

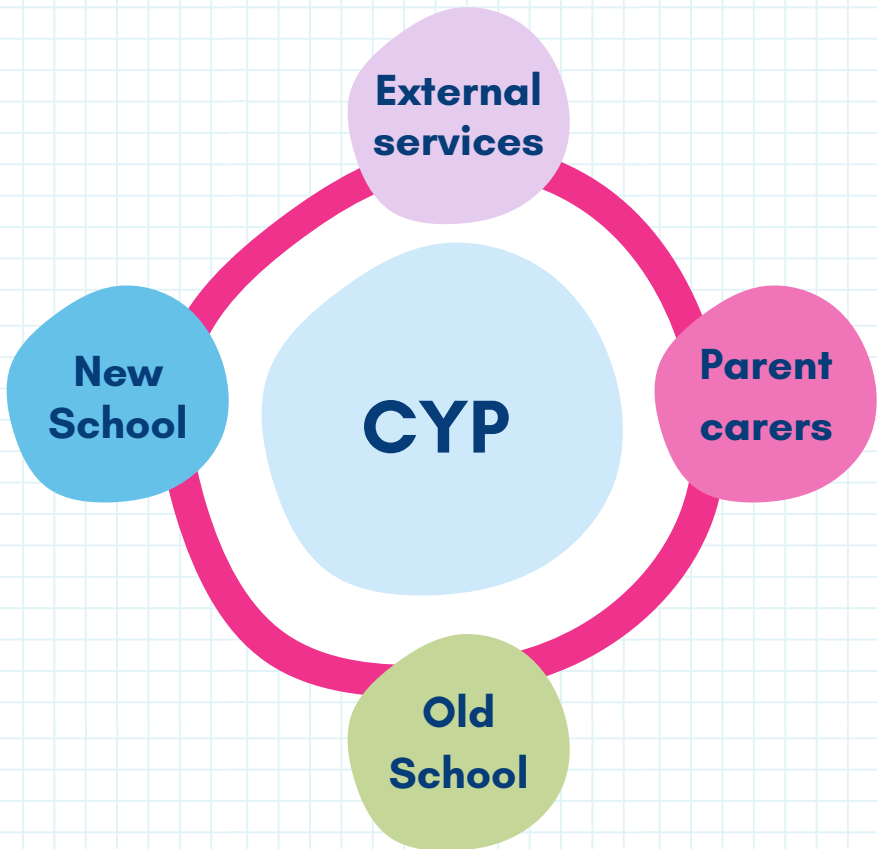
BIG SCHOOL, A BIG ADVENTURE

PARENT CARER GUIDE TO SEND TRANSITIONS



WHO SHOULD BE INVOLVED IN MY CHILD'S TRANSITION?

The child or young person (CYP) must be at the centre of all planning. 'Person centred' planning focuses on the child, what matters to them and their family.



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INTRODUCTION

As much as we may want to keep our little ones as little as possible, the reality is... they have to grow up. We know that in time, the journey may not get easier, but it just becomes 'different'. There is a whole new stage to learn and we want to help.

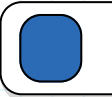
So, we know moving from primary to secondary school is a big step, but early planning and the right support can make all the difference.

This booklet is here to help you as parent carers navigate the transition process and make sure your child's needs are met.

Inside, we've put together key steps from Year 5 onwards. This includes, advice on school admissions, transition timelines and guidance on working with SENDCos and other school staff.

We'll also cover support systems and what to expect from secondary school, helping you and your child feel confident and prepared for this next stage.

COMMON QUESTIONS



What does Transition mean?

Our lives are full of change, during which we transition or move from one stage to another. A transition from one educational setting to another can be exciting, but it may also be a cause of anxiety for you and your child.

What is a support plan?

A support plan is a document that outlines the special education needs of a child and services involved with a student to succeed in school. Support plans are used for children and young people with special educational needs (SEN) or disabilities. The support plan can be reviewed on a termly basis.

What's in an EHCP?

An Educational Health Care Plan (EHCP) is a legal document for children and young people with additional needs. It is sometimes called an EHC Plan. The document is for children and young people aged up to 25 who need more support than is available through special educational needs support. The document identifies educational, health and social needs and outlines the additional support required to meet those needs. A majority of children's needs are met without an EHCP.

What is a EHCP Review?

An Education, Health and Care (EHC) review is a formal meeting that takes place at least once a year to assess a child's progress and update their EHC plan. The review is a legal requirement that must be carried out by the local authority.

What is a SENDCo?

A Special Educational Needs and Disabilities Coordinator (SENDCo) or a Special Educational Needs Coordinator (SENCo) manages the support and education of students with special educational needs or disabilities (SEND).

COMMON QUESTIONS

What is a SEND caseworker?

A SEND caseworker, or Special Educational Needs and Disabilities caseworker, is a practitioner who supports children and young people who are going through the process of an EHCP needs assessment or who have an EHCP. They are the main point of contact for families, schools and other services.

What is the SEND Code of Practice (CoP)?

The CoP is a statutory code that contains details of legal requirements that should be followed and statutory guidance that must be followed by law, unless there is good reason not to.

It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

You can find more information about the CoP here:



Throughout this guide you will find QR codes, to use them:

Open your phone's camera app.
Point the camera at the QR code.

Wait for a notification or icon to appear.
Tap the notification or icon to open the link or app.



COMMON QUESTIONS

Supporting transition with children with physical needs

Schools must have an Accessibility Plan to support children with physical needs. The plan should make sure the school environment is suitable for your child. The school will make reasonable adjustments based on advice from practitioners involved with your child. If adaptations are required to the building to make the building more accessible, this would be a discussion between you, the school and the relevant associates of the school to determine if this is something they can accommodate.

Adaptations could include adding ramps for wheelchairs, providing specialist equipment or support. If equipment is needed to be purchased, arrangements can be made through commissioning services.

What happens to the equipment when my child moves school?

Equipment provided by external sources and not provided by the school will move with your child when they transition, if the equipment is still required. If the equipment requires any updates or assessments, these are likely to be done in your child's new provisions. If your child has an EHCP, the equipment stated in the document must be provided in every provision the child accesses.

Supporting transition with children with medical needs

Training, especially around managing health needs or administering any medication, needs to be considered early so there are no delays in your child starting school. The community nursing team can support the school with any necessary training to meet your child's health needs. Health care plans and reasonable adjustments need to be considered again in the school context to support a smooth transition, prior to your child starting. If needed, we recommend that parent carers order/request prescribed medication, creams etc. that your child may need in advance, so school have all the necessary supplies on site.

You can find more information on statutory requirements on how schools support pupils at school with medical needs



COMMON QUESTIONS

Incontinence Pads and Toilet breaks

Your child will be able to access the toilet at appropriate times throughout the day, sometimes, the school can provide a card that will allow your child to excuse themselves when necessary as a part of reasonable adjustments.

If your child has incontinence needs, you will have to continue to provide appropriate changing materials including incontinence pads, wipes and change of clothes. Changing needs will be discussed within the review meeting, allowing you time to discuss your child's needs and frequency of changing.

Attendance

All children are expected to attend school however, we understand some children face greater barriers to attendance, such as pupils with long term medical conditions or special educational needs and disabilities. For children who face complex barriers to attendance, schools should have sensitive conversations with children and families and work with them to put support in place. Check the school's attendance policy on their website prior to your visit.

Will my child be able to access after school clubs?

Yes. Schools make reasonable adjustments and have support plans to ensure that all children are able to access such groups as after school clubs. Your child should be still able to access school trips, days out and more during their time in education without discrimination. If the trip is not appropriate an alternative option should be given to your child that you should be made aware of. Not providing a reasonable alternative can be discriminatory.

Please be aware that transport and LSAs may not be available if your child attends after-school clubs. We recommend speaking with the new school to confirm arrangements.



TRANSITION TIMELINE

CHILD OR YOUNG PERSON WITHOUT AN EHCP

Year 5
Preparation

Preparing with visits to secondary school open days

Year 6
Preparation

September to October

- Continue secondary school open days
- Online application system opens via local authority (Sunderland Online Portal)
- End of October - deadline for submitting the secondary school application

1st working day in March (National Offer Day)

- Parent carers receive their child's secondary school offer

March to July

- You must accept or appeal by the deadline (Beginning of April)
- If appealing, forms to be returned by April

May - July

- If you have appealed the school place, these are to be heard during these dates
- Schools arrange transition days (usually the last week of June or first week of July)
- Transition meetings for children or young people with SEND take place

Year 7
Settling In

First term

- Schools run induction sessions in the first week
- Some schools hold parent evenings to check on transition progress

Ongoing Support

Schools offer pastoral care, mentoring and check-ins for pupils needing extra support



TRANSITION TIMELINE

CHILD OR YOUNG PERSON WITH AN EHCP

Year 5
Preparation

September - December

- Begin discussions with the current primary school about the child's needs and any potential secondary school options
- Consider schools that can provide the necessary SEND support
- Attend secondary school open days

Year 5 -
Year 6

Summer term (Year 5) - Autumn term (Year 6)

- Make sure you have up-to-date reports from all practitioners involved in supporting your child
- Check the SEND provisions listed in the EHCP are up to date including any new reports
- Primary school will organise a phase transfer EHCP Annual Review (this should ideally be done between June of Year 5 and October of Year 6)
- School should ensure a SEND casework officer is invited to the annual review

Year 6
(Application
& transition
phase)

September to October

The local authority will send a consultation letter to the schools based on the discussion in the annual review, parental preference of setting and local authority recommendation.

Find a list of all the
local schools here:



TRANSITION TIMELINE

CHILD OR YOUNG PERSON WITH AN EHCP

October to December

- **EHCP families do not apply through the same system**
- Secondary schools review the consultation and decide whether they can meet your child's needs. The school needs to take into account of all the information shared during the EHCP annual review - their actions must follow legal guidance
- If the school indicates they are unable to meet your child's needs, the local authority will discuss this with you and the secondary school

January to February

- 15th of February: Final EHCP with named secondary school must be issued (by law)
- The local authority are committed to supporting you and your child get the right provision. If you feel the placement is not suitable, contact your caseworker to share your concerns.
- The local authority must name the preferred Section 41 approved school unless:
 1. It would be unsustainable for the age, ability, aptitude or SEN of the child or young person
 2. The attendance of the child or young person would be incompatible with the efficient education of others
 3. Unreasonable use of public resources

The letter that you receive with the final EHCP, will have more information on dispute resolution.

June to July

- Schools often have an enhanced SEND specific transition sessions (dates vary)
- Meet with the new SEND team

TRANSITION TIMELINE

Year 7
Settling in

September Onwards

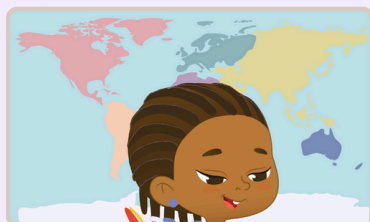
- Meet with SENDCo and key staff
- Adjustments to be made to the support plans if needed
- First EHCP review in secondary school will take place in the first year

Ongoing Support

The Sunderland Ordinarily Available Offer describes what should be available as part of universal good practice. The document highlights the range of support, services and resources that are typically provided in mainstream schools without the need for an EHCP. These are the provisions that should be available to all children and young people with SEND. Settings should also follow the principles set out within the Together for Children Transition Principles document.

Both the Ordinarily Available Offer and the Transition Principles can be found on Sunderland's Local Offer.

Sunderland Local Offer:

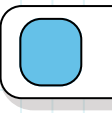


KEY DIFFERENCES FOR TRANSITIONS



Stage	Universal Transition Process	Children with SEND without an EHCP	EHCP Transition Process
Choosing a school	Parent carers apply through admissions (Sunderland Online Portal)	Parent carers apply through admissions (Sunderland Online Portal)	Local authority consult with schools via the phase transfer annual review. Schools must consider EHCP consultations
Application Deadline	End of October is the national deadline for applying to a secondary school	End of October is the national deadline for applying to a secondary school	Local authority will send a consultation letter to the schools based on the discussion in the annual review
School Placement Decision	First working day of March (National Offer Day)	First working day of March (National Offer Day)	EHCP must be finalised by the 15th of February
Transition Support	Transition days are usually on the last week of June or first week of July	Universal Transition Days and enhanced transition opportunities (contact the new school)	Universal transition days and enhanced transition opportunities (contact the new school)
Appeals	Admissions appeal process	Admissions appeal process	If you feel the placement is not suitable, contact your caseworker for further discussions and to share your concerns.

KEY CONTACTS IN SCHOOLS



In secondary schools, several key people play a role in supporting students, particularly those with SEND. Here's an overview of the key staff members you might interact with:

Leadership & Pastoral Staff

- **Headteacher/Principal** - The overall leader of the school, responsible for the school.
- **Deputy Headteacher/Assistant Headteacher** - Supports the headteacher, often focusing on specific areas such as SEND, behaviour, curriculum, or student welfare (pastoral).
- **Head of Year (HOY)/Year Leader** - Oversees the progress and well-being of students in a specific year group, supporting both academic and pastoral needs.

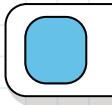
SEND Support Staff

SENDCo (Special Educational Needs and Disabilities Coordinator) - The key person responsible for coordinating SEND provision, ensuring support plans are in place, liaising with parent carers, teachers, and external agencies. A Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for overseeing SEND provision in the school. Their key responsibilities include:

- Coordinating support for students with SEND and ensuring their needs are met.
- Working with staff to ensure they understand the child's needs.
- Communicating with parent carers about their child's progress and support.
- Liaising with external practitioners such as educational psychologists, speech and language therapists, or specialist teachers.
- Supporting students with EHCPs and ensuring that their plans are followed.

If you have any concerns about your child's needs in secondary school, the SENDCo is the main point of contact.

- **Teaching Assistants (TAs)/Learning Support Assistants (LSAs)** - Provide in-class support, one-to-one assistance and small-group interventions for students with additional needs.



Subject & Teaching Staff

- **Form Tutor** – The first point of contact for students each day, responsible for their general well-being, attendance and personal development.
- **Subject Teachers** – Deliver lessons and differentiate learning to meet the needs of all students, including those with SEND.

Wellbeing & Pastoral Support

- **Pastoral Team** – May include pastoral support officers, behaviour mentors, or inclusion managers who help students with social, emotional, or behavioural challenges.
- **School Counsellor** – Provides emotional and mental health support for students who may need additional guidance.
- **Safeguarding Lead/Designated Safeguarding Officer (DSL)** – Ensures the safety and well-being of all students, managing concerns related to child protection.
- **Transition Coordinator** – Oversees the transition process and is the first point of contact for transition questions you may have.

Careers & Future Planning

- **Careers Advisor** – Provides guidance on post-16 and post-18 options, including further education, apprenticeships and employment.

External & Specialist Support (Where Available)

- **Speech and Language Therapists (SALT)** – Support students with communication.
- **Educational Psychologists** – Assess and provide recommendations for students with learning needs.
- **School Nurse** – Provides medical advice and support for students with health conditions.
- **Healthy Heads** – Provides mental health support for children and young people.
- **SEND Support Services** – Autism Outreach Team (OAT), Language and Learning Partnership (LLP), Physical and Medical Disabilities Team (PMDT) and Children's Sensory Inclusion Team (CSIT)

To learn about the names and roles of the secondary school staff in your child's new school, check their website!

PREPARING FOR SECONDARY SCHOOL



Parent carers play a vital role in ensuring a smooth transition to secondary school. Here are some practical ways to help your child prepare:



Talk Positively About the Change – Discuss secondary school in an encouraging way to help ease any anxieties your child may have. Reassure them that it is a new and exciting opportunity.

Visit the School Together – Attending open days, induction sessions or arranging additional visits can help familiarise your child with their new environment.



Practise Key Skills – Encourage independence by helping your child practise skills such as using a timetable, packing their school bag and organising homework.

Stay Involved – Keep communication open with the school, attend parent meetings and maintain a supportive dialogue with your child about their experiences.



Ensure They Know Where to Find Help – Encourage your child to identify key staff members such as their form tutor, SENDCo or pastoral team so they know where to go for support.

Discuss Friendships and Social Situations – Talk about making new friends, dealing with social challenges and where to seek support if needed.



ADDITIONAL SUPPORT



Additional support that families and school may offer to support a child:

- The school can request support from outside agencies to prepare for transition (for example, Autism Outreach Team)
- Extra visits (before the main transition days for all children) to familiarise themselves with the new environment and new people
- Photos of the new setting
- Creating prompt cards or checklists as reminders of new people or new routines
- Providing a 'my new school' booklet or induction/transition pack with information about the new setting, including new routines
- Providing clear maps of the site and/or timetables
- Identifying a 'go to' person for children and families to contact
- Organising specialist training for staff
- Creating individual support plans for your child
- Extra support from the pastoral team
- Using 'social stories' to help prepare your child for change

SOCIAL STORIES

Social stories are a communication tool that can be used to aid transitions. They can be used in most situations, are adaptable and portable.

Social stories can help to:

- Provide structure and routine
- Encourage independence
- Build confidence
- Improve understanding
- Avoid frustration and anxiety
- Provide opportunities to interact with others.



Here you will find more information on social stories, along with access to free to download and use ones:
www.twinkl.co.uk/teaching-wiki/social-story

SCHOOL ROUTINES

Every secondary school has its own routines. While there will be some differences between schools, most will have similar expectations in place to help your child get ready to learn. This may vary depending on if your child will attend a specialist school.



Some schools offer breakfast clubs, especially for those children who may arrive to school early due to home to school transport. Check your school's website for more information.

Specialist schools may have different routines. This could mean your child doesn't have to change classrooms, teachers, bring in equipment or use a timetable but this will differ between schools. Information on this will be shared with you before or during the transition and can also be found on the school's website.

Key Aspects of Mainstream School Routines

Timetable & Lessons

Most schools have a planner or online platform to help students keep track of lessons and homework, keep an eye on your emails as usernames and passwords are usually shared before the transition or their first week of school

Your child will be given a timetable so they know what lessons they have that day

Students will change classrooms for subjects and have different teachers throughout the day



Start & Finish Times

It's important to try and arrive on time and be ready for lessons each day but don't worry if you struggle, some schools offer reasonable adjustments around start and finish times, you can speak to the school for more information.

Most schools have set times for break and lunch, which may be staggered across year groups.

Check start and finish times with your school as they can be different, including year groups

Equipment & Essentials

Some schools may ask you to provide additional equipment, but this will be explained to your child when they arrive in secondary school. For the first day, try and make sure they have the essential items in their pencil case, they may be given a planner in their first week.

And let's face it, it always makes them feel grown up and ready too!

All students are expected to bring a pencil case with essential items such as:



- **A writing pen (and a spare)**
- **Pencil**
- **Rubber**
- **Ruler**
- **Planner or homework diary (this is provided by the school)**

Buying equipment early gives your child time to try it out and practise packing their bag before the transition

REASONABLE ADJUSTMENTS



Reasonable adjustments are changes that organisations and people providing services must make if someone's physical or mental disability puts them at a disadvantage compared with others who aren't disabled.

Schools are legally obliged to work with you and your child (and any other practitioners involved), to agree to the necessary support. It is then the responsibility of the school to make a record of what reasonable adjustments have been agreed and ensure that all staff who work with your child are aware.

It's recommended that the reasonable adjustments are regularly reviewed to make sure that they're effectively helping your child whilst at school. The support should be adjusted if your child's needs have changed. These reviews will take place as part of your regular SEN reviews and will be recorded as usual.

Reasonable adjustments can help level the playing field for disabled pupils in the classroom. Here are some examples:

A visually impaired pupil is seated to accommodate their field of vision

Traffic light cards are available for a pupil to communicate they need extra time

Coloured paper is provided for a dyslexic pupil

Adjusting your snack policy to allow a pupil with diabetes have a high calorie snack

Allow a pupil with dyslexia and/or dyspraxia to use a laptop to write

Adapting your school uniform policy for a pupil with allergies or sensory need

Providing ear defenders to a pupil who is very sensitive to noise to wear as appropriate

Letting a pupil go into the dinner hall before other pupils to help their sensory processing

You can find more information on reasonable adjustments in the Equality Act (2010)



CHANGES FROM PRIMARY TO BIG SCHOOL

The transition from primary to secondary school can be a challenging time for children, but it also offers lots of new opportunities too. As a parent carer, it can also be worrying for you not knowing how your child may cope with the changes.

Discuss these concerns with the school of choice, making them aware of the challenges that your child may face too. This way, you can feel more confident in knowing what the day may look like for your child.

CHALLENGES



New environment

The physical school environment, the outdoor spaces and navigating corridors, can be daunting.



Friendships

Moving schools can disrupt friendships, especially when there is a long break between leaving school and beginning the new one.



Moving Between Lessons

Instead of staying in one classroom with the same teacher, students move to different rooms for each subject. Each lesson is taught by a different subject teacher and in time, children will begin to learn names and faces.



A Timetable to Follow

Students will have a timetable with different subjects and teachers each day. They will need to check their timetable regularly and be organised to bring the right books and equipment. Children who may struggle with this will have support staff to help them.



Increased Workload

The school work can be more difficult as they begin to explore more topics and lessons. There can also be an increase in homework and reading, which can be overwhelming to begin with.



Different Break and Lunchtime Routines

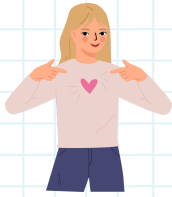
There may be different lunch options, such as a cafeteria or canteen with multiple choices. For those children who may need some extra support around these times, they can be supported by support staff.



More Travel Responsibility

Some students may need to take public transport or walk longer distances to school. They may need to plan their route and manage their time effectively. Depending on distance and need, children may be able to access school transport or independent travel training to support their independence skills.

OPPORTUNITIES



Confidence

Children can build their confidence by pursuing their strengths and interests.



Skills

The transition can help develop skills for work and further education. Such as, communication, resilience and key skills.



Friendships

Moving schools can allow for new friendships to form.



More Independence & Responsibility

Students are expected to manage their own learning, including completing homework and bringing the right equipment to class. This is something that as parent carers you can help with.



New Social Environment

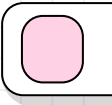
Students will meet and make new friends from different primary schools. This gives your child the opportunity to possibly join new clubs and activities.



Extra-Curricular Opportunities

Secondary school offers a range of clubs, sports teams and after-school activities to get involved in.

YEAR 6 & YEAR 7 PUPIL VOICE



We understand that transitioning to secondary school can be a worrying time for both you and your child. To help ease any concerns, we asked last year's Year 6 students—who were in your child's shoes just a year ago—to share their best advice on making the move. Here's what they had to say!

What advice would you give to someone who is going to start Year 7?

When you start secondary, practise finding different rooms and you will start to find them easily!

You're supported by the people around you!

You start to feel settled really quickly!

You have so many chances to shine!

It's okay to be nervous for your first day. I felt the same!

It might seem worrying at first but after a couple of weeks, you will be used to everything!

If you're feeling nervous, try writing about what happened that day and how you're feeling!

WELLBEING AND MANAGING CHANGES

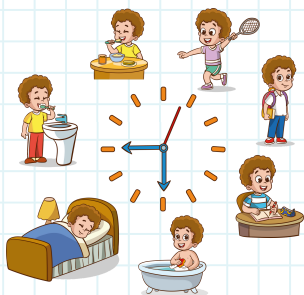
Changing schools can be difficult, especially if a child is doing well in their old learning environment. As parent carers, we may worry about how our children will manage these changes and what effect this will have on their wellbeing. To help them manage the change, you can talk about their feelings, create routines and help them develop independence.

Talk about feelings

Let them know you're there to listen if they need to talk.

Reassure them that it's okay to feel sad, worried or confused.

Let them know it's okay to go at their own pace.



Create routines

Establish routines for daily transitions, practise with their uniform and try to get them used to what a school morning will look like.

Give them a preview of the day each morning - whether you use social stories and daily timetables or something else that suits your child.

As much as routines are important, don't worry if they don't go to plan!

Help develop independence

Help them when they are trying new things until they feel confident enough to do them on their own.

Reassure them that they don't have to do all the same things as other people!



Healthy Heads Team are a school based mental health service based in Sunderland. Supporting children, young people and families who are struggling with mild to moderate mental health and emotional wellbeing difficulties. You can find more information on Healthy Heads by scanning the QR code.



Here are some handy tools for your child's wellbeing tool kit. Practise with them till they get the hang of it, encourage them to use it at moments of anxiety or if they are feeling overwhelmed.

BOX BREATHING

HOLD EXHALE

4 seconds each

INHALE HOLD

start here

5, 4, 3, 2, 1

5 5 things you can see

4 4 things you can touch

3 3 things you can hear

2 2 things you can smell

1 1 thing you can taste

FIVE FINGER BREATHING

Hold one hand out. With your other hand, trace each finger up as you breathe in and trace each finger down as you breathe out.

BODY SCAN

Sit quietly or lie down. Start at one end of your body and focus on each body part. Notice any areas of tension then soften and relax. Continue until your whole body feels completely relaxed.

ROOM SEARCH

Sit quietly and scan the room. Look for and say what things you can see that fit into a particular category.

e.g.
Things that are (colour)
Things that are (shape)
Things that are (material)

BALLOON BREATHING

Take a deep breathe in and fill your belly like you're inflating a balloon, count 1, 2, 3, 4 to breathe in and fill the balloon in your belly.

Pause and let all of the air out like you're letting a balloon deflate, count 1, 2, 3, 4 to breathe out and let the balloon go down

EARTHING

Take off your shoes and walk on natural surfaces like grass, sand or soil.

SQUARE BREATHING

Imagine you're drawing a square...

Breathe in, count 1, 2, 3, 4

Breathe out, count 1, 2, 3, 4

Prepare in advance

You can contact the SENDCo or Transition Coordinator at the new school before your child starts to discuss their needs so that they become familiar with your child's needs and likes/dislikes.

Find out what their timetable will look like so they can get an idea of how their day will look (this may only be possible nearer to their starting date due to changes).

Let the new school know about any signs they should look out for that your child is anxious and the best way to communicate with them.

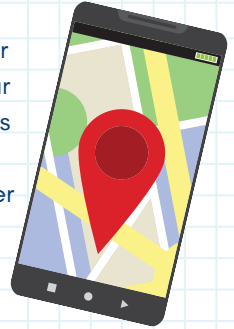
Ensure you share key information with the secondary school.

TRAVEL AND SAFETY

Independent Travel

To travel safely to secondary school, SEND children can receive independent travel training. Independent Travel Training (ITT) is for young people who have Special Educational Needs & Disabilities (SEND). It helps to provide them with vital skills and confidence to travel safely between home and school, as well as in the wider community.

We know that travelling independently may be a big step for your child and, as parent carers, it can cause us to worry about how our children will manage this. There are trainers who will work with your child on a 1-2-1 or small group basis within school. Training includes personal safety, road safety and journey planning. Trainers will complete a number of real-life routes which will be phased out over time as and when your child is ready. (It is recommended that you use the Life360 app to help give you peace of mind during travel training process, as you can track your child's whereabouts)



Home to School Transport

Home to School Transport is for children and young people who need assistance getting to school safely.

Transport in the form of out-sourced taxis/minibuses will be provided if a young person lives over 3 miles from their home address. The school must be named in the young person's EHCP and transport can be refused if the choice of school is as a result of parental preference over a closer school that could also meet the child's needs. Distance is always measured using the shortest walking route and as accompanied by a responsible adult. The young person must reside in a Sunderland Council address to be eligible for travel assistance unless Cared Experienced and specific cases can be examined on an individual basis.

A child or young person, who may not have an EHCP or live under the distance criteria, but has medical difficulties that impact upon travel, may also qualify for travel assistance. Medical advice from the child or young person's consultant must be supplied on an annual basis supporting the family's request for transport.



**For more assistance with travel contact
the Together for Children Transport
Team: Call - 0191 561 2284**

GRADUATED RESPONSE

The Graduated Approach refers to the system of SEN support within mainstream settings. It is the system schools use to assess the needs of children and young people and then provide the appropriate support. The system should follow four stages, often referred to as a 'cycle': **Assess, Plan, Do, Review**.

This cycle should not be considered as a single process. It provides a continuous cycle of assessment as children's strengths and needs develop and change.

The four-stage approach is as follows:

- **Assess:** The class teacher or subject teacher (working with the SENDCo) is responsible for carrying out a clear analysis of a pupil's needs, drawing on teacher assessments and experience of the pupil.
- **Plan:** Where it is decided to provide a pupil with SEN Support, the parent and carers must be notified. All teachers and support staff who work with a pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies that are required.
- **Do:** The planned interventions should then be put into place. The class or subject teacher should work closely with any teaching assistants or specialist staff involved and the SENDCo should support the class or subject teacher.
- **Review:** Reviews should take place and inform feedback into the analysis of the child's needs. The Code of Practice suggests schools should meet with parent carers three times a year. Good practice would indicate that such reviews will be at least termly. The decision to involve specialists can be taken at any time and should always involve parent carers.

Parent carers can find more information on the Local Offer website.

Search for the Sunderland SEND ranges on the Local Offer, this will give you details of the characteristics, strategies and interventions linked to the four broad ranges of SEND in the Code of Practice (CoP).



For more information, use to QR code
or go to <https://www.sen-help.org.uk/the-system/sen-support/>



SUCCESSFUL TRANSITIONS

During transition planning meetings parent carers should leave the meeting:

Feeling reassured

With a clear idea of what the plan is

Feeling that their voice has been heard and listened to

The setting should:

Gather as much information as possible about the child and this includes not only what the child is like in the existing setting, but also at home.

An action plan which anticipates the child's needs and is able to detail the reasonable adjustments to ensure curriculum entitlement is met.

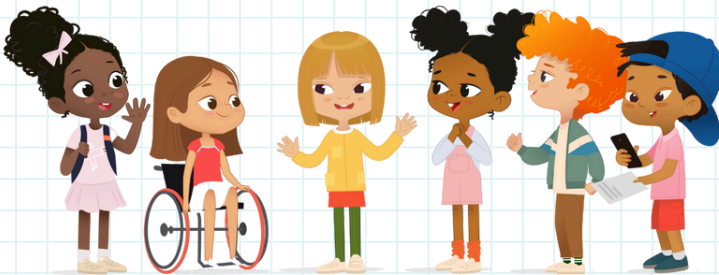
The child should get:

A positive experience

An opportunity to share their opinion

Support with any concerns

Encouragement to think about what has gone well



FURTHER SUPPORT

Preparing for change

Kidscape run training sessions for settings around transition, including bullying awareness, assertiveness and resilience workshops. There are also free resources to celebrate difference and promote inclusion on their website.

[Home: Kidscape](#)



Health

NHS Every mind matter - [Every Mind Matters: NHS](#)

Washington Mind - [Home: Washington Mind](#)

Kooth - [Home: Kooth](#)

Orli Health - [Home: Orli Health](#)

Sunderland Growing Healthy - [Home: Sunderland Growing Healthy](#)

Young minds - [Home: Supporting school transitions \(QR Code\)](#)



Education

Independent Provider of Special Education Advice (IPSEA) - Transitions advice



Choice Wellbeing Service

Support for parent carers navigating SEND



Daisy Chain

Support service for young people and families affected by neurodevelopment diversity



SENDIASS

Information, advice and support for parent carers of children and young people with SEND



Here you will find great little cards that can be cut out for your child to use whilst in school.



I can't find my class



- Look at a map.
- Look for a signpost.
- Ask a teacher nearby.
- Ask at the school office.
- Ask another pupil.

I don't understand something in class.



- Put up your hand and ask for help.
- Look carefully at the task again.
- Try to start the task.
- Ask another pupil for help.

I forgot my lunch



- Go to the school office to tell them you forgot it.

I don't know what class I have next



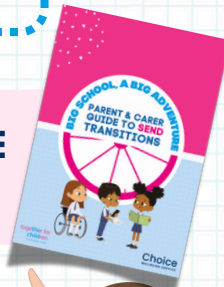
- Check your timetable.
- Ask a friend.
- Ask at the school office.

CHECK OUT OUR OTHER GUIDES



**NURSERY
TO
RECEPTION**

**YOU ARE
HERE**



**POST 16
OPTIONS**

