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| **Slide Number** | **Transcript** |
| 00:00 | Start of Video |
| Slide 1 | Transition from primary to Secondary school  Westminster Information Advice and Support Service (IASS) |
| Slide 2 | Welcome to our information session.  Westminster Information Advice and Support Service (IASS) is a free service for all parents and carers in Westminster who have children with special educational needs and disability and for young people aged 16-25. |
| Slide 3 | Today’s Session is for parents of children who are currently in year 5 or year 6 in primary school.  We are going to talk about when the process for transitioning to secondary school should begin for those children who are currently on SEN support and for those children who have education healthcare plans.  We are going to look at what the law and guidance on transitions says for the SEND pupils. We are going to look at when the preparation for transition to secondary for year 6 pupils should begin and we are also going to talk about the arrangements for year 5. |
| Slide 4 | It’s really important that your child’s transition to secondary school is well managed by the primary school and secondary school and that there is a plan in place to support them during this change whether they have an education healthcare plan or not.  Periods of change can be particularly difficult for children with special educational needs and disability. Every child is different and some will need more support than others. Well planned, structured and supported transitions from the early years through to young adulthood can support a person’s ability to deal with change and transitions throughout their life. This is why it’s really important that your child’s transition from primary to secondary school is really well planned for. |
| Slide 5 | **No video/ voice** – the side shows the following information:  If you want to discuss your child’s transition in more detail, please call our advice line to make an appointment for a 30 minute advice session with one of our case workers  020 7641 5355 or iass@westminster.gov.uk |
| 00:42:50  Slide 6 | We ae going to look at now what the law and guidance says about transitions. The special education needs and disabilities code of practice is a set of guidelines that the department for education says local authorities and schools should follow without exception. It is guidance that must be followed unless there is a good reason not to and it explains the duties of organisations that work with and support children and young people with special educational needs and disabilities. |
| Slide 7 | The code makes it clear that planning and preparation for transitions should be a focus for SEN support pupils and this includes the sharing of information on your child’s needs and how they have been supported at primary school when they transition to secondary school. |
| Slide 8 | Turning to the guidance and the codes for pupils with education healthcare plans, it is a requirement for plans to be reviewed and amended in plenty of time before the child or young person moves between key phases of education.  This means if you have a child in year 6, the latest date for the LA to confirm your child’s year 7 placement and issue a final amended plan is the 15th of February in the year your child will transfer to secondary school. You may receive it earlier than this but the latest you will receive it is the 15th of February. |
| Slide 9 | If your child has special educational needs and has been receiving SEN support at school, you need to apply for secondary school though the normal Westminster admissions process. This will happen in the autumn term of the year your child enters year 6 but you should start planning for this when your child starts year 5. |
| Slide 10 | When it comes to choosing a secondary school, you first need to look at the admissions criteria for the schools you might want to apply to. In addition to that you could talk to your child’s primary school SENCO or any professionals working with your child who may be able to help you think about the kind of environment that they will do best in. You can also research the schools SEN offer which will explain how they support pupils with SEN and what provision is available at the school. This is called the SEN information report and you will find it on the school website. For example, this will tell you how they support pupils in year 7 who may be vulnerable or may need additional support when they first start secondary school. Then you might want to consider visiting schools and speaking to the SENCO or other staff about what support they can offer to year 7 pupils with SEN who do not have an education healthcare plan.  There are other factors you may also want to consider when making a choice amongst your local schools. For example, think about practice such as what curriculum they offer, what the enrichment activities are that our child might enjoy taking part in, how big the school is and whether the school size is a factor in whether your child will be impacted and the journey time in relations to your child’s needs. |
| Slide 11 | When your child’s secondary school place is confirmed by the Westminster schools admission team, you can start planning for their transition to their new school. You can talk to their primary school SENCO about how your child can be supported during year 6 to prepare them for year 7. You can ask to meet with the secondary school SENCO to find out what support they can offer and also to give you the chance to tell them about your child, what their needs are and how they have been supported at primary school. It is a requirement that primary schools and secondary schools work together to share information on all the pupils that will be joining year 7, so the school SENCOs will also be talking to each other. |
| Slide 12 | If your child has an education healthcare plan, you will not make an application through general admissions process. You will need to work with the local authority SEN team. It is important that everyone is satisfied that the school you are asking for is able to meet your child’s needs before the school is named in section I of your child’s education healthcare plan.  There are 2 opportunities for you to make a request for your child’s secondary school. The 1st of these is at the phase transfer review usually held during year 5 in order so the local authority can meet the 15th of February deadline in the ear your child will transfer schools. You can let the local authority know, what your choices of secondary school is at this meeting and at this meeting you can also discuss adding transition related outcomes to child’s education healthcare plan. However, you will also receive a letter from the local authority usually before the end of the summer term when your child is in year 5. This is called the school preferences form. You must complete this form and send it back to the LA promptly. If you don’t, the local authority may assume you are not making a request for a specific school and they may name one for you in the final amended plan. It doesn’t matter if you have already discussed year 7 at the transfer review, you have to complete this form and return it by the local authority’s deadline.  The local authority then will consult with the schools you have requested. This is a requirement under the children and families act, and the special educational needs and disability code of practice and once they have completed the consultations and the schools have responded, the local authority will amend your child’s plan to state in section I, the secondary school that they will be attending.  It’s a good idea to start attending open events at secondary schools during the autumn term of year 5 so that you are already well informed about the choices. |
| Slide 13 | If you are unsuccessful in gaining a place at your preferred secondary school, you do have the legal right to appeal the school named in Section I of the Plan. As soon as you receive the Final Amended Plan naming the school your child will attend from Year 7, you should begin the appeals process to make sure your appeal is concluded before the start of the new school year in September.  Please contact Westminster information and advice support service (IASS) for advice on making an appeal. You will find our contact details on our website: [www.westminsteriass.co.uk](http://www.westminsteriass.co.uk/), you can call us on 020 7641 5355 or you can email us on iass@westminster.org.uk |
| Slide 14 | There are many reasons why you and your child may be anxious about the transition to a secondary school and for children with SEND this can be more difficult.  When you are speaking to your child’s primary school or the new secondary school, you might find it helpful to think about some of the areas listed here and how your child may feel about them. This way you way can work with the schools to make sure the right support is in place and if your child has a plan that the right provision is written in to your child’s plan. Think about what your child’s needs are, and how those needs may be impacted by the change in school. Think about what support they might need before, during and after the transition. For example does your child have anxiety over starting a new secondary school? Will they cope with different subjects, new teachers, new friend with a change in the curriculum?  If your child is performing below age related expectations, how are they going to cope with the change the way subjects are taught and with the increase in homework? How will they cope with change in teachers between every subject and every class of the day? Will a change in routine affect your child and can they do their own things like tie up their shoe laces or ties? Will they need extra help for example at times of transition and also considering sensory needs? How will your child adapt to a change in environment and their new surroundings?  If your child doesn’t have a Plan but is on SEN Support, your child’s current primary school should be sharing information with their secondary school, and you can ask for a meeting with the SENCO at the new school to discuss your child’s SEN Support Plan and their needs in relation to the transition. |
| Slide 15 | Once your child’s school place is confirmed, the primary and secondary schools will start planning for the transition.  When your child is in Year 5 or Year 6 as we’ve already seen, you should be having regular discussions with the SENCO at their primary school about their progress and about their support Plan and you can start discussing what the transition programme should look like for your child during years 5 & 6 and into year 7.  Primary and secondary schools are required to have a thorough transition policy for year 6 and a successful transition involves both schools working together and communicating not only with each other but also with yourself. Schools should be ensuring that the children’s needs are at the centre of the process, that you are fully involved and that there are clearly defined timescales roles and responsibilities in relation to the transition and the plan for your child. |
| Slide 16 | Primary and secondary schools work closely together to prepare all Year 6 pupils for the transition to Year 7.  Primary schools need to ensure that they share information with secondary schools as soon as possible, They should transfer all relevant information on their Year 6 pupils to the new school, this includes information on the attainment of all pupils, how well they are doing academically but also when a child has additional needs it needs to include information on how they have been supported at Primary school.  Year 6 teaching should focus on the readiness for secondary school, so primary schools should also be planning a programme of events and lessons for Year 6 pupils. This might include travel training and road safety awareness, PHSE sessions covering healthy minds, emotional wellbeing, resilience and mental health, workshops on the transition to secondary and preparation days at primary school and trips to their new schools once places are confirmed. Parents can be involved in some of these as well. |
| Slide 17 | If your child is on SEN Support you can ask the primary school what information they will be sharing with the new secondary school.  You can discuss their SEN Support Plan and any additional support your child may need for a successful transition. If your child has an EHC plan, you can ask for some transition related outcomes and if necessary some enhanced provision to be written in to the plan at the phase transfer review. For example, could your child make some additional visits to the secondary school before the end of the summer term? Some children may need other support for example, visual timetables and social stories to help them through the transition.  You can also ask for a meeting with the primary and secondary school SENCOs to discuss your child’s transition. If your child has a plan, they may be able to attend the next Annual Review.  You could ask for a one Page Profile to be completed, which summarises your child’s needs and the best way for them to be supported at school.  Teaching and support staff from both the primary and secondary schools should take joint responsibility for ensuring an effective, successful transition. |
| Slide 18 | We’ve already looked at how your child’s primary school should be working to prepare all year 6 children for the transition to secondary school and if your child has SEN then they should be talking to you about any additional support your child may need.  At the same time there are things that the secondary school can be doing. We’ve already looked at some of these but once your child’s place is confirmed, there are some suggestions here for how secondary schools could be preparing you and your child for the transition. You can discuss the options with the secondary school once the place is confirmed. |
| Slide 19 | Finally there are some ways you can support you child at home to prepare the transition to secondary school. Talk to your child about their new school and look at the school website and any of the transition information they have provided. For example, there may be some induction videos on the website. You can practice their new journey. Start introducing their school routines for example, wake up time and the time they will need to leave the house to arrive in good time for the start of the school day and introduce new uniform. Lastly if you have any concerns about the transitions about how your child cope please speak to the school SENCO. |
| Slide 20 | Thank you for watching this information session.  On this page you’ll find some useful links and resources for parents. If you would like more information please contact us by using the contact details you will find on our website: [www.westminsteriass.co.uk](http://www.westminsteriass.co.uk)  Thank you |
|  | End of video |