Overview of KS1-KS2 Transition Provision Map

The provision map serves as a **guidance framework** to support effective KS1-KS2 transition planning. While it places particular emphasis on supporting pupils with SEND and those who may face additional barriers to transition, it should be used flexibly, with provision always matched to the individual needs, strengths, and circumstances of each pupil. The level of support required may not always align neatly with the Universal, Targeted & Targeted Plus or Specialist categories and should be determined through professional judgement and person-centred planning.

The provision is organised across three graduated levels of support: **Universal**, **Targeted & Targeted Plus**, and **Specialist**, recognising that pupils will require differing levels of preparation and intervention depending on their individual needs.

- **Universal** provision refers to the support, information, and opportunities that are available to **all pupils** as part of effective transition practice.
- **Targeted & Targeted Plus** provision refers to additional support for pupils who may face barriers to a successful transition, including those with SEND, social, emotional and mental health needs, attendance concerns, or previous difficulties with change and transition.
- **Specialist** provision refers to highly personalised and intensive support for pupils with complex needs, such as those with an EHCP, significant SEND, medical needs, or circumstances requiring multi-agency planning and bespoke transition arrangements.

The document focuses on three key areas that are known to influence successful transitions: **Relationships**, **Environment**, and **Understanding New Expectations and Routines**. Within each area, a range of evidence-informed strategies are outlined to support pupils in developing positive relationships, becoming familiar with their new school environment, and building confidence and independence in navigating junior school life.

This graduated approach ensures that support is proportionate to need while promoting independence, inclusion and successful participation in junior school life.