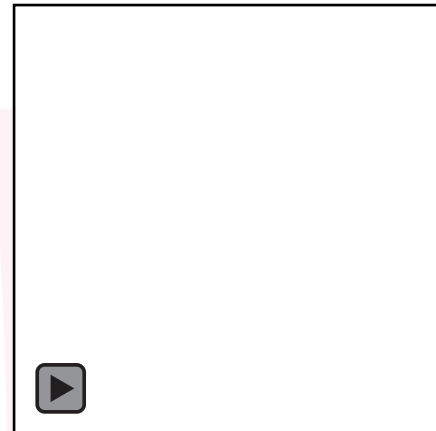


# Early Years Reception Transition Plans and Funding

Academic year 2026-2027



# Aim of this presentation

## Aims:

- To support smooth and successful transitions into Reception
- To clarify processes and eligibility criteria
- To promote effective planning
- To show key documents
- To share key dates and timelines



# What are Reception Transition Plans?

- Plans are for children moving from nursery to reception.
- Aims to support inclusion and successful transition into mainstream settings for children with high SEN support needs.
- For children without an EHCP.
- Transition plans **must be co-produced** by the child's current SENCO, receiving school SENCo and a parent/carer.
- Plans are created for individual children.
- Funding may be grouped, based on the need of children entering the school.

*A key principle is using the nursery's existing knowledge of the child to inform planning — so schools are not starting from scratch in September.*



# What should a plan include?

- Plans clearly evidence implementation of Sutton EY OAP
- Plans demonstrate current asses, plan, do, review support in place
- Plans highlight the strengths and any identified areas of need and impact on the child's learning.
- Plans also list the targeted and specialist provision planned for the child's transition.
- Plans include funding requests based on the provision planned and identified support needs.



# When to consider applying for a transition plan

## **When to consider applying for a transition plan?**

- To provide additional support without the requirement of an Education, Health and Care Plan.
- For early years children when there is a concern that the change in environment and the change to ratios may be challenging.
- For early years children with emerging needs where it has not yet been possible to put in place support over time, and where it is therefore not clear how persistent needs may be.
- Transition plans can be applied for prior to a child starting in Reception
- For children not attending an Early Years setting, schools can apply during the autumn term.



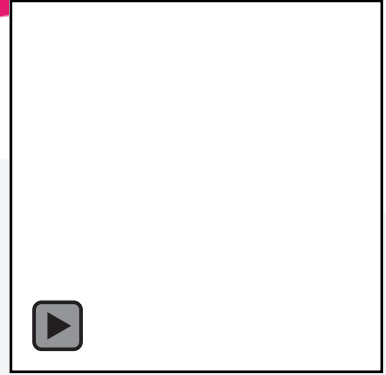
# Examples of when a plan would be appropriate

## Examples when a transition plan would be appropriate

- For a child with social communication difficulties who requires specific, targeted interventions several times a day but is able to engage in adult-led tasks alongside a small group of peers.
- For a child who continues to need support at intervals throughout the day to develop appropriate self-care and daily living skills. |
- For a child who has received high level targeted and (in some cases) specialist level funding from the Early Years Operational Group.
- For an autistic pupil who struggles with transitions and where there is the need for additional resource to be put in place during a settling in period to support the new placement.
- Where there is a concern related to emotionally based school avoidance, and additional pastoral support and adjusted expectations would be needed to enable a positive transition experience.
- Where, in spite, of the use of universal resources from Therapies a child appears to have additional speech and language or occupational therapy needs, and it is felt that an assessment in their new setting would be more appropriate.
- To undertake an intervention at the targeted/specialist level which has been recommended by a professional and could not be provided through notional funding.



# Reception Transition Process



## Process

1. Transition Plan is suggested to the parent/carer, and with their consent a transition planning meeting is arranged.
2. The transition plan is completed by current setting SENCO in conjunction with the school SENCO with contributions from parent/carers. This is submitted alongside any additional evidence about the level of the child's needs which is available e.g., professionals' reports, as well as evidence of at least two cycles of plan, do and review (unless in exceptional circumstances the child has not previously been in a setting), and a costed provision map. Where additional funding has previously been sought for the child, through the EY Operational Group, this would also need to be reported.
3. Transition Plan submitted to EY Operational Group [earlyyearsopgroup@cognus.org.uk](mailto:earlyyearsopgroup@cognus.org.uk).
4. The setting who has requested the Transition Plan are informed about the success of the application and the funding decision. This information is also sent onto the school who are receiving the pupil in September.
5. At the end of the funding period the school will be asked to provide a brief evaluation of the impact that the additional funding has had.

# Eligibility criteria

Pupil is in final nursery year or the first term of Reception.

Pupil attends a mainstream Sutton setting or will be moving to a mainstream Sutton school.

Pupil is a Sutton resident.

If an Early Years child has been in a setting, they have been receiving additional funding from the EY Op Group<sup>1</sup>.

Ordinarily available provision and support has been implemented consistently and over time and is evidenced.

Additional funding and support has been in place over time evidenced by at least two cycles of assess, plan, do, review and a costed provision map.

Where appropriate external professional advice has been sought to support the assess, plan, do, review cycles.

A pupil is not going through the EHCNA process, and this is not imminent. A child with a transition plan may have this agreed for up to four terms (if there is a substantive change of need and an EHCNA is required transition funding would need to be withdrawn).

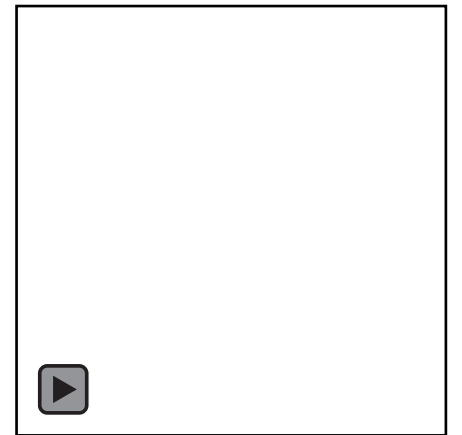
Parent/carer consent has been gained.



# Evidence required

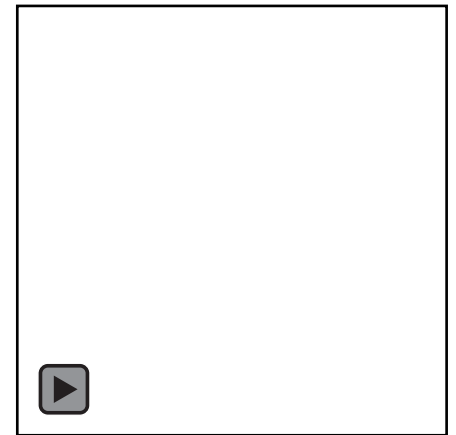
- Completed transition plan document,
- Clear evidence of current ordinarily available provision that the child benefits from
- Hand signed by parents/carers
- At least 2 cycles of *Assess, Plan, Do, Review*
- Professional reports (where appropriate)
- Costed provision map

Applications will not be accepted without the above



# Reception Transition Meeting

- It is essential that a transition meeting is arranged with parental consent.
- Who should attend:
  - Parent/Carer
  - Nursery/Preschool SENCo
  - Receiving school SENCo
  - Other key practitioners, if appropriate.
- The plan must be completed during/after a transition meeting.



**Without evidence of this meeting, the funding panel will not accept the request.**

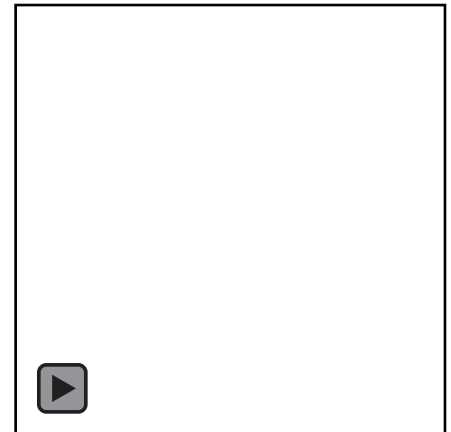
# Reception Transition Funding Bands

## Funding bandings – per term

	<b>Funding</b>	<b>Descriptor of provision</b>
<b>Band 1</b>	£500	Targeted group intervention over and above what would otherwise be provided.
<b>Band 2</b>	£750	Targeted individual intervention over and above what would otherwise be provided.
<b>Band 3</b>	£1,000	Support to increase ratios in key subjects or at certain points of the day.
<b>Band 4</b>	£1,500	Support to increase ratios for multiple times of the day focused on engaging with learning and developing independence.

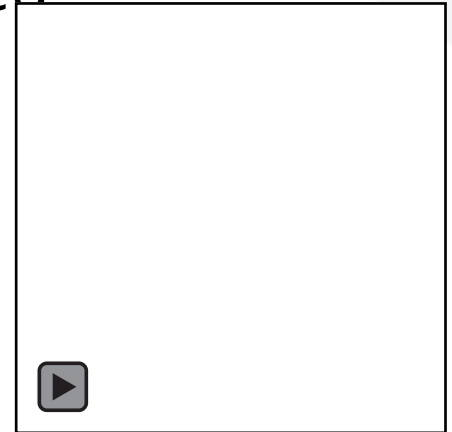
Based on the interventions requested as part of the Transition Plan a funding band will be determined. Funding is per term and will be agreed for up to four terms. Funding will be pro-rata if a child is on a reduced timetable and for settings where there are multiple children receiving funding this may be grouped to avoid funding a particular intervention twice.

Please note that in some cases, funding may be grouped where multiple children have similar needs and require similar support, to ensure effectively use of provision.



# Timeline

- Summer term: Transition meetings arranged and plans created
- Submission deadline: Wednesday 10th June 2026
  - emailed to: [earlyyearsopgroup@cognus.org.uk](mailto:earlyyearsopgroup@cognus.org.uk)
- Panel date: Tuesday 16<sup>th</sup> June 2026



The submitting setting will be contacted with an outcome following the panel.

Autumn submission deadline: Wednesday 23<sup>rd</sup> September 2026  
emailed to: [earlyyearsopgroup@cognus.org.uk](mailto:earlyyearsopgroup@cognus.org.uk)

# Key documents

- All documents will be available on the Early Years Link Tree and Cognus website



- Further information regarding Reception Transition Plans can be found in the Eligibility Guidance.

