

### Code of Conduct for the Transition Events

	Pre-School Settings	Schools
<b>Before the events</b>	<ul style="list-style-type: none"> <li>• Prioritise attendance at events and ensure staff cover</li> <li>• Book onto events to enable discussions with as many schools as possible</li> <li>• Ensure the practitioners attending the events have sufficient knowledge of the children to share with the schools</li> <li>• Read the Transition Event guidance to ensure you are aware of the current processes and paperwork</li> <li>• Complete the agreed paperwork fully for each child in your setting to give an accurate overview of the child. Bring copies to share at the events with schools and, if possible, EYCA</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritise attendance at events and ensure staff cover</li> <li>• Book onto events early, allowing settings to know who is booked and which events they need to attend. This should ensure all parties attend making the events as effective as possible which will save time for all involved</li> <li>• Read the Transition Event guidance to ensure you are aware of the current processes and paperwork</li> <li>• Ensure that there are sufficient staff attending to meet with all the settings, ideally one staff member per class or form of entry, but the school SENDCo may also wish to attend</li> </ul>
<b>During the events</b>	<ul style="list-style-type: none"> <li>• Follow the timetable and keep to time on your allotted appointments – the transition events are to provide schools with an overview of all the children coming to them. Children with additional support needs will be identified at these events but discussed and planned for in more detail at another time</li> <li>• Share information about children concisely, in a positive and honest manner, modelling a solution focussed and inclusive attitude</li> <li>• Ensure that children who you anticipate will need additional support to make a positive transition to school are clearly identified</li> <li>• Share contact details so you can link further with the schools over the coming weeks</li> <li>• Pass on a copy of your transition records to the relevant schools</li> <li>• Share relevant information with the EYCA attending your event – either by sharing a copy of the paperwork, sharing a list of relevant details or showing paperwork for EYCA to record the required information</li> <li>• Share information accurately with an attitude of professional respect, valuing the expertise of others</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the timetable and keep to time on your allotted appointments – the transition events are to provide schools with an overview of all the children coming to them. Children with additional support needs will be identified at these events but discussed and planned for in more detail at another time</li> <li>• Listen with care and a positive attitude to the information shared by the setting, modelling a solution focussed and inclusive attitude</li> <li>• Where you are concerned that a child may find the transition to school challenging, ensure you arrange further conversations with the setting and the parents/carers to put plans in place to support the child to start well in your school</li> <li>• Listen to the information shared about the needs of the child and use this to continue the work carried out in early years settings, enhance planning the support required for each child when they arrive at school.</li> <li>• Meet statutory responsibilities under the SEND Code of Practice and the Equalities Act.</li> <li>• Share information with the setting that they can use to support the transition process – for example, information about events organised and photos of staff and the environment that the setting can use to support children to prepare for starting school</li> <li>• Share contact details so you can link further with the settings over the coming weeks</li> </ul>

<b>After the events</b>	<ul style="list-style-type: none"> <li>• Engage with the additional activity arranged by schools to support transition – including supported/enhanced transitions</li> <li>• Support children and families in your setting to prepare for the transition process – including sharing pictures/books provided by the school with the children.</li> <li>• Where children have been identified as needing a supported transition, liaise with the school and attend any transition meetings that are arranged to ensure all relevant strategies and information is shared.</li> <li>• Update children’s records ready to transfer information to their new school and agree with the school how and when the records will be collected/delivered.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and carry out additional universal activity to support the children – including visits to settings, children visiting school and parent meetings.</li> <li>• Where a child is identified as needing a supported or enhanced transition, arrange meetings with parent/carers, practitioners from the child’s current setting and other relevant professionals to plan a successful transition for the child to ensure you are fulfilling your legal responsibility to meet the needs of all children allocated a place in your school</li> <li>• Arrange for collection/delivery of child level records and review these to inform planning for children starting in September.</li> </ul>
<b>Autumn Term after transition</b>	<ul style="list-style-type: none"> <li>• Check in with the schools that children have moved into to see how they are doing and what supported them to make a good transition.</li> <li>• Consider visits to the school to see the children in their new environment and build ongoing links with the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Contact feeder settings and feedback on how the children are doing and what the setting did that supported the children in transitioning to school well.</li> <li>• Consider inviting practitioners from feeder settings to visit the school to see the children settled in new environment and build ongoing links with the setting.</li> </ul>

### Raising a Concern

We hope that all practitioners attending the Transition Events abide by the Code of Conduct and carry out transition activity in a positive and inclusive manner. Should there be any concerns, please speak to the person directly and engage in an honest and open dialogue to try to resolve the misunderstanding or problem.

If it is not possible for you to resolve the issue yourselves, please email the Standards and Effectiveness Early Years Team Managers at [dl.se\\_early\\_years\\_team\\_managers@westsussex.gov.uk](mailto:dl.se_early_years_team_managers@westsussex.gov.uk) outlining the specific details of your concern, what steps you have already taken to address this. From the information you have provided, we will identify the appropriate person to follow up and work with the relevant parties to find a resolution.