

# PRIMARY TO SECONDARY PHASED TRANSFER FOR PUPILS WITH SEND OR ADDITIONAL LEARNING DIFFERENCES

## Advice for Families





In order for your child to settle into secondary school life, both their Primary and new Secondary school will work together with you and your child, involving any supporting professionals to agree and complete a pupil passport including transition arrangements. This will ensure that the support that your child may require to meet their Special Educational Needs (SEN) will be in place for when they arrive in their new school.

## HOW CAN I SUPPORT MY CHILD DURING THE SECONDARY TRANSFER PROCESS?

*Things to think about?*

- How they will travel to school?
- How they will find their way around school?
- How do they meet and make friends with new children?
- How will they learn the name of new teachers and their expectations and styles of teaching?
- How will they learn the rules of the school - explicit and implicit?
- How will they manage a new school uniform - will garments need to be amended for ease of dressing/sensory needs?
- How will they be prepared for homework - greater volume and expectations?
- How will they learn about the timetable - change of staff and subjects?
- How will they organise themselves with the appropriate books and tools?
- How will they manage learning new topics and vocabulary?
- How will they manage sensory differences, such as loud noises or strong smells?
- How will they manage their language skills - literal language?
- How will they cope with change determined by others and not themselves?
- How will they manage with more complex activities?
- How will they manage at break times with less supervision from teaching staff?
- What is available for SEN Support? Will my child have an individual support plan?
- You may also wish to ask your child to write down their own questions about starting secondary school and encourage them to ask a member of staff when they go in for visits or induction days.



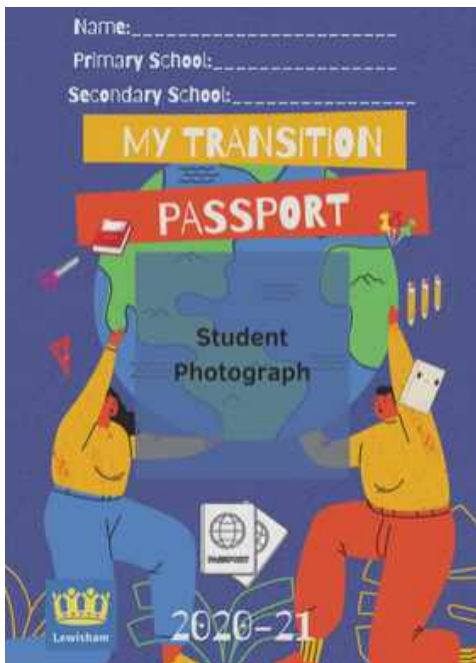


## What can we expect from our/my child's primary school?

Lewisham Schools have been advised that it is good practice to have in place a Pupil Passport (Secondary Phased Transfer) for all Year 6 pupils receiving support for their SEN and for those pupils that they consider may need extra support with their transition.



If your child fits in to the category above, your child's primary school will arrange an initial passport planning meeting with you and your child.



## Things to consider when completing your child's pupil passport

- Aspirations and agreed outcomes;
- Likes/dislikes;
- Strengths;
- Barriers to learning;
- How your child likes to be supported;
- How your child likes to communicate;
- Their views about transferring to secondary school;
- Your views about the transition to secondary school,
- Details of the agreed transition arrangements including visits to your child's new school;
- Details of the support for your child's SEN that will be in place;
- How to make the school accessible if your child has challenges with mobility or a visual/hearing impairment e.g. do you need to arrange a joint visit with health professionals to assess the environment, the child may wish to visit several times to familiarise themselves with the layout?
- Supporting Outside Agencies .eg; Speech and Language
- Therapy, Drumbeat Outreach, Educational Psychology, SpLD, OT, Outreach Inclusion .





Primary schools will be contacting secondary schools to discuss any pupils receiving support for their SEN and to confirm the date of your child's summer term transition review meeting, this may include other professionals supporting your child. Your child's pupil passport will be finalised at the meeting with all parties signing the final agreed version.

## What can I ask the secondary school to prepare for my child?

- Copies of the SEN and/ or Behaviour Policy, information on clubs/groups together with any other relevant
- information or details where you are able to locate these documents on their school website;
- A map of the school. Colour-coding can be helpful: including symbols to mark important facilities like toilets and quiet areas during break times;
- An easy to use timetable;
- Checklist of all the equipment they will need which could be laminated, especially if they're prone to being forgetful or disorganised. This should be revised when they join the school to include the timetable and what they will need to bring to school each day of the week;
- School Planner, reassure them how they will be supported to use their homework planner to record homework;
- Ways to support independence e.g. travelling to school, managing self-care, managing responsibility for being ready to learn;
- A key person in school to contact with any queries during the summer term;
- Visits to the secondary school in addition to your child's induction days will be arranged if considered necessary for your child.



## What will happen when my child starts at their new school?

All staff who teach or support your child will have a good understanding of their differences and will be able to confirm that they have familiarised themselves with your child's transition passport and SEN Support Plan. As part of the monitoring in place, Lewisham Schools have been advised that all relevant staff should sign these plans to ensure all staff accept responsibility for their role in meeting your child's barriers to learning or during other school time e.g. lunch breaks.

### Any queries?

Please follow the new secondary school's communication protocol. Again, this should be available via their school website.