



Transfer to High school

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Introduction

- Transfer can be a stressful and worrying time for children with special educational needs (SEN) and their parents
- Concerns about
 - the provision
 - Will staff will understand the child's needs,
 - Can my child will be able to cope with the size and more complex organisation
 - Will my child be able to cope with the social pressures from the other pupils.
 - Bullying by children who are unfamiliar with needs
- Often are driving factor to pursue special school placements even where the child has a good capacity to progress in mainstream education.
- it is important to ensure that transfer is managed
 - so that parents and children build confidence in the secondary school
 - child is prepared effectively for the transfer and the expectations of the new school.

Pupils with statements of SEN - Statutory Procedures

- Statements are amended by the LEA to record the new school.
- Statements must be amended no later than 15 February in the year of transfer.
- Parents have time to appeal decision and also allows time to plan the transition
- Primary schools must arrange an Annual Review before 15 October in Year 6 to consider and make recommendations in relation to the child's needs following school transfer.
- The Transition Review takes place in Year 5 (DfES) unwise to hold it too far in advance of transfer
- At the review, the parents discuss their preference for their child's secondary education.
- if their preference is for a special school placement, they should submit a choice of a mainstream secondary school, so they are assured a place in a secondary school
- Proposed amended Statements will be sent to parents in December or early January
- The final Statement will be sent to the parents in January or early February. This will name the child's secondary school as agreed by the LA's SEN Panel.
- If the parents are dissatisfied with the school allocated, they may appeal to SENDIST

Transition Planning

- Primary school SENCO arranges a Year 6 Transition Meeting, may be Statutory Annual Review
- The Year 6 Transition Meeting should be parent, child, primary and secondary senco's other involved OA such as EP, Specialist staff, social worker, SALT, physio, OT, nurse
- The child should be involved for at least part of the meeting unless there are very good reasons
- At least 4 weeks notice of the meeting should be given.

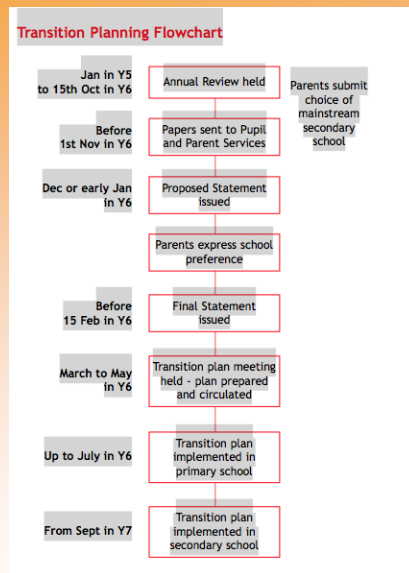
Transition Planning

- Arrangements for pre-admission visits - additional to those normally arranged.
- Any SEN and Disability Act issues, such as steps that will be necessary to ensure full participation in School life (i.e. The 'reasonable adjustments').
- Arrangements for staff training and awareness-raising.
- Medication arrangements.
- Identification of any risks and measures to avoid or minimise these.
- Arrangements for home/school communication.
- Support arrangements following transfer, such as the nomination of a 'key teacher' for individual support and monitoring.
- Arrangements for any continued involvement of the specialist agencies.
- Arrangements for parental involvement.
- Reports and other information to be made available to the secondary school.
- Arrangements for monitoring and review following transfer.

Guidelines - Pupils at School Action or School Action Plus.

- The majority of children with SEN will not have a statement but will still be vulnerable at school transfer.
- For children with SEN and no ST - a Year 6 Transition Review, as part of School Action or School Action Plus, would be good practice.
- SENCO should identify which children need a detailed planning review
- These should follow a similar agenda to such meetings for children with statements and include the SENCO of the secondary school and specialists from the support services, if involved.

Transition Planning Flow Chart



Meet the Secondary SENCO

- Know your child's strengths.
- Know specific details of SEN
- Have your copy of their statement of SEN or IEP/Provision Map
- Know your child's predicted levels on reading, writing and maths. May have other standardised test data such as NARA or SWST
- Know what sort of support they receive – Provision map
- Have all the names of other people involved in supporting your child such as physio, OT SALT EP CEAT.
- make sure you know what to expect in September and that the school is clear on how they will meet your child's needs.
- May set an interim review meeting pointing as a catch up in the late Autumn term