

## Dingley's Promise Entry Exit Pathway

### Introduction

Managing change can be tricky for all of us, but for our children with SEND and their families it can be even more challenging. Some of the biggest changes (and challenges) our children face in the early years can be moving from a home environment to nursery education setting, and then onwards to another setting or to school. We recognise that whilst challenging, these changes also provide opportunities for supporting our children to learn about and manage transitions in other aspects of their lives too.

As a result, at Dingley's Promise (DP) we've been reviewing and improving how we support families to make choices about how they join us and where their children go next, and how we collectively support children through those changes. We've created a set of tools to support children, families and settings through our "Entry Exit Pathway" (EEP).

The tools are based on our own experience and the experiences of Local Authorities we've supported through the Early Years SEND Partnership work stream. We've also taken account of a survey conducted in November 2020, a parent focus group and our ongoing conversations with staff and families.

Our EEP tools aim to support and complement existing measures we have in place for the child, for example our referral form will support a planned entry to Dingley's Promise, our initial and ongoing assessment will create a baseline and progress check to ensure all children are supported appropriately to thrive, and our exit process aims to support children to move onwards at the right time and in a planned, positive and supported way.

If you would like more information about our EEP, please contact our Chief Executive Catherine McLeod MBE at [catherine.mcleod@dingley.org.uk](mailto:catherine.mcleod@dingley.org.uk)



Catherine McLeod MBE

Chief Executive

## Dingley's Promise Entry Exit Pathway

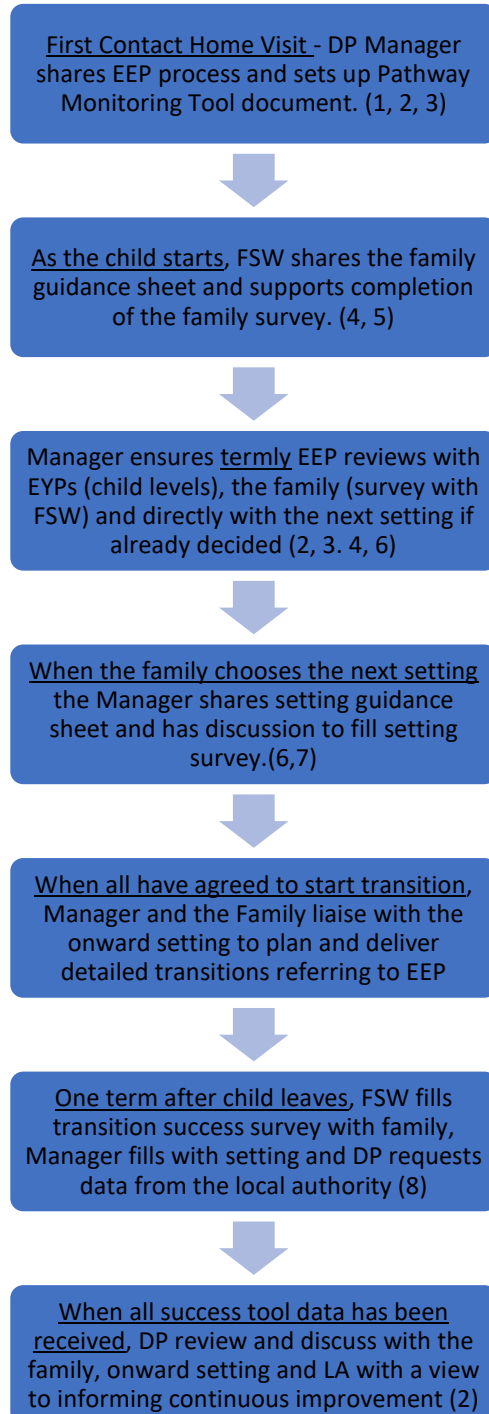
### Dingley's Promise Entry Exit Pathway tools

1. **Entry Exit Pathway (EEP) introduction & guidance** **Page 3**  
This document summarises how the EEP works, including a list of tools and a simple flowchart. For families, local authorities and settings to understand our process.
2. **Pathway Monitoring Tool** **Page 6**  
Used within the organisation to capture the progress in all three key areas throughout the pathway. For Dingley's Promise (DP) as lead in the process to track developments in the three main areas.
3. **Child progress reference chart** **Page 8**  
A template used as guidance for the setting to consider what level of need each child is at. For key workers at DP to use to determine child progress.
4. **Family self assessment survey** **Page 9**  
A survey for families to complete termly, to support us and them to think about their confidence levels and what might help them in their choices  
For FSW and families to fill in and use for reviews through guided conversations.
5. **Guidance & information sheet: discussing the benefits of inclusion with families** **Page 13**  
To support conversations with families about the benefits of mainstream inclusion. For DP to use with families to consider the best choices and options for their child.
6. **Mainstream setting/school self assessment survey** **Page 16**  
For mainstream settings and schools to understand how ready, welcoming and inclusive they are for children with SEND.  
For receiving settings and schools, filled in by the DP Manager during discussions.
7. **Guidance and information sheet: Supporting provider confidence and capacity** **Page 18**  
Use as a prompt for discussion to support their thinking about inclusion and transitions for children with SEND. For DP to use to discuss the benefits of inclusion with mainstream settings.
8. **Transition measurement tools** **Page 21**  
Used one term after the child has left the setting to understand the views of the family and new setting on the success of the transition, driving continual improvement. For DP FSW to discuss and fill with families and DP Manager to discuss and fill with receiving settings.

## Dingley's Promise Entry Exit Pathway

### 1. Entry Exit Pathway (EEP) introduction & guidance

At Dingley's Promise, the process is led by the Dingley's Promise Centre Manager with the Family Support Worker (FSW).



## Dingley's Promise Entry Exit Pathway

### Making decisions in relation to the EEP

The following criteria are considered at key moments during the EEP such as: entry to DP (put on waiting list), starting at DP, choosing the next setting, and starting the transition out of DP. For example, when a child joins, their family may not want them to attend a mainstream setting, but if after working with them, the setting has capacity and the family are happy for the child to transition to the mainstream then the process can begin.

Criteria type	Descriptors
Child progress	<p>Not making expected progress (at least 6 months behind)</p> <p>Gap between the child and their peers is widening</p> <p>At least one other professional involved who supports referral to DP</p> <p>Centre Manager has carried out an assessment directly</p> <p>Specific challenging behaviour (to be understood &amp; managed)</p> <p>Deteriorating condition confirmed by a formal diagnosis</p>
Family situation and views	<p>Parents not ready to admit to a mainstream setting</p> <p>Family without a support network</p> <p>Family not coping and may be experiencing mental health issues</p> <p>Family feel they have had bad experience of mainstream</p>
Mainstream setting capacity	<p>Mainstream setting will not admit child</p> <p>Mainstream setting lacks resources or skills to support the child</p> <p>Mainstream setting not accessible</p>
Other considerations (that may lead to prioritisation)	<p>Age at referral (should be able to attend DP for at least 2 terms before becoming eligible for full time schooling)</p> <p>On a Child Protection Plan.</p> <p>Child Looked After</p> <p>Traveller family/ Army family</p> <p>Time spent already on waiting list</p>

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### Entry Exit Pathway Success Measurement

Our final review will include an analysis of progress through the following information collected through the tracker.

What we want to know?	Measure used
Was the child supported to thrive and be ready for change?	Child assessment scores
Did the family's confidence in their new setting improve through the EEP and if so why?	Movement in the scores on the family questionnaire from start to finish
Did the onward setting feel more and more informed and supported throughout?	Movement in scores on the capacity
One term on, did the onwards setting feel that the transition was well managed?	Scores relating to positive experiences in the measurement questionnaire
One term on, did the family feel their child was supported to settle well into their new setting?	Scores relating to positive experiences in the measurement questionnaire

In addition, we will request base information from the local authority to cross check our records including: whether a request for EHCP or SEN support has been made; exclusions; changes in setting; and any complaints or appeals.

Soft intelligence will also be invited from all parties throughout the process through ongoing communications.

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### 2. Pathway Monitoring Tool (sample)

Child name	A Sample
Age on entry	2yrs 3 months
Receiving setting	Happy Feet
DP key person	E. Y. Pea

Data type	Entry	Termly check	Termly check	Termly check	Transition start	Exit
<b>Date</b>	<b>12/1/2019</b>	<b>8/4/2019</b>	<b>7/7/2019</b>	<b>18/12/2019</b>	<b>23/4/2020</b>	<b>1/6/2020</b>
Child Progress level	5	5	4	4	3	3
<b>Family</b>						
Understand child & needs	2	3	3	4	4	4
Will support family	3	3	4	4	4	5
Right space & resources	5	5	5	5	5	5
Be fully included	2	2	3	4	4	4
Work in partnership	4	4	5	5	5	5
Overall (out of 25)	16	17	20	22	22	23
Overall percentage	64	68	80	88	88	92
<b>Receiving setting</b>						
Welcoming all children	4	4	6	8	8	9
Physical environment	8	8	8	8	9	9
Inclusive planning	6	6	7	8	8	10
Overall (out of 30)	18	18	21	24	25	28
Overall percentage	60	60	70	80	83	93

## Dingley's Promise Entry Exit Pathway

### Pathway Monitoring Tool (blank)

Child name	
Age on entry	
Receiving setting	
DP key person	

Data type	Entry	Termly check	Termly check	Termly check	Transition start	Exit
<b>Date</b>						
Child Progress level						
<b>Family</b>						
Understand child & needs						
Will support family						
Right space & resources						
Be fully included						
Work in partnership						
Overall (out of 25)	0	0	0	0	0	0
Overall percentage	0	0	0	0	0	0
<b>Receiving setting</b>						
Welcoming all children						
Physical environment						
Inclusive planning						
Overall (out of 30)	0	0	0	0	0	0
Overall percentage	0	0	0	0	0	0

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### 3. Child progress reference chart

	Level 5	Level 4	Level 3	Level 2	Level 1
<b>Development related considerations</b>	<p><b>The child will have profound and exceptional difficulties.</b></p> <p>Not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching</p>	<p><b>The child will have more severe and persistent difficulties.</b></p> <p>Not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching</p>	<p><b>The child will have substantial and continued difficulties.</b></p> <p>Not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching</p>	<p><b>The child will have moderate but continued difficulties.</b> Not making expected progress despite a number of interventions and quality teaching</p>	<p><b>The child is not making expected progress - difficulties are becoming apparent in relation to prime areas of learning.</b></p>
<b>Development related eligibility criteria</b>	<p>At 2 years emerging in 0-11 months</p> <p>At 3 years emerging 8-20 months</p> <p>At 4 years emerging in 16-26 months</p> <p>At 5 years emerging in 22-36 months</p>	<p>At 2 years working at 0-11 months</p> <p>At 3 years working at 8-20 months</p> <p>At 4 years working at 16-26 months</p> <p>At 5 years working at 22-36 months</p>	<p>At 2 years emerging in 8-20 months</p> <p>At 3 years emerging in 16-26 months</p> <p>At 4 years emerging in 22-36 months</p> <p>At 5 years emerging in 30-50 months</p>	<p>At 2 years working at 8-20 months</p> <p>At 3 years working at 16-26 months</p> <p>At 4 years working at 22-36 months</p> <p>At 5 years working at 30-50 months</p>	<p>-Up to 6 months behind mainstream development levels</p>

*NB - this chart uses current Development Matters levels. It is being reviewed in line with the new Development Matters that will go live in Sept 2021.*

<https://www.dingley.org.uk/> March 2021 - v.1



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### 4. Family self-assessment survey

At Dingley's Promise we are keen to understand and support your confidence levels in managing change. We understand that any transitions into or out of different settings, and into school, can be a worrying time. There are lots of things to consider and think about in supporting the best decisions for your child, your family and you!

This tool aims to help you and us understand any worries you may have about your child transitioning to a new setting, and help us to support you to make the best decisions. Our hope is that you will work with us to complete this brief self-assessment, and review it termly whilst we are supporting you and your child.

The tool aims to be as simple as it can be to use, and is designed from a survey conducted in November 2020, a parent focus group and ongoing conversations with staff and families.

Have a look at each statement below and think about how you feel. Score your feelings accordingly at the time you complete each one. If you have not yet decided on the next setting that your child is going to move on to, please consider generally how confident you feel for each question. You can complete each section as a parent or family, and then talk it through with our Family Support Worker to see if there are ways we can help.

<b>Name of child:</b>	
<b>Date of completion:</b>	
<b>Completed by (parent/carer):</b>	
<b>Completed with (staff name):</b>	

#### 1. Staff will welcome and understand my child and their needs

I feel confident that my child will be welcomed and their needs will be easily met. That they will be stretched to achieve the most they can, and will thrive as opposed to survive.

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10

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Next steps	
Things I can do	
Things Dingley's Promise can do	
Things the new setting/school can do	

### 2. I will have a good relationship with key staff at the new setting/school

I feel I will be welcomed and understood by staff. I trust that I will be able to talk to them about my concerns and they will make time and listen.

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10
Next steps									
Things I can do									
Things Dingley's Promise can do									
Things the new setting/school can do									

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### 3. The physical environment will help my child to adapt, learn and grow

The setting/school is physically welcoming to my child. It will allow my child quiet space to be on their own, space to be with friends and an appropriate outdoor environment. All spaces will help my child to feel safe, excited and encouraged to grow/learn as appropriate.

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10
Next steps									
Things I can do									
Things Dingley's Promise can do									
Things the new setting/school can do									

### 4. I know that my child will feel like they belong

Staff and children will welcome my child into all activities in a way which promotes belonging for all children and inclusion in all areas of delivery.

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10
Next steps									
Things I can do									

## Dingley's Promise Entry Exit Pathway

Things Dingley's Promise can do	
Things the new setting/school can do	

### 5. I know that staff will make time for me and my child

I am confident that staff will proactively plan to support my child to thrive. That they will support and challenge both me and my child in my child's best interests. I trust that staff will always contact me if they have concerns, and when they want to celebrate achievements.

Not at all confident yet		Not very confident yet		A little bit confident		Fairly confident		Totally confident	
1	2	3	4	5	6	7	8	9	10
Next steps									
Things I can do									
Things Dingley's Promise can do									
Things the new setting/school can do									

**Date for review:**

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### **5. Guidance and information sheet: Discussing the benefits of inclusion with families**

At Dingley's Promise we understand that any transitions into or out of different settings, and into school, can be a worrying time. There are lots of things to consider and think about in supporting the best decisions for your child, your family, and you!

We've talked to our families, staff, settings and organisations (locally and nationally) to understand what those concerns are and to try to address some of them here. We understand that all parents and carers want what's best for their child, as do we! The following information aims to support you to make the best choices for your child, and help us to do the same. We hope you will use this sheet to help you discuss the best options for your child.

#### **What will support my choices?**

There is a raft of legislation requiring Local Authorities to provide early, primary and secondary education for all children, and childcare to support parents to work and train. Here is some of the legislation which aim to ensure all children receive their legal entitlements, and that provision is inclusive for all children:

- Childcare Act 2006 (requires councils to ensure sufficient high quality early education 570 hours a year for (some) two year olds, 570 hours a year for all 3 and 5 year olds and 1140 hours a year for 3 and 4 years olds of working parents)
- Education Act 2011
- Children and Families Act 2014
- Equalities Act 2010
- Disability Discrimination Act 1995
- United Nations Convention on the Rights of the Child (UNCRC) (1992)

The Special Educational Needs Code of Practice (2015) provides the statutory guidance for Local Authorities on how they specifically support children with special educational needs or disabilities. For example,

Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and

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- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress”

The Special Educational Needs Code of Practice (2015)

Much of this legislation is relatively new and it is frequently being updated. It was only in 2014 for example that a major reform of legislation placed children at the centre of policy. We know there is still a long way to go in ensuring all children are genuinely included in all settings (and there is national recognition that the system is not yet as it should be, for example look up the House of Commons Education Committee, Special educational needs and disabilities, First Report of Session 2019).

We believe in being part of a future where all children are included and we already see many benefits for children who receive mainstream education and care.

### **The benefits of mainstream provision**

We believe that children should thrive and not just survive. Our experience has been that children are encouraged, stimulated and stretched in their learning and development, by simply being with other children who can role model their potential next steps. For example if you have more than one child, you may notice that your younger child will learn from their older sibling/s (in both positive and negative ways!). We are also committed to holding high expectations of your child's potential. We will support you to aim high for your child, whilst ensuring their welfare is paramount at all times.

Here are some of the benefits we have seen in our work over the years supporting hundreds of children to successfully move to mainstream settings.

### **Overall education and development**

Early education offers the building blocks for life. It doesn't just help our children to learn and develop, it sets the patterns of *how* they learn and develop throughout their lives. The benefits are well documented, for example the 'Study of Early Education and Development (SEED): Impact Study on Early Education Use and Child Outcomes up to age four years - September 2018' describes the following evidenced gains:

- Cognitive development
- Social and emotional development
- Non-verbal development
- Socio-emotional outcomes (pro-social behaviour, self regulation and less problems with peers)
- Reduced conduct problems at age 4

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### **Speech, language and communication development**

Being in a language rich environment is crucial in achieving these aims. Mainstream provision offers constant interaction with and exposure to children who chat, interact and play with their own language development independently, with each other and with adults. Children also role model non-verbal communication to each other through play.

### **Physical development**

Mainstream settings are required to have outdoor spaces and to use them for a large percentage of every day. Physical activity and engagement with the outdoors is critical to children's physical development. Watching other children run, jump and play can be both exciting and inspirational.

### **Learning how to interact with others**

Some of the studies show that our least advantaged children will achieve more from being at even poor quality provision, because they will see and be part of social interactions with other children.

A mainstream setting which reflects society at large in its make up of children and adults, can support children to understand the world in which they live.

### **Having the best life possible**

We and the families we've worked with set high expectations for our children. We want them to be the best that they can be and achieve the greatest long term life opportunities. Where children are with others who have a range of abilities they can experience first hand what is possible for them in the future.

### **Finally, being part of positive change for all our children's futures**

Whilst we fully accept that not all children can safely be cared for in mainstream settings (yet!), we believe in being part of the solution. All of society benefits from the principles of inclusion, and there is as much for children without SEND to learn from children with, as there is vice versa. Children are not born able to discriminate and day to day contact with a rich and diverse community where individuals are welcomed for their differences will help continually improve the world our children become adults in.

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### 6. Mainstream setting/school self assessment survey

At Dingley's Promise we understand that any transitions into or out of different settings, and into school, can be a worrying time. We've talked to our families, staff, settings and organisations (locally and nationally) to understand what those concerns are, and have used that information to create our Entry-Exit Pathway (EEP).

Part of the EEP looks at the setting the child will move to, and how prepared that setting is to welcome and support the child effectively. Where there are areas of need, we will do our best to provide support, information or signposting to help the setting.

Please could you fill in this simple form that highlights your current situation. We want to give every child the best transition, and believe that we can only do this when we work together. Our Centre Manager will be in touch to talk through the form with you and to offer any support that we can to you as our transition partner.

Thank you so much for your time.

<b>Name of setting:</b>	
<b>Date of completion:</b>	
<b>Completed by (staff name and role):</b>	

#### 1. Welcoming all children

	Questions	Yes	In part	No
1	We have currently or have had, children with SEND attending our setting			
2	We have a reputation with families and professionals for being a good place for children with SEND			
3	We have a trained SENCO who ensures individual child needs are met			
4	Our whole staff team are trained in inclusive practice and are encouraged to continually develop their skills.			



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5	We have done an assessment on how inclusive our setting is for children with SEND.			
<b>Other comments:</b>				

### 2. Ensuring the physical environment will help children to adapt, learn and grow

	Questions	Yes	In part	No
1	Our setting is accessible, inclusive and adaptable in order to support all children			
2	Pictures, displays, publications and resources reflect children with SEND as part of a diverse community of children and adults			
3	Quiet spaces are easily and readily available for children who may need them			
4	Spaces and resources are available for medical needs to be met routinely without drawing undue attention to the child			
5	Spaces and resources are available for sensory activities for children who may need them			
<b>Other comments:</b>				

### 3. Resources are planned with inclusion at the heart

	Questions	Yes	In part	No
1	Our business plan budgets for costs associated with inclusion as part of our overall income planning (eg we plan for a % of children to need additional support)			
2	We are confident in supporting parents to access Disability Living Allowance			

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3	We are confident in applying for Inclusion Funding			
4	We are confident in applying for high needs funding			
5	We are confident in supporting parents to access Tax Free Childcare at the higher rate for children with SEND			
<b>Other comments:</b>				

<b>Total number of boxes ticked yes:</b>	
<b>Total number of boxes ticked in part:</b>	
<b>Total number of boxes ticked no:</b>	
<b>Date for review:</b>	

If you have any questions about this form, please contact your local Dingley's Promise Centre Manager who will be able to help you.

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### **7. Guidance and information sheet: Supporting provider confidence and capacity**

At Dingley's Promise we are keen to understand and support your confidence levels and capacity in managing change for all children, and in particular children with special educational needs and disabilities (SEND). We understand that you want all children in your setting to be the best that they can be, and that you have a range of duties and functions to fulfil in juggling all children's needs.

We've talked to our families, staff, settings and organisations (locally and nationally) to understand what your concerns are and to try to address some of them here. The following information aims to guide you in your conversations with families, support compliance with legislation and your approach to supporting all children to thrive.

#### **Why inclusion?**

Not only is it morally right to welcome all children into your setting, but it is good for all children, adults and society too. There is also a raft of legislation requiring and shaping how you and Local Authorities jointly provide early, primary and secondary education for all children, and childcare to support parents to work and train. Here is some of the legislation which aims to ensure all children receive their legal entitlements, and that provision is inclusive for all children:

- Childcare Act 2006 (requires councils to ensure sufficient high quality early education 570 hours a year for (some) two year olds, 570 hours a year for all 3 and 5 year olds and 1140 hours a year for 3 and 4 years olds of working parents)
- Education Act 2011
- Children and Families Act 2014
- Equalities Act 2010
- Disability Discrimination Act 1995
- United Nations Convention on the Rights of the Child (UNCRC) (1992)

The Special Educational Needs Code of Practice (2015) provides the statutory guidance for Local Authorities on how they and their commissioned services specifically support children with special educational needs or disabilities. For example,

Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and

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- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress”

The Special Educational Needs Code of Practice (2015)

Much of this legislation is relatively new and it is frequently being updated. It was only in 2014 for example that a major reform of legislation placed children at the centre of policy. We know there is still a long way to go in ensuring all children are genuinely included in all settings, and there is national recognition that the system is not yet as it should be, (for example look up the House of Commons Education Committee, Special educational needs and disabilities, First Report of Session 2019).

We believe in being part of a future where all children are included and we already see many benefits for children who receive mainstream education and care.

### **The benefits of being inclusive**

All of society benefits from the principles of inclusion, and there is as much for children without SEND to learn from children with, as there is vice versa. Children are not born able to discriminate and day to day contact with a rich and diverse community where individuals are welcomed for their differences will help continually improve the world our children become adults in.

Here are some of the benefits we have seen in our work over the years supporting thousands of children to successfully move to mainstream settings.

#### **1. Overall education and development for all children**

Early education offers the building blocks for life. It doesn't just help our children to learn and develop, it sets the patterns of *how* they learn and develop throughout their lives. This includes their interactions with others and how they value difference. It is an important lesson to learn that we all have different abilities, and can support the development of empathy, patience, resilience, tolerance and nurture.

#### **2. Learning how to interact with others**

A mainstream setting which reflects society at large in it's make up of children and adults, can support all children to understand the world in which they live. Families often tell us they are more interested in their child developing independence and life skills, than achieving key stages or being setting or school “ready”. A fundamental life skill is learning to interact with a diverse range of people with a diverse range of abilities.

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### 3. Being part of positive change for all our children's futures

Whilst we fully accept that not all children can safely be cared for in mainstream settings (yet!), we believe in being part of the solution. All of society benefits from the principles of inclusion, and there is as much for children without SEND to learn from children with, as there is vice versa. Children are not born able to discriminate and day to day contact with a rich and diverse community where individuals are welcomed for their differences will help continually improve the world our children become adults in.

#### What do we need to think about to be inclusive?

Through our quick survey, and experience of working with providers and families, we have collected a series of questions based on common themes. The questions form a tool to support us all to jointly remove barriers, promote learning and develop confidence. The questions in the tool cover follow themes.

**Culture, policy and practice** – settings which are truly inclusive will evidence it easily through their whole setting approach. They will create a culture, policies and practice which welcome and value all children equally, understand and meet individual needs, and celebrate high aspirations for all.

**Resources** – support for all children should be planned for within an overarching business plan, and additional resources secured where appropriate (eg DAF, Inclusion Fund and High Needs). Often children with emerging or low level needs may not need any more than an adjustment to the whole setting, which will benefit all children.

**Skills and expertise** – all staff should be trained in basic inclusion awareness as part of ensuring all children are welcome. Additional training and support may be needed to ensure specific needs are met.

**Relationships with parents/carers** – from the initial enquiry from a family trust and relationship building is key. A welcoming first contact for a parent/carer is likely to indicate all children are welcome too.

**Communication and information sharing** – good communication between any parents/carers and settings is critical. Communications between an existing setting and the next (or school) also supports the best child outcomes through change as possible. Where specialist support is in place it will be important to involve them too.

**A timely and planned approach to change for children** – whether children are coming to a setting for the first time, moving between groups or moving to school, developing a plan with all those involved will help children adjust quickly and learn to manage change positively. As with all good practice some children will benefit from a more detailed plan than others.

**Children feel welcome and have a sense of belonging** – they feel safe and secure with adults and children alike and are a central part of all activities.

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### **8. Transition measurement tools**

As a result of work we have done to review and improve how we support families through transitions, we've created our "Entry Exit Pathway" (EEP). This is a set of guidance and tools to support children, families and settings to have the best experience of transitions possible. We want to understand how effective this is, and support continuous improvement for ourselves, for other providers and for Local Authorities.

The tools are based on our own experience and the experiences of settings and Local Authorities we've supported through the Early Years SEND Partnership. We've also taken account of a professionals' survey conducted in November 2020, a parent focus group and our ongoing conversations with staff and families.

#### **So how will we measure success?**

We will take a 360 degree approach to measuring transitions asking families and the new setting/school for feedback. We strongly advise that Local Authorities (LAs) also consider their own measurement of how successful transitions are managed across the whole area. As a minimum, the following should be captured:

- Exclusions
- Complaints and appeals
- Initial enquiries for an EHCP, DAF, Inclusion Fund and High Needs Support once at the new setting/school
- Moves a child makes between settings (and understand the reasons why and what could have been done differently to limit them if appropriate)

In addition to these core statistics, we have also created tools to measure the success of our transitions that comprise a survey for the onwards setting/school and one for families too. Each will be completed one term after one of our children starts their new setting. When used in conjunction with the local authority figures, a clear picture of the transition experience will emerge, allowing all stakeholders to learn and improve.

## Dingley's Promise Entry Exit Pathway

### Measuring the Impact of Supporting Transitions

#### Early Years Provider/School Survey

Please complete the following survey one term after you have admitted a child with SEND into your setting/school. We will also ask the child's family to complete a survey to gather their views on the process.

<b>Name of setting/school:</b>	
<b>Name of child:</b>	
<b>Date of completion:</b>	
<b>Completed by:</b>	

Please rank your view of the following statements and share any comments and ideas you may have in the space provided.

#### 1. Our knowledge and understanding of our child/children with SEND as they started with us was:

Not at all good		Not so good		good		Quite good		Excellent	
1	2	3	4	5	6	7	8	9	10
<b>What was helpful?</b>									
<b>What could we do better?</b>									

## Dingley's Promise Entry Exit Pathway

What could others do better?

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### 2. Our relationship and communication with Dingley's Promise before our child/children with SEND joined us was:

Not at all good		Not so good		good		Quite good		Excellent	
1	2	3	4	5	6	7	8	9	10

What was helpful?

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What could we do better?

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What could others do better?

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## Dingley's Promise Entry Exit Pathway

### 3. Our relationship and communication with the family of our child/children with SEND now is:

Not at all good		Not so good		good		Quite good		Excellent	
1	2	3	4	5	6	7	8	9	10
What was helpful?									
What could we do better?									
What could others do better?									

### 4. Our contact with other professionals involved in the care of our child/children with SEND was:

Not at all good		Not so good		good		Quite good		Excellent	
1	2	3	4	5	6	7	8	9	10
What was helpful?									

## Dingley's Promise Entry Exit Pathway

What could we do better?
What could others do better?

### 5. Our knowledge and understanding of who else to contact for help and advice was:

Not at all good		Not so good		good		Quite good		Excellent	
1	2	3	4	5	6	7	8	9	10
What was helpful?									
What could we do better?									
What could others do better?									

Please return to:

Thank you for helping us continually improve

## Dingley's Promise Entry Exit Pathway

### Measuring the Impact of Supporting Transitions

#### Family Feedback Survey

Please complete the following survey one term after your child or children have started at their new setting/school. Our Family Support Worker will be in touch with you after one term to talk through your experiences to help us to learn about how to make our transitions the best they can be.

<b>Name of child:</b>	
<b>Name of new setting/school:</b>	
<b>Date of completion:</b>	
<b>Completed by:</b>	

Please rank your view of the following questions and share any comments and ideas you may have in the space provided.

#### 1. How good were the staff at welcoming your child, quickly helping them to belong and encouraging them to thrive?

Not at all good		Not so good		good		Quite good		Excellent	
1	2	3	4	5	6	7	8	9	10
<b>What helped?</b>									
<b>What else might help?</b>									

## Dingley's Promise Entry Exit Pathway

### 2. How good was communication and information sharing between you, staff at Dingley's Promise and staff at the new setting/school?

Not at all good		Not so good		good		Quite good		Excellent	
1	2	3	4	5	6	7	8	9	10
What helped?									
What else might help?									

### 3. How suitable was the physical environment to help your child to adapt, learn and grow?

Not at all good		Not so good		good		Quite good		Excellent	
1	2	3	4	5	6	7	8	9	10
What helped?									
What else might help?									

## Dingley's Promise Entry Exit Pathway

**4. Overall how good was the planning and support put in place to enable a smooth transition from Dingley's Promise to the new setting/school?**

Not at all good		Not so good		good		Quite good		Excellent	
1	2	3	4	5	6	7	8	9	10
What helped?									
What else might help?									

**5. Finally, how happy is your child at their new setting now and how did their transition contribute?**

Not happy at all		Not so happy		Happy		Quite happy		Very happy	
1	2	3	4	5	6	7	8	9	10
Tell us why you scored how you did here									

**Please return to:**

**Thank you for helping us continually improve**

## Dingley's Promise Entry Exit Pathway

### Success measure (sample)

Child name	
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Data type	Exit	First term review	Notes
	1/6/2020	18/1/2020	
<b>Child Progress level</b>	<b>3</b>		Improved from level 5 on entry
Family	<b>92%</b>		
Receiving setting	<b>93%</b>		
Family (each out of 10)			
Welcoming of child		8	
Handover info sharing		9	
Physical environment		10	
Planning and support		6	Offered setting support and advice on inclusive practice
Child happiness due to transition		8	
Setting (each out of 10)			
Knowledge and understanding of child		8	
Relationship with DP		8	
Relationship with family		8	
Contact with other professionals		6	Local authority to support these relationships.
Knowledge of networks		4	Setting have asked for support on this - FSW to support capacity building
Local Authority			
Exclusions		10	
Complaints or appeals		10	
Enquiries for EHCP or SEND support		5	Applied for EHCP - consider whether this should have been started earlier?
Change of setting		10	
<b>Overall success rating (out of 10)</b>		<b>7.9</b>	<b>Considered a successful transition. Child is thriving and the family is happy.</b>

Key:

1 to 6	7 & 8	9 & 10
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## Dingley's Promise Entry Exit Pathway

### Success measure (blank)

<b>Child name</b>	
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Data type	Exit	First term review	Notes
<b>Date</b>			
<b>Child Progress level</b>			
<b>Family</b>			
<b>Receiving setting</b>			
<b>Family (each out of 10)</b>			
Welcoming of child			
Handover info sharing			
Physical environment			
Planning and support			
Child happiness due to transition			
<b>Setting (each out of 10)</b>			
Knowledge and understanding of child			
Relationship with DP			
Relationship with family			
Contact with other professionals			
Knowledge of networks			
<b>Local Authority</b>			
Exclusions			
Complaints or appeals			
Enquiries for EHCP or SEND support			
Change of setting			
<b>Overall success rating (out of 10)</b>		<b>0.0</b>	

Key:

1 to 6	7 & 8	9 & 10
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