

Transition for SEND pupils from Primary School to Secondary School – Must, Should Could

<p style="text-align: center;">MUST</p> <p style="text-align: center;">As a minimum, all schools must ensure the following happens for pupils with SEND during transition:</p>	<p style="text-align: center;">SHOULD</p> <p style="text-align: center;">School should be trying to ensure the following during transition:</p>	<p style="text-align: center;">COULD</p> <p style="text-align: center;">Schools could implement the following during transition:</p>
<p>There is an agreed paperwork format between schools. Any graduated approach paperwork and support information is passed onto Secondary Schools by the end of the summer. This is possible prior to children starting their attendance at Secondary School, as long as the new setting has been confirmed.</p> <p>EHCP applications should ideally <i>not</i> be made in Year 6, purely for transition purposes, only if there is an urgent and historical concern. Good practice is for the primary school to support a secondary school in this process, so that advice and guidance is ‘secondary’ relevant. In the meantime, ISF funding should be considered to support a child.</p> <p>Secondary teachers to visit primary settings to see a child in their current environment. This could involve transition leads, SENCOs or teaching assistants (if known). This can build a positive relationship with the child, but can also help secondary schools better understand the needs and appropriate expectations for an individual pupil.</p> <p>Primary staff to have a clear understanding of secondary settings in the local area. This can then inform conversations with parents, but also allow children to ask questions if they need to.</p> <p>Primary children with SEND must have the opportunity to meet with their form tutor, or a key person from the school, prior to attending their new setting in September. This could form part of the standard secondary transition dates.</p> <p>Primary school teacher must speak to a child’s form tutor or SENCO. Shared communication should also involve parents where possible.</p>	<p>Primary schools to provide examples of free writing. The focus and format to be decided between the schools (particularly important where there are several feeder schools). This will help with the agreed expectations and judgements of pupils’ work, and identify inconsistencies in pupil performance post transition.</p> <p>Agreed sharing of work or working projects across schools, with the goal of reducing unnecessary paperwork. For example Kensuke’s Kingdom mini project or Voice 21 which is based on the book ‘The Island’. Voice 21 – The national oracy education charity.</p> <p>Where appropriate, the school can offer out of hours transition</p>	<p>Year 6 teacher and/or SENCO to attend open evenings or transition events to ensure they have a good understanding of schools for parental enquiries. Encourage parents to opt for local schools and local provision where possible as this is better for children’s community belonging.</p> <p>Coffee mornings in either settings for year 6/7 parents to meet staff informally.</p> <p>Hold a cross-phase event e.g. picnics, sports day or PE staff could help with Y5/6 sports day.</p> <p>Schools could try and coordinate their transition weeks.</p> <p>Lessen the movement in classes in the first year,</p>

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<p>PSHE ‘Moving On’ sessions (or a similar transition/resilience programme) should be incorporated into the curriculum. Students need to feel a part of the transition process.</p> <p>If appropriate, ensure year 6 pupils are aware of their own needs, so as to take ownership of this in secondary school. For example, do they know they have an EHCP? Do they understand the importance of using an overlay? Do they have an awareness of what works for them?</p> <p>Primary school to produce a ‘Pupil Passport’ or ‘One Page Profile’ to pass on to secondary school this should include pupil and parent voice. All appropriate staff at the secondary school should have access to this, e.g. a lunchtime supervisor would need to know about behaviour concerns.</p> <p>Secondary schools must provide essential information to pupils, especially those with SEND. This can be in the form of a ‘transition booklet’ with information on times of the day, photographs of the school and teachers, a map, expectations, how to access the school website. Ideally a working document to be completed with the children on their transition days.</p> <p>Enhanced transition for vulnerable or at risk students. However, pupils should not miss fun and important end of term activities to accommodate this.</p> <p>The school’s behaviour policy must reference good transition. Including an understanding of ‘The Belonging Strategy’.</p> <p>Use of language in all documents should be child and parent friendly, avoiding complicated references.</p> <p>Parents and pupils must have a single point of contact at both schools.</p>	<p>visits – to see the school at a quieter time.</p> <p>The use of buddying to support those Year 7s that need it.</p> <p>New school to attend key meetings e.g. reviews/TAC, with parent’s permission and providing the placement is confirmed.</p> <p>Secondary schools to provide a checklist of recommended ‘skills’ for primary children, e.g. most being able to use a pen, being able to read a map of the school, and understanding a timetable (flexibility may be needed from the secondary school that some children may still not be able to do this).</p> <p>Consideration of procedures at transition days, for example, by each child wearing the primary school uniform, this could create early segregation rather than developing belonging.</p> <p>Use of the Autism Education Trust (AET) Toolkit transition</p>	<p>particularly for those with special needs.</p> <p>Keep class sizes small for those pupils with SEND that need it.</p> <p>Pupils from secondary schools to visit the primary schools to share their experiences.</p> <p>A student link e.g. a student in the secondary school who already has a specific need, who is willing to support a new pupil with a similar need.</p> <p>Transition assemblies in both settings</p> <p>Follow up meetings in September with previous teachers, particularly where there are concerns, but also to celebrate success and forge good relationships.</p> <p>Movement of teaching assistants across the settings to support transition process e.g. Year 6 teaching assistant</p>
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<p>Information sheets to be provided for parents with contact names and emails. The information should include details of expectations from all parties.</p> <p>Tours of the school to be available both pre-application and after acceptance. Although attendance on the tour is the parents' responsibility, secondary schools need to offer it.</p> <p>Inclusive School Forum (ISF) information should be passed on and actioned between schools.</p> <p>Homework to be slowly introduced in Year 7, and differentiated to needs.</p> <p>There must be 'appropriate provision' within each classroom. Accommodation of SEND is the responsibility of all teachers.</p> <p>Any specialist resources (including supporting parents in securing transport arrangements for EHCP)/usual ways of working that are used in a primary school to support a pupil (e.g. overlays, additional time or a time out pass) must also be used in the secondary, regardless of whether a diagnosis or EHCP is in place.</p>	<p>guidance to support pupils with Autism.</p> <p>Governors should be aware of the transition process, and parents should know who the SEND governor is and their responsibilities.</p>	<p>working at the secondary school for a week/half term to help with settling in, or secondary teaching assistants shadowing Year 6 pupils in primary school for the end of the summer term.</p> <p>Secondary schools to have a summer school, especially for students who need extra transition support.</p>
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