



# Hammersmith and Fulham Transition and Transfer Team

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## Supporting Vulnerable Pupils at Key Stage 2 to 3 Transfer

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School Improvement and Standards



# Local Context

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- 3 nursery school
- 34 primary schools
- 8 secondary schools
- 1 dedicated schools sixth form
- 5 special schools
- 2 short stay schools



# Transition and Transfer Team

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- Local Authority lead within cross phase inclusion service
- Centrally based transition team leader
- 6 transition mentors / tutors based in community secondary schools



# Identification of Vulnerable Pupils

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- Transition pupil profiles are completed by primary school staff
- Information is gathered from key departments within Children's Services:
  - Social Care Teams
  - Virtual School for Looked After Children
  - Family Support Team
  - Education Welfare Advisory Service
  - Traveller Education Team
  - Exclusions Team



# Transition Pupil Profiles

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- Used to provide a more detailed overview of issues that could be a barrier to successful transfer
- Approximately 400 per year
- Relate to pupils transferring in and out of borough
- Sit alongside the Early Transfer Form
- Inform the need for Transition Plans



# Highly Vulnerable Pupils

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- Pupils who have spent some or all of year 6 out of mainstream primary or in part time placements at the short stay school
- September 2008 cohort of 10 pupils with extremely limited year 6 mainstream experience
- History of pupils with similar experiences not succeeding in mainstream secondary schools going back 5 years
- Steering group devised a Transition Tutor role to be based at the secondary special school provision to support year 7 pupils in mainstream by undertaking a 'Lead Professional' role across the phases
- Part funded by Individual Progress Section for pupils with statements



## September 2008 Cohort

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- 10 pupils with social, emotional and behavioural difficulties allocated places as follows:
  - 1 Looked After Child re-located elsewhere in the country
  - 2 pupils transferred into secondary special provision (1 Looked After Child)
  - 1 pupil transferred to an out of borough mainstream secondary
  - 6 pupils transferred to in-borough mainstream community schools



# The Transition Tutor Role

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- Work with pupils pre and post transfer
- High level of communication with parents / carers
- Formal transition plan with all agencies involved on a continuing basis
- Opportunities for review at least half termly
- High level of in-school support for pupils
- Collaboration with mainstream school staff to make reasonable adjustments to meet the needs of the pupils



# Outcomes

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- 2 pupils that transferred into special provision:
  - 1 LAC re-located elsewhere in the country
  - 1 still on role at end of year 7 with integration plan under discussion
- 1 pupil that transferred into out of borough mainstream:
  - Permanent exclusion in summer term 2009
- 6 pupils that transferred into in-borough mainstream:
  - 1 pupil transferred into special school following early annual review
  - 5 pupils still on role at entry to year 8 in September 2009



# Future Practice

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- Working with colleagues from the Primary Inclusion Development Service to develop similar package
- Detailed transition plans for highly vulnerable pupils based on this model but with school based transition tutors
- Good practice sharing between schools and the local authority



# Contact Details

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