



Reach For The Stars

Transition Policy

Our Motto

Reach For The Stars

Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the UN Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.

Our Values

★ **Striving** **Teamwork** **All Included** **Responsibility** **Success** ★

- ★ **Striving:** Our aim is that we are a school that:
 - **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
 - **never gives up and always find ways of improving**
 - **enjoys challenges and aims high**
- ★ **Teamwork:** Our aim is that we are a school that:
 - **encourages and supports each other to be the best we can be**
 - **learns from each other**
 - **listens to and respects each other's ideas**
- ★ **All Included:** Our aim is that we are a school that:
 - **has high expectations of everyone**
 - **encourages everyone to take an active part in learning and life of our school**
 - **nurtures and celebrates what makes each and every one of us unique**
- ★ **Responsibility:** Our aim is that we are a school that:
 - **takes ownership of the choices we make**
 - **takes ownership/charge of our own learning**
 - **looks after each other and our school**
- ★ **Success:** Our aim is that we are a school that:
 - **provides an education that encompasses academic, creative, social, emotional, physical and cultural development**
 - **celebrates our efforts and achievements**

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Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of cooperation, sharing and mutual respect.

UN Rights of the Child and Global Goals

This policy supports the school in addressing Article 28 (Right to Education) and Article 29 (Goals of Education) of the UN Convention on the Rights of the Child.

Rationale

To ensure an effective transition between:

- Reception class to Year 1

- Keystage One To Keystage Two

- Keystage Two To Keystage Three

To promote continuity and progression in learning and wellbeing by ensuring that all adults who work or will work with pupils are aware of pupil's achievements and emotional needs and implement the next steps to meet the needs of all children.

Transitioning to a new class in September

All children whether they are moving from Nursery to Reception, Early Years to Key Stage 1 or from Key Stage 1 to Key Stage 2 spend a morning in their new classroom with their new teacher and experience a playtime in their new playground. Depending on end of term events, Year 2 children will spend at least a morning in the KS2 playground to familiarise themselves with the areas, toilets and equipment. .

Handover meetings in the summer term between the current and new teacher ensure all progress and attainment data, SEND profiles and passports, targets, guided reading levels, medical concerns, behavioural issues, child protection and pastoral issues, are discussed together by current and new teachers. This ensures a smooth transition for all children and ensures their different needs are understood and met.

For children with complex SEND, transition programmes are tailored to meet the needs of individual children and include them spending time in the new areas and with new adults who will work with them. A transition document is made in the summer term containing pictures and information about the child's new class, teachers and any change to routines (i.e. different playgrounds or playtimes). These are sent home via email to be shared by the parents and children during the summer holiday in preparation for September.

Transferring to or from other settings and schools

If children are identified with SEND, medical or other concerns the SENCo will hold a transition planning meeting prior to transfer and a plan is set up to ensure a smooth transition for the child to school.

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For Year 6 children, the SENCo will liaise with the SENCo of the receiving secondary school to ensure all information is passed on and that effective arrangements are in place to support the child.

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	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
SMT								Offer Admission letter for FS (1st Fri in May)			Identify children who will need transition support in September and ensure Appropriate support in place. ie.UP foundation, LSA
								-confirm class lists and teachers			
Reception to Year 1								Summer 1- Reception children are given a tour of the Infant playground, noting sections for different games . Reception children join Year 1 and 2 children in the KS1 playground for morning play time. In addition children continue to have access to the Reception playground. During these 15 minutes, the indoor area is closed. At lunchtime, children have access to one Reception classroom and one end of the Reception playground. In addition, children will also have access to the KS1 playground.	Highlighting meetings with SENCO Complete EYFS profile End of year reports All Rec children at 16 benchmarked for reading Those high achiever writers are moderated with Y1 teachers to agree writing levels. After May half term; Reception children line up at the gate. Parents drop them at the gate and CTs line them up and bring them in staggered groups to the classroom . After half term Reception join whole school festival	Parent conferences Reception pupils spend an afternoon in Y1 class Y1 teacher spend a morning with YR class All children receive a transition doc listing next year's class teacher and classroom. Handover meetings between class teachers All Rec children at 16 and 17 benchmarked for reading All children with complex SEND are assessed using PIVATS Last two weeks of the term, Reception children line up in KS2 playground spot in readiness for coming through the silver gate as Y1s.	

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										<p>assemblies and celebration assembly with KS1. Nursery are dropped at the classroom door after May ½ term</p> <p>Summer 2 Reception Children are given a tour including how to use the KS1 toilets (Toilet passes) Reception children are in the KS1 playground for all of lunchtime.. Reception area closed apart from children with complex needs..</p>	
	<i>Sept</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>June</i>	<i>July</i>
Year 1	<p>Y1 room set up to reflect FS setting till Christmas</p> <p>Establishment curriculum UP Foundation Support for identified children from September to ensure smooth transition</p>									<p>Highlighting meetings with SENCO</p> <p>End of year reports</p>	<p>End of year reports</p> <p>Handover meetings between class teachers</p> <p>Spend a morning with new teacher in new class. All children receive transition doc listing next year's class teacher and classroom.</p>
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/June		July
Year 2	<p>Establishment curriculum</p> <p>UP Foundation Support for identified children from September to</p>									<p>End of KS 1 teacher assessments</p>	<p>End of year reports</p> <p>Handover meetings between class teachers</p> <p>Spend a morning with new teacher in new class. All children receive transition</p>

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	ensure smooth transition										Highlighting meetings with SENCO	doc listing next year's class teacher and classroom.
											End of year reports	Y2 children have a morning playtime in KS2 playground when Y6 are out on their transition day- introduce them to areas-Keen students/ball court/toilets

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Year 3	Establishment curriculum UP Foundation Transition support for individual chn as needed -Playground friends to support Y3 new to junior PG									Highlighting meetings with SENCO End of year reports	Spends a morning with new teacher in new class. All children receive transition doc listing next year's class teacher and classroom. Handover meetings between class teachers
Year 4	Establishment curriculum									Highlighting meetings with SENCO End of year reports	Spends a morning with new teacher in new class. All children receive transition doc listing next year's class teacher and classroom. Handover meetings between class teachers

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Year 5	Establishment curriculum	<p>Pupils with EHCPs Annual Review</p> <p>-discuss with parents at Y5 annual review which school they would like to apply to.</p>							NFER tests and banding for secondary application	Highlighting meetings with SENCO	<p>Spends a morning with new teacher in new class.</p> <p>Handover meetings between class teachers</p> <p>All children receive transition doc listing next year's class teacher and classroom.</p> <p>Taster day in Swansea secondary school</p>

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	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
SLT	<u>School</u> -Support parent in writing a letter to SEN section by October to request the desired school be named on the child's statement HSLO to give out LA advertising materials	-Sec Schools Open days – last chance. - Trans Meeting & send Application to Yr6. -SEN students to request named school on EHCP. -Closing date for all Application forms to be returned to School and then sent to Borough of residence	<u>LEA</u> Will consider all requests to name a preferred school on a child's statement at meeting during the month			-Provisional list of Secondary Offers, Independent schools to inform of Offer list (CONFIDENTIAL). HSLO to advertise open days HSLO to support parents in writing appeal letter	-Offer letters to all Yr 6 Parents -Parents to see HSLO (optional) Re: Offer or Appeals -Out of Borough residence to be informed of Offers. -Closing date for Appeals HSLO to advertise open days HSLO to support parents in writing appeal letter	-Notification of dates of appeals. HSLO to assist if required.	-complete KS2 SATs -HSLO to assist in outcome of Appeals and Late Applicants.	<u>School</u> Invite Secondary SENCO to attend annual review, in early Summer term Secondary Pastoral team notified of children by Osmani SENCO	-Secondary Booklets sent to all yr 6 pupils. -CT & Senco to meet Re: SEN pupils. -Sec Schools Open days -HSLO to meet parents who require assistance with Application/visit -Records forwarded electronically and physically to named Secondary Schools.

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Yr 6	Establishment curriculum	Vulnerable Y6 are referred via CAF or EHCP to BASS for transition support in Summer term					Independent Travel Training applied for children with SEN	End of KS2 SATs	Transition work begins for vulnerable children with UP Foundation and THEWs	Transition day at new school July SEND and Vulnerable transition sessions over 4 weeks in July
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Transition needs of pupils with SEN or Additional needs

Reception to Year 1

Curriculum	<p>Summer term Handover meetings in the summer term - discussions/handover of SEN/EDUKEY profiles and passports, targets, guided reading, levels, medical, sets, behavioural issues, child protection, vulnerable register. Key activities for first 6 weeks of September planned together by current and new teacher Current attainment recorded on Tracker Routines shared Children identified for the POD provision.</p> <p>Autumn Term - Year 1 classrooms set up for reflect the six areas of the EYFS class (Continuing the Learning Journey) EY Development Matters used to inform planning and assess progress where appropriate. Ensure work stations and resources are set up on day 1 for children with SEND Phonics is assessed and grouped by the end of Week 1 and phonics begins week 2. Children 15 points and above benchmarked for reading, and baseline assessments on tracker by end of week 2. Big Writing begins by Week 3 and other opportunities for writing built into role play area and afternoon plans. Children identified for interventions from Summer Strategy meeting - are allocated to intervention groups and groups begin week 2</p>
Pastoral	<p>Summer term Parents meeting held at the end of summer term. HOPS can be requested to meet parents and discuss any concerns the parents might have. Children with complex SEND, EHCPs or Autism have individualised transition programmes, including transition books, photos etc and Social Stories, calendars, early visiting the new classroom. 1:1 time with new teacher. Reception playground closed from Summer 2 and children join in with the other children in the KS1 playground. As new phase - additional afternoon buddying up with each other - exploration of new classrooms, discussion of breaks and other key differences. Meet your new class morning-PSHE session about 'what I am looking forward to' and 'what I am worried about', class teacher pass on class discussion notes to New CT to explore with children at the getting to know you morning.</p> <p>Autumn Term Routines developed during establishment curriculum week Establishment curriculum sets expectations of behaviour, e-safety, routines Parents Meetings with HOPS held during week 2 and expectations, routines and curriculum shared with parents.</p>

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Year 1 to Year 2

Curriculum	<p>Summer term Y1 Handover meetings in the summer term - discussions/handover of SEN/EDUKEY profiles and passports, targets, guided reading, levels, medical, sets, behavioural issues, child protection, vulnerable register. Key activities for first 6 weeks of September planned together by current and new teacher Current attainment recorded on Tracker Routines shared Children identified for the POD provision.</p> <p>Autumn Term Y2 Phonics is assessed and grouped by the end of Week 1 and phonics begins week 2. Ensure work stations and resources are set up on day 1 for children with SEND Big Writing begins by Week 3 and other opportunities for writing built into planning. Children identified for interventions from Summer Strategy meeting - are allocated to intervention groups and groups begin week 2</p>
Pastoral	<p>Summer term Meet your new class morning–PSHE session about 'what I am looking forward to' and 'what I am worried about', class teacher pass on class discussion notes to New CT to explore with children at the getting to know you morning. Children with complex SEND, EHCPs or Autism have individualised transition programmes, including transition books, photos etc and Social Stories, calendars, early visiting the new classroom. 1:1 time with new teacher .</p> <p>Year 2 give Year 1 a top tips for Y2 sheet. CT share with their Y1 class.</p> <p>Autumn Term Routines developed during establishment curriculum week Children with complex SEND, EHCPs or Autism have individualised transition programmes, including transition books, photos etc and Social Stories Establishment curriculum sets expectations of behaviour, e-safety, routines Parents Meeting with HOP held during week 2 and expectations, routines and curriculum shared with parents. Year 2 buddy with new Year 1 children and ensure they are happy and safe in the playground.</p>

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Year 2 to Year 3

Curriculum	<p>Summer term Handover meetings in the summer term - discussions/handover of SEN/EDUKEY profiles and passports, targets, guided reading, levels, medical, sets, behavioural issues, child protection, vulnerable register. Key activities for first 6 weeks of September planned together by current and new teacher Current attainment recorded on Tracker Routines shared Children identified for the POD provision.</p> <p>Autumn Term Phonics is assessed and grouped by the end of Week 1 and phonics begins week 2. Ensure work stations and resources are set up on day 1 for children with SEND Big Writing begins by Week 3 and other opportunities for writing built into planning. Children with complex SEN or 'additional to and different from' provision, identified for interventions from Summer strategy meeting - are allocated to intervention groups and groups begin week 2</p>
Pastoral	<p>Summer term Meet your new class morning or pm –PSHE session about 'what I am looking forward to' and 'what I am worried about', class teacher pass on class discussion notes to New CT to explore with children at the getting to know you morning. Children with complex SEND, EHCPs or Autism have individualised transition programmes, including transition books, photos etc and Social Stories, calendars, early visiting the new classroom. 1:1 time with new teacher .</p> <p>Year 3 give Year 2 a top tips for Y3 sheet. CT share with their Y2 class. Year 3 and Year 2 have an activities morning in July, JUNIOR PLAYGROUND to buddy up and become familiar with one another Y2 children have a morning playtime in KS2 playground (when Y6 are out on their transition day)- -introduce them to areas-Keen students/ball court/toilets</p> <p>Autumn Term Routines developed during establishment curriculum week Establishment curriculum sets expectations of behaviour, e-safety, routines Children with complex SEND, EHCPs or Autism have individualized transition programmes, including transition books, photos etc and Social Stories Parents Meeting WITH HOPS held during week 2 and expectations, routines and curriculum shared with parents.</p>

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Year 3 to Year 4

Curriculum	<p>Summer term Handover meetings in the summer term - discussions/handover of SEN/EDUKEY profiles and passports, targets, guided reading, levels, medical, sets, behavioural issues, child protection, vulnerable register. Key activities for first 6 weeks of September planned together by current and new teacher Current attainment recorded on Tracker Routines shared Children identified for the POD provision.</p> <p>Autumn Term Phonics is assessed and grouped by the end of Week 1 and phonics begins week 2. Ensure work stations and resources are set up on day 1 for children with SEND Big Writing begins by Week 3 and other opportunities for writing built into planning. Children with complex SEN or 'additional to and different from' provision, identified for interventions from Summer strategy meeting - are allocated to intervention groups and groups begin week 2</p>
Pastoral	<p>Summer term Meet your new class morning–PSHE session about 'what I am looking forward to' and 'what I am worried about', class teacher pass on class discussion notes to New CT to explore with children at the getting to know you morning. Children with complex SEND, EHCPs or Autism have individualised transition programmes, including transition books, photos etc Social Stories, calendars, early visiting the new classroom. 1:1 time with new teacher . Routines developed during establishment curriculum week Establishment curriculum sets expectations of behaviour, e-safety, routines Children with complex SEND, EHCPs or Autism have individualised transition programmes, including transition books, photos etc and Social Stories Parents Meeting with HOPS held during week 2 and expectations, routines and curriculum shared with parents.</p>

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Year 4 to Year 5

Curriculum	<p>Summer term Handover meetings in the summer term - discussions/handover of SEN/EDUKEY profiles and passports, targets, guided reading, levels, medical, sets, behavioural issues, child protection, vulnerable register. Key activities for first 6 weeks of September planned together by current and new teacher Current attainment recorded on Tracker Routines shared Children identified for the POD provision.</p> <p>Autumn Term Phonics is assessed and grouped by the end of Week 1 and phonics begins week Ensure work stations and resources are set up on day 1 for children with SEND Big Writing begins by Week 3 and other opportunities for writing built into planning. Children with complex SEN or 'additional to and different from' provision, identified for interventions from Summer strategy meeting - are allocated to intervention groups and groups begin week 2</p>
Pastoral	<p>Summer term Meet your new class morning—PSHE session about 'what I am looking forward to' and 'what I am worried about', class teacher pass on class discussion notes to New CT to explore with children at the getting to know you morning. Children with complex SEND, EHCPs or Autism have individualized transition programmes, including transition books, photos etc and Social Stories, calendars, early visiting the new classroom. 1:1 time with new teacher .</p> <p>Autumn Term Routines developed during establishment curriculum week Establishment curriculum sets expectations of behaviour, e-safety, routines Children with complex SEND, EHCPs or Autism have individualized transition programmes, including transition books, photos etc and Social Stories Parents Meeting with HOPS held during week 2 and expectations, routines and curriculum shared with parents.</p>

Year 5 to Year 6

Curriculum	<p>Summer term Handover meetings in the summer term - discussions/handover of SEN/EDUKEY profiles and passports, targets, guided reading, levels, medical, sets, behavioural issues, child protection, vulnerable register. Key activities for first 6 weeks of September planned together by current and new teacher Current attainment recorded on Tracker Routines shared Children identified for Y6 set or Children identified for the POD provision.</p> <p>Autumn Term Phonics is assessed and grouped by the end of Week 1 and phonics begins week 2.</p>
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	<p>Ensure work stations and resources are set up on day 1 for children with SEND</p> <p>Big Writing begins by Week 3 and other opportunities for writing built into planning.</p> <p>Children with complex SEN or 'additional to and different from' provision, identified for interventions from Summer strategy meeting - are allocated to intervention groups and groups begin week 2</p>
Pastoral	<p>Summer term</p> <p>Meet your new class morning–PSHE session about 'what I am looking forward to' and 'what I am worried about', class teacher pass on class discussion notes to New CT to explore with children at the getting to know you morning.</p> <p>Children with complex SEND, EHCPs or Autism have individualised transition programmes, including transition books, photos etc and Social Stories, calendars, early visiting the new classroom. 1:1 time with new teacher .</p> <p>At end of Y5, hold Start Thinking Secondary School Workshop (June)</p> <p>Parents Receive Booklet during summer holidays (July/August)</p> <p>Autumn Term</p> <p>Routines developed during establishment curriculum week</p> <p>Establishment curriculum sets expectations of behaviour, e-safety, routines</p> <p>Children with complex SEND, EHCPs or Autism have individualised transition programmes, including transition books, photos etc and Social Stories</p> <p>Parents Meeting with HOPs held during week 2 and expectations, routines and curriculum shared with parents.</p> <p>At the start of Y6 we invite secondary schools into Osmani to talk to the children and show them what their school is like this helps children make a decision about the school they are thinking of applying for.</p> <p>Transition Meeting - Encourage parents to visit 3 or more schools (September)</p> <p>Children attend open days of Secondary schools with their parents. Vulnerable and children with SEND attend with LSA and Parent or with HSLOHold advice and form completing session for Secondary transfer (September)</p> <p>1-1 Secondary school visits for SEN Statement child (September/October)</p>

Year 6 to Secondary School

Curriculum	<p>Summer term</p> <p>Handover meetings for all Y6 children between class teacher and staff from receiving school</p> <p>Handover meetings in the summer term for children with SEND and Vulnerable children between Osmani Senco and Secondary Sencos - discussions/handover of SEN/EDUKEY and passports, targets, guided reading, levels, medical, sets, behavioural issues, child protection, vulnerable register.</p> <p>Current attainment and progress recorded on tracker and shared</p>
Pastoral	<p>At the start of Y6 we invite secondary schools into Osmani to talk to the children and show them what their school is like this helps children make a decision about the school they are thinking of applying for.</p> <p>Children attend open days of Secondary schools with their parents. Vulnerable and children with SEND attend with LSA and Parent or with HSLO</p>

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Any children that are identified by the teachers as needing additional support with transition are allocated a transition worker from the borough who works with them in Y6 and also continues to work with them in Y7
 Children with SEN will have support specific to their needs this could be learning the route from their home to their new school, ensuring they have visited the secondary school and walked around with the SEN TA from Osmani to familiarise them with their new school etc. are referred to Independent travel workshop with the LA.
 Children with complex SEND, EHCPs or Autism have individualised transition programmes, including transition books, numerous visits, photos etc and Social Stories (over a number of weeks)
 Osmani SENCo meets with Secondary Sencos
 Some Secondary schools offer Transition days for Vulnerable children- SENCo to refer these children

All the Y6 attend their taster day and they are introduced to their form tutors, class and experience lessons.

Secondary Transition- HSLO to undertake:

1. Encourages parents to visit three or more schools (September)
2. TH hold advice and form completing session (September)
3. Forms etc all online (September)
4. Send reminder to parents via Newsletter & letter (September/October)
5. Remind some parents need to complete additional supplementary form for some schools, such as Sir John Cass etc (September/October)
6. Check the list from the LA to ensure all children have had their admissions forms sent in online by deadline (Mid October)
7. Ensure children in temporary accommodation are highlighted and this information is passed to Tower Hamlets LA
8. Ensure those applying under medical or social needs are highlighted and this information is passed to LA
9. In March, we receive the list of schools offered. Parents receive letter from LBTH
10. At the end of Y6, collect all children's folders and collate with admin folders. (June)
11. July, send all folders to new secondary school
12. Also send all children's record electronically via S2S network (June)

Mid Year Admissions

- Headteacher meeting with parents and child
- Child shown around/introduced to new class and shown around school

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- *Classteacher buddies child with another child*
- *Rights Respecting Ambassadors in class ensure child knows where things are and is playing in a friendship group*
- *New admissions checklist sent to class teacher*
- *Child met on start date by HSLO*

Children Leaving – Another School

If the child has complex SEND, EHCPs or Autism they will have individualised transition programmes, including transition books, numerous visits, photos etc and Social Stories (see appendix 1)

1. Parent informs Osmani of child leaving
2. New School Request UPN & Folder for child
3. HSLO request child's folder from class
4. Collate folder from class with Admin folder
5. Collect SEN Report *(If any)*
6. Complete CTF Hard copy
7. Folders and CTF passed to head for authorisation
8. Electronic transfer through S2S network
9. Safeguarding lead transfer field via CPOMs or Egress secure email.

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Appendix 1 Local Authority Primary Transitions For children with SEND

Appendix 2 Transition for children with SEND- example of Social Story

Appendix 3 Appendix 3 Example of Secondary School transfers document

Appendix 4  2024 Admission form for new children with SEN

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Appendix 1 Local Authority Primary Transitions For children with SEND

**Primary Transitions
For children with SEND**

Appoint one person responsible for coordinating the whole transfer process at both settings

Confirm or establish parental wishes for school placement

For **Primary** confirm wishes at **Year 5** Annual Review before March where possible. Update statement by highlighting changes to SEN section. Tell parents about PAC Transition Conference in June and encourage them to attend to meet secondary Sencos, share their concerns and find out what provision is available.

Invite Secondary Disability Advisory teacher or Primary equivalent to these meetings as appropriate.

If parents are unclear:

Recommend contacting Parents Advice Centre / Apasenth to arrange support or accompanied **parental visits** to schools. Give out Transition information for parents from Section 1.5 'Supporting Parents' and school visit question prompt sheets. See also Section 2.2 for staff visit prompts.

Autumn Term -

- ❖ Ensure **Year 6** parents **get the Secondary Transfer Packs/LBTH Admissions booklets** sent to all schools in September and draw parents' attention to the dates of school visits (mid Sept. to late October) which are listed in the latter document. **Encourage parents** to attend and report any lack of accessibility to Tower Hamlets Admissions or the SLS.
- ❖ Mid -September all parents are invited to LBTH Secondary Transfer Parents Meeting.
- ❖ Remind parents to send Statemented Preference forms to SEN section Mulberry Place, choosing 3 schools by the Friday before October half term at the latest.
- ❖ By November, check with parents that they have received updated EHCPs for approval including Year 5 adjustments.
- ❖ By end of November SEN panel considers parental preferences, informs schools and gives them 3 weeks to respond.

Spring Term -

- ❖ January SEN panel consider school responses/objections.
- ❖ By February 15th secondary schools will have been named on EHCPs using information from Year 5 annual reviews, parental views and consultation between panel and schools.

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- ❖ By beginning of March schools should have been decided upon and parents informed. So transfer arrangements such as transport, curriculum planning etc. can now be completed. Where necessary, receiving school to arrange funding for physical adaptations and staffing.
- ❖ March – Ensure dates for Annual Reviews and/or Transition Planning meetings have been organised (can be combined in some cases)

Refer to Transition agenda and checklists in Section 2.2 of this document. It is good practise for Primary Sencos to invite the pupil and secondary Sencos/ key staff of the school named in the statement and to refer to transition plans on the Annual Review documents. From Section 2.2 bring the following to the Transition meeting: Key Contact sheet with blue header, Transition Action Plan form and the Individual second stage Transition information form with yellow heading.

- ❖ Research suggests finding a joint venture to work on across schools encourages smooth transitions e.g. make an all about me' film /moving on book/power point...Pre- arrange the best method and time to communicate with the key contact at the new setting e.g. by .Tel. email, times of day...before communication breaks down.

Summer Term -

- ❖ Ask if the secondary school runs transition **induction programmes** for statemented pupils an what they entail.
- ❖ Extra pupil and or parent visits to the secondary school may well be beneficial. Secondary Disability Advisor can support this.
- ❖ Arrange for **safe transfer of equipment, records and files**. Inform all about where they can be found on the first day of the next term and assign someone to get them out!.

Post Transfer-

- ❖ Don't forget to Invite the previous staff to first review meeting after transfer for ensuring consistency and provide an opportunity to iron out any problems early.

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Appendix 2

Transition for children with SEND- example of Social Story

's Story About



My name is-----.

I am----- years old.

I go to----- School.

I used to be in Year---- class.

My teacher was-----.

My TAs were ----- and .

Year.

My teacher will be Miss--.

Other adults working in that class will be



- Friends
- Carpet time
- Register
- Phonics, reading and writing
- Numeracy
- Painting and drawing
- Playtime
- Lunchtime
- Fruit and milk
- Assembly



Some things will be different:

- Teacher
- Classroom
- Work
- Tables and chairs

That's OK.



I am going to Year ---because I am growing up and learning.

All children grow and learn.

All children move classes where some things are different.



I might feel a bit nervous to be in a new class.

That's OK.

Many children feel nervous when they start a new class.

If I am nervous I can;

- Talk to my mum and dad
- Read this story



I might feel excited to be going to Year----.

That's OK.

Many children feel excited when they are going to a new class.



I might miss my old teacher, -Miss-----.

That's OK.

I will still see her in assembly, the playground and around school.

When I see her I can say, "Hello" and smile.



I will try to work hard in Year --- and keep on learning.

That is a good thing to do.

My teachers and helpers will be pleased that I am working hard.

My family will be pleased that I am working

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Next Review Date: Summer 2027

Appendix 3 Example of Secondary School transfers document

Name of pupil: DOB:		
Primary school:		Secondary School:
SENCO:		SENCO:
EHCP/ School Support –K	Primary need:	
Other Needs:		
KS1 Predicted levels		
Reading	Writing	Maths
Last tested Reading age/ standardised scores:		
Attendance to March 2020:		

Last Review Date: Summer 2025

Next Review Date: Summer 2027

Literacy Needs: Reading
Writing
Comprehension.
Specific Literacy Difficulty Assessment: Y/N Date and outcome Report to be passed to new school
Speech, Language and Communication needs:
SALT (Speech therapist) assessment: Y/N Date Report to be passed to new school
Behaviour Assessment: Y/N Date
Behaviour support team Transition report: Y/N
Exclusions internal and external: no of days

Last Review Date: Summer 2025

Next Review Date: Summer 2027

Early Help Assessment : Y/N			
Known to Social Inclusion Panel : Y/N			
CAMHS referral: Y/N Date of referral:			
CHILD Protection and Safeguarding	CP:	CIN:	TAC:
Dates stepped down or referred up:			
Lead Professional:			
Named Social worker:			
Team around the child meetings to be arranged:			
Ed Psych assessment: Y/N Date		EP:	
Sensory Impairment hearing or visual : Y/N		Type:	

Last Review Date: Summer 2025

Next Review Date: Summer 2027

Supported by Support for learning service ?	Name
Complex medical needs:	
Allergies ?	
Care Plan? Y/N (Attach)	

SEND Transition Checklist 2020

Provision map -To show element 2 and top up funding	Y/N
Pupil Passport or IEP	Y/N
Last 2 Annual reviews	Y/N
TAC/CSC records	Y/N
EHCP amended for new school (most recent)	Y/N

Last Review Date: Summer 2025

Next Review Date: Summer 2027

Support (if EHCP including those outlined in section K)

Literacy interventions	
SALT interventions	
TA Support	
Emotional Support	

Last Review Date: Summer 2025

Next Review Date: Summer 2027

SLS Support- specify	
Social stories <i>(attach any used in last 12 months)</i>	
Key Visuals <i>(attach examples)</i>	

Any staff training needs for this pupil? Eg: signing; Moving and handling; Positive Handling...

Any specialist equipment:

Risk assessments?

Travel to school arrangements:

Last Review Date: Summer 2025

Next Review Date: Summer 2027

Other pupils going to same school?

Positive influence:

Should not be with:

1.

1.

2.

2.

3.

3.

PEEPs – Personal Emergency Evacuation Plan	Needs to be attached.
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Please add any information not covered by this form that the school needs.

Completed by: _____ Date: _____

Last Review Date: Summer 2025

Next Review Date: Summer 2027

Appendix 4

 2024 Admission form for new children with SEN

Last Review Date: Summer 2025

Next Review Date: Summer 2027