

**Protocol for transition in and between schools and settings for children and young people with SEND**

This protocol has been developed in consultation with a range of partners to improve outcomes for children and young people with SEND in Kirklees



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| **Rationale**Consultations during 2017 for the Strategic High Needs Review highlighted transition between all phases of education and within schools and settings as an area that required improvement: to enable children and young people with SEND to improve their progress and attainment as well as meeting outcomes stated in any plans in place for them.  |
| **Objectives**By implementing the protocol schools and settings will:* Gain a greater understanding of
	+ The needs of children and young people with SEND
	+ The current academic attainment and achievement of children and young people with SEND
	+ The wider, holistic impact of transitions on children and young people’s wellbeing, anxiety, social and emotional needs
* Ensure that children and young people with SEND can make smooth transitions in and between schools and settings: reducing referrals for specialist provision; potentially reducing exclusions and improving progress and both academic and outcome based attainment.
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| **Sources**The development of this protocol is supported by:* A questionnaire circulated in the PCAN membership and a report produced from the responses
* An engagement project carried out by the IYCE team on the experiences of transition of young people with SEND and the report produced from the project
* The views of a focus group of school, Early Years and SEN Support staff and the Principal Educational Psychologist
* The views of a group of Special School and Alternative Provision senior leaders.
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| **Transition practices between mainstream schools and/or settings**Schools and settings are welcoming to children and young people with SEND and their families, both before and after transition. Planning for transitions starts early in the year before transition is due to take place, if not in the year before that: planning for 3 and 4 year olds, year 5 and 6 pupils and year 10 and 11 pupils. Post 16 settings should adopt the practice of early planning for transition at an appropriate time in the student’s study programme.Planning for transitions adopts a partnership approach with current and receiving schools/settings being equal partners with parents/carers, children and young people with SEND and any external professionals working with them. This enables the receiving school/setting to build a good relationship with a family before the child or young person starts. It also ensures that any approaches or resources that have been effective may continue to be used when the child/young person is in the receiving school/setting.Receiving schools and settings gain as much information as possible about a child or young person, including speaking to them and their family, to fully inform the decision making process about whether the school can meet need or not. Where possible, the receiving school or setting will observe the child or young person in their current setting.Planning for transition includes providing all the information required by parents/carers and children and young people: answering any questions they have. Planning will also elicit from the child or young person the information about themselves that they wish to share with the receiving school/setting, such as what they are good at, what they need help with and how they like to be helped. Some schools do this through a ’pupil passport’ that is passed on to the receiving school/setting. Receiving schools/settings also consider providing additional resources to support transition such as photobooks showing key staff and locations, or on-line video tours of the school/setting.Both sending and receiving schools/settings consider providing parents with a communication pathway e.g. contact email address that they can use to ask questions that occur between meetings: this does not necessarily have to be the SENCo.Parents and carers have a clear understanding of the people they may need to contact in the receiving setting when the child or young person starts there: parents/carers also understand the best ways to make this contact. Where possible meetings will take place to ensure that parents have had face-to-face contact with key staff.Early transition planning enables a range of transition visits and activities to take place throughout the year preceding the transition. These include additional visits as well as activities that are personalised for a specific individual, such as the opportunity to look around the school when it is quiet. Schools/settings allow children and young people plenty of time to settle in. Where children and young people are struggling to settle in, consideration is given to what additional strategies could be put in place to provide further support. This is done together with the child or young person and their family, before a decision is made that a school/setting can’t meet need.Early visits by external professionals supporting the child or young person are in place to support transition into the receiving school/setting. Where appropriate the external professionals offer training or support to all staff working with the child or young person. Visits by staff from the preceding setting are encouraged and supported when a child or young person has started in the receiving setting: to enable celebration of transition and to enable feedback to children and young people in the preceding setting.Support staff and teaching staff from both sending and receiving schools/settings make reciprocal visits prior to transition: to enable children and young people to start to build relationships with new staff and to feel confident about a new environment. This also enables both sets of staff to understand what the expectations of the child or young person are.Information is shared with the receiving setting in a timely fashion and is both up-to-date and objective. Careful planning ensures that children and young people are supported by staff with appropriate skills and knowledge, as well as temperament.Information about a child or young person, including Education, Health and Care Plans and My Support Plans is shared with all relevant staff in the receiving setting; this information is shared in a format that is easily understood by all. Schools use a range of resources to inform and support the transition process, e.g. the AET Transition Toolkit. |
| **Transition to and from Special Schools, Specialist Provisions and Alternative Provisions**Schools will carefully manage the expectations of parents in terms of transition to special schools, specialist provisions and alternative provisions: parents clearly understand what the alternatives to mainstream education will provide; parents understand that initial visits to alternate provisions may take time to arrange. It is important that parents make a visit to a potential placement.Schools and other agencies ensure that parents understand the decision making process for allocating an alternative placement. All partners working with the child or young person are involved in requesting an alternative placement and appropriate EHCP reviews have taken place.Schools are sensitive to the feelings and emotions of parents and children/young people when considering potential transition to an alternative placement. The positive aspects of the transition are highlighted as appropriate.Schools involve all practitioners working with the child/young person and their family to support transition e.g. outreach support, family support. Families are aware of all the aspects of the transition that they need to consider, including transport.Schools and alternative provisions ensure that transition is carefully planned to meet the needs of the child/young person, allowing the time necessary for the transition to be successful e.g. initial visits, transition ‘welcome session’, stay and play sessions etc. Such sessions also allow key staff time to get to know the child or young person. |
| **Senior Leadership Team Support for transition**SLTs in both sending and receiving schools/settings allow time and resources for staff to make transition visits and attend cross phase moderation meetings.SLT ensure that class teachers and subject educators have a good understanding of SEND. SLT have high expectations of Quality First Teaching.SLT understand and respect the fact that academic outcomes are not the only outcomes of importance for children with SEND: whilst these pupils may not achieve age related expected academic targets, they can, through careful planning, achieve the outcomes specified for them in the individual plans in place for them.SLT release funding or resources for CPD to ensure that all staff are confident and competent to meet the needs of the children or young people who are due to join them. |
| **Class or subject educators’ role in transition**Class and subject educators are familiar with what progress and attainment measures in a child or young person’s previous phase of education mean: GLD, Pre-Key Stage Standards, Expected Levels, GSCE grades etc. Staff are encouraged to visit schools/settings and attend the relevant moderation meetings for phases of education both preceding and succeeding their own, to gain an understanding of what a child has achieved and what will be expected of them in the next phase of education.Class and subject educators are provided with information about children and young people they will be receiving and have time to read and understand it.Class and subject educators are confident that they have the skills and knowledge to understand and meet the needs of the children and young people they will be receiving. CPD is available to support them with this.Class and subject teacher/tutors recognise that children and young people with SEND may require a more nurturing approach than others and adapt accordingly.Class and subject educators recognise that children and young people with SEND may struggle with the demands of the receiving school/setting and adapt their demands accordingly. For example, many children and young people with SEND find homework overwhelming and may end up incurring sanctions for not doing it, or doing it badly, which further erodes the child or young person’s confidence. |
| **Pupil/Student support for transition**Children and young people with SEND are encouraged to visit the receiving school/setting prior to transition: this may be individual visits with a specific purpose, or group visits with familiar members of staff that are then reported back on to their peers.Children and young people with SEND who have left a school/setting are invited back to share their experiences of transition.There are children and young people in receiving schools and settings who can act as ‘buddies’ for children with SEND, either when they start in the receiving school/setting or prior to transition: during additional visits or via a secure email set-up or pen-pal arrangement.Children and young people in the receiving setting are encouraged to run or participate in events for children or young people with SEND who will be making the transition to their school/setting. |
| **Monitoring and evaluating transition practices**Schools/settings regularly monitor and evaluate their transition practices and amend accordingly.There is the opportunity for children and young people in receiving schools/settings to feedback on their experience of transition and anything thing that is causing them concern: this may be done anonymously as appropriate.There is an early opportunity for parents/carers to feedback their experiences of transition and any other concerns they may have, in a relaxed environment.  |
| **Transitions within a school or setting**Schools/settings are aware that transitions between year groups, key stages and study programs, as well as other significant changes, can be a source of distress and anxiety for children and young people with SEND. Such transitions and changes are planned for in advance with the child and young person and their family. |
| **Transition to adulthood**From year 9 at the latest, a child or young person’s aspirations for adult life are considered and appropriate outcomes and provisions included in the Education Health and Care Plan, through annual reviews.Any health and social care colleagues who are involved with a child or young person are regularly invited to annual reviews to support the Preparing for Adulthood themes and transition to adult health and social care services.For a young person in year 9 or above who has no input from children’s social care but who may need support with becoming more independent in adulthood, the Community Enablement Team’s My Life Team will be invited to the review. |