

Early Years Transition Support Funding 2017-2018

Introduction

Transition Support Funding was introduced in 2011 and was developed as part of a preventative SEND strategy, providing support at a crucial transition time for children with complex and high level special educational needs and/or disabilities to meet their needs in order to reduce the likelihood of a statutory plan being required at a later date. Evidence collected over the last 6 years has shown that on average, 45% of transition support funded children did not require a statutory plan (Statement or Education Health and Care Plan) once in school.

Thresholds / Criteria for Transition Support Funding

Children eligible for Transition Support Funding will have clearly identified transition to school needs which cannot be met solely by the normal transition planning and induction arrangements in place for all children. Many may have significant, long term special educational needs and/or disabilities. Some will be very vulnerable children, with emotional or mental health needs, requiring specialised nurtured transitions into school.

The criteria and descriptors for Transition Support Funding are set out in the guidance/thresholds for Inclusion Support Funding which can be found on the [B&NES public website](#) and [local offer](#). A child must meet the criteria and either band B or C descriptors in order to receive Transition Support Funding at school. Children meeting the criteria and the band A descriptors, may be allocated funding in term six to support their transition to school, but schools will be expected to meet a child's needs from their delegated funding. All decisions are made at the Early Years Special Educational Needs and Disability Inclusion Panel (SENDIP) which is made up of representatives from Early Years SEND Inclusion Team, Statutory SEND Team, Educational Psychology Service, Children's Centres, the Early Years specialist provider, and Health professionals.

Support allocated as part of Transition Support Funding

Transition Support Funding is split into two parts. The first part of Transition Support Funding is a set amount of funding given to the early years setting in term six, to support a child's transition to school. The setting is expected to use the funding to take the lead in a child's transition to school by arranging transition meetings, involving parents / carers and ensuring all relevant paperwork is shared.

The second part of Transition Support Funding is a set amount of funding given to the school in addition to their delegated funding for a child's reception year, to ensure a positive and smooth transition. This normally involves a school recruiting a Teaching Assistant to work with the child and provide increased support during the reception year.

As part of the request for Transition Support Funding, it will also be considered whether a child would benefit from the Nurture Outreach Service. The majority of children identified for the Nurture Outreach Service will be vulnerable children, with emotional or mental health needs, requiring specialised nurtured transitions into school. The Nurture Outreach Service provides advice and guidance to the early years setting in term six to help support a positive and consistent transition to school for the identified child. This support then continues into a child's reception year alongside Transition Support Funding where the allocated Nurture Outreach Worker will work with a school to support them with strategies, advice and guidance specific to the child's needs.

Monitoring Transition Support Funding

The Local Authority has a duty to monitor the use of additional funds such as Transition Support Funding and schools are expected to evidence how they are using the funding in addition to their delegated funding. Schools must complete reviews throughout the year evidencing how the funding is being used and provide updated progress trackers. The progress tracker sits alongside the Early Years outcome framework and can be used by a range of professionals throughout the Early Years Foundation Stage as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.

Data

In total 63 children were identified for Transition Support Funding, however, 5 children went on to receive an Education Health and Care Plan and therefore a total of 58 children received Transition Support Funding for the full reception year. In addition out of the 63 children, 26 children received support from the Nurture Outreach Service.

Table 1 below shows the number of children who received Transition Support Funding split by gender. Boys presenting early is a trend also seen in the schools' Behaviour and Attendance panels.

1)

Gender	No of children	%
Male	43	74.1%
Female	15	25.9%
Total	58	100%

Table 2 below shows the number of children who received Transition Support Funding split by date of birth. This shows that roughly 41% of the children who received funding are summer born (Apr – Aug).

2)

DOB	No of children	%
Sept - Dec	23	39.7%
Jan - March	11	19.0%
Apr - Aug	24	41.4%
Total	58	100%

How schools have used Transition Support Funding

The majority of schools have used Transition Support Funding to ensure children receive increased support at school through the recruitment of a Teaching Assistant. As each child's needs are individual and different, a range of other support packages have been used in addition to increased support at school. Research shows that a package of support (not just 1:1) is a better way of supporting children with SEND to develop their independence, resilience and interactions through small group work (lower ratio support) and targeted interventions. These individual packages of support differed from child to child (based on individual needs), but include a range of interventions such as:

- ❖ Nurture Outreach Service support
- ❖ Additional speech and language sessions
- ❖ Access to other training such as specialist medical training

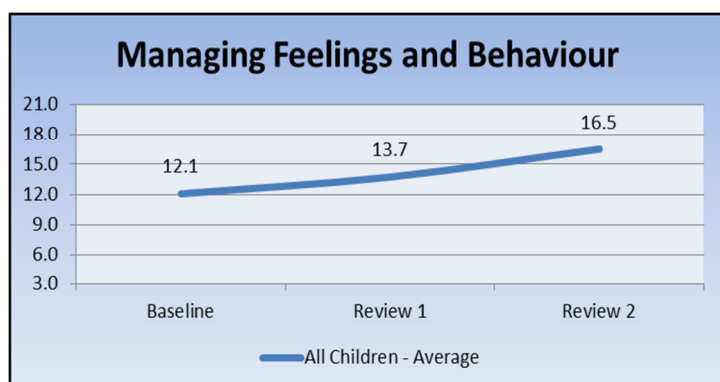
- ❖ Purchasing of additional resources
- ❖ Support through Thrive practices and techniques
- ❖ Access to additional Occupational Therapy support
- ❖ Access to additional Educational Psychology support

These interventions have contributed towards the progress the children have made throughout the reception year.

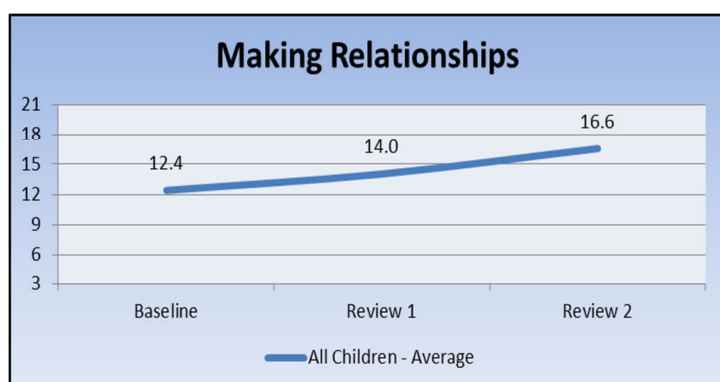
The progress of children who received Transition Support Funding

On average 75% of the children who received Transition Support Funding made positive progress in their Early Years Foundation Stage during their reception year. This is monitored via the progress tracker which has been developed in Bath and North East Somerset and aims to demonstrate progress against the Early Years Foundation Stage. The practitioner / teacher completing the progress tracker identifies whether a child is 'emerging', 'developing' or working 'securely' in each age / stage of development following the Early Years outcome framework. Each category (emerging, developing or securely) is given a score contributing to an overall scoring system used to track a child's progress and the graphs below are broken down into the prime areas of learning and collectively show the average progress children have made. The reported age band reflects the relative age/stage that a child is working at, rather than their biological age.

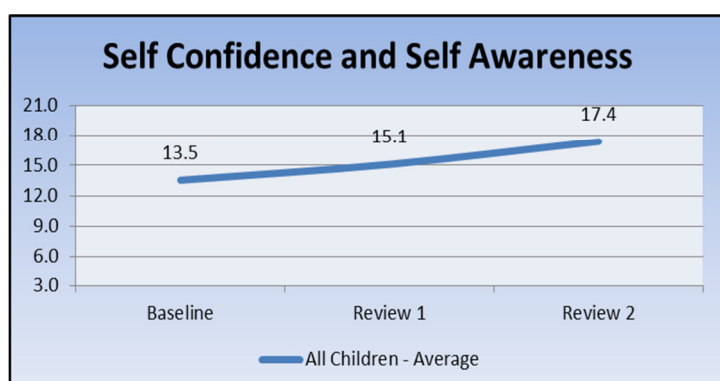
Personal, Social and Emotional Development



Managing feelings and behaviour – The first review shows an average increase of 1.6 which means collectively children have moved from being secure (22-36 months), to emerging (30-50 months). The second review shows an average increase by 2.8 which means children have moved from emerging (30-50 months), to emerging (40-60 months).

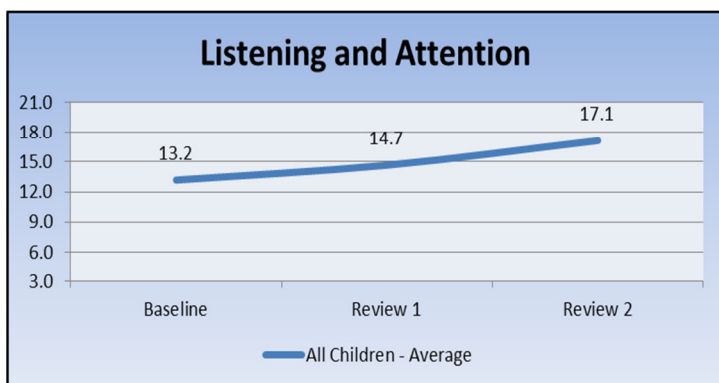


Making relationships – The first review shows an average increase of 1.6 which means collectively children have moved from being secure (22-36 months), to developing (30-50 months). The second review shows an average increase by 2.6 which means children have moved from developing (30-50 months), to emerging (40-60 months).

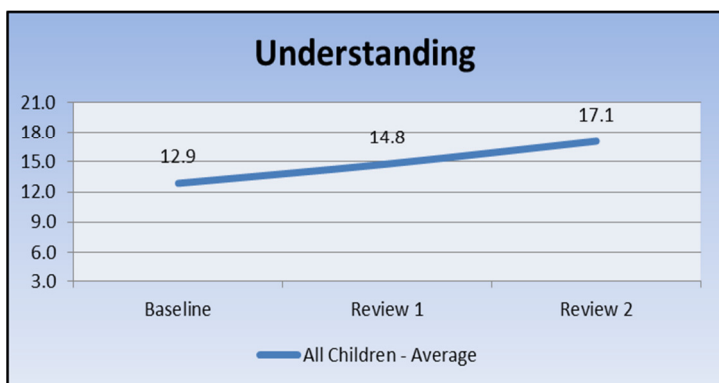


Self-confidence and self-awareness – The first review shows an average increase of 1.6 which means collectively children have moved from emerging (30-50 months), to being secure (30-50 months). The second review shows an average increase by 2.3 which means children have moved from being secure (30-50 months), to developing (40-60 months).

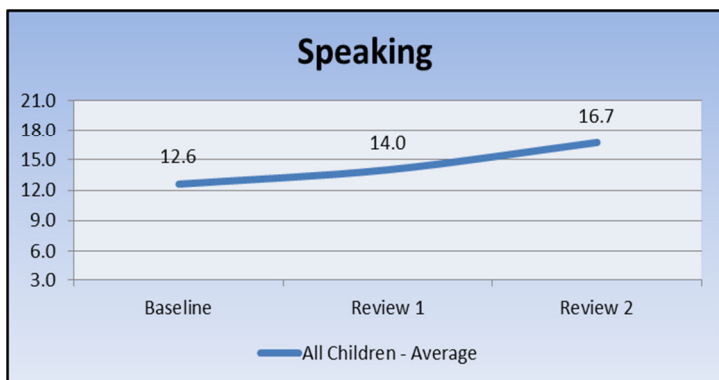
Communication and Language



Listening and attention – The first review shows an average increase by 1.5 which means collectively children have moved from emerging (30-50 months), to developing (30-50 months). The second review shows an average increase by 2.4 which means children have moved from developing (30-50 months), to developing (40-60 months).

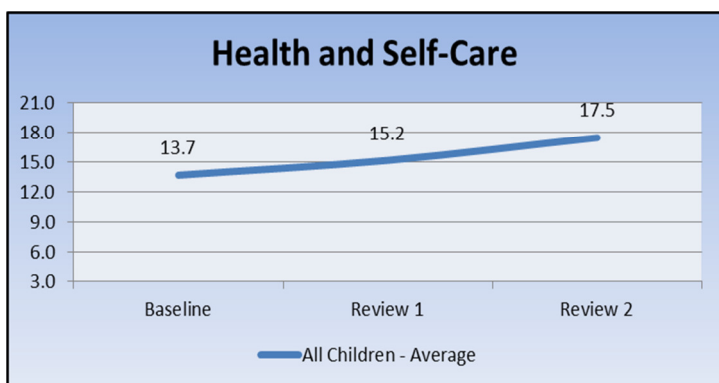


Understanding – The first review shows an average increase by 1.9 which means collectively children have moved from being secure (22-36 months), to developing (30-50 months). The second review shows an average increase by 2.3 which means children have moved from developing (30-50 months), to developing (40-60 months).

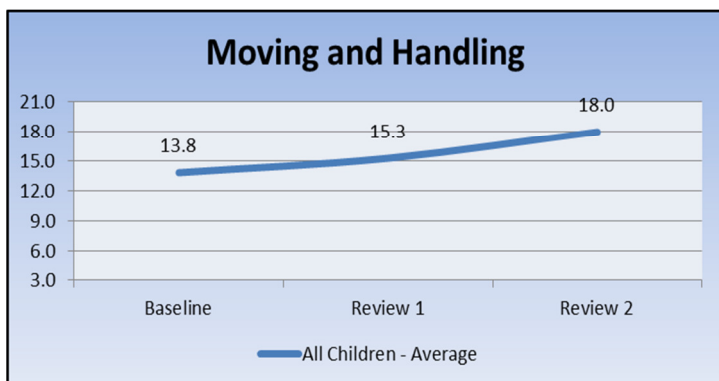


Speaking – The first review shows an average increase by 1.4 which means collectively children have moved from being secure (22-36 months), to developing (30-50 months). The second review shows an average increase by 2.7 which means children have moved from developing (30-50 months), to emerging (40-60 months).

Physical Development



Health and self-care – The first review shows an average increase by 1.5 which means collectively children have moved from emerging (30-50 months), to being secure (30-50 months). The second review shows an average increase by 2.3 which means children have moved from being secure (30-50 months), to developing (40-60 months).



Moving and handling – The first review shows an average increase by 1.5 which means collectively children have moved from emerging (30-50 months), to being secure (30-50 months). The second review shows an average increase by 2.7 which means children have moved from being secure (30-50 months), to being secure (40-60 months).

Number of children going through the Education Health and Care Needs Assessment (EHCNA) or have an Education Health and Care Plan (EHCP)

As stated previously, 63 children were identified for Transition Support Funding. Below is the total number of children who received Transition Support Funding and are now going through the EHCNA process for a potential statutory plan, or have already been agreed a plan (EHCP) as of August 2018.

	No of children	%
No EHCNA or EHCP	33	52.4%
EHCNA	25	39.7%
EHCP	5	7.9%
Total	63	100%

The above table shows that approximately 50% of the children who received Transition Support Funding in 2017-18 are not going through the EHCNA process. The percentage without a plan is higher than the six year average, but is likely to reduce as children get older. This data combined with historical data from 2011 evidences the preventative aspect of Transition Support Funding.

Parental feedback

As part of the Transition Support Funding process, it was important to collect feedback from parents on how they found the process and if they felt supported by their school. A total of 58 feedback forms were sent out to parents and 21 completed feedback forms were returned (36%). The feedback is below with additional comments from parents. The majority of parents felt supported and involved through the process, with the exception of one response.

Question 1)

Did you feel supported by your nursery / pre-school going through the Transition Support Funding process?				
Not at all	Not really	Don't know	Somewhat supported	Fully supported
1 (5%)	0 (0%)	0 (0%)	3 (14%)	17 (81%)

Question 2)

Were you happy with the level of involvement you had in supporting your child's transition to school?				
Very dissatisfied	Fairly dissatisfied	Neither satisfied nor dissatisfied	Fairly satisfied	Very satisfied
1 (5%)	1 (5%)	0 (0%)	5 (24%)	14 (67%)

Question 3)

Do you feel the Transition Support Funding has helped your child to have a positive transition to school?				
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
0 (0%)	1 (5%)	0 (0%)	4 (19%)	16 (76%)

Question 4)

Are you happy with the current support the school is providing for your child using Transition Support Funding?				
Very dissatisfied	Fairly dissatisfied	Neither satisfied nor dissatisfied	Fairly satisfied	Very satisfied
1 (5%)	0 (0%)	0 (0%)	1 (5%)	19 (90%)

Parent's additional comments'

"Our son has made a really positive start and loves going to school. The visits in term 6 and photo book created by the pre-school helped him to feel familiar and secure when starting school. He continues to be well supported at school".

"Transition funding has been very important in helping our daughter get the support that she needs to be able to cope and manage the change from nursery to mainstream school. Without transition funding we believe she wouldn't have managed at school".

"The transition funding has helped our son to have support when starting school in September. He has not had the best transition to school as he finds transitions and change extremely difficult. However, without the funding he would not have been able to access the school environment in the way he has and would have had a considerably worse experience. The funding has therefore been invaluable in the support it has given our son".

"We feel incredibly lucky and grateful for the transition funding for our daughter, to us it is invaluable and has been an incredible support to ensuring her settling in process. We are also very grateful for the support and advice from her school and we are sure this is why she is now doing so well at school. Thank you!".

"We have seen a massive improvement in our son. For him to keep improving and flourishing at school it is vital he has transition funding to make this possible".

Additional comments from schools

"TSF has been vital in supporting the child and enabling them to access the school curriculum".

"TSF funding has been invaluable for him and we are now in the process of applying for an EHCP for him as his needs are complex and ongoing".

"The transition funding has allowed us to make more in-depth judgements about progress and expectations for KS1 before making a decision about whether an EHCP is needed. This additional support has meant at this stage we have not requested top-up funding as the transition funding has been successful so far in allowing her to be supported in school".

"He has developed an emotional resilience and is now much better able to self soothe and regulate his emotions when he becomes upset or distressed".

"His long term outcomes shared from nursery have all been completed and he has achieved all his Early Learning Goals (ELG) and in some areas is now exceeding!"

"A combination of Transition Support Funding and Nurture Outreach Support has proved a real success for her. I am confident that without this support she would not have made the same amount of progress as she has. It is an excellent service!"

Transition Support Funding 2018-19

Transition Support Funding has been agreed for 50 children due to start school in September 2018 and the review mechanism and progress data throughout the year will remain the same.

September 2018

Nicholas Fortt, Early Years Inclusion and Partnership Manager

Early Years Special Educational Needs and Disability Inclusion Panel (SENDIP)