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# Planning for SEND transition – Primary to Secondary

17<sup>th</sup> April, 2026



West Midlands  
**SEND and AP**  
Change Programme

# Housekeeping



# On the Agenda

9.15 - Abi Martin – overview of pilot project and documents

9.45 – Jayne Stevens – transition from a parent’s perspective

10.00 – Abi Martin – transition from a child’s perspective

10.15 – break

10.45 – guide to SENCo conversations between primary and secondary based upon the four broad areas of need.

- room 1 – Cognition and Learning/SIS

- room 2 – Communication and Interaction/SEMH

- swap rooms at 11.30am

12.20 – review of the morning

12.30 – lunch

1.15 – split into groups – primary and secondary

2.15 – feedback

3.00 – next steps



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# Pilot Project

Abi Martin - Secondary Inclusion Specialist

Adrienne Darrell – Transition Lead HLC

Chris Redman – Assistant Vice Principle, Attendance and Engagement

# Background

In November 2024 I interviewed 12 out of 13 secondary schools looking at the following areas based on the document Reach - Ordinarily available provision (OAP) and inclusive mainstream practice.

The themes were:

## Themes

Enablers

Networking

Recruitment and Retention

Multi academy trust – support and advice

Challenges

External Agencies

Leadership Capacity

Training / Mentoring

Local Offer

Curriculum

Parental Engagement

**AND  
CHILD'S LIFE**

# CHILD'S LIFE

## Questions considered

- How do you effectively work with primary schools with a focus on transitions / sharing information?
- With regards to year 11, do you find the transition process easy to navigate with the post 16 providers?
- Are there any system barriers to the transition process?
- Do you have time to focus on a young person's social or independent skills?
- Do you believe your current school environment / building promotes inclusivity for all? Are there any areas of the school where pupils with SEND struggle to access?

# THE COMMON ISSUE ..... TRANSITION

## Why? Secondary Perspective

- The better relationship and links with the primary school the better the information.
- Information from some primary schools was problematic - timing, quality of information, CTF files and paperwork.
- Some primary schools were delaying EHCNA requests until Year 7.

## Why? Primary Perspective

- The better relationship and links with the secondary school the better experience for the students for example transition days not only in Year 6 but also Year 5, sharing of information.
- Each school had their own information gathering documents and expectations which was overwhelming at times for the primary schools.
- Visits and meeting expectations varied from school to school.

# MY BIG QUESTIONS

Is it morally right that a child's primary to secondary transition experience is based on relationships?

As an authority do we have an obligation to our children that we work as one to ensure fairness and equality?

As there is a recruitment and retention issue, can we support one another around workload?

# MY ACTIONS

Discussions with key stakeholders including schools and local authority representatives.

Facilitated a working party which represented trusts, areas and designation – Telford Park, Charlton, HLC and Southall.

# OUR ACTIONS

Created an excel spreadsheet which all the working party used to gather information

Shared vision for transition activities and timings.

Collaborative working and honest conversations.

# CASE STUDY – HLC

## Our actions

- Contact made and spreadsheet sent out to all feeder schools (34)
- Face to face and/or Teams meetings arranged to discuss each individual pupil
- Data analysed to place pupils into tutor groups prior to Transition Days
- Meetings arranged with parents of pupils with higher need
- SEND Transition morning
- Small Transition morning
- Two Transition Days
- Three information evenings for parents/carers
- One to one/small group tours
- Transition booklets created with information about key people and activities from each subject

# CASE STUDY – HLC

## Our experience

- Where information was accurate and detailed, support plans could be made in advance for pupils with high need
- Majority of schools shared data and detailed information about pupils
- A small number of primary schools had to be contacted again to request data or arrange meetings

## The impact

- Attendance – 94.7%
- Positive Points – 93461
- 245 pupils placed in tutor groups before transition – 5 amendments made

## **The impact**

92% - I feel happy about how I moved from primary to secondary school.

97% - I would recommend this school to other pupils.

94% - I feel supported by my teachers and support staff at HLC.

90% - I enjoy learning at HLC

95% - There is an adult at school I can talk to if something is worrying me

95% - I have met new people and made new friends since starting Year 7.

## The impact

- Pupil C
- Child in Care
- Recently issued EHCP for SEMH (Nov 2025)
- Additional needs noted:
  - Communication and Interaction difficulties
  - Cognition and Learning challenges
  - Sensory and physical needs minor
  - Awaiting Bee-U assessments for emotional and neurological needs

# CASE STUDY – Charlton

## Our actions

- Contact made and spreadsheet sent out to all feeder schools (38)
- Face to face visits conducted to ALL primaries where able and Teams sessions
- Data analysed to place pupils into tutor groups prior to Transition Days
- Meetings arranged with parents of pupils with higher need/LAC
- SEND Transition morning
- SENDco additional visits to support EHCP students
- Small Transition Evening – Feeder primaries of 1 – 3 students
- Two Transition Days
- Summer school – PP/FSM students are given free space
- Information evenings for parents/carers
- Coffee Morning for parents on 2<sup>nd</sup> day of transition
- One to one/small group tours
- Transition booklets created with information about key people and activities from each subject

# CASE STUDY – Charlton School

## Our experience

- Where information was accurate and detailed, passports created prior to transition days
- Majority of schools shared data and detailed information about pupils
- A small number of primary schools had to be contacted again to request data or arrange meetings

## The impact

- Attendance – 95.1% (YTD)
- Positive Points – 62151
- 239 pupils placed in tutor groups before transition
- The number of Year 7s going EHE has dropped from 7 in 2023, 2 in 2024 and 1 in 2025

# CASE STUDY – The Impact

Student:

Context:

EHCP (All four areas of need)

Reading Age: 6

History of running

Transition: Additional visits, PODs involvement, Parent meetings

Student Voice:

- Scared before joining Charlton – additional transition made it feel less scary.
- Struggled in primary school due to behaviour but feels she is doing well at secondary school because she feels as though we know how to support her.

# Any Questions?





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# A parent's perspective

Jayne Stevens  
PCF



# What Parent Carers want you to know

- I am really nervous about my son's transition from primary to secondary. He's heading to ??.
- We have spoken to the senco who seems really lovely and is going to call/email to arrange dates with us to chat and work together for his sensory needs.
- I know they have some days too coming up in July where they spend the day there which will be good and his primary school hopefully will work with me to have the proper help and support he needs in his transition.
- But I know this is a massive change and routine is completely different and my son is all about routine.

# Not so Good

- Nothing worked well for us.... during transition we're promised a lot of things to support starting including being in the mainstream schools provision and having a keyworker.
- He started - nothing was in place, over the 6 weeks holidays they had decided to scrap the send provision and still doesn't have a keyworker (2 terms in) even though its in his EHCP.
- Mainstream secondary just want the child to conform to the main body of the students - there is no care nor provision for them – it's just all about the money

# Not so Good

- Secondary school lost his SEN folder which they collected from the primary school so he went from having all the correct help and support in primary . . . To nothing!
- As you can imagine, this affected him massively.
- The damage was already done!! To the point, it totally destroyed him and we made the decision to EHE (best decision we ever made as he's a completely different person

# The Good Stuff

- My daughter had 2 days in her secondary school, then had a day with the SEND kids from her school, and I think had a visit with us too.
- But even with all that, cried on the first day and was really overwhelmed (her close friends went to different schools), but thankfully she was given 1-2-1 support from that first day and she's a lot more settled now.

# What worked

- A gentle meet-and-greet with the child and family to start building familiarity
- A relaxed walk around the school so they can see key spaces and get a feel for the environment
- An introduction week where they can spend short periods in school and take things at their own pace
- Extra time offered if they need a little longer to settle
- Trying lunch in school to experience the social side in a low-pressure way
- Half-day sessions at first, which often give a nice balance and let them feel the natural buzz without overwhelm

# What worked

- Early communication with New school Senco.
- Asked for a quieter time to view around the school
- Go more than once.
- A pupil from year 11 walked us around rather than teacher on guided tour. My son felt more at ease with someone slightly closer to his age.
- Talking to head of year / Pastoral manager links.
- Meeting peers in advance.
- A clearly communicated plan for any transition sessions etc.

## Parent Carer Suggestions

- Put them with their friendship group.
- Give them a mentor to help them find their way around.
- Assign them a TA or member of staff that they can go to with any problems and introduce them in the term before (when they are still in year 6) and arrange several meetings where they can ask questions
- Give them a contact email so they can stay in touch if they want to.

## Parent Carer Suggestions

- It would have been really helpful to receive any acknowledgement from the school - something to the child to say we're looking forward to you starting or anything like that.
- A tour of the school, to see the building and meet key staff.

# In Summary

- Start transition early
- Preparation for all
- Review Preparing for “Adulthood” outcomes – with school and with parent carers
- Medications
- Life changes
- Welcome communication from secondary school
- Mindful of peers and friendships
- Parent Carer anxieties – every family is different
- What else is going on . . .

Thank you

[forum@podstelford.org](mailto:forum@podstelford.org)

0777 534 2092

# Any Questions?





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# A young person's perspective

# Any Questions?





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# A guide to SENCo conversations



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# Cognition and Learning

Ashleigh Pain

LSAT

## KEY DIFFERENCES BETWEEN PRIMARY AND SECONDARY SCHOOL

ASPECT	PRIMARY SCHOOL	SECONDARY SCHOOL
Age Group	5-11 years	11-18 years
Subjects	General topics (literacy, numeracy, basic science)	Specialized subjects (algebra, biology, history, etc.)
Classroom Structure	Single teacher for most subjects	Multiple teachers, one per subject
Homework	Simple, infrequent	Regular, detailed assignments and projects
Learning Approach	Play-based, interactive	Structured, independent, and critical thinking
Teacher Role	Guides all subjects, close student-teacher relationship	Expert in one subject, encourages autonomy
Social Environment	Small, close-knit groups	Larger, more diverse groups

## Ensuring a successful transition from primary to secondary school.

### Overview

Share precise, relevant information regarding the students:

- Strengths and interests
- Identified needs
- Proven effective strategies
- Current provision

Key question:



What enables students to feel successful and included as a learner?

## Learning Needs and Classroom Impact

Consider the impact on:

- Access to whole-class teaching
- Recording work and demonstrating understanding
- Independent learning and task completion
- Retention and application of new learning over time

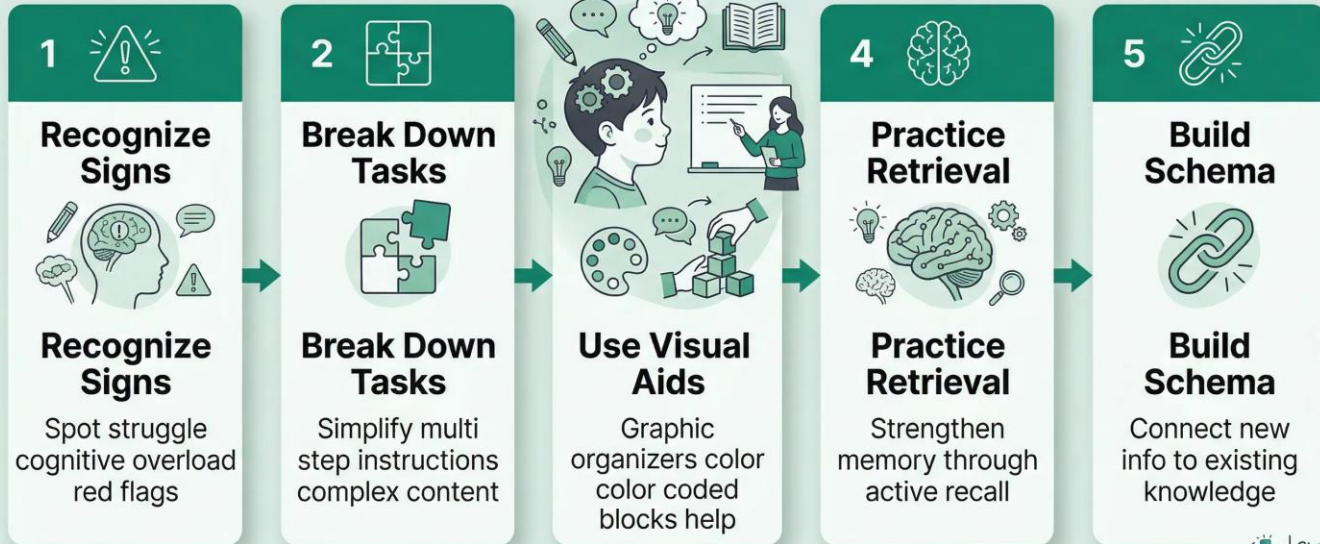
### Discussion point

Are there any teaching strategies used in Primary Schools that could be implemented in Secondary School classrooms, so that students with cognitive difficulties find the transition familiar to them?



# Manage Cognitive Overload

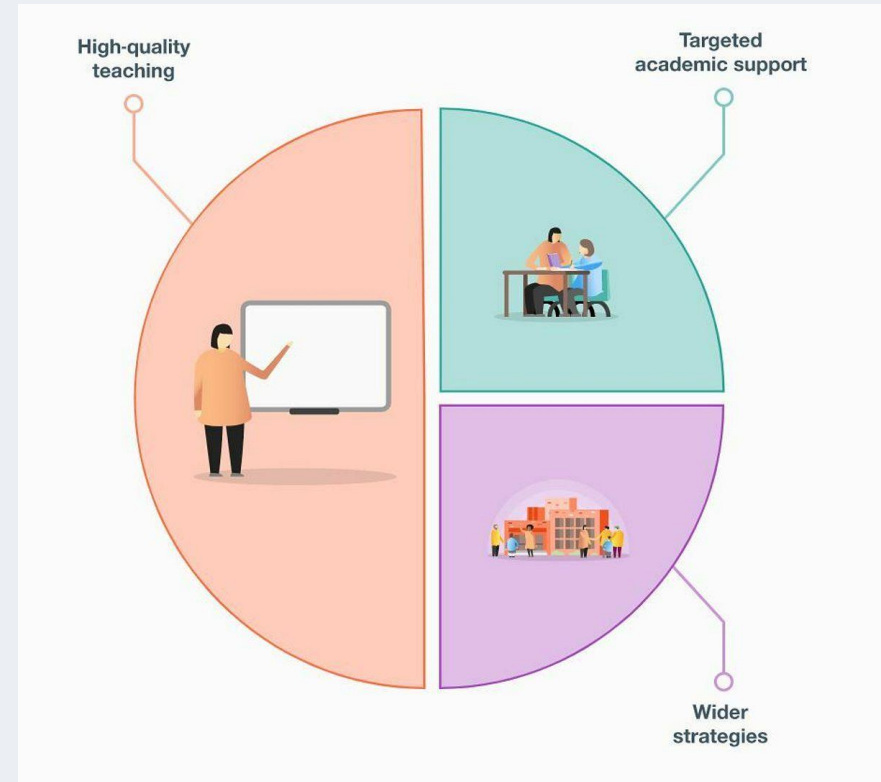
Support student working memory



Learners use working memory for information. This links new facts to existing knowledge. Retrieval, spacing, and interleaving aid learner recall. Working memory processes information. It uses control, processing, and a phonological loop. These parts constantly update data. (Kail & Sowden, McQueen, 2012).

## Effective Strategies

- Successful teaching approaches (e.g. overlearning, chunking, explicit modelling)
- Reasonable adjustments consistently applied in the classroom
- Scaffolds, prompts and adapted resources used effectively
- Strategies found to be less effective (and reasons why)
- Level of adult support provided and approaches used to promote independence



## Provision and the Graduated Approach

- Current SEN status: SEN Support / Education, Health and Care Plan (if applicable)
- Summary of Assess–Plan–Do–Review cycles and progress trends
- Interventions delivered and their measured impact
- Involvement of external professionals and key recommendations



### Next Steps and Follow-Up Agreed actions

- Documentation to be shared (e.g. provision maps, reports, pupil passport)
- Any confirmed preparations or adjustments for September
- Date or timescale for an early Year 7 review meeting



# Any Questions?





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# Sensory

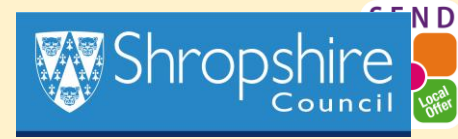
Ruth Lawton and Louise Kitson

SIS



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Sensory Inclusion Service

[SENDandInclusion@telford.gov.uk](mailto:SENDandInclusion@telford.gov.uk)

Please have a look at our page on the Local Offer

## What is SIS?

- The **Sensory Inclusion Service (SIS)** is a joint service between Shropshire Council, Telford & Wrekin Council and health.
- SIS supports children and young people with hearing and/or vision loss and their families.
- SIS aims to provide a wide range of support to ensure children and young people have a good quality of life, are happy, achieve their academic potential and are included in their local community.



## Deciding on an educational setting

- Parental choice is key. SIS can support by visiting settings with families and liaising with setting staff.
- Can hearing and/or vision needs be met?

Once a placement has been allocated...

## Starting School

- SIS teachers contact the school
- Training and support offered (whole school and with key staff)
- Additional transition visits with the child; tailored support depending on level of need and understanding **Depending on the child's level of visual loss, Guide dogs may be invited to visit the school to complete a walk through and an adaptations audit.**
- Meetings with key staff (where they are coming from and going to)
- Child to have additional visits to meet key staff
- Ongoing training
- Advice given regarding health and safety (environmental audit for VI)

# Preparing for secondary education

- Initial contact with SENCo
- Meetings with Key support
- Encouraging independence with personal hearing and/or visual equipment
- If necessary, practice route to and from school (VI) walking, public transport
- SIS transition day/evening
- Pupil Passports
- School summer schools
- Tours of the school when it's quiet and follow up visits with key staff available
- Getting to know the learning support department
- **Whole school training**
- Ongoing training
- Advice given regarding health and safety (environmental audit for VI)
- Planning around preferable tutor groups etc

## What can you do?

- Talk to us
- Find time for training
- Handover meetings re key information: what will support transition?
- Social inclusion – what does that look like?
- Encouraging involvement with extra curricular clubs etc
- Consider practicalities when timetabling e.g. some rooms will be better than others acoustically; they may need regular access to a quiet separate room
- Making sure all staff have an awareness of need
- Is information being delivered in an accessible way? Clubs.

## Transitioning to KS4

- Careful consideration of 'options' for some pupils.
- Are their preferred choices going to be appropriate/suitable. Can their needs be met?
- Exam Access Arrangements

## Post 16 and beyond

- Consideration of appropriate courses and settings
- What support is available?
- Promoting independence whilst still meeting their needs e.g. note-taking.
- Key worker approach
- Looking to the future
- Social inclusion still key

## Case study – EH - EHCP

- Discussion with secondary SENDCo prior to allocation day
- SENDCo invited to annual review
- Tour of the school after hours
- Additional visits x3
- Summer school
- SIS transition day
- Pupil Passport written with EH
- Training delivered on INSET day in September
- Once term has begun, ongoing training and support (e.g. training around hearing equipment, health and safety, meetings with key support and advising around support in and out of lessons)
- Keeping in regular contact with the family

## Case Study - VA – EHCP

- Discussion with Head and SENDCo
- Report and equipment list shared, support with job description for TA support
- Environmental Audit by Habilitation Specialist
- Parents and VA accompanied visit with QTVI, tour of the school after hours
- Additional visits as required: familiarisation, mobility and orientation
- Staff awareness training delivered as INSET or twilight session, adaptation and any IT requirements
- Peer awareness training
- Training in travelling route to and from school with VA and parents
- Once in school, ongoing training and support (e.g. training around specialist equipment, health and safety, meetings with key support teachers to support planning and advising around support in and out of lessons)
- Keeping in regular contact with the family

# Any Questions?





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# Communication and Interaction

Dr Jane Park

Co-Principal EP

Rhiannon Skilton

Assistant EP (Neurodiversity)

## Traffic-Light Support Guide for Neurodivergent Pupils (Communication & Interaction)

**Purpose:** To summarise what works, what to watch for, and what to avoid so staff can support this pupil confidently from day one.

### ★ Non Negotiable Supports (From Week One)

These supports are essential for access and wellbeing:

- \_\_\_\_\_
- \_\_\_\_\_

### 🗣️ The Pupil's Voice (Key Messages for Staff)

- \_\_\_\_\_
- \_\_\_\_\_

🟢 **GREEN – What Works Well** (*Build on these strengths and supports*)

🟡 **AMBER – Watch For** (*Early signs the pupil may need support*)

🔴 **RED – Avoid / Escalation Triggers** (*These increase anxiety or dysregulation*)

## Traffic-Light Support Guide for Neurodivergent Pupils (Communication & Interaction): **GREEN**

**Purpose:** To summarise what works, what to watch for, and what to avoid so staff can support this pupil confidently from day one.

### **GREEN – What Works Well** (*Build on these strengths and supports*)

#### **Communication & Interaction**

- Clear, literal language
- Visual supports
- Processing time
- Calm, predictable adult responses

#### **Learning & Classroom Support**

- Chunked tasks
- Reduced writing / alternative recording
- Models and examples
- Flexible pacing

#### **Sensory & Regulation**

- Movement breaks
- Quiet spaces
- Fidgets / sensory tools
- Seating choice

#### **Relationships & Check-ins**

- Trusted adult
- Low-key check-ins
- Predictable routines

## Traffic-Light Support Guide for Neurodivergent Pupils (Communication & Interaction): **AMBER**

**Purpose:** To summarise what works, what to watch for, and what to avoid so staff can support this pupil confidently from day one.

**AMBER – Watch For** (*Early signs the pupil may need support*)

### Possible Indicators of Stress or Overload

- Withdrawal / going quiet
- Increased agitation or restlessness
- Refusal or avoidance
- Tearful or shutdown response
- Rigid thinking / increased need for predictability

### What this usually means for this pupil:

### Helpful early responses:

### Situations That Can Be Tricky

- Transitions between lessons
- Crowded corridors
- Unstructured times (break/lunch)
- Group work
- Unexpected changes

### Things that help in these moments:

## Traffic-Light Support Guide for Neurodivergent Pupils (Communication & Interaction): **RED**

**Purpose:** To summarise what works, what to watch for, and what to avoid so staff can support this pupil confidently from day one.

**RED – Avoid / Escalation Triggers** (*These increase anxiety or dysregulation*)

### Triggers to Be Aware Of

- Being singled out publicly
- Too much verbal instruction
- Raised voices
- Sudden changes without warning
- Removal of agreed supports

### What Not to Assume

- Silence = understanding
- Refusal = defiance
- Calm appearance = coping

**If the pupil is significantly distressed**

**What helps de-escalate best:**

**What makes things worse:**

## From Individual Adjustments to Pattern Recognition

When traffic-light summaries are collected across a Year 7 intake, they enable SENCos and senior leaders to **aggregate qualitative data** and ask:

- *Which "Green" supports appear repeatedly across pupils?*
- *Which "Red" triggers are common across neurodivergent learners?*
- *Which adjustments are described as "non-negotiables" most often?*

### What this reveals?

Very often, schools find that:

- The **same reasonable adjustments** are listed repeatedly
- The **same environmental stressors** emerge (noise, transitions, ambiguity, time pressure)
- Many adjustments benefit **far more pupils than those on SEN registers**

This shifts thinking away from: "These pupils need something extra" towards: "Our environment creates avoidable barriers, and we can design them out"

## Normalising Adjustments as Universal Design

Once patterns are visible, schools can reframe adjustments as universal design features rather than individual exceptions.

Example pattern → practice shift	
Repeated Adjustment Identified	Cohort-Wide Practice Embedded
Processing time needed	Pauses written into teacher talk
Visual instructions help	Slides/boards used consistently
Noise sensitivity	Quiet spaces timetabled, not negotiated
Transition anxiety	Predictable routines across departments

This enables reasonable adjustments to:

- be designed into lessons
- reduce the cognitive load of “asking”
- support K code pupils who wouldn’t otherwise meet thresholds for individual plans

In effect, the cohort tells you what inclusive practice *needs to look like*.

## Moving from Reactive to Proactive Support

Traffic-light data is especially powerful because it highlights **Amber and Red patterns**—not just what works.

Across a cohort, SENCos can identify:

- lessons or times of day linked to frequent Amber signals
- practices that often escalate pupils into Red
- staff behaviours that either calm or inflame stress

### **This enables:**

- proactive timetable planning
- targeted staff training
- adjustments made *before* difficulties escalate

For example:

- If many pupils list public correction as a Red trigger  
→ feedback culture can be addressed at a whole-school level

## Building staff confidence and competence

When adjustments are identifiable at cohort level, they:

- reduce staff uncertainty (“Am I allowed to do this?”)
- increase consistency across subjects
- prevent children needing to repeatedly self-advocate

Traffic-light summaries enable schools to:

- develop “**default reasonable adjustments**”
- align classroom expectations across departments
- avoid pupils experiencing radically different support depending on the teacher

This is especially important in secondary settings, where inconsistency is one of the biggest drivers of anxiety for neurodivergent learners.

## Informing Training, Policy and Quality Assurance

Aggregated transition data can directly inform:

### a) Staff training priorities

Rather than generic SEND CPD, schools can say:

***“Our incoming cohort tells us these are the areas that matter most.”***

Staff development can then focus on:

- inclusive communication
- sensory-aware classroom management
- de-escalation and early intervention
- trauma-informed, neuroaffirming practice

### b) Policy review

Traffic-light data can evidence when:

- behaviour policies unintentionally escalate distress
- uniform, homework or behaviour systems create barriers
- certain “non-negotiables” conflict with access needs

This grounds policy review in lived pupil experience, rather than compliance.

## Building a Shared Language of Inclusion through Transition

Cohort-level analysis of transition responses helps build a **shared professional language of inclusion**.

Instead of:

- “They’re low-level disruptive”
- “They just don’t try”
- “That pupil needs something different”

Staff begin to talk about:

- sensory load
- cognitive demand
- predictability
- regulation
- curriculum access

This cultural shift is what allows reasonable adjustments to become *how we do things here*

# Any Questions?





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# SEMH

Darren Lennon

BSAT Team

# Session Objectives

- Improve SEMH transition conversations
- Share best practice
- Strengthen planning
- Reduce risk

# Why Transitions Fail

“What has gone wrong in past transitions for SEMH pupils—and why?”

- Lack of detail
- Over-reliance on paperwork
- No early planning
- Missing relational context
- Moving from KS2 to KS3 (Rules and regulations)

# What Matters Most (SEMH)

- Relationships
- Regulation
- Behaviour as communication
- Attendance
- Identity
- Family context

# Key Principle

- Receiving schools need:
- WHY behaviours occur
- WHAT works
- HOW to respond

# SEMH Conversation Framework

- 1. Story
- 2. Presentation
- 3. Triggers
- 4. What works
- 5. What doesn't
- 6. Support
- 7. Risk
- 8. Transition plan

# The Story & Presentation

- Background context
- Key events
- Daily behaviours
- Patterns

# Triggers & What Works

- Known triggers
- De-escalation strategies
- Staff approaches
- Environment

# Support & Risk

- SEN status (K/EHCP)
- Interventions
- External agencies
- Risk factors

# Critical Documentation

- SEND plans
- Behaviour plans
- Risk assessments
- External reports

# Effective Questions

- When are they regulated?
- What escalates behaviour?
- What works?
- Early warning signs?

# Alternative Provision

- Why used?
- What worked?
- Reintegration insights

# Common Pitfalls

- Vague language
- Negative focus
- No relational strategies
- Poor planning

# Key Takeaways

- Know the child
- Share what works
- Plan proactively
- Build relationships

# Final Reflection

- Would this child succeed if nothing changed?

# Case Study: SEMH Transition Profile

- Name: Jayden (Y6)
- SEN: SEN Support (K)
- Attendance: 82%
- Behaviour: Verbal aggression, refusal, occasional absconding
- Triggers: Transitions, perceived criticism, unstructured time
- Strengths: Football, practical tasks, positive with trusted adults
- Interventions: Daily check-in, reduced timetable, mentoring
- External: CAMHS (awaiting), Behaviour Support Team
- AP Use: 2 days/week (successful in small group setting)

## Remember the importance of the Early Years

Learn it, see it, practise it, receive  
praise for it.

# 'Cause I Ain't Got a Pencil

I woke myself up  
Because we ain't got an alarm clock  
Dug in the dirty clothes basket,  
Cause ain't nobody washed my uniform  
Brushed my hair and teeth in the dark,  
Cause the lights ain't on  
Even got my baby sister ready,  
Cause my mama wasn't home.  
Got us both to school on time,  
To eat us a good breakfast.  
Then when I got to class the teacher fussed  
Cause I ain't got no pencil.

By Joshua T. Dickerson



# Any Questions?





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# Primary and Secondary discussions

## **Primary**

**What do secondaries need to ask about the provision that has been in place?**

- Provision
- Pupil voice
- Parent/carer view
- Independence and support levels
- Reasonable adjustments in daily practice
- Triggers, risks and early signs

## **Secondary**

### **What do primaries need to prepare children for?**

- Understanding of the secondary environment
- Multiple teachers and different expectations
- Increased independence
- Timetables, transitions and time awareness
- Social situations and peer relationships
- Knowing who and how to ask for help
- Managing change, anxiety and uncertainty
- Knowing their own needs
- Behaviour expectations and boundaries
- Feeling confident, capable and included

# Any Questions?





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# Next Steps

## **Next steps:**

### **Primary schools:**

- Complete the spreadsheet and send to secondary schools by 3rd June.
- Attend SENCo to SENCo transition meetings
- Supporting pupils in preparation for transition

### **Secondary schools:**

- Analysis of information from primary schools
- Attend SENCo to SENCo transition meetings
- 'Team around the school' offer
  - Contact [Angela.Denton@telford.gov.uk](mailto:Angela.Denton@telford.gov.uk) to arrange
- Implement 'must haves' in preparation for September

# Any Questions?



# SENCo Network Meeting - Wednesday 6th May, 2026

## Agenda

3.20 - 3.40 - refreshments  
and time to network with  
colleagues.

3.40 - 5.30:

- Reform updates
- Transition updates
- ELSA and ND Outreach
- Deaf Awareness Week
- Local Offer and  
Newsletter
- Workshop - Local  
Inclusion Support Offer

## Workshop

The LISO explains the support available to help schools provide appropriately for pupils with additional needs.

We will be sharing a preview of Telford and Wrekin's LISO and inviting your feedback.

This will provide an opportunity to help shape how we communicate the support available to schools.

Your feedback, as the users of the LISO, will be essential to ensuring its effectiveness.



**Telford & Wrekin**  
Co-operative Council

Protect, care and invest  
to create a better borough



# Thank you for attending