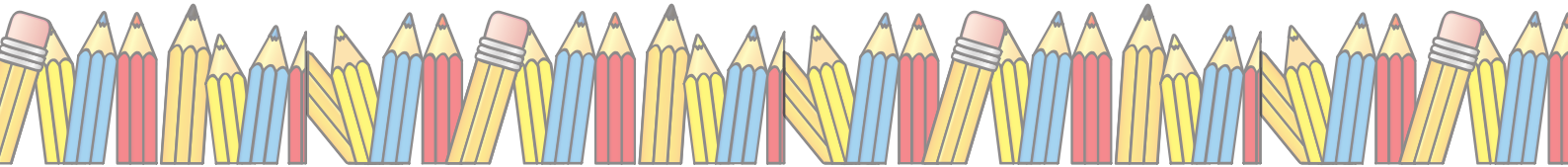


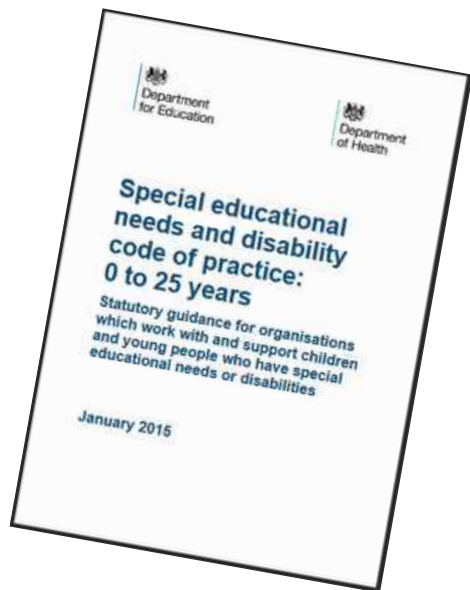
PHASED TRANSFER FOR PRIMARY TO SECONDARY CHILDREN WITH SEND

APRIL 2020





RELEVANT LEGISLATION AND STATUTORY GUIDANCE



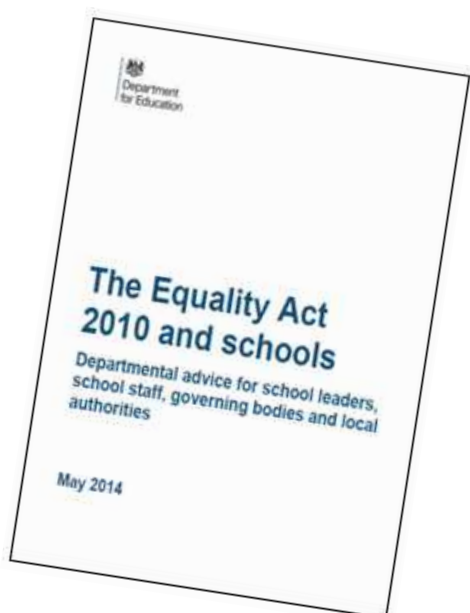
SEND CoP, January 2015

Planning for transition

6.57 SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life (see Chapter 8, Preparing for adulthood from the earliest years). To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process. Where a pupil is remaining at the school for post-16 provision, this planning and preparation should include consideration of how to provide a high quality study programme, as set out in paragraph 8.32.

Planning for inclusion

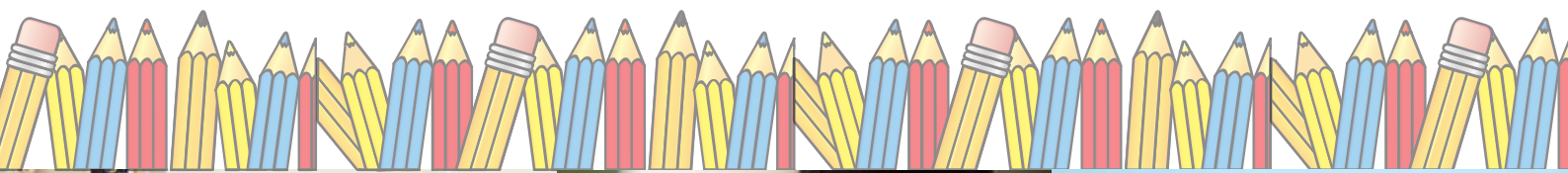
8.6 Early years providers and schools should support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another (for example, from nursery to primary school). Maintained nurseries and schools must ensure that, subject to certain conditions, pupils with SEN engage in the activities of the nursery or school together with those who do not have SEN, and are encouraged to participate fully in the life of the nursery or school and in any wider community activity.



Equality Act 2010

This Act places a duty on settings not to treat disabled pupils less favourably and to make 'reasonable adjustments' where disabled pupils are placed at a 'substantial disadvantage'. The duty does not only arise when a pupil is about to join but also settings should anticipate the requirements and make in advance, the adjustments the pupil is likely to need.

Please also refer to the Children's and Families Act 2014



INTRODUCTION

Secondary schools are of course significantly different environments to primary schools and for most children their secondary transition can be an unsettling period. Not knowing what to expect, how they will manage being taught by a number of teachers, making new friendships, and where to go for help are just a few of their worries. Pupils with SEND are likely to find their secondary transition more difficult than their peers.

We have been working closely with our colleagues in the Access, Inclusion and Participation to develop a phased transition monitoring sheet and a phased transfer pupil passport. The covering letter to this year's monitoring sheet, pupil passport and guidance includes full details of the LA's ongoing Secondary Phased Transfer Pilot. As we will all appreciate, our secondary schools Year 7 cohort is a huge number and this will support them with the arrangements during the summer term of Year 6 and Autumn term of Year 7.

The aim of this guidance is to offer good practice for pupils with SEND.

How are we going to work together?

As part of the SEND Advisory Service support to schools, SEND Advisors:

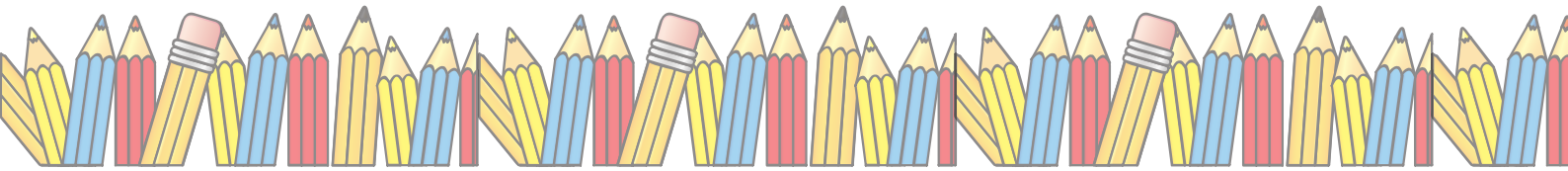
- Have begun to monitor pupils in receipt of SEN Support from Year 4 who may be of a concern when transferring to secondary school with their allocated schools;
- Have discussed Year 5 & 6 pupils of concern;
- Will facilitate the Secondary Transfer Information Sharing Day for pupils with SEND;
- Have in place Year 7 pupil transition monitoring with secondary schools.

We will also continue to be part of the Phased Secondary Transfer Pilot.

SEND Advisory Team

Children with Complex Needs Service



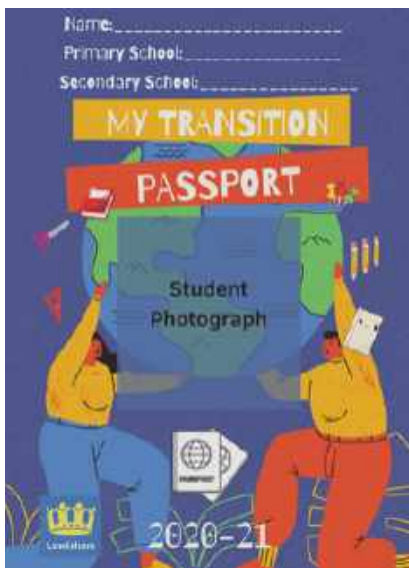


Preparation: Primary Schools

If a pupil has Special Educational Needs (SEN) it is good practice for schools to begin early discussions with families in Year 4. When a pupil is in Year 5 schools should start to advise families to attend their local secondary schools' open days and read their SEND policy and Information Report. This will support families with starting to plan for their child's secondary transfer whilst also reassuring them that their child's transition will be planned for.

As a school you should also consider whether you have exhausted the graduated response as the pupil moves into upper KS2 and whether an EHCNA request is indicated. Please do not leave this until Y6. You need to consider any pupils who may be placed at APs and what the implication there will be for their transfer to secondary school.

At the beginning of Year 6, it would be good practice to put in place the LA's monitoring sheet and to start to develop with the pupil and their family, the LA's pupil passport. As agreed with the SEN Team, this would also be a useful activity to complete during the secondary transition annual review for those children in year 5 with an EHCP. (This will be reviewed as part of the pilot.)



The Pupil Passport

- Likes/dislikes;
- Strengths;
- Aspirations;
- Barriers to learning;
- How they like to be supported;
- How they like to communicate;
- Their views about transferring to secondary school and what support they would like;
- Family's views about the transferring to secondary school, the support that will be given and what they can do at home;
- Sensory differences, such as reactions to loud noises or strong smells, aversion to certain meals and food products;
- Differences with balance, posture, uncoordinated movements, postural control differences;
- Differences with literal language;
- Differences with self-regulating and managing reactions when angry, confused or frustrated;
- Barriers to being part of the school community;
- Involvement of outside agencies and support networks





Schools should write to all relevant families requesting permission to share information with the new school. This will ensure you have met GDPR requirements. Pupil passports should be attached to the Secondary Phased Transfer Monitoring Sheet.

Primary schools must also enclose a copy of the current SEN Support Plan, provision map, attendance data, behaviour logs and current relevant professional advice as agreed with the pupil's family. Best practice is to also include some examples of the pupil's independent work.

The primary school should confirm by May half-term in Year 6 the transition review meeting date so that the named secondary school can attend. Holding this at the secondary school may be reassuring to the pupil and their family. This will allow the named secondary school to familiarise themselves with the pupil's current barriers to learning and prepare for the review/transition meeting to ensure they have in place a suitable SEN Support Plan/Provision Map for when the pupil joins them in September.

It is expected that the final Secondary Phased Transfer Monitoring sheets and the Pupil Passport will be signed by all parties with copies submitted to the LA via a generic email address transition@lewisham.gov.uk. These will then be sent centrally to the receiving secondary school in one batch. Primary schools should keep copies for their records and include copies in the pupil's school file that is sent to the receiving secondary school.

Secondary Schools



Primary schools will be contacting secondary schools by May half-term to discuss any pupils receiving SEN Support and to confirm summer term transition review meetings dates.

All schools must have in place a SEN Policy and SEND Information Report which demonstrates how they will meet the special educational needs of pupils in their school. This must reflect the statutory requirements and include information for identifying, assessing and making provision for pupils with SEND, including 'Reasonable Adjustments'. Primary schools are encouraged to inform families to access these, however, you may also wish to provide the family with copies.



Schools should reassure families about the process of making all staff aware of the needs of their child in relation to their SEN and reasonable adjustments that must be delivered when implementing the school's SEND and Behaviour Policies.



As part of the Summer SEN Support review meeting, you could provide the pupil and their family with:

- Copies of the **SEND Information Report and SEN Policy, Behaviour Policy**, clubs/groups information sheets together with any other relevant information, or ensure the pupil and their family have details of where to access these via your school's website;
- **A map of the school.** Colour-coding can be helpful: highlight each subject's classrooms in a different colour, and use clear 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 are 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;
- **Homework planner.** Reassure them how they will be supported to use their homework planner to record homework;
- **Ask the pupil to write their own questions** about starting secondary school and encourage them to ask a member of staff when they visit. You could also provide the family with the SENCO's email address so families can contact them with any queries;
- **Are there any pupils** whom they are friends with or are concerned about to inform class placements?



All staff will have a good understanding of the needs of identified pupils with SEND who will be joining them in Year 7. This should include having access to the child's passport and SEN Support Plan/Provision Map so they will be able to confirm that they have familiarised themselves with these. As part of the monitoring in place, you may wish for all relevant staff to sign SEN Support Plans/Provision Maps to ensure all staff accept responsibility for their role in meeting the needs of pupils with SEND whom they may teach.

When considering the SEN Support currently in place and how this needs to be adjusted in a secondary school environment, you may wish to consider the following:

- Arranging to observe the pupil during lesson and playtimes in their current setting;
- Observe the pupil on induction days to see how they are coping with the new environment;
- Plan for visits to your school: are you able to offer some in-class experience as part of one of their visits/transition?
- How to make the school accessible if the pupil has challenges with mobility or their visual/hearing impairment, e.g. do you need to arrange a joint visit with health professionals to assess the environment, the pupil may wish to visit several times to familiarise themselves with the layout;
- Use of SLA's to mirror provision from Primary School.

There are lots of other ways for secondary schools to support new pupils with SEND, for example, use pupil premium money to fund support staff to work with small groups of students as they transition from primary to secondary. Some offer extra induction days or informal visits for pupils with SEND to make them more familiar with their new school.

