

Early Years transition plans – Eligibility guidance and process

Overview

This guidance documents the process for applying for and obtaining a ‘transition plan’ for a child making the transition from an Early Years setting into Reception. The purpose of transition plans are to provide a clearly documented overview of a pupils needs which are supported (as required) by additional top-up funding for between one to four terms.

Transition plans are completed according to a template document and are co-produced by the child’s current SENCO, SENCO of the setting they are moving onto, the parent/carer and make use of any available information which has been provided by other professionals the child is known to.

Funding for transition plans would be made available from the current High Needs Block. For children moving into Reception the decision-making process would be held by the Early Years Operational Group supported by Lead SENCOs.

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.

Applications for transition plans should be submitted following a transition planning meeting held between the two settings in which the transition plan submission is co-produced. Deadlines to submit transition plans for funding requests would be set in the Summer term so that decisions can be made after school offer day. It will therefore be necessary for settings to organise transition planning meetings early in the Summer term. There would however also be an Autumn meeting put aside for applications which are made in the new school year.

When to consider applying for a transition plan?

1. To provide additional support without the requirement of an Education, Health and Care Plan.
2. For early years children when there is a concern that the change in environment and the change to ratios may be challenging.
3. 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.

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.
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

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| 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 ¹ . |
| 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 <u>costed</u> 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. |

¹ For children who have not had a funded entitlement place this would not be expected but would need to be noted

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.

Funding bandings – per term

| | Funding | Descriptor of provision |
|---------------|----------------|---|
| Band 1 | £500 | Targeted group intervention over and above what would otherwise be provided. |
| Band 2 | £750 | Targeted individual intervention over and above what would otherwise be provided. |
| Band 3 | £1,000 | Support to increase ratios in key subjects or at certain points of the day. |
| Band 4 | £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.

Application dates:

Submitted by Wednesday 10th June 2026.

Panel date: Tuesday 16th June 2026.

Autumn term submission: Wednesday 23rd September 2026