

Frequently Asked Questions

Supporting transition for a child with Special Educational Needs and or Disabilities (SEND)

1. Q - My child has been allocated Early Intervention Allowance (EIA) at their current setting, will this continue in their next setting or school?

A – The locality Area SENCO will work in partnership with you, your child's current setting and the new setting or school to decide whether continuing Early Intervention Allowance would be beneficial for your child in their new setting/school. The new setting/school is able to apply for 'Continuation of Early Intervention Allowance' if appropriate. More information about this is available on the local offer.

<https://www.doncaster.gov.uk/services/schools/local-offer-early-years-and-childcare>

2. Q - My child has been identified as possibly having a Special Educational Need and/or Disability. The setting have referred to the Early Years Inclusion Team for support. What will this involve?

A – A locality Area SENCO will contact the setting/school to arrange an initial visit. During the visit the Area SENCO, will role model activities, strategies, provide recommendation to the practitioners, and agree an action plan for future support. The school/setting will inform you prior to any visits taking place and the outcome from the visits.

3. Q - How will my child be supported to transition to their next setting or school?

A – Careful preparation and planning will be implemented to support children with Special Educational Needs and/or Disabilities to ensure a smooth and robust transition to their new setting/school.

The locality Area SENCO in partnership with you, your child's current setting, their new setting/school and any service partners such as Educational Psychology will arrange a transition meeting. This meeting will enable information sharing including current support and next steps thus ensuring that the new setting/school has everything in place to welcome your child, meet their needs and effectively promote their learning and development.

It helps children if parents:

- *Talk with them about what is going to happen*
- *And/or use visual supports to sequence events, such as pictures of the school, playground, environment, staff and school uniform.*
- *Encourage them to ask questions or share a social story*
- *Encourage them to talk about any concerns they may have*
- *Listen carefully to their concerns and consider sharing them with other relevant people*

- *Help them to become familiar with the new school or setting, revisiting transition booklet.*

4. Q – My child has involvement of a Speech and Language Therapist (SLT), what will happen when they transition into their future setting/school?

A –Speech and language services will continue to support your child in their future placement. It will be agreed with the Speech and Language Therapist whether their support will be a clinic appointment or within the child's future placement, or in some circumstances both.

5. Q – Will my child need support from an Educational Psychologist (EP)? Who are they and what do they do?

A – Educational Psychologists work with children, parents, schools, pre-school providers, other education settings and health and care agencies. They apply the principles of the SEND Code of Practice to help improve outcomes for children and young people and to enable them to achieve the best they can in life. They promote the inclusion of all children and young people in the life of their school and in the local community.

<https://www.doncaster.gov.uk/services/schools/educational-psychology-service>

6. Q – My child is awaiting an Autism Assessment and at present attends an Early Years provision without any additional support. The future placement has said that my child will need support. How will this be provided and who provides it?

A - Your child's future placement has a number of options with regard to funding. For example, requesting EIA if appropriate/High Needs funding, more information about this is available on the Local Offer.

<https://www.doncaster.gov.uk/services/schools/local-offer-early-years-and-childcare>

7. Q – My child is not toilet trained; will my child be able to start school?

A –Yes, your child can attend school, the Equality Act 2010 states that schools must not discriminate against or disadvantage disabled children or those with special educational needs. A delay in achieving continence - or not being toilet trained - is considered a disability.