1

Supplement (1) - SEN



Transition Arrangements

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
Similar approaches/routines/organisation are practised in both year groups according to the needs of the children e.g. TEACCH, ABA, Intensive Interaction					
Therapy programmes are reviewed at the end of FS2 and are continued or used to inform planning in Year 1 e.g. Physiotherapy Speech and Language Therapy Occupational Therapy SENSS Music Therapy Psychotherapy					
Specific programmes relating to individual need are continued e.g. Sensory Diets					
Relevant information regarding social services is transferred e.g. Assigned Social Worker, LAC, Child Protection, Sitter Service					
Year 1 teacher refer to Statements and previous Annual Review Report					
Children's IEP's are reviewed at the end of FS2 and are continued or extended					
Children's individual assessments are up to date e.g. B squared, PIVATS					
Relevant medical information is transferred e.g. information regarding epilepsy					
Behaviour programmes are reviewed at the end of FS2 and continued or extended					
Pupils names and photos are displayed in the classroom e.g. on class board, coat peg, pupil file					
Staff names and photos are displayed e.g. on class board					
Year 1 teacher carries out a motivator assessment in the new class to inform resources					

Additional Information:

Key information must be passed on to the new teacher and be easily accessible. This may be in the form of a 'Passport to Learning'. e.g. child's main form of communication, likes/dislikes, behaviour (including behaviour on community visits), drinking, eating, toileting, dressing. This is written from the pupil's perspective and written in positive language. This is crucial for pupils with PMLD.

Pupils with ASD are visual learners. Taking a photograph of the new class layout and practitioners will help to prepare the children for the change. Parents can be involved by using the photographs in the summer holidays to prepare their child for the change.

Notes

Environment & Resources

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
The learning environment reflects the needs and learning styles of each individual child					
The learning environment may be consistent with a specific approach e.g. TEACCH, ABA					
Children's preferred learning styles are catered for in the new class e.g. visual, auditory, kinaesthetic					
Some learning resources may be consistent with a specific approach e.g. TEACCH shoe box tasks					
Specialist equipment is transferred to improve the pupils access to the curriculum e.g. standing frames, specialist chairs					
Tables and chairs are set at relevant heights					
Children's individual learning boxes are reviewed at the end of FS2 and are transferred to Year 1					
Children's individual motivators are reviewed at the end of FS2 and transferred					
Specialist resources are used to support the curriculum e.g. the spa pool used to reinforce early work on capacity: pouring, filling, emptying					

Additional Information:

A rich, interactive, child initiated environment may over stimulate some children. Children need to be given a full range of learning opportunities but these may need to be organised so that they are presented in a more systematic way.

Home children may find it difficult to interact in a child initiated environment and may need additional structure to help them make sense of it e.g. in an open carpet area pupils with ASD may benefit from having a individual small piece of carpet to indicate there own personal space.

Planning

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
Planning reflects the needs and learning styles of the group and each individual child					
Planning is focused on NC subjects adapted to meet the needs of children e.g. Equals SoW, individual school SoW					
Therapeutic support is built into individual or class timetable e.g. SaLT, OT, Physio					
Where appropriate therapists, teachers and class practitioners work alongside each other					
Individual class based therapeutic programmes are built into timetable e.g. Listening Therapy					
Therapists and class team have regular meeting to review individual children's progress and plan for the future					
Use of specialist resources are built into the timetable e.g. sensory room, spa pool					
Sensory room programmes are reviewed at the end of FS2 and continued or extended					
Annual Review recommendations are used to inform individual children's IEP or ILO's					
Opportunities for children to extend 'learning to learn' skills are planned across the day					
Specialist teacher support is built into individual or group timetable e.g. art specialist, music specialist, drama, EMA					
Individual behaviour programmes are reviewed at the end of FS2 and used in Year 1 to ensure consistency in practice across the classes					

Assessment and Recording

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
Where appropriate the Foundation Stage Profile is used to assess the next steps in learning in Year 1					
Specialised Foundation Stage Assessments (e.g. B Squared Early Steps Summative Assessments) are converted to P level assessments in Year 1 and used to inform planning					
Where relevant P level assessments are broken down into small e.g. B Squared, PIVATS					
There are systems within school for moderating P level assessments					
There are systems in place for moderating P levels assessments across similar schools (e.g. Devon – ‘Moderating and assessing work in literacy and numeracy using the P scales’)					
Specialist assessment are transferred and used where appropriate e.g. PVCS, Route for Learning, Derbyshire Language					
Assessments are observation led					
Observations are made across the curriculum in a range of ways e.g. Video, photos and work samples.					
ICT is used to support assessments e.g. PowerPoint with video and photo showing children’s achievement					
All staff contribute to assessment					
Records of achievement are introduced in the FS and extended in Year 1					
Children’s play skills, learning to learn skills and individual motivators are assessed in the FS and built upon in Year 1					

Additional Information:

Children may be grouped according to their need rather than age; therefore there may not be a natural progression from the Foundation Stage class to a Year 1 class. Teachers may need to cater for a range of year groups within the one class. Planning may need to be across Key Stage 1 as opposed to the year group. The QCA publication 'Planning, teaching and assessing the curriculum for children with SLD' provides guidance on curriculum planning and organisation.

Where possible involve parents in continuing programmes at home e.g. PECS, toileting, dressing, independence, eating. This is particularly important during the summer holidays as children can often lose skills if they are not practised during this time.

Notes

Structured Play

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
There are opportunities for children to learn <u>how to play</u>					
Structured approaches may be used to teach the children how to play e.g. TEACCH					
Specialist toys are purchased to support play across the curriculum e.g. switch operated toys					
Playtime and lunchtime are seen as teaching time – play activities are stimulating and motivating					
There are opportunities for children to take part in planned drama activities					
There are opportunities for children to play in specialist adventure play areas e.g. Thames Valley Adventure Play Area					
Outdoor play equipment is adapted to meet the needs of the pupils e.g. swings for children in wheelchairs					

Notes

Organisation and Management of Teaching and Learning

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
The learning environment reflects the learning styles and needs of the children					
Systems are consistent across the school e.g. TEACCH envelopes in appropriate places, Makaton symbols used throughout					
Children are given opportunity to make choices across the curriculum					
Prompting for children is graded to promote independence					
During group work adult prompting and support is carried out sensitively to allow for children to focus upon the person leading the session e.g. 'one voice'					

Notes

Communication, Language and Literacy

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
Children's interests and motivators are used to encourage communication and interaction					
Children's PECS books go to their new class and are accessible for them to continue using					
Communication aids are transferred and new staff are familiar with using them e.g. VOCA, Big Mac					
There are opportunities across the day for children to express themselves e.g. talking mats, choice boards, symbol cards					
Music is used to promote sound and speech					
Drama is used to promote communication and interaction					
'Passports to learning' are transferred with children who have difficulty communicating to ensure their communication/interaction is understood e.g. pupils with PMLD					
There is a consistency in use of 'objects of reference' from FS2 to Year 1					
There are opportunities for children to engage in intensive interaction					
SaLT work alongside practitioners to implement programmes					
Pace and timing of activities is used to develop communication and interaction					

Notes

Reading

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
The learning environment provides many opportunities for matching e.g. symbols, word, picture					
Children have differentiated group sessions with an adult to engage in shared exploration of props from multi-sensory stories					
Children have differentiated group sessions with an adult to engage in structured play with props from multi-sensory stories					
Children have regular access to books e.g. in a variety places both indoors and outdoors					
The variety of books meets the children's needs e.g. sensory books, interactive books					
There are opportunities for children to hear and respond to poetry and rhyme e.g. adapt traditional stories to 'call and response' (ref. Keith Park)					
There are opportunities for children to explore sensory objects e.g. sensory trail					

Notes

Writing

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
Specific programmes are continued where appropriate e.g. Write Dance, Handwriting Without Tears					
There are opportunities for children to engage in a range of art activities to promote hand function					
There are opportunities for children to engage in malleable play					
There are opportunities for children to improve hand strength e.g. squeezing play dough					
There are opportunities for children to engage in fine motor manipulation					
There are opportunities for children to engage in physical activity to improve body awareness, co-ordination, shoulder stability etc.					
Specialist equipment is transferred e.g. slanting writing board for pupils with visual impairment					
Tables and chairs are at appropriate height to promote upper body control					

Additional Information:

Where pupils have unique ways of communicating they can be photographed or filmed if difficult to explain in writing (e.g. sign writing)

Notes

Mathematics

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
Opportunities are provided to link mathematics to physical activities e.g. rhythmical rocking, counting laps in running					
Opportunities to develop key skills are promoted across the curriculum e.g. thinking, problem solving					
Early concepts are taught before formal counting and number; rhythm, sequencing, 1:1 correspondence, matching, sorting, (see Les Staves)					
Opportunities to link mathematical concepts to daily living skills are practised throughout the day e.g. matching pupil photo during 'good morning'					
Outdoor play spaces encourage mathematical development e.g. painted snake with a sequence of colours					

Notes

Creativity

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
Whole environments are created in an outside space to support a theme e.g. elements*					
Whole environments are created in an indoor space to support a theme e.g. The Wild West **					
Children have opportunity to learn with specialist art, music and drama and dance teachers					
Children have opportunities to work with an artist					
Themes are explored in a range of creative ways***					

Additional Information:

If possible allocate a small section of the playground to become different environments e.g. the seaside with children can be involved in creating the environment

Try transforming the sensory room to a completely new environment e.g. The Wild West: Fibre optics could become a waterfall and different sensory activities can be explored in different Tepees

Create different environments for the children to visit within a set time frame e.g. when exploring the elements the children visit four different environments in turn for 20 minutes each; wind, earth, water, fire.

Notes

Partnership with Parents and Carers

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
The school has a home/school co-ordinator					
The home/school co-ordinator understands the importance of FS and Year 1 transition					
Coffee mornings are arranged to support parents/carers with a range of different subjects e.g. playing to learn, ASD, behaviour, FS curriculum, Year 1 curriculum, disability benefits, respite					
Parents/carers views and aims are sought, regarding their child's IEP					
Parents/carers are encouraged to contribute to the IEP at home					
Practitioners use parents comments on IEP's to inform future planning					
Practitioners use parent/carers comments in Annual Review meetings to inform future planning					
The most effective ways of communicating with parents are established in FS and continued in Year 1 e.g. home school diary, phone calls, need for interpreter					
Home school diary is introduced in FS and continued in Year 1					
Links are established with respite care e.g. Sitter Service, Heller House, Log Cabin					





Notes

PSHE

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
Toileting, feeding and/or dressing programmes are established in FS and continued where necessary in Year 1					
Opportunities are given to practice dressing and undressing skills through play e.g. practising fastenings when dressing and undressing dolls					
Specialist equipment for feeding programmes and 'handy tips' are transferred					
Children are given opportunity to make choices throughout the day					
Approaches are adopted (e.g. task analysis) to promote children's independence in self care					
Opportunities to learn daily living skills are promoted across the curriculum e.g. 1:1 correspondence setting the table for snack time					
Opportunities to develop learning to learn skills are promoted across the curriculum e.g. attention, concentration, listening					
Learning is extended into the community e.g. matching different colours in the park					
Where appropriate Social Stories are created for individuals to learn how to interact in social situations					

Notes

Further Reading

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|  Mathematics for Children with Severe and Profound Learning Difficulties | → Les Staves (David Fulton Press) |
|  Interactive Storytelling – Developing Inclusive Stories for Children and Adults | → Keith Park
(Speechmark Creative Groupwork Resource) |
|  Autism and Play' Jannik Beyer and Lone Gammeltoft | → Jessica Kingsley publishers |
|  My Social Stories book' | → Carol Gray and Abbie Leigh White
(Jessica Kingsley publishers) |
|  QCA Planning, teaching and assessing the curriculum for pupils with SLD | → www.QCA.org.uk |
|  Martians in the Playground – understanding the schoolchild with Asperger's Syndrome' | → Clare Sainsbury |
|  Can't Eat, Won't Eat – Dietary Difficulties and Autistic Spectrum Disorder | → Brenda Legge
(Jessica Kingsley publishers) |
|  Relationship, Development Intervention with Young Children – Social and Emotional Development Activities for Aspergers Syndrome, Autism, PDD and NLD | → Steven E Gutstein and
Rachelle K. Sheely |

Useful Websites

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|  www.veryspecialmaths.co.uk |  www.bsquared.co.uk |
|  www.sense.org.uk |  www.pscscales.com |
|  www.equals.co.uk |  http://www4.devon.gov.uk/dcs/speceduc/pscales/
(ref to section on the 'The P scales and Early Years') |

For Further Information Please Contact:

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