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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date/****month** | **Sending setting/ childminder** | **Receiving school** | **Parents/carers** | **Children** | **SENDCo****sending setting** | **SENDCo****receiving school** | **DSL****sending setting** | **DSL****receiving school** |
| **October**  | Ensure parents/carers have received information and guidance for completing school preference forms.Distribute any information made available by schools to parents/carers.Encourage parents/carers to complete their school preference forms on time, offering support or signposting to local services if needed (for example do all families have access to the internet in order to access the application forms?) | Provide information about the school to prospective parents/carers. Where possible work with childminders, nursery schools and settings to distribute this information to prospective parents/carers.Offer visits to the schools either by appointment or at set times e.g. an open day/open evening for prospective families. | Consider school choices.Complete school admissions application form. |  |  |  |  |  |
| **November** |  |  |  |  |  |  |  |  |
| **December**  |  |  |  |  |  |  |  |  |
| **January** | Remind parents/carers to complete online school applications prior to the deadline. |  | Ensure school admissions forms have been completed online, including details of child’s current or previous childcare setting(s). |  |  |  |  |  |
| **January-March** |  |  | Preference forms received after the closing date will be considered as late applications unless there is a valid reason for the application being late. |  |  |  |  |  |
| **March-April** |  |  | Late applications with a valid reason will be placed on a waiting list if the school is oversubscribed.Late applications without a valid reason will be considered after those applications considered on time.If the school has places available the child will be offered a place at that school. |  |  |  |  |  |
| **April** |  |  | Parents informed via email of school places allocated. |  |  |  |  |  |
| **May**  | Begin to make links with schools that have been allocated to children attending setting.Invite staff from children’s receiving school to visit the setting.Key workers to attend city wide transition event. | Begin to make links with sending settings including childminders.Offer visits to classrooms for children.EY lead/reception teacher attend city wide transition event. | If applicable, parents/carers to submit the notice of appeal form.Appeal hearings to be held in June and July. |  | Implement strategies for enhanced transition for children with SEND. | Implement strategies for enhanced transition for children with SEND. |  |  |
| **June** | Complete and send Transfer Forms to receiving schools. | Ensure transfer documents have been received for all new to reception children. |  |  |  |  |  |  |
| **July** | Ensure all other information held about children has been sent to the receiving school.  | Welcome meeting for new to reception parents/carers.Opportunity to meet headteacher and reception staff.Offer guidance to parents/carers about ways in which they can prepare their children for reception over the summer.Ensure all information has been received for new to reception children including transfer forms. |  | Common transfer day for year 6 pupils. This is often used as induction/visit day for new to reception children. |  |  |  |  |
| **August** |  |  | Parents/carers continue to prepare children for transition to schools, e.g. taking walks to the school, encouraging children to dress independently etc.Parents carers to prepare uniforms, PE kits etc. according to their child’s school policies. |  |  |  |  |  |
| **September** |  | Settling in sessions to introduce children to new routines, environments and staff.Some flexibility should be available for children who may find settling into new routines and environments particularly challenging. | Parents/carers to attend any available workshops re ways to support their children at home where possible. | Settling in sessions and possible staggered entry to reception. |  | Update SEND registers to include new to reception children with SEND. | Ensure all documentation relevant to safeguarding and child protection has been sent securely to receiving schools. | Ensure all documentation relevant to safeguarding and child protection has been received. |
| **October**  |  | Information events for parents/carers e.g. phonics and reading workshops.Opportunities for communication between parents/carers and staff so that they may contribute to baseline judgements. | Parents/carers contribute to baseline assessments. |  |  |  |  |  |