

Y6 to Y7 Transition

David Bromfield
Secondary Adviser

 @lb_southwark

 facebook.com/southwarkcouncil

Schools

London Borough of Southwark



Schools

London Borough of Southwark

Southwark
Council
southwark.gov.uk

Support for secondary transition pathways of children in Southwark according to need

Support for the application process comes in **two** forms:

- to parents/carers with the administration of the application **process**
- to individual pupils (and families) to help with wider **specific vulnerabilities** that may affect the transition (educational, social, emotional and health, including mental health)
- For general queries such as an application is late, advice and guidance can be accessed to help with these **process** related issues.

The main sources for **process** support for are;

- **The School Admission Team** respond to queries that relate to the rules , regulations and administration of the process including the option of face to face meetings
- **Southwark Information, Advice and Support team.** This *independent advocacy* service is free to all parents and young people who live in Southwark where a child or young person is aged 0 to 25 years with special educational needs and/or disabilities

Support for secondary transition pathways of children in Southwark according to need

- When a pupil has **specific vulnerabilities** or issues (e.g. an EHC plan, a statement) several agencies work in a co-ordinated way to provide an additional layer of support to families.

The main sources of support here are:

- **The *Special Educational Needs and Disabilities Team*** who co-ordinate each application. Families are contacted for their preferences. The Team approach the schools of their preference on behalf of the family. The family are invited to an event on the transfer process.
- ***Educational Psychology Service* EPS** - The EPS works with families and schools to explore issues and resolve problems that can affect learning and well-being including ; supporting the educational transition of children and young people with SEN and disabilities
- ***Family Early help*** – Where needs are beyond the level that universal services can address, a range of targeted services are provided in partnership with others (children and family centres, health professionals, schools, and the voluntary sector) to continue to assist a family to prevent problems from escalating

Family Early Help

- Making connections re transition to secondary school work
- Analysis of current cohort of Year 6 children transferring to Secondary school to identify vulnerable pupils
- Developing targeted programmes to respond to needs of Yr 6 children
- Working with the voluntary sector to support bids for funding
- Programmes offered to Primary School for Year 6 children

Educational Psychology Service support

Primary to Secondary Transition Process

- **April/May-** Requests to schools sent out
- **May/June-** Follow up information in needs and concerns on request forms.
- **April/May-** allocations meeting. Requests are ragged/graded red, amber, green or high, medium, low.
- **May/June/July-** Transition work begins.
- **September- January-** 6 week check in with new schools with a view to close transition support.
- **January** - complete feedback form and feed back to primaries which ends the transition cycle

Year 6 Transition Flowchart

January 201n

Educational Psychologist inform SENCO's about transition service

February 201n

Courtesy phone call followed by introductory letter and transition forms sent to primary schools requesting details of children who may benefit from additional transition support from the Early Help Officer (children who do not have an EHCP)

March 201n

Completed transition forms returned to the Early Help Officer with details of children identified for additional transition support and name of allocated secondary school

April 201n

Identified Children allocated to EHO as active consultation

May 201n

Primary transition planning meetings between EHO and school SENCO
Teacher Transition Notes and One Page Profile introduced for follow-up intervention with children if necessary

The SENCO will identify priority children who may require a **PTM** (Pre-transition Planning Meeting with their secondary school (eg. risk of exclusion/in need of EHCP etc))

June - July 201n

Arrange Pre-transition meetings with receiving school and co-ordinate meetings with SENCO from receiving school to primary

June 201n

Contact receiving school to arrange Pre-transition planning meetings for priority children identified by primary school SENCO

June 201n

Teacher transition notes completed and returned to EHO
 Children One Page Profile completed and returned to EHO

May 201n

EHO to contact parents of children identified as priority by SENCO. Explain EHO role in transition support for their child

September 201n

EHO to co-ordinate transition and review meetings for targeted children in receiving school

November 201n

EHO will give courtesy call/email to receiving schools after half-term for the non-prioritised children to confirm how the child has settled
 Discuss next steps for support if required

November 201n

Close EHO consultation if there are no further issues presenting for the child or refer or co-ordinate support if needed

January 201n+1

Review children who required additional support in October
 Discuss next steps for support if required

January 201n+1

Close consultation if there are no further issues presenting for the child

What do SENDIP support offer?

- formulate transition support plans for students in partnership with schools, parents and the child/young person.
- organise weekly contacts via phone/email with SENCO/Head of Year for the first six weeks.
- co-ordinate termly transition and review meetings.
- negotiate phased integration into school for students if necessary.
- co-ordinate access to professional advice about the students' particular medical/educational needs.
- support schools and parents to develop and build meaningful and supportive relationships with each other
- work with parents to encourage them to actively engage with their child's schooling.
- offer weekly 30 minutes 'check-in meetings' with the student for the first six weeks.
- provide on-going telephone support for designated school staff if required.

Support for secondary transition pathways of children in Southwark according to need

Steps in Transition Pathway	Child with no specific vulnerabilities or process challenges	Child with process challenges	Child with specific vulnerabilities challenges	Child with both process and specific vulnerabilities challenges
Application to website	-Admissions Team	Admissions Team	-FEH -SEND	- Website guidance - Admissions Team -FEH -SIAS -SEND -EPS
Visits to schools Open Days	-Admissions Team	-Admissions Team	-SEND -FEH	-Admissions Team -SEND -FEH -SIAS -Autism support team - Health support (e.g. Speech and language therapist, OT, physio etc)

Support for secondary transition pathways of children in Southwark according to need

Steps in Transition Pathway	Child with no specific vulnerabilities or process challenges	Child with process challenges	Child with specific vulnerabilities challenges	Child with both process and specific vulnerabilities challenges
Waiting lists	-Admissions Team	-Admissions Team	-Admissions Team	-Admissions Team
Appeals	-SIAS	-SIAS	-SENDIP	-SENDIP
late / in year admission			-FEH -EPS	-FEH -SIAS
Educational Transition visits after placement		-Admissions Team	-SENDIP -FEH -EPS	Admissions Team -SENDIP -FEH -EPS - External agencies co-ordinated by FEH