

# **Early Years Transition Support Funding - September 2018 to July 2019**

## **Introduction**

Transition Support Funding was introduced in 2011 and was developed as part of a preventative SEND strategy. The funding provides 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 eight years has shown that on average, 50% of transition support funded children do not require a statutory plan (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 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 the Early Years SEND 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 the 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 **59** children were identified for Transition Support Funding. However, **9** children went on to receive an Education Health and Care Plan (EHCP) before Transition Support Funding was allocated and **1** child moved out of area. Therefore, a total of **49** children received Transition Support Funding for the full reception year. In addition, out of the 59 children, 26 children received support from the Nurture Outreach Service.

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

1)

Gender	No of children	%
Male	36	73%
Female	13	27%
<b>Total</b>	<b>49</b>	<b>100%</b>

Table 2 below shows the number of children who received Transition Support Funding broken down by date of birth. This year more children with a delayed entry (starting reception a year later) were agreed Transition Support Funding. However, less children who were summer born (Apr – Aug) have been agreed Transition Support Funding than in previous years. This could be due to the trend of more children that are summer born being agreed a delayed entry.

2)

DOB	No of children	%
Delayed Entry	3	6%
Sept - Dec	17	34%
Jan - March	15	31%
Apr - Aug	14	29%
<b>Total</b>	<b>49</b>	<b>100%</b>

## 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:

- Additional Nurture Outreach Service support
- Additional Speech and Language sessions / consultations
- Access to training such as specialist medical training
- The purchasing of additional resources and equipment
- Support through Thrive practices and techniques
- Access to additional Occupational Therapy support and interventions
- Access to additional Educational Psychology support and assessments

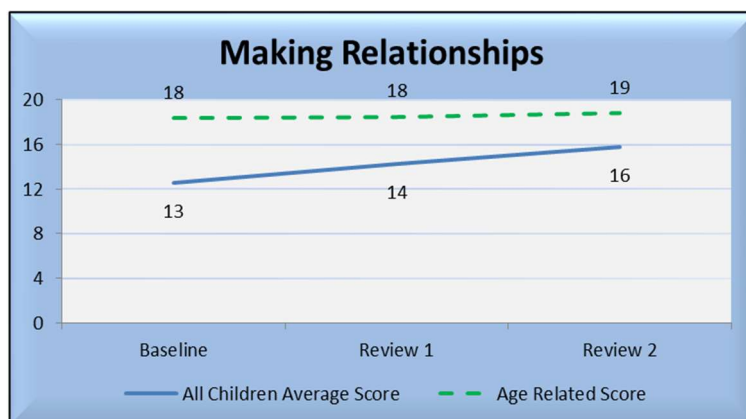
These interventions alongside increased support at school have contributed towards the progress the children have made throughout the reception year.

## **The progress of children who received Transition Support Funding**

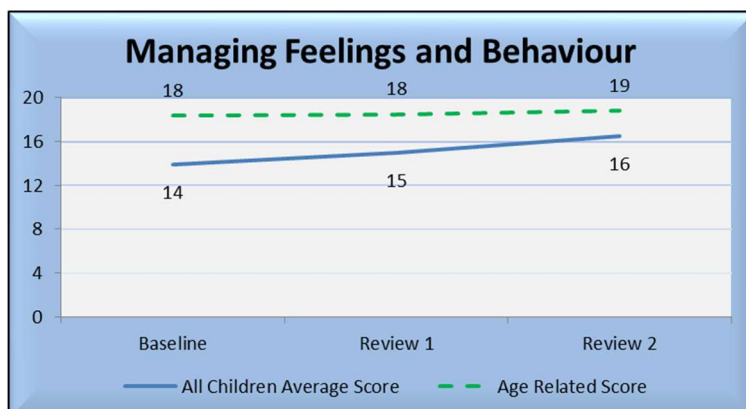
On average 82% of the children who received Transition Support Funding made positive progress in their Early Years Foundation Stage during their reception year which is an increase of 7% from 2017-18. This is monitored via the progress tracker which has been developed in Bath and North East Somerset and aims to demonstrate progress against the Early Years Foundation Stage. The progress tracker shows measurable progress and although some children are not secure at the relevant levels, they are making steps into the next level of achievement.

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 outcomes framework. Each category (emerging, developing or secure) is given a score contributing to an overall scoring system used to track a child's progress. The graphs below are broken down into the prime areas of learning and collectively show the average progress children have made. The dotted green line represents a 'typical' average age related score for children and the blue line indicates the average score for children receiving Transition Support Funding. As can be seen below, the gap in all areas of the Early Years Foundation Stage has narrowed and shows the impact that Transition Support Funding has, when children are identified early in their pre-school year.

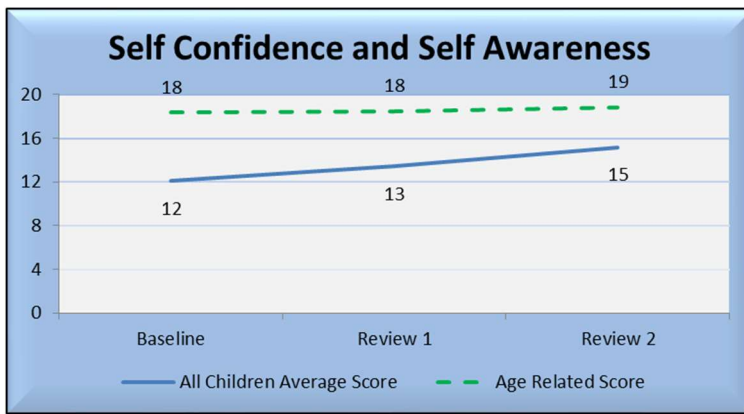
### **Personal, Social and Emotional Development**



**Making Relationships** – The baseline shows an average gap of 5 (*emerging at the 30-50 month level at an average chronological age of 58 months*), the first review shows a gap of 4 (*developing at the 30-50 month level at an average chronological age of 61 months*) and by the final review the gap is 3 (*emerging at the 40-60+ month level at an average chronological age of 64 months*). **This shows the overall gap has narrowed by 2.**

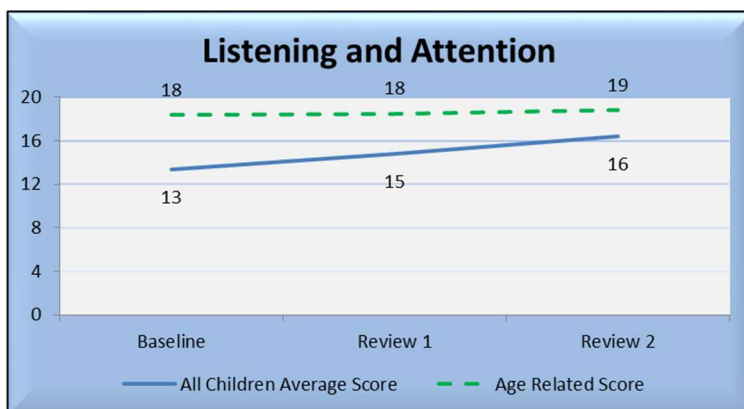


**Managing Feelings and Behaviour** – The baseline shows an average gap of 4 (*developing at the 30-50 month level at an average chronological age of 58 months*), the first review shows a gap of 3 (*secure at the 30-50 month level at an average chronological age of 61 months*) and by the final review the gap remains at 3 (*emerging at the 40-60+ month level at an average chronological age of 64 months*). **This shows the overall gap has narrowed by 1.**

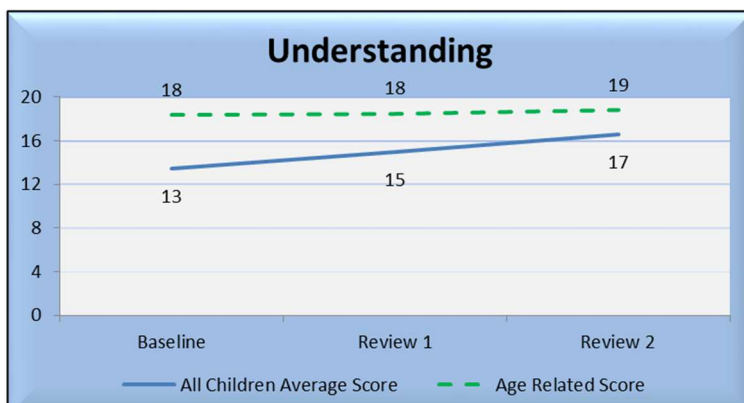


**Self Confidence and Self Awareness** – The baseline shows an average gap of 6 (*secure at the 22-36 month level at an average chronological age of 58 months*), the first review shows a gap of 5 (*emerging at the 30-50 month level at an average chronological age of 61 months*) and by the final review the gap is 4 (*secure at the 30-50 month level at an average chronological age of 64 months*). **This shows the overall gap has narrowed by 2.**

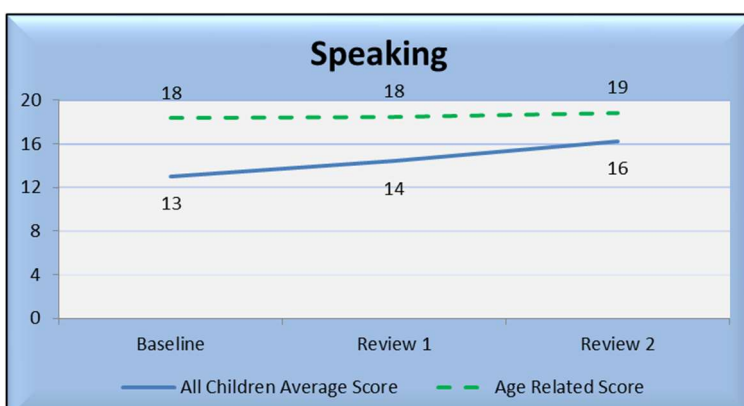
## Communication and Language



**Listening and Attention** – The baseline shows an average gap of 5 (*emerging at the 30-50 month level at an average chronological age of 58 months*), the first review shows a gap of 3 (*secure at the 30-50 month level at an average chronological age of 61 months*) and by the final review the gap remains at 3 (*emerging at the 40-60+ month level at an average chronological age of 64 months*). **This shows the overall gap has narrowed by 2.**



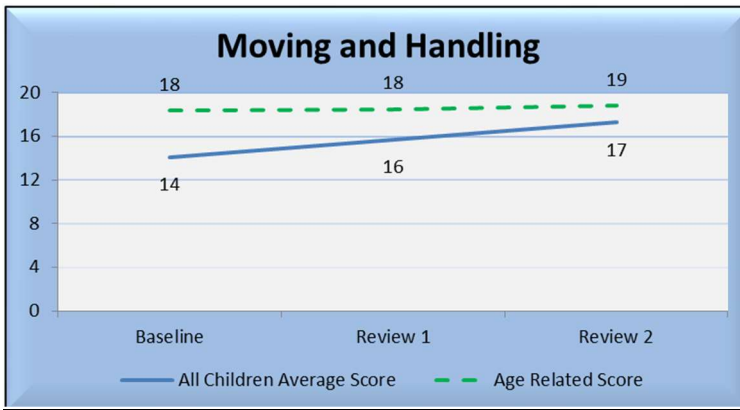
**Understanding** – The baseline shows an average gap of 5 (*emerging at the 30-50 month level at an average chronological age of 58 months*), the first review shows an average gap of 3 (*secure at the 30-50 month level at an average chronological age of 61 months*) and by the final review the gap is 2 (*developing at the 40-60+ month level at an average chronological age of 64 months*). **This shows the overall gap has narrowed by 3.**



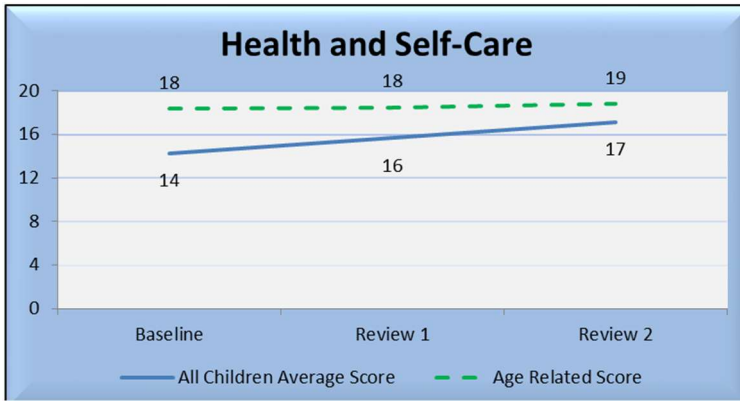
**Speaking** – The baseline shows an average gap of 5 (*emerging at the 30-50 month level at an average chronological age of 58 months*), the first review shows an average gap of 4 (*developing at the 30-50 month level at an average chronological age of 61 months*) and by the final review the gap is 3 (*emerging at the 40-60+ month level at an average chronological age of 64 months*). **This shows the overall gap has narrowed by 2.**



## Physical Development

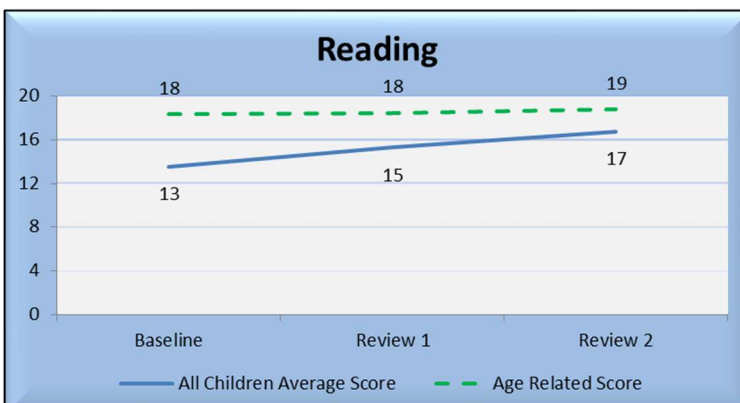


**Moving and Handling** – The baseline shows an average gap of 4 (developing at the 30-50 month level at an average chronological age of 58 months), the first review shows a gap of 2 (emerging at the 40-60+ month level at an average chronological age of 61 months) and by the final review the gap remains at 2 (developing at the 40-60+ month level at an average chronological age of 64 months). **This shows the overall gap has narrowed by 2.**

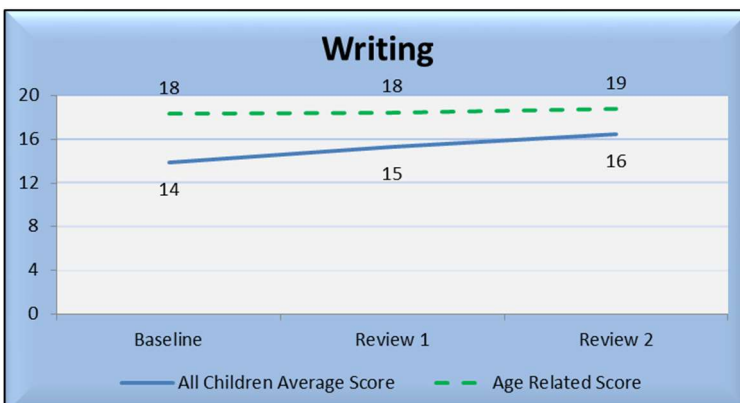


**Health and Self-Care** – The baseline shows an average gap of 4 (developing at the 30-50 month level at an average chronological age of 58 months), the first review shows a gap of 2 (emerging at the 40-60+ month level at an average chronological age of 61 months) and by the final review the gap remains at 2 (developing at the 40-60+ month level at an average chronological age of 64 months). **This shows the overall gap has narrowed by 2.**

## Literacy

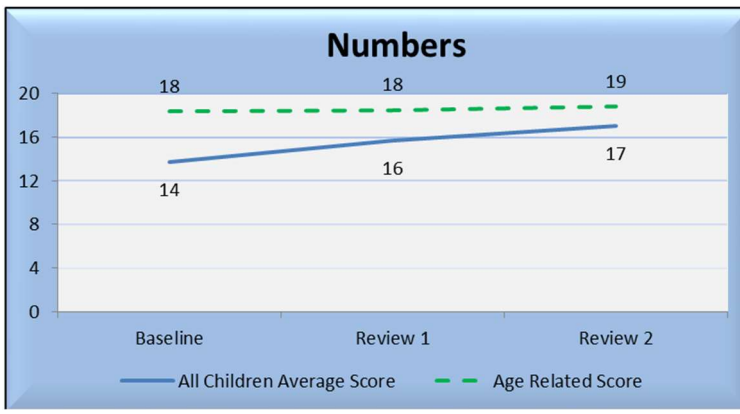


**Reading** – The baseline shows an average gap of 5 (emerging at the 30-50 month level at an average chronological age of 58 months), the first review shows a gap of 3 (secure at the 30-50 month level at an average chronological age of 61 months) and by the final review the gap is 2 (developing at the 40-60+ month level at an average chronological age of 64 months). **This shows the overall gap has narrowed by 3.**

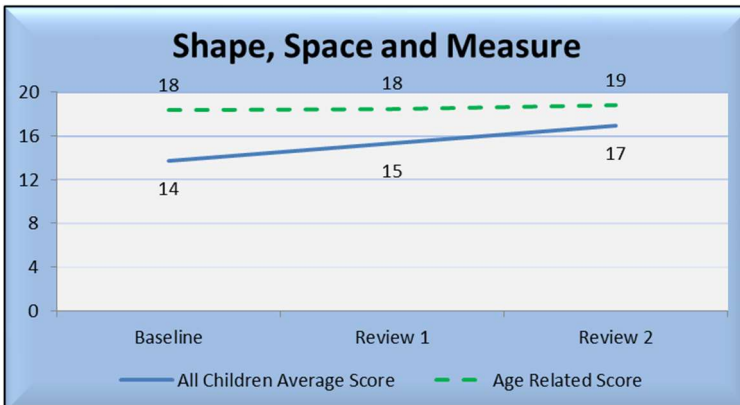


**Writing** – The baseline shows an average gap of 4 (developing at the 30-50 month level at an average chronological age of 58 months), the first review shows a gap of 3 (secure at the 30-50 month level at an average chronological age of 61 months) and by the final review the gap remains at 3 (emerging at the 40-60+ month level at an average chronological age of 64 months). **This shows the overall gap has narrowed by 1.**

## Mathematics

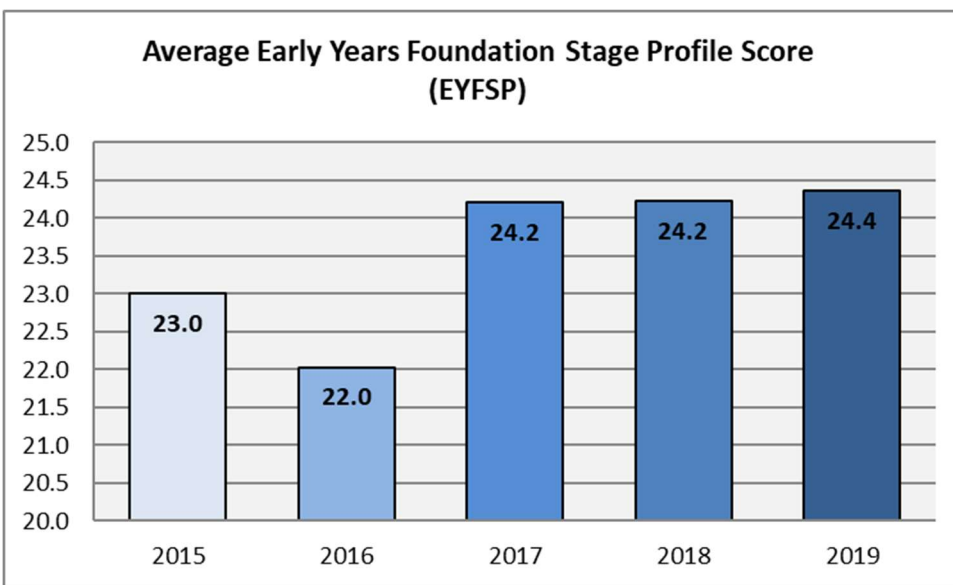


**Numbers** – The baseline shows an average gap of 4 (*developing at the 30-50 month level at an average chronological age of 58 months*), the first review shows a gap of 2 (*emerging at the 40-60+ month level at an average chronological age of 61 months*) and by the final review the gap remains at 2 (*developing at the 40-60+ month level at an average chronological age of 64 months*). **This shows the overall gap has narrowed by 2.**

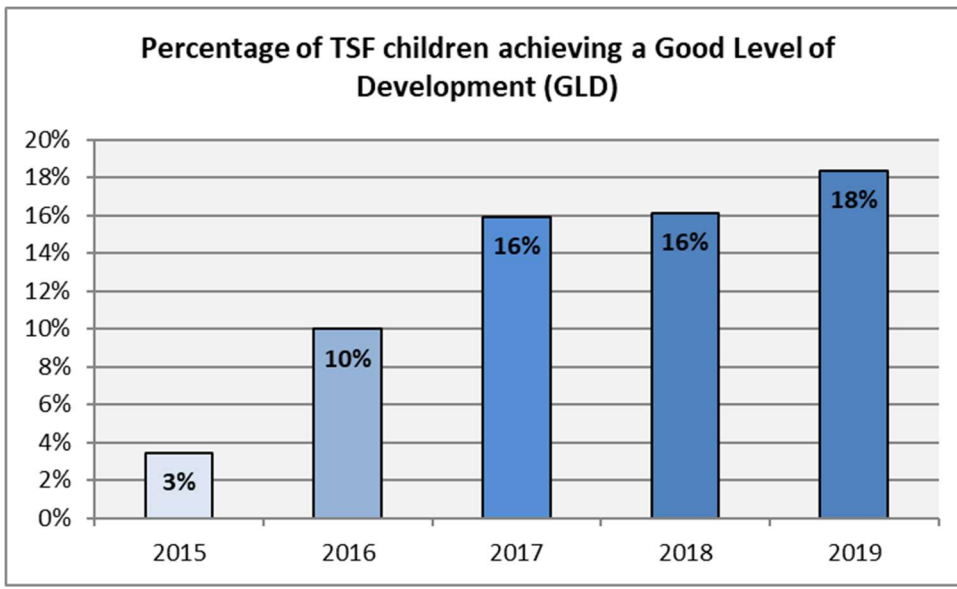


**Shape, Space and Measure** – The baseline shows an average gap of 4 (*developing at the 30-50 month level at an average chronological age of 58 months*), the first review shows a gap of 3 (*secure at the 30-50 month level at an average chronological age of 61 months*) and by the final review the gap is 2 (*developing at the 40-60+ month level at an average chronological age of 64 months*). **This shows the overall gap has narrowed by 2.**

## Children achieving their Early Learning Goals (ELG) and Good Level of Development (GLD)



The graph above shows an increase in the average point score for children who received Transition Support Funding across all of their early learning goals. There has been a significant increase in children achieving a higher average point score since 2017 and this is believed to be partly due to Transition Support Funding now being allocated for the whole of the reception year. Previous years (2016 and before), Transition Support Funding was only allocated until the end of March.



The graph above shows an increase in children achieving a Good Level of Development who were in receipt of Transition Support Funding. There has been a significant increase in children achieving a Good Level of Development since 2015, again, this is believed to be partly due to Transition Support Funding now being allocated for the whole of the reception year.

To achieve a Good Level of Development, children must have met the majority of their Early Learning Goals which includes areas such as Writing and Reading. Therefore, considering the complex needs of children in receipt of Transition Support Funding, to see a significant improvement over the past four years is a fantastic achievement.

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

Table 3 below is the total number of children who received Transition Support Funding who are now going through the needs assessment (EHCNA) process for a potential statutory plan (EHCP), or have already been agreed an active EHCP as of February 2020.

3)

	No of children	%
No EHCNA or EHCP	29	59%
EHCNA	3	6%
EHCP	17	35%
<b>Total</b>	<b>49</b>	<b>100%</b>

The above table shows that approximately 59% of the children who received Transition Support Funding in 2018-19 are not going through the EHCNA process, nor have an active EHCP. The percentage without a plan is higher than the seven year average, but is likely to reduce slightly 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 as to how they found the process and if they felt supported by their school. A total of 49 feedback forms were sent out to parents and 18 completed feedback forms were returned (37%). The feedback is captured below with additional comments from parents. The majority of parents felt supported and involved through the process.

Question 1)

<b>Did you feel supported by your nursery / pre-school going through the Transition Support Funding process?</b>				
Not at all	Not really	Don't know	Somewhat supported	Fully supported
5% (1)	6% (1)	6% (1)	0	83% (15)

Question 2)

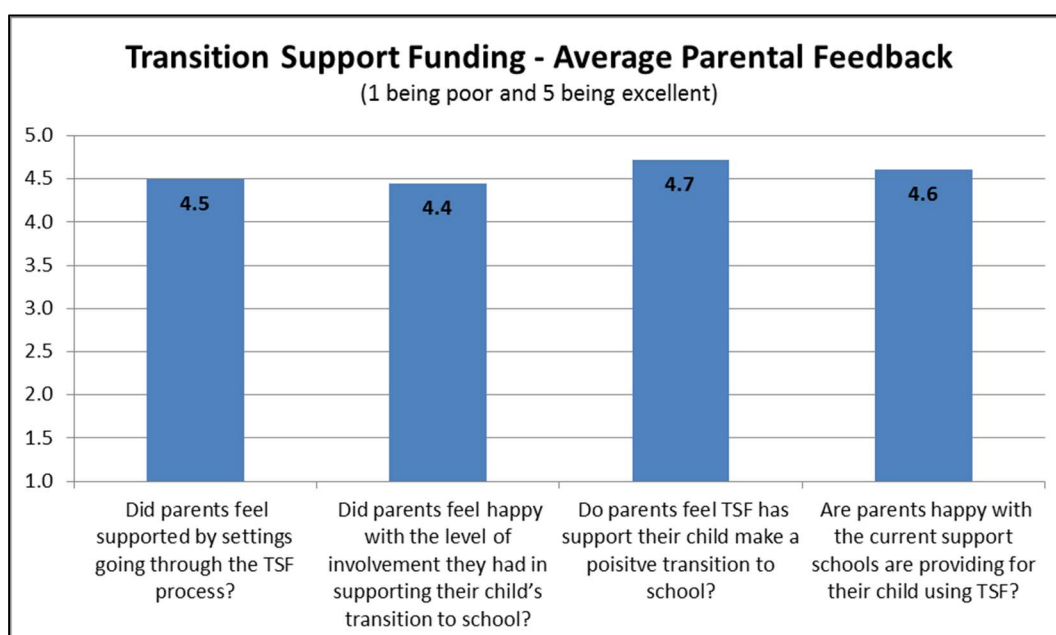
<b>Were you happy with the level of involvement you had in supporting your child's transition to school?</b>				
Very dissatisfied	Fairly dissatisfied	Neither satisfied nor dissatisfied	Fairly satisfied	Very satisfied
5% (1)	6% (1)	0	17% (3)	72% (13)

Question 3)

<b>Do you feel the Transition Support Funding has helped your child to have a positive transition to school?</b>				
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
0	6% (1)	0	11% (2)	83% (15)

Question 4)

<b>Are you happy with the current support the school is providing for your child using Transition Support Funding?</b>				
Very dissatisfied	Fairly dissatisfied	Neither satisfied nor dissatisfied	Fairly satisfied	Very satisfied
0	6% (1)	0	22% (4)	72% (13)





## **Parent's additional comments'**

"The transition funding has enabled my son to go to school. Without the funding he would not be accessing education. He is still struggling but the school are so supportive and do what is right by him. It has made school a little easier for him at a very confusing and challenging time. Thank you very much!"

"My daughter has taken huge developmental steps since starting school. The transition support funding has been pivotal in her being able to do this. Her support at school and the advice on how to settle based on her anxieties from the Nurture Outreach Service has meant she is now full time at school, independent of her mum and trying new activities that she would usually find very challenging, like PE. We are very grateful for the funding".

"Both the setting and school have been excellent. We had meetings with the reception teachers and our daughter had additional, individual transition sessions. Since being at school, they have communicated effectively with us and put in place appropriate support for our daughter. We are extremely happy with the support and current progress".

"We are happy with the current support the school and the council is providing for our son. The transition funding has had a massive impact on his development and learning".

"I am extremely pleased with the transition program. My daughters pre-school and reception teachers and all members of staff involved have been very supportive and helpful. They have put all of her needs first and supported all her needs in various ways. They have taken into account all I have said and believe have done their best. Both myself and my daughter were excited but anxious about the transition, and thanks to all the support given her transition into reception has gone very smoothly. I have seen her confidence grow over term 1 and term 2. As a parent I feel very happy and I can see how this transition support has helped her make friends, build relationships with adults too which has a very positive impact on her involvement at school and will help her to learn. I can't express how extremely pleased and grateful we are for this program and all the support given".

## **Additional comments from schools**

"Transition Support Funding has helped him to make progress in all areas, especially in coping with school in general. He has flexible support with his emotional regulation where he has nurture sessions both daily and as and when needed".

"She has reached a Good Level of Development and expected levels at the early years foundation stage for most areas which gives her a solid foundation for future learning. I am certain that this would not have been the case without the support that TSF has enabled".

"His needs have been supported mostly through 1:1 which would not have been possible without the funding. Additionally his behaviours demonstrate no awareness of risk, whilst also being physically very active and fast! The 1:1 has been able to ensure his safety and the safety of others. I believe he has a positive view of school and this could well not have been the case had the funding (and therefore adult) not been in place".

"He now separates well from Mum during drop off and appears very happy at school. He now plays with other children rather than alongside them and he has formed a couple of special friendships. He has made progress in all areas of learning and we have seen a noticeable improvement in his speech and language skills".

“We have seen her make amazing progress over her reception year and she has met some of her early learning goals. Her confidence has increased, her speech has improved and she now socialises with her peers. Without the funding this would not have been possible”.

“He is now successful at managing his feelings and behaviours appropriately. He has made excellent progress in all areas of the curriculum and has achieved a Good Level of Development. Based on this progress we will not be requesting an EHCP”.

“The support has made a huge difference to his ability to cope with school. He has been able to have a successful first year in school due to his support. He is happy and motivated when he feels safe and having transition funding has enabled this. The transition support funding has made a huge difference to his ability to cope with the transition to school”.

### **Transition Support Funding 2019-2020**

Transition Support Funding has been agreed for 78 children starting school in September 2019 which is a significant increase to previous years. This increase is partly due to the number of children being identified with Social Emotional and Mental Health (SEMH) needs and vulnerable children with significant social care involvement (child protection, looked after children, children in need etc). The review mechanism and progress data throughout the year will remain the same and a report will follow in November 2020.

**February 2020**

**Nicholas Fortt, Early Years SEND Inclusion and Partnership Manager**

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