

Year 6 to year 7 transition guide

This guidance has been co-produced with primary and secondary SENCos, Ealing parent carer forum and Ealing Council.

Summer 2020



This guidance is to support successful transition for all children

Transition from primary school to secondary school is always a time that requires careful consideration by schools. This year we are facing *unique* challenges, and this requires us to work even more closely together to support our children and families to ensure that we have consistency across the borough:

No learner left behind - no school left behind

This guidance may also help schools with their wider thinking in supporting all children's return to school.

Parents, school staff and the local authority recognise that we are facing uncertain times and schools' responses to the transition process *must* be personalised to the needs of the children and circumstances of the school. However, this document aims to outline the key principles that all stakeholders feel that we all need to adhere to in order to ensure the best quality transition.

All stakeholders agree that frequent and transparent **communication** is the key to a smooth transition process, this document aims to provide a tool to support this.

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Key concerns

Key concerns from secondary schools, parents and children:

	Secondary Schools	Parent	Child
Primary	<p>Will we have all the information we need about the child?</p> <p>What are the potential triggers for the child?</p> <p>I am worried a child may be misunderstood and not given the time to settle.</p> <p>I am worried about a child who isn't on SEN support, has an EHCP, complex medical or CIN/CP but I need the Secondary school to be aware of potential struggles the child may have.</p> <p>How will we manage the wider gap that has been created due to lockdown?</p>	<p>Will the new school fully understand my child's needs?</p> <p>My child is anxious about starting school, how will the school support them?</p> <p>I am anxious about my child starting school, will I have all the information I need?</p> <p>What if my child doesn't want to come to school?</p> <p>I am worried my child may catch the virus</p> <p>How will my child be supported in settling into school?</p>	<p>Who do I go to for help?</p> <p>I won't/don't have any friends</p> <p>I don't know where to go</p> <p>Will the school understand my needs?</p> <p>Will I get in trouble a lot if I am late/haven't done my homework/am stuck in my learning?</p> <p>I am scared</p> <p>How will I get to school?</p> <p>What if I catch the virus?</p> <p>Is the school clean enough?</p>
Secondary	<p>Will we be able to manage the medical needs?</p> <p>How can we ensure all the appropriate members of staff know everything they need to about the child?</p> <p>Do we have suitably experienced/qualified staff to support this child? What will happen to our results?</p> <p>How will we manage the children's mental health and wellbeing needs?</p> <p>What has the lock down experience been like for the children?</p> <p>Has the child experienced any bereavement during school closure or change in home situation?</p>	<p>How will they manage my child's medical needs?</p> <p>Who do I go to for help?</p> <p>I am worried my child may be misunderstood and not given the time to settle.</p> <p>Maybe I should keep my child at home and home school from now on.</p> <p>How will the school support my child now that they have missed so much school?</p> <p>I feel guilty now, I couldn't do the home learning with my child.</p> <p>My child had 1:1 in primary, will they have the same in Secondary school?</p> <p>This is not the school that I want my child to go to</p>	<p>I don't want to leave my family</p> <p>Who knows what about me? Who do I want to know?</p> <p>I am worried that my new school won't understand me, my need and what lock down was like for me.</p> <p>I have missed so much learning, what will happen? I will never catch up.</p> <p>I didn't get to do the home learning will I be in trouble.</p>

Transition experience following lock down

Comparing the usual transition experience with the summer 2020 transition following lock down:

We all need to keep in mind. Please share with all school staff.

Usual transition experience	As a result of lock down
<p>Most students arriving from primary-</p> <p>Have had a maximum of five transitions a day (starting the day, break, lunch, interventions/group/1:1 work and end of day)</p> <p>Have not had to carry their bag from lesson to lesson (or even pack it up)</p> <p>Have been with the same children in every lesson</p> <p>Have often sat in the same seating plan with peers they have known for several years</p> <p>Have usually had less than five teachers in the last two years</p> <p>Have not usually had to write their own homework in their planner in a short space of time</p> <p>May not have had to move to the sound of a bell</p> <p>Have not carried money or an ID pass</p> <p>Have not had to worry about a large lunch queue or where they play at break or lunch</p> <p>May not have had to wear a uniform</p> <p>Will not have navigated a large site</p>	<p>Most children arriving from primary –</p> <p>Will not have said goodbye to their friends and key adults from a school they have spent many years in</p> <p>May not have had to follow instructions</p> <p>May not have been competing for attention</p> <p>May not have had a routine</p> <p>May not have accessed home learning</p> <p>May not have spoken to anyone other than their family</p> <p>May not have had access to outside space</p> <p>May not be feeling safe</p> <p>May have experienced trauma/abuse/neglect/bereavement</p> <p>Have not had any transitions to manage</p> <p>May not be as physically active and fit as they used to be</p> <p>Have not taken part in team games and social activity</p> <p>Have spent a lot of time using technology/gaming/social media</p> <p>May be highly anxious about returning to school/socialising/catching the virus</p> <p>Will be out of practice using formal school language and respecting authority/higher archery</p>

Key considerations/areas for discussion in secondary schools

What to consider and discuss:

First tier of discussions	Second tier of discussions
<p>How will we manage anxiety and support emotional resilience?</p> <p>Staggered start/increasing timetable – think about this advance in discussion with Primary SENCO and parent reduced hours may be needed for individuals but there must be a plan in place to increase to full time as soon as possible and manageable for that child.</p> <p>How will all staff prepare for individual needs?</p> <p>How will we support the LAC children?</p> <p>How we support children to ease into new learning environments?</p> <p>How will social activity be set up to enable children to become/make friends after so long in isolation? Must be done in context – think about based on interest groups – Lego club etc.</p> <p>How will the behaviour policy meet the needs of all learners? How will it consider SEMH needs/behaviours displayed and that children haven't been in class environment for so long, sitting still, hand up, waiting turn etc.</p> <p>When and how will you have face to face meetings?</p>	<p>What can parents expect in terms of TA support? How will you manage everyone's expectations?</p> <p>How will children be 'settled' into school – Gradually increasing planned timetable</p> <p>When will all parents have their first meeting with new school staff – needs to be early – what will it look like? Video call?</p> <p>What happens if the child hasn't got enough medication needed to start school due to lockdown/lack of resources?</p> <p>Will all children be expected to move from class to class from the first day?</p> <p>What will home learning expectations be?</p> <p>How will you support children to engage in learning again, excitement, curiosity without fear of judgement – workshops/creative learning etc</p> <p>How will schools narrow the gap - Use of TAs /balance with increasing independence, specialist teachers, etc</p>

Key considerations/areas for discussion in primary schools

How will you say goodbye to the children? Can you host a virtual leaving activity?

Will there be an opportunity for teachers to speak to the children individually?

Can a member of staff be available to welcome the children into their new school?

Actions for schools to consider

	All children	Children on SEN Support or considered vulnerable/at risk by the primary school (In addition to all)	EHCP children (in addition to all and support/vulnerable/at risk)
School communication with parent	<p>Give a list of suggestions of how parents can support children to get ready for high school</p> <p>What help can you offer parents – workshops/newsletters?</p> <p>Inform all parents what the staggered start might look like.</p> <p>Transition page on website with all resources/photos etc</p> <p>If possible, on the daily exercise walk visit the school building</p> <p>Year 7 to discuss medical needs with parents</p>	<p>Who are the key contacts for parents? How should they be contacted?</p> <p>Give a booklet or one-page profile for parents to complete with their child on their Likes/dislikes/worries/questions. How will you support this if there is a language barrier?</p> <p>Transport arrangements if eligible.</p> <p>How will reasonable adjustments be made?</p> <p>How will support be provided to plug gaps in learning?</p>	<p>What support with the school be offering the child? What will support look like?</p> <p>What will a typical day look like?</p> <p>What are the transition arrangements? (agree/create with parents and child) Create a flexible plan</p>
School communication with child	<p>Photos of key adults/booklet know who where and when they can go to for help</p> <p>FAQ in child friendly format</p> <p>Video of the new school and walk through playground/meeting hall etc</p> <p>Give child list of suggestions of how they can get ready for high school</p> <p>Behaviour expectations</p> <p>Support they will be offered for mental health</p> <p>Video tour of the school (will need to be of a good standard and have a voice over)</p> <p>If restrictions allow – small group tours</p>	<p>Year 7 tutor teacher to call child to say hello/introduce in July?</p> <p>Video call before start of school</p> <p>Send children photographs of their form room/key adults</p>	<p>Social story/Personalised information booklet</p> <p>Who is the 'key' person for the child in terms of communication</p>

Systems and processes

Annual reviews

Annual reviews can be done virtually. Schools should ensure that the child and their parent's/ carer's views are sought and considered in line with professional advice. In line with SEND regulations, professional advice needs to be sought and circulated to all parties 15 days prior to the 'meeting'.

Special consideration should be given to children undergoing phase transfers. SENCOs from the receiving school should be invited to these 'meetings' and good practice is for them to attend.

The right setting

Sections 33 and 39 of the Children and Families 2014 states LA must agree to the parental preference for a maintained mainstream school unless:

The child's inclusion would be incompatible with the efficient education of other pupils or efficient use of resources and there are no reasonable steps which either the school or LA can take to prevent the incompatibility.

SENCOs should consider if their school is in line with parental preference. Case Law has set precedent which places responsibilities on the school and LA to prove that no steps can be taken to remove barriers, please see below

Essex CC v the SEND Tribunal [2006] EWHC 1105 (Admin): A parent or young person's preference can only be displaced on the grounds of being 'incompatible with the efficient use of resources' where the extra cost is significant or disproportionate. A difference of between £2000-£4000 was not found to be 'incompatible'.

Hampshire County Council v R & SENDIST [2009] EWHC 626 (Admin) (2009) ELR 371: if a parent or young person requests a particular school is named in a Statement (now an EHC plan) and the LA argue that it is 'incompatible with the efficient education of others', there needs to be a positive finding of incompatibility, not merely by evidence of some impact on those other children.

NA v London Borough of Barnet (SEN) [2010] UKUT 180 (AAC): The Upper Tribunal stated that this was a "strong test of incompatibility", which means the test is a high threshold for the local authority. The local authority needs to have clear evidence of the difference the admission of that extra child or young person will make, and which students will be affected by this

ME v London Borough of Southwark [2017] UKUT 73 (AAC): when a parent or young person has asked for a mainstream setting, even if the placement is rejected under s. 39 Children and Families Act 2014 (on the grounds that it is unsuitable, or incompatible with the efficient education of others or the efficient use of resources), it may still be named under s. 33 Children and Families Act 2014 (the right to mainstream) unless the child or young person's attendance would be incompatible with the efficient education of others and there are no reasonable steps that could be taken to avoid this

Panel will consider schools' representations made following an early Annual review, once the pupil has started in the new setting in September. Additional evidence can be gathered about the pupil's transition, progress and areas of concern documented. SEN Panel will then reconsider the case, based on new evidence about the pupil's functioning in year.

SENCOs are encouraged to highlight concerns to their allocated EHCCo and their line manager to ensure prompt consideration of the request.

In exceptional circumstances, the LA will reconsider a pupil's provision during the autumn term. Examples are pupils who become at risk of permanent exclusion or are permanently excluded, significant changes in a pupil's circumstances or significant new needs identified.

Primary staff involvement in reviews

This will need to be arranged with the SENCOs from the primary school. EHCCos should also be invited and the reasons for required attendance clearly highlighted in the invitation. Early placement reviews in Autumn term should include Primary SENDCO as this may be the best representation of the child.

Before every transition, the current educational setting or early year's provider should organise a transition planning to discuss the Special Educational Needs (SEN) support given and planning and preparation for the transition. Information from the child or the young person and their parent/carers should be central to this transition planning and review meeting.

Where possible, the new provider should be involved in the transition planning and review meeting so that they have the information they need to prepare to meet the child or the young person's needs and ensure a successful transition into the new setting. This will also be an opportunity for the child or the young person and their parent/carers to discuss any concerns they may have with the new provider.

Speech and language team (SLT)

Since schools have been closed, the SLT department have continued to support children, their families and schools. Currently, support is being provided by:

- Telephone calls to parents to support them with their child's SLT needs at home and providing update programmes where appropriate
 - Contact with teaching staff to discuss programmes and supporting children in school
- Programmes and resources (including home learning packs where possible) are being provided to both parents and schools

- Writing annual review reports at the request of the school
- Attending annual reviews (virtually) at the request of the school
- Attending other key meetings (virtually) when requested by school
- Forwarding resources and training links that are relevant for school staff

Where possible, dependent on access to technology and need, the SLT department will be offering:

- Virtual therapy sessions for parents at home or for school staff
- Virtual training for schools

Further support for parents is available via the SLT Facebook page which includes strategies/ resources that may be useful at home. The department are also exploring the ability to provide 'how to....' Videos for parents that demonstrate a variety of therapy strategies as well as running the 'Training for Schools' program virtually.

At present, SLT input for children with EHCPs is being provided remotely and not face to face (except for children attending one of the ARPs in Ealing that is open to external professionals and where the setting is running as an ARP). Where a school setting is requesting face to face input, these requests are being considered on a case by case basis and the delivery of this face to face input dependent upon the school staff available to support children's' programmes and the structure of the school day within each setting. Face to face input into all schools will re-commence following advice and instruction from the Trust as well as the government.

Year 5 annual reviews

Information about Ealing schools is available in the Local Offer. Schools should encourage parents to visit www.ealingfamiliesdirectory.org.uk

To enable a positive transition to high school we have put together the following timetable for high school transfer in Sept 2021:

- July, September and October 2020 – LA SEN high school transfer panels held. High school reps invited
- 12 October 2020 – deadline for parents to return their first preference for high school
- 19 October 2020 onwards EHC Coordinators will consult the parental first preference high school and the nearest high school, if it is not the same school. Individual referrals to high schools will be made
- October 2020– February 2021 – consultation and negotiations during the transfer process. This will also involve meeting and talking with school staff, parents, the young person, professionals and other partners.
- 15 February 2021: deadline for finalising EHC Plans naming a school or type of provision in Section I of the Plan. Statutory deadline

Regulation 18 of the SEN Regs requires that the EHC plan must be reviewed and amended before—

- **31 March** if the transfer is from secondary school to a post-16 institution
- **15 February** in any other case, or
- If a young person is moving from one post-16 institution to another post-16 institution at any other time, **at least five months before that transfer takes place.**

This generally means the local authority ("LA") should start the annual review process in the autumn term of the year before the child or young person moves setting.

Emergency funding

Any request for funding will need to be raised at an early annual review. Clear justification, provision map will need to be provided.

Education health and care plan (EHC)

Moving to a new phase of education may require changes to the way special educational provision is delivered or what is required. Special educational needs may have changed since the previous annual review or when the EHC plan was finalised. However, any change must be made based on evidence of the individual child or young person's requirements: not the typical model of provision for the placement or what is generally suitable for an age group.

If a child display increase level of need due to the lock down the SENCOs may wish to consider requesting an EHC needs assessment. The decision whether or not to assess is set out in s.36(8) CAFA 2014: does the child/young person have or may they have special educational needs and might it be necessary for the special educational provision required by those needs to be secured under an EHC plan.

SENCo briefings

We can arrange for you to hold a briefing for SENCOs the third week back to school to share updates/next steps etc – what will the date be for this?

Year 6 Transition overview for vulnerable/SEND

Visit EGfL for transition resources at www.egfl.org.uk/transition. To be completed by the primary school and emailed to the secondary SENCO by 22 May.

Secondary staff to contact relevant primary colleague by 12 June. Please seek support from EPTSA or Springhallow Outreach to devise a plan for specific children if needed.

		Child name/ID							
Additional need vulnerability	EHCP – Primary need								
	SEN Support – Primary need								
	Medical/Need for transport								
	CIN/CP								
	Previous social worker involvement								
	Edge of social care involvement/Vulnerable register								
	Family pressures: Parents mental health or medical need, poverty, Siblings with needs, Housing								
Which members of staff need to meet Form Tutor/SENCo/DSL – Secondary SENCo to arrange Professionals meeting – Primary SENCo to organise	Class/form tutor								
	SENCO								
	DSL								
	All Professionals								

Primary school contact details:

Year 6 Transition Lead:

Year 6 Teacher:

SENCO:

DSL:

Teacher Assessment overview for children with an EHCP

Visit EGfL for transition resources at www.egfl.org.uk/transition. Primary transition lead/class teacher to organise general year 6 to year 7 transition discussion during the week beginning: **1 June**

Please put your predictions based on your knowledge before lock down. Please highlight the child's name if you need to discuss this child in detail for concerns not indicated in the above table – eg behaviour/shyness/Attendance etc

Teacher assessment judgements for all children will be captured via the early transfer form (ETF) later.

Name	Reading				Writing				Maths			
	Below expectations	Expected (Without support)	Expected (If they had received boosters)	Above Expected	Below expectations	Expected (Without support)	Expected (If they had received boosters)	Above Expected	Below expectations	Expected (Without support)	Expected (If they had received boosters)	Above Expected

Primary school contact details:

Year 6 transition lead:

Year 6 teachers:

Suggested areas to discuss about each child

If for any reason a conversation does not take place about a child, please put a comment for each area and email the form to the secondary school.

- Predicted attainment in reading, writing, maths
- Effort and characteristics for learning
- Behaviour for Learning
- Any triggers
- Friendships
- Family circumstances
- Supporting strategies used
- Attendance
- How much adult support is the child used to?

Secondary contact information

Name of School	Name of SENCO	Transition lead
Ark Acton Academy	Olivia Lucas olucas@arkacton.org	Ruthie Jacobs rjacobs@arkacton.org
Ada Lovelace Church of England High School	Josie Fuchs jfuchs@williamperkin.org.uk	
Alec Reed Academy High School	Anne Franklin Anne.franklin@alecreedacademy.co.uk	Trudy Puddle trudy.puddle@alecreedacademy.co.uk
Brentside High School	Paul Sandelson psandelson@brentsidehigh.ealing.sch.uk	
Dormers Wells High School	Jill Laporte jlaporte@dwhs.co.uk	
Drayton Manor High School	Colleen Guitane CGU@draytonmanor.ealing.sch.uk	
Ealing Fields High School	James Salter jpsalter@ealingfields.org.uk	
Elthorne Park High School	Katie Reeves kreeves@ephs.ealing.sch.uk	
Featherstone High School	Alka Patel Apatel@featherstonehigh.ealing.sch.uk	John Noel JNoel@featherstonehigh.ealing.sch.uk
Greenford High School	Caroline O'Connor coconnor@greenford.ealing.sch.uk	
Northolt High School	Anita Nayyar anayyar@northolthigh.org.uk	Callie Marsh cmash@northolthigh.org.uk
The Cardinal Wiseman Catholic School	Nicola Gray grayn@wiseman.ealing.sch.uk	Lucie Glampson glampsonl@wiseman.ealing.sch.uk
The Ellen Wilkinson School for Girls	Celia Rice crice@ellenwilkinson.ealing.sch.uk	Marion Conran mconran@ellenwilkinson.ealing.sch.uk
The Study Centre	Sarah Rennie RennieS@ealing.gov.uk	
Twyford CE High School	Jan Salter jsalter@twyford.ealing.sch.uk	Declan McCloskey dmccloskey@twyford.ealing.sch.uk Lorraine Scott lscott@twyford.ealing.sch.uk
Villiers High School	Trevor Murphy TMurphy@villiers.ealing.sch.uk	Sid Nandi Snandi@villiers.ealing.sch.uk
William Perkin Church of England High School	Josie Fuchs jfuchs@williamperkin.org.uk	

Visit EGfL for transition resources at www.egfl.org.uk/transition.

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www.egfl.org.uk/ELP