

Transitions in the early years: Educational and child psychologists working to reduce the impact of school culture shock

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The impact of young children's biological, familial and social-cultural contexts on adjustments to school life is now well established. This includes the relationship between positive transition experiences from home or an early years setting to school and later outcomes for children and young people. This paper posits that transition is best conceptualised as an interactive cultural, ecological and dynamic process; experienced differently by different children, families and educational providers based on a unique interaction of cultural characteristics, expectations and goals. The fundamental requirement for educational and child psychologists, and those with whom they work, to understand transition within an ecological and dynamic framework is highlighted. Evidence-informed strategies which may be employed to minimise the potentially adverse impact of such a change for young children are discussed, with an emphasis on Ready Schools. Local case studies are described to illustrate these arguments. Finally, the paper explores key issues faced by psychologists applying the transitions research evidence to good practice in the current political and educational contexts.

Introduction and Context

'...The first day of school, the transfer to 'big school', are landmarks in the process of growing up...' (Department of Education and Science, 1967, p.427)

WHILE psychologists now commonly hold that transition is a process and not a single event, the sentiment of this statement is as true today as it was over 40 years ago. Transitions for children and young people have long been of considerable interest, especially since such experiences can have powerful and long-lasting effects on academic outcomes (e.g. Alexander, Entwisle & Horsey, 1997; Gutman, Sameroff & Cole, 2003).

Transitions in the first years of life, from home to an early years settings, or from an early years setting to school, are also of increasing interest to policy-makers in the UK, as indicated by the recent plethora of Government-commissioned reports highlighting the significance of a child's early years and the benefits of early intervention or help when difficulties are first identified (Allen, 2011; Munro, 2011). At the time of

writing, the discussion document from the Department for Education on the core purpose of Children's Centres, adopts a position on the issue of transition 'readiness' (DfE, 2011), where the expectation would appear to be on children to be ready for school, and not as much on schools being ready for the rich variety of experiences, skills and knowledge each unique child brings with him or her. Further evidence of this expectation include:

- the new focus from the DfE on the three prime areas of learning in the Early Years Foundation Stage (EYFS) [as opposed to the previous six] so children are ready and able to learn at school;
- the development of a new website (www.foundationyears.org.uk) to support parents, carers and practitioners in ensuring children are as ready for school as possible;
- the introduction of a new 'progress check' at age 2 years, an assessment by setting-based practitioners, to ensure any issues relating to an individual child's learning and development are identified early.

Given their expertise in psychological understanding of the nuances of child development **in context**, there has never been a better time for applied psychologists to become involved in the transition debate.

Perspectives on Transition

While there are a range of different psychological theories that can be applied to understand transition, Bronfenbrenner's ecological approach remains remarkably consistent with recent psychological theory and research. He defined transition as occurring '...whenever a person's position in the ecological environment is altered as a result of change in role, setting or both...' (Bronfenbrenner, 1979, p.26). This definition emphasised the physical space (settings) as well as the identity shifts (roles) that occur during transition. From this perspective, transition to a school nursery or Reception class can be seen not only as a physical re-location from home or an early years setting to a school building but also as the beginning of the role change from 'child' to 'pupil'. Bronfenbrenner's inclusion of both *person* and *environment* precludes emphasising one over the other: each factor interacts with the other.

The importance of understanding and accounting for the role of *culture* in transition has been documented by Brooker (2002) who carried out detailed investigations of the experiences of children, parents and teachers relating to various class, linguistic, religious and other macro-systemic factors. She demonstrated the impact of even small variations in parenting practice and home environments (especially their interaction with school values and beliefs) and outlined how such differences can set up experiences of failure from a child's first day in school. The children in the study not only had to adjust to school life in the general sense, they were also assessed by the teacher against the teacher's own 'ideal pupil model', which was largely drawn from the lifestyle and culture of the teacher concerned.

Brooker (2002) explored children's successful initiation into classroom rituals

and classroom discourse, depending on the match between the home culture and the school – for example, some of the children were instructed by their parents to 'do everything the teacher tells you', which did not always fit with the teacher's expectation that the pupil role was one of independent and autonomous learner. This work is a useful reminder of the impact that '...the types of settings that are made available to children, the experiences [they] have in those settings, the types of interactions that are encouraged and discouraged and beliefs about what count as competent behaviour habits...' (Doucet & Tudge, 2007, p.309) can have during transition. Culture shock – the difficulties in becoming competent in a culture that is markedly different from one's own – can be a challenge for many children in today's classrooms.

The changes in physical and emotional environment experienced by young children at times of transition can be positive and exhilarating; young children themselves have identified positive aspects within their experiences (e.g. Peters, 2003). Well-managed transitions within the Early Years Foundation Stage (EYFS), especially between nursery and Reception, do not necessarily mean a change to a child's physical and emotional context (e.g. schools that operate effective free-flow environments and where the child's key person remains the same throughout). However, it is undoubtedly the case that the experience can also engender a degree of stress, uncertainty and emotional discomfort, as children must relinquish some of the security of the familiar and readjust to the uncertainty of the new. This is particularly applicable to children who enter either nursery or reception from home, a nursery, a childminder or other type of early years provision. Such difficulties in adjustment can be observed in children with and without special educational needs: this is an important issue for all educational and child psychologists wishing to work proactively with early years and primary school providers.

Child readiness versus school readiness

It should be noted that concepts of 'transition' and 'readiness' are often used almost interchangeably in the literature. For example, while Rimm-Kaufmann and Pianta (2000) describe different models of transition, much of the research used to support or contradict a particular position is drawn from the *readiness* research and this is the approach that will be adopted in this paper. Unsurprisingly, definitional confusion and lack of shared understanding plague terms such as 'readiness'. This is especially significant now, given the changing political landscape where the Department for Education is currently consulting on what they see as the core purpose of Children's Centres: to improve outcomes for children and their families, especially the most 'disadvantaged', through reducing inequalities in development and school readiness.

Readiness has been debated widely for some time, centring on whether children need to be ready to go to school or whether schools need to be ready for children (cf. Connell & Prinz, 2002; Lin, Lawrence & Gorrell, 2003; Snow, 2007). It is important to note the former can in practice mean the child him or herself is predominantly responsible for adapting to the school culture with its formal academic demands and complex social environments, less family support and connectivity, and less time with significant adults due to staff:child ratios (Pianta & Kraft-Sayre, 2003). Alternatively, schools being ready for children, places a higher degree of emphasis on the community of adults adapting and accommodating to the children entering the school (e.g. Carlton & Winsler, 1999).

As such, there are essential differences between child readiness and school readiness. In the literature, children's readiness for school can be presented as solely *academic* (skills that children possess that are predictive of later academic achievement, such as verbal and visual processing skills) or with a predominantly *social* aspect (i.e. skills that children possess that support their social and

emotional development), or a combination of *academic* and *social* components (e.g. Augustyniak, Cook-Cottone & Calabrese, 2004; Kurdek & Sinclair, 2001). School readiness, on the other hand, is concerned with the '...manner in which schools are 'ready' environments for children and families as they make...transition[s]...' (Pianta et al., 1999, p.72). Emerging research on school readiness is persuasive, as it highlights dimensions which go towards accounting for the variance not explained by within-child factors. For example, Patrianakos-Hobbler, Msall et al. (2011) found that the highest risk factor affecting school readiness in children born prematurely was socio-economic status. Pelletier and Coter (2005) reported child outcomes to be related to the quality of interactions between parents, teacher and child during transition, not the child's maturational status alone. At the same time, studies investigating good practice in pre-school transitions advocate teacher contact with children and families prior to starting school, for example, the child visiting school and meeting the teacher, or the teacher visiting home or nursery to meet the child (Pianta, Kraft-Sayre et al. 2001; Athanasiou, 2006).

In terms of the practice context for educational and child psychologists in the UK, constraints may be placed by the current DfE approach. The DfE formulates readiness from the perspective of children as learners able to take advantage of opportunities presented by school. This resonates with the American debate, where '...numerous scholars have questioned the validity of the readiness concept because it has very definite political overtones and thus provokes questions about whose interests are met by such a concept...' (Doucet & Tudge, 2007, p.313). The DfE stance (if applied in specific ways) would appear to ignore the evidence that to be successful, support for young children in transition must also target environmental factors and is not solely dependent on a tick-list of child behaviours.

Psychologists and transition readiness

It must be acknowledged that psychologists in the UK have had surprisingly little to say about transition in the early years or child versus school readiness. This dearth of research is indicated by a review of the key British educational psychology journals (*British Journal of Educational Psychology*, *Educational Psychology in Practice*, and *Educational & Child Psychology*) over the last decade. The few research articles that do exist have examined the transition process from primary to secondary school, focusing on:

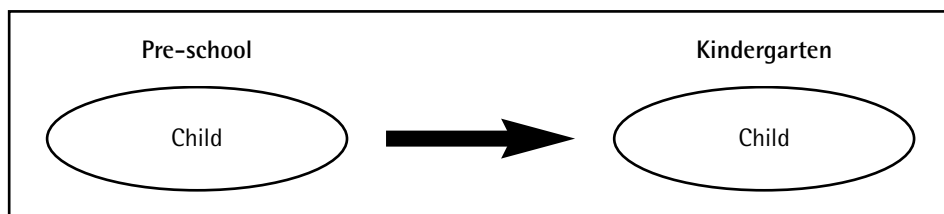
- evaluating interventions which support the transition process (Ashton, 2009; Rice, Fredrickson & Seymour, 2011), including processes for Children Looked After (Brewin & Statham, 2011);
- supporting child resiliency factors such as emotional intelligence (Qualter, Hutchinson & Pope, 2007) and pupil autonomy and relatedness (Gillison, Standage & Skevinton, 2008).

For psychologists interested in developing their practice in early years transition, Rimm-Kaufmann and Pianta (2000) have developed a series of research-based models to inform future practice. These are also helpful in separating child and school readiness. As suggested by the concept of child readiness, their Child Effects Model emphasises the importance of the individual child's characteristics and maturational status in predicting school success (see Figure 1). It can be summed up as a theory that '...views the child as an organism whose readiness [for school] inextricably is linked with biological unfolding...' (Gredler, 2000, p.73).

Within this theoretical framework, specific features of the child such as gender, ethnicity and temperament predict the degree of academic and social success in school and certainly, there is research which indicates that such child factors do impact upon later school success. Studies have, for example, demonstrated the impact of child characteristics on social adjustment. Rimm-Kaufmann and Kagan (2005) found that temperament measures at four months were predictive of children's kindergarten behaviour. Others have demonstrated the impact of 'within-child' factors such as cognition and language on later academic attainment (e.g. NICHD – ECCRN, 2003; Forget-Dubois et al., 2009).

Why then has an exclusive application of the child effects model to the transition process been unable to account fully for the differing trajectories experienced by young children? Any theoretical model of transition must be able to account appropriately for these differing trajectories, and the Child Effects model does not. When LaParo and Pianta (2000) conducted a major meta-analysis of 70 studies which used academic-cognitive and social-behavioural assessments in pre-school to predict later school attainment, effect sizes were moderate for the former and small for the latter, prompting the comment that '...child characteristics account for *less than one-quarter of the variance* in understanding school outcomes...' (Rimm-Kaufmann & Pianta, 2000, p.495, emphasis added). Children being ready for school as a fundamental guiding principle in supporting transitions is not, therefore, a position entirely supported by evidence.

Figure 1: Child Effects Model (Rimm-Kaufmann & Pianta, 2000).

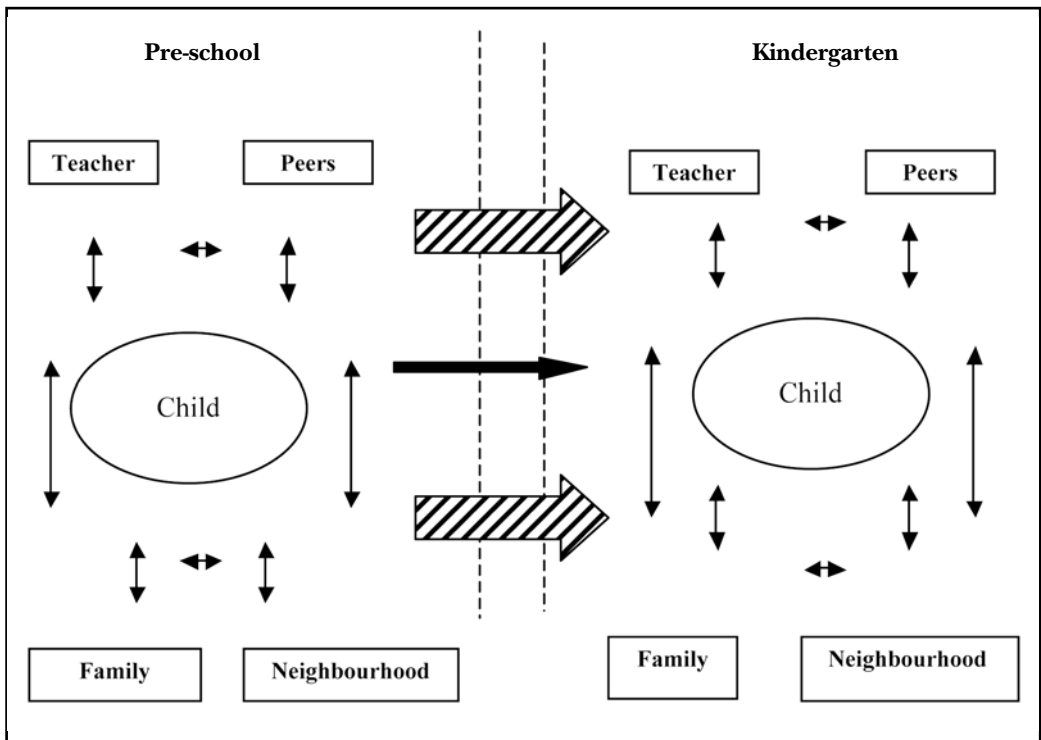


In contrast, the Ecological and Dynamic Model (see Figure 2) more accurately reflects the complexity of transition over time. Here, Rimm-Kaufmann and Pianta (2000) highlighted the *direct effects* that parents, staff, other children and the wider community can have on the child's experience of transition (as well as the child's capacity to affect each of these elements also). They also noted the *indirect effects* of transition, for example, the relationship between the parent and the setting, which can have a critical bearing on the quality of transition. Similarly, in her review article, High (2008) concluded that 'school readiness' includes '...the readiness of the individual child, the school's readiness for children and the ability of the family and community to support optimal early child development...' (p.1008). As such, the tran-

sition to a new setting takes place in an environment defined by the multiple changing interactions and relationships among child, school, family and community factors.

The concept of 'development over time' is very important to the model. We know that some parents fail to engage in their child's education in ways valued by the school because of their own experiences of school (e.g. Driessen, Smit & Slegers, 2005). A parent's childhood experiences can impact significantly on their involvement in their child's school life, and this can be mistakenly viewed as parental apathy on the part of the various agencies involved (Roffey, 2004). This model gives a useful illustration of how the experiences of parents, which obviously take place over a period of time, carry over (indirectly and again over time) into the experiences of their children.

Figure 2: Ecological and Dynamic Model (Rimm-Kaufmann & Pianta, 2000).



Practice issues for educational and child psychologists

The advantages of adopting the Ecological and Dynamic Model allow for multiple factors affecting the quality of the transition experience to be considered concurrently and monitored over time, including the child's own maturational and individual characteristics. It can represent the range of different mini-contexts within a school day and the way in which children behave in different situations. An additional benefit of this model is that it also signals several avenues for intervention that may be potentially useful, including the all-important interactions between parents and their children and between the school and the child and family.

The Ecological and Dynamic Model can not only inform and enhance theoretical understanding but also provide guidance on an integrated model of intervention, which Pianta and his colleagues have employed in the development of their *Ready Schools* framework (Pianta et al., 1999; Pianta & Walsh, 1996). This framework has three core elements:

- linking families, settings and communities within schools;
- reaching back in time, making connections before the first day of school;
- reaching with an appropriate level of intensity.

This framework easily lends itself to creating a matrix of interventions that can be put in place to support more appropriate matching of the cultural contexts experienced by young children. (Appendix A illustrates this framework in practice, and contains interventions described in the literature that could be introduced, adapted or supported by educational and child psychologists.) A further advantage of the *Ready Schools* framework is that the characteristic 'appropriate level of intensity' allows external agents such as psychologists or advisory teachers to work at a number of different levels in transition: this could be supporting

an early years setting in developing a transitions curriculum for all children, delivering a parent workshop on preparing for school or facilitating individualised transition planning and review meetings for children with additional needs. Viewed in this way, psychological research can fit more closely with current national Government and local Children's Services views of universal and targeted support and can also highlight the relevance of psychological theory, research and theory at multiple tiers of intervention.

From theory and research to action

Southwark Children's Services have recently published their *Children and Young People's Plan*, containing the key priorities for action over the next three years. One of these priorities is ensuring that all children are ready for school and schools are ready for children. Two examples of practice, which are informed either implicitly or explicitly by the *Ready Schools* model, are explained in further detail below: these are the *Southwark Transition and Assessment Record* and the Integrated Child Support Service 0–5 component *Transitions Protocol* (Southwark ICSS, 2011).

The Southwark Transition and Assessment Record

The *Southwark Transition and Assessment Record* (STAR) was developed by the Early Quality and Learning team. It complemented existing local information sharing and assessment tools, and provided early years settings and schools with the necessary resources and guidance required to meet the EYFS assessment requirements. It also included materials to support the transfer, transition and sharing of achievements between settings and schools. It has been recently recognised by the Centre for Excellence and Outcomes (C4EO, 2010) as an example of effective local practice related to early intervention and data-based decision-making. Highlighting 'knowledge is power' as one of the five strands of effective early intervention practice, C4EO argued that

without evidence of what works for which families, early intervention is compromised. The authors note that interventions the centre judges as effective ‘...tend to use evidence as an integral part of the process and seem to perceive it as an aid to innovation...the interventions are informed by a comprehensive evidence base...in parallel, there is a clear analysis of local needs..’ (C4EO, 2010, pp.64–65).

In evaluating the STAR process, C4EO noted that schools using the record had common assessment materials to support the statutory requirements of the EYFS Profile, providing a consistent approach to different types of assessment and to planning and practice (C4EO, 2010). Because many early years settings have also adopted the STAR, parents and carers are not only familiar with the approaches used but also become more expert in their understanding of the education culture.

Effective use of the STAR, therefore, provides a practical mechanism to challenge the tendency some practitioners have to treat parents as novices in the education system and culture, challenging the ‘...top-down model [where] teachers take on the role of experts who own the knowledge about schooling...’ (Doucet & Tudge, 2007, p.315). It can also ensure a seamless flow of information (both quantitative and qualitative) between one setting and the next. Where children move between settings using the STAR, their strengths and interests, as well as their needs and any concerns there may be, are not re-discovered by the receiving setting or school but recognised and addressed throughout the transition process and beyond.

Integrated Child Support Service 0–5 Transitions Protocol

Because of the long-standing educational psychology component of the Integrated Child Support Service 0–5 (previously the Early Intervention Team), Bronfenbrenner’s work and Pianta’s subsequent extensions of his model for practice (e.g. Pianta & Kraft-

Sayre, 2003) have been a core part of the transitions practice of the early years component of the service. A policy and procedure, explicitly rooted in the ecological and dynamic approach, is in place to support direct contact practitioners in beginning the transitions process at least three terms before the child is due to transfer to school (see Figure 3 for a summary of these stages).

The process supports child readiness for school through promoting evidence-informed interventions that are most likely to target the following skills, prioritised throughout the intervention period:

- a functional communication system for the child that is used in context and understood by significant others;
- an understanding of, and response to, daily routines;
- self-care in toileting, dressing, washing and feeding (to the fullest extent possible for the child);
- engagement in adult- and child-led activities;
- ability to self-calm and to respond to adult soothing when upset;
- social interaction skills with other children and adults;
- persistence with an activity;
- play skills.

These are largely consistent with the skills identified by teachers as important for children to possess when they enter school (e.g. Dockett & Perry, 2003; Snow, 2007). It is intended that all of these skills in combination should support progress to achieving a good level of outcome in the EYFS Profile at the end of Reception, within the parameters of that child’s ability. Through their use of the STAR, the current setting can provide summative assessment data to the receiving setting.

The approach also focuses on a setting’s (in most cases this refers to a primary school nursery or Reception class) readiness, supporting schools to reach back, and with an appropriate level of intensity. School staff are invited to join the child’s Team Around the Child prior to transfer, to consider:

Figure 3: Summary of ICSS Transitions Protocol.

Stage 1 Parent encouraged and supported by Team Around the Child (TAC) to complete common application form for primary school admissions (three terms before entry). Parents encouraged to reflect on what a 'good school' is for them/their child and to visit their local providers (accompanied where appropriate).

Stage 2 Transition identified as a priority action at TAC meeting two terms before entry; parent given initial preparatory information.

Stage 3 TAC convened early in term before transfer; key players from receiving setting and their support services invited (where relevant) – transition planning takes place.

Stage 4 Actions agreed at TAC meeting are completed with key emphases on preparing the child for the new setting; as well as preparing the setting for the child; monitoring takes place by TAC co-ordinator/lead professional.

Stage 5 Transfer – TAC (including both ICSS 0–5 and services supporting the school where applicable) available for support to new setting in first week, if negotiated as part of transition plan.

Stage 6 TAC convened late in first term after transfer; transition review takes place and ICSS 0–5 formally withdraw from TAC.

- promoting the concepts of child and setting readiness;
- identifying core new setting staff, especially the likely key person for the child at school;
- highlighting potential differences between what the current setting provides for the child and what the provision will be when the child attends the new setting;
- goals and expectations that the parent and new setting have for the child, including the parent's aspirations for the child and their priority areas for development, which is also an opportunity for the new setting to clarify their expectations about behaviour and other things.

On occasion, the practitioners involved require support in terms of having a 'ready child' and a 'ready setting'. The Integrated Child Support Service provides advice on ways in which the transition process can be personalised to meet individual need (many of the interventions suggested are those outlined in Appendix A).

Within this, the service promotes the need for individualised as well as group transition processes, that is, those activities that the setting might do for all children and additional and different activities required for potentially vulnerable children. If a child can maintain contact with a group of children from his or her previous setting, he or she has access to a group who can share information, difficulties and stresses. The

group experiences the same transition event and gives individual children a sense of continuity from the old environment into the new. The approach includes a process of review and outcomes measurement (employing use of Goal Attainment Scaling and Target, Monitoring and Review where appropriate) and child level data indicates it is impacting on indicators such as the extent of full-time attendance, parent and school satisfaction. These data are linked to individual cases and for clinical use only although there are long term plans to join with other local authorities using the outcomes measurement approach and combine the data sets. In this respect, the senior author is willing to correspond with colleagues interested in following up this particular aspect of the work.

Future research and practice development

Educational and child psychologists are in a position to engage in practitioner research on the transitions interventions described previously, especially as they possess a thorough knowledge of research design, aspire to the principle of evidence-informed practice and many are involved in transition work on a regular basis. Arising from this paper, an obvious piece of research that could be undertaken by psychologists is an analysis of the *Ready Schools* framework and the menu of interventions that relate to the framework.

A particular contribution of the education and child psychologist could be helping parents, teachers and children themselves to develop a deeper understanding of the emotional journey embarked on during transition, which may include:

- a loss of attachment to familiar people, friends, environment and objects within that environment;
- a decrease in a sense of belonging;
- role uncertainty;
- identity uncertainty;
- entry into an environment that is less predictable;
- a perceived loss of control;

- a feeling being deskilled and less valued;
- uncertainty about the future.

Of course, the process of preparing a child by ensuring a 'good ending' from the familiar 'old' to the exciting but emotionally challenging 'new' can be greatly aided by the list of practical activities listed in the *Ready Schools* framework appended. However, close attention to these emotional aspects will also ensure the success of settling in, making new relationships and beginning to flourish in the new environment and culture.

Rimm-Kaufmann and Pianta (2000) have drawn attention to three key areas where the analysis of transition has implications: *policy*, *practice* and *research*. In relation to policy development, psychologists could support more ecologically-valid transitions at the local authority level. For example, some local authorities have developed transition toolkits and these present an opportunity to highlight how any transition taking place should be characterised by quality relationships maintained over time and in multiple contexts. In relation to practice, the paucity of studies that account for the diverse aspects of a child's ecology is obvious. Studies (e.g. Early et al., 2001; Pianta et al., 1999; Sanders et al., 2005) may highlight important ecological practices, such as links between home and school but the evaluation of these activities remains variable.

In the case of the research component, a further area for investigation is that of the influence of peer relationships: '...how peer relationships change as aspects of the neighbourhood change or how a family's transience influence their child's peer relationships...' (Rimm-Kaufmann & Pianta, 2000, p.504). Methodological obstacles need to be overcome here, including appropriate measures for 'aspects of the neighbourhood' and the need for longitudinal and triangulated sources of evidence which have prevented many academic and applied psychologists from undertaking such research.

The child versus school readiness debate has important implications for psychologist

practitioners. While it can be argued that children need to start school 'ready to learn' and that early years practitioners should gear their input to ensure that this is the case, it is equally important that schools are ready to meet the needs of all children who attend (Doucet & Tudge, 2007). Emphasising readiness on the part of the school institution is robust from a psychological point of view, particularly when taking an interactionist and contextual stance. Gutkin, writing about eco-behavioural models of consultation, highlights the importance the psychologist must place on both proximal and distal events that influence a child's behaviour (Gutkin, 1993; Gutkin & Curtis, 2009). He highlights not just immediate antecedents and consequences but also more distal influencers such as '...curriculum, pedagogical approach, behaviour management, seating arrangements, scheduling...' (Gutkin, 2009, p.482). Indeed, he argues that '...the key to being able to help young people is...our skill at facilitating the effective functioning of the various ecologies in which they live, learn and develop...' (Gutkin, 2009, p.481). Focusing our energies on changing contexts not children, and supporting the key adults (parent, teachers, support staff, etc.) in doing the same may make more common as well as psychological sense.

Concluding comments

Transition is a complex and ill-defined phenomenon experienced by all young children when leaving the home culture for care and education provision. It includes changes to the physical and learning environment, expectations and identity. Although not yet sufficiently demonstrated to persuade policy makers and practitioners to abandon outmoded views of readiness, ecological perspectives of transition may hold important and practical benefits for parents, teachers, support services and most importantly for children themselves. This is particularly true in the early years, where patterns of achievement established at this point continue to hold significance well into a child's future. Because of their expertise in adopting interactionist perspectives and applying problem-solving frameworks, educational and child psychologists can provide insight and support to parents, schools and other agencies to ensure that transitions in the early years are successful, smooth and exciting experiences for children.

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Appendix A: Ready Schools Framework.

Ready Schools Framework Linking families, settings and communities within schools. Reaching back in time, making connections before the first day of school. Reaching with an appropriate level of intensity.	Practice
	A setting/school policy on transition principles and practices.
	A letter to the child/family.
	A call to the child/family.
	A visit to the child/family.
	An open house for the child/family.
	Generic flyers/newsletters about the setting/school distributed to family.
	Parental participation in school visits or provision of a workshop for parents about transition before transfer.
	Continuity in curricula and other aspects of early childhood care and education and school.
	Welcoming environment for children and families.
	Connections between settings and schools that facilitate setting staff:teacher communication about curriculum and individual needs.
	Provision of individual transition activities, based on this communication.
	Provision of information about a child and family from a setting to a school.
	Familiarising the child with future teachers and classrooms.
	Through partnership working between parents and professionals, providing families with information about the transition and given opportunities to meet future teachers.
	Setting staff visit receiving schools.
	Child involvement in transition, including child developing necessary transition skills.
	Child given adequate time to adjust to the new environment.
	Child visit to the new school/setting before transfer.
	Passport/child portfolio (this may include the use of peer information).
	Using older siblings/cousins already in the school during transition activities; other buddy schemes between older and young children – including bringing children from the school to visit the setting before transfer, letter exchanges between children, etc.
	Individual and/or group transition planning with child, parents, setting, school and any external agencies supporting the child.
	Individual transition review with child, parents, setting, school and any external agencies supporting the child.

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