

9. Transition between educational settings

9.1. Role of the educational setting

Transitioning between year groups, key stages and educational settings is a huge step for any child or young person and is met with a mixture of emotions and questions. For children and young people with SEND, key transitions points within their education often require a greater level of preparation time to ensure a smooth and informative transition.

Where a child or young person with SEND is approaching a transition to a new setting, it is expected that, wherever possible, the setting will:

- Offer an informal tour and/or visit to the setting to the child or young person and their parents.
- For children and young people with complex and specialist needs, offer a transition meeting between the child or young person, their parents and the SENCO/additional learning support team. This should include the SENCO/additional learning support team from the child or young person's previous setting (if required/appropriate).
- Ensure you have any SEND paperwork for the child or young person from any previous setting (if necessary/appropriate).

Where a child or young person with SEND will be leaving a setting, it is expected that, wherever possible, the setting will:

- Liaise with the SENCO/additional learning support team at the new setting. This may include attending a transition meeting

with staff from the new setting and the child or young person and their parents

- Pass on all SEND related paperwork for the child or young person to the next setting (including any initial concerns or SENS Support paperwork; this would require consent from the young person in post 16 settings).
- Enable transition visits to the new setting for the child or young person.



9.2. Role of the Local Authority and multi-agency working

a) Transition in the early years (including transition into a setting)

Transition should be seen as a process not an event, and should be planned for and discussed with children and parents. Open communication between home and school is essential. Settings should communicate information which will secure continuity of experience for the child between settings.

Early Years Foundation Stage practice Guidance 2008

The early years includes a number of key transition times for young children: from home into an early years setting, moving between rooms, changing providers or moving from a setting to a school. It is important the child is supported throughout this time if they are to have the best possible chance of a smooth transition.

A vital element to smooth transition involves the preparation and planning beforehand as well as the settling in or follow up afterwards. Children with additional needs are likely to require a more **detailed level of planning** and **more time** to allow for provision and resources to be put into place.

It is essential that the process is started early and communicated regularly with parents and carers. Children and their parents should be supported through the transition process. Settings need to consider important information about the child, their interests, how they communicate, how to support them and details of any other people involved in supporting them.

Planning and preparation for transition into a setting may involve a range of different elements, though these are not necessarily separate activities. They are likely to include:

- Establishing relationships
- Sharing information
- Arranged visits
- Creating continuities
- Preparation in the setting
- Training and support for professionals working alongside the child or young person

Note: The setting needs to have information about the child's health needs and any services which may be involved with the child. This will include assessments by the Health Visitors as part of the Healthy Child programme and also the Progress Check at Age 2.

b) Early Years to Primary school

Wherever possible a meeting should be arranged between the early years setting and the school, with the parents and the child if appropriate. Opportunities for schools to visit settings and vice versa would actively support the child during this transition process and would enable the school to observe how the child learns and develops within their current early years setting.

Such visits also provide an opportunity for the school staff to meet the child and their parents, initiating new relationships and parent-teacher

connections. If the child has complex/specialist needs, the Early Years Team may play a part in this process.

c) Primary to Secondary school

For children with an EHC Plan, discussions around the process of primary to secondary transition should begin at the year 5 annual review. The local authority will write to all schools at the beginning of the spring term and inform schools on which children's EHC Plans are due for review. All annual reviews for children in year 5 with an EHC Plan should be held in the spring term and should consider what will be needed upon secondary transfer. 0-25 SEND Officers will liaise with their link schools and may attend annual review meetings if both the school and the 0-25 SEND Officer agree that attendance is necessary.

When deciding on a school, parents/carers should first give consideration to their child attending their local, priority area mainstream school. This is in line with The SEND Code of Practice which stipulates the right to mainstream education for all children. Lancashire County Council is committed to considering what additional support can be offered to assist mainstream schools in making the "reasonable adjustments" required by legislation to ensure that children with SEND are not disadvantaged, and this will be considered prior to any agreement for a more specialist placement. Research suggests that children are in a better position to learn when they are not spending a significant amount of time travelling to school.

Key information for all phase transitions for children and young people with EHC Plans (including early years to primary school, primary to secondary school and secondary to post-16):

It is helpful for young people, parents and carers to have thought about the transfer and have made any required visits prior to the annual review meeting that takes place in the academic year before transfer (e.g. this would be the year 5 annual review for a child due to transfer to secondary school). They should inform the child or young person's current educational setting of their wishes prior to this review also. This will help to ensure that educational settings can arrange appropriate attendance at the annual review meeting from staff who will work with the child at their next educational setting, thereby facilitating a well-planned transition. The local authority will then write to parents/carers of children or young people at the beginning of September in the year of transfer (e.g. year 6 for children moving into secondary school) asking for confirmation of their preference and would encourage completion of the online application form as soon as possible. This will help to ensure that educational settings are identified in a timely manner.

It is important to discuss all placement issues with your setting's SENDO.