Key Stage One to Key Stage Two Transition Timeline

A practical guide for infant, junior and primary schools, families and professionals. Moving to key stage two takes time and careful planning. Support should build on each child's strengths, interests, communication and individual needs.

Year 3 admissions for September

Applications open: 9 November

Closing date: midnight, 15 January

National Offer Day: 16 April

Useful links

Apply for a primary, infant or junior school place

Parents' guide to primary admissions

Derbyshire Local Offer

Children with an EHCP: the school place is arranged through SENDAR; families should not use the standard online admissions form.

Abbreviations

These are some of the shortened terms used in this guide.

SEND	EHCP	EHCNA
Special Educational Needs and Disabilities	Education, Health and Care Plan	Education, Health and Care Needs Assessment
SENDCO	**LA**	**A/R**
Special Educational Needs and Disabilities Coordinator	Local Authority	Annual Review
SPSS	**VI**	**PI**
Sensory and Physical Support Service	Vision Impairment	Physical Impairment
TOD	**SLT**	**Yr2**
Teachers of the Deaf	Senior Leadership Team	Year 2
Yr3	**IT**	
Year 3	Information Technology	

What to do when: Universal - Support for every Child

Year 1	Year 2 Autumn 1	Year 2 Autumn 2	Year 2 Spring 3	Year 2 Spring 4	Year 2 Summer 5	Year 2 Summer 6	Year 3 Autumn - Term 1
Junior school open evenings and application dates to be shared with parent/carer(s). Throughout the summer term, pupils to attend open days with parent/carer(s). Posters and leaflets about the junior schools to be available in school and/or sent home. Junior school to invite infant SENDCos, Yr2 teachers and other key staff to a tour around the school and a Q&A session on provision, reasonable adjustments, etc. If available, dates for events next academic year to be shared.	Share clear information about how to apply. Offer practical help to families who may find the application difficult. Encourage families to visit schools and attend open events. Help them think about the school environment, daily routines, travel and before- or after-school care. Applications open on 9 November 2026. Remind families regularly about the closing date. Additional support to be given to parent/carer(s) who may find it difficult to complete the forms.	Remind families that applications close at midnight on 15 January 2027. Applications received after this date will be treated as late. Use the assess, plan, do, review cycle to think about each child's move to the new school. Identify children who may need extra or individual support. Where possible, invite Year 2 pupils and their families to school community events such as the Christmas fayre, Christmas performance and sing-along activities to support familiarity, belonging and transition.	**Facilitate activities from the Transition Provision Map (Local Authority resource).** Schools agree a clear timetable for parent information, visits, home visits where offered, and key contacts. Local schools to work together within clusters/localities to share good practice and develop collaboration and coproduction. School places are offered on 16 April 2027. Schools share simple, child-friendly information, including photographs of staff, classrooms, toilets, entrances and uniform, as well as information about lunch and the school day.	**Facilitate activities from the Transition Provision Map (Local Authority resource).** Junior school to inform feeder Infant schools of the dates for transition days, if this has not already been done. Parent/carer(s) to be informed. Key SEND, medical and safeguarding information to be shared prior to transition days to ensure appropriate support is in place. Once places are confirmed, agree a secure information-transfer checklist and hold a safeguarding transition meeting involving safeguarding leads, Year 2 and Year 3 teachers, SENDCos and pastoral staff.	**Facilitate activities from the Transition Provision Map (Local Authority resource).** Junior school SENDCo/Transition Lead to meet with staff from the Infant school. Relevant information to be shared. Junior school staff to meet with the pupils. Junior school staff to facilitate a parent/carer(s) transition meeting. Where possible, past and present parent/carer(s) of the junior school to be invited so they can describe their experiences. Venue to be decided.	**Facilitate activities from the Transition Provision Map (Local Authority resource).** All Yr2 pupils to attend junior school transition days. Where agreed locally, infant staff to accompany pupils to the junior school on their first day, with parents/carers collecting afterwards. Give families a named contact and clear information about the first days and weeks, including what to bring, where to go and who to contact with any questions.	Year 3 staff offer a warm and flexible start. Continue strategies that already work and focus on relationships, belonging and helping the child feel safe. Check in with the child and family during the first few weeks. Make changes quickly if something is not working. School staff use the transition information when planning support, assessing learning and communicating with home. SENDCo, SLT/ Transition Lead to meet with class teachers to see how the pupils have settled in. Any concerns to be raised and acted upon.

What to do when: Universal - Support for every Child (continued)

Year 1	Year 2 Autumn 1	Year 2 Autumn 2	Year 2 Spring 3	Year 2 Spring 4	Year 2 Summer 5	Year 2 Summer 6	Year 3 Autumn - Term 1
Build regular liaison between infant and junior staff into the transition programme, with shared local transition events and sufficient protected staff time where larger cohorts need support.		Infant school to send a transition questionnaire to all parent/carer(s) (Paper or IT based). This will help to inform universal transition arrangements.	School to feedback to parents/carers from the transition questionnaire, 'You said, we did'.	Infant school to share transition information with parent/carer(s) via newsletter, video, meeting, etc. Where appropriate, refer to the transition questionnaire results, carried out in Autumn 2.	Where possible key junior school staff to deliver assemblies in the infant school focusing on relationship building. Year 3 teachers to visit infant school classrooms to look at examples of classroom layouts and provision. This information to be used to support classroom set-up and transition planning for September e.g. if pupils benefit from regulation spaces.	Help families keep school familiar over the summer, especially where a long break may be difficult. Provide photographs or visual information to look at together at home. Infant school to send up-to-date SEND, attendance, medical and safeguarding information to the junior school.	

What to do when: Targeted & Targeted Plus - Extra support for children who may need more help

Year 1	Year 2 Autumn 1	Year 2 Autumn 2	Year 2 Spring 3	Year 2 Spring 4	Year 2 Summer 5	Year 2 Summer 6	Year 3 Autumn - Term 1
Identify children who may need extra help with the move to key stage two. This may include children with SEND, medical needs, communication differences, limited attendance or changes in family life. Local schools to work collaboratively to share provision maps and interventions. Discussions to be held with relevant professionals e.g. Health, VI, TOD, PI and Virtual School to ensure appropriate planning.	If an EHC needs assessment is in progress, the family should still apply for a school place unless the child already has an EHCP.	Create an individual transition plan with the child and family. Record what may make the move harder, what already helps, how the child communicates, any sensory or co-regulation support, and the child's views. Involve health, social care, early help or other professionals where needed. Agree who will keep track of the transition plan and actions. Begin SENDCo-to-SENDCo discussion in the autumn term of Year 2 for pupils receiving SEN Support.	Through a multi-agency meeting, the infant and junior school to liaise with Health services, VI, TOD and PI to discuss training, equipment needs, physical adaptations needed and update Individual Health Care Plans or equivalent support plans. Derbyshire Supporting Children with Medical Needs	Once the junior school placement has been confirmed, the Infant school to liaise with the junior school to arrange dates for enhanced transition visits. Agree helpful changes before transition visits. These might include arriving at a quieter time, shorter visits, support from a familiar adult, visual information, a calm space, communication aids or a familiar object. Where helpful, school staff visit the child in their current school. This helps them see what works well and begin building a relationship with the child.	Offer extra visits at the child's pace. Visit at different times of day where helpful and practice routines that are important for that child. Agree what support, resources and staff training need to be ready for September. Record who will do each action and when it will be completed. Agree when the transition plan will be reviewed after the child starts year 3. Infant and junior school SENDCos to meet to discuss and submit funding applications, e.g. Inclusion Funding. DCC Local Offer Inclusion Funding	Offer extra visits at the child's pace. Visit at different times of day where helpful and practice routines that are important for that child. Create a personalised photo book, video, transition story or object-based resource. Show key adults, safe spaces, the way into school and important routines. Year 3 teachers visit infant school classrooms to support classroom set-up and transition planning for September.	A named adult checks in regularly with the child and family. Use the child's usual way of communicating to find out how things are going. Pastoral Lead, SENDCo or Transition Lead to have a meeting(s) with class teacher, pupil and parent/carer(s) to see if they have settled into the school. Review the transition plan within the first few weeks and after any important change. Use the assess, plan, do, review cycle to make changes. Keep in contact with involved professionals and use school-age referral routes if further support is needed.

What to do when: Targeted & Targeted Plus - Extra support for children who may need more help (continued)

Year 1	Year 2 Autumn 1	Year 2 Autumn 2	Year 2 Spring 3	Year 2 Spring 4	Year 2 Summer 5	Year 2 Summer 6	Year 3 Autumn - Term 1
SENDCos from both schools to meet to discuss children and young people who may require an EHCNA, ensuring that potential needs are identified early, and appropriate next steps are agreed.		If the pupil has a medical condition and their physical or mental health needs are such that, without reasonable adjustments, their attendance or access to school would be compromised, an Individual Health Care Plan or equivalent document should be written, if not already done so. Derbyshire Supporting Children with Medical Needs Regular meetings between family resource workers to facilitate cross school conversations.		Share and review any healthcare plan, risk assessment, intimate care plan or other relevant plan so the right support is ready from the first visit.			VI, TOD and PI to visit the junior school to revisit training, equipment and physical adaptations needed. Update Individual Health Care Plans or equivalent support plans.

What to do when: Specialist: Individual support for children with complex needs, including children with an EHCP

Year 1	Year 2 Autumn 1	Year 2 Autumn 2	Year 2 Spring 3	Year 2 Spring 4	Year 2 Summer 5	Year 2 Summer 6	Year 3 Autumn - Term 1
Carry out the annual review when it is due. Discussions around junior school should take place but this will not be a phase transfer review. If there are any indications that parents/carer(s) may wish to explore a change of type of setting for transition, ensure clear evidence and advice is gathered during Year 1. As part of the annual review, a transition plan to be agreed for the next academic year. Parent/carer(s) voice and pupil voice to be sought. Use the DCC proforma.	Transition activities and actions from the transition plan to be carried out. Carry out a phase transfer review during autumn 1. Junior SENDCo to attend. School to collect parental preference and ensure that all needs and provision are up to date in preparation for transfer. A representative from the LA **will only attend** the phase transfer review where a change of type of provision is being requested.	Transition activities and actions from the transition plan to be carried out. Start planning early with all relevant services if the child may need equipment, building changes, moving and handling support, medical training, specialist communication support or transport. Check that the ISP and transition information are complete and up to date.	Transition activities and actions from the transition plan to be carried out. On 15th February, the junior school placement will be named in Section I of the EHCP. After 15th February, carry out the **Yr2** A/R with the named junior school, SENDCo and professionals.	Transition activities and actions from the transition plan to be carried out. Once the junior school placement has been confirmed, the infant school to liaise with the junior school to create a detailed transition plan. Include extra visits, staffing, support, communication, sensory needs, personal care, healthcare, safeguarding, equipment and training. If required, and only when the junior school has been named, signpost parent/carer(s) to transport arrangements. DCC Local Offer Home to School Transport	Transition activities and actions from the transition plan to be carried out. Review the transition plan. Offer repeated, personalised visits with familiar adults where helpful. Let the child experience important parts of the school day without making the visits overwhelming.	Transition activities and actions from the transition plan to be carried out. For children currently supported by ISS or Sensory and Physical Support Services, the service may help with visits, advice, staff training, meetings, and links with other services to support transition to junior school. Offer repeated, personalised visits with familiar adults where helpful. Let the child experience important parts of the school day without making the visits overwhelming.	Put the agreed support in place from the first day. Check that it helps the child take part, communicate, regulate and feel that they belong. Meet with the family and relevant professionals early in the term. Update plans to reflect the child's actual experience of year 3.

What to do when: Specialist: Individual support for children with complex needs, including children with an EHCP (continued)

Year 1	Year 2 Autumn 1	Year 2 Autumn 2	Year 2 Spring 3	Year 2 Spring 4	Year 2 Summer 5	Year 2 Summer 6	Year 3 Autumn - Term 1
Discussions to be held with relevant professionals e.g. Health, Social Care TOD, VI and PI to ensure appropriate planning.				Through a multi-agency meeting, the Infant and junior school to liaise with Health services, VI, TOD and PI to discuss training, equipment needs, physical adaptations needed and update Individual Health Care Plans or equivalent support plans. Derbyshire Supporting Children with Medical Needs		Check that equipment, adjustments, medication arrangements, emergency procedures and trained staff are ready before the child starts. Share the final records safely. Include the EHCP, healthcare plan, ISP, current assessments, strategies that work and the agreed transition plan.	

Derbyshire links and contacts

Primary, infant and junior school admissions
Parents' guide to primary admissions
School admissions for children with SEND
Derbyshire Local Offer

Using this timeline

Work with the child and family when making plans. These levels are a guide, not labels, and the support can change over time.
Share only the information that is needed, keep it secure and seek appropriate agreement, unless safeguarding duties require information to be shared.

Check the current Derbyshire webpages before publishing or reusing this guide because dates and service arrangements may change.
This guide is for children moving from key stage one to key stage two (infants to juniors) in the Derbyshire County Council area. It does not cover Derby City.