

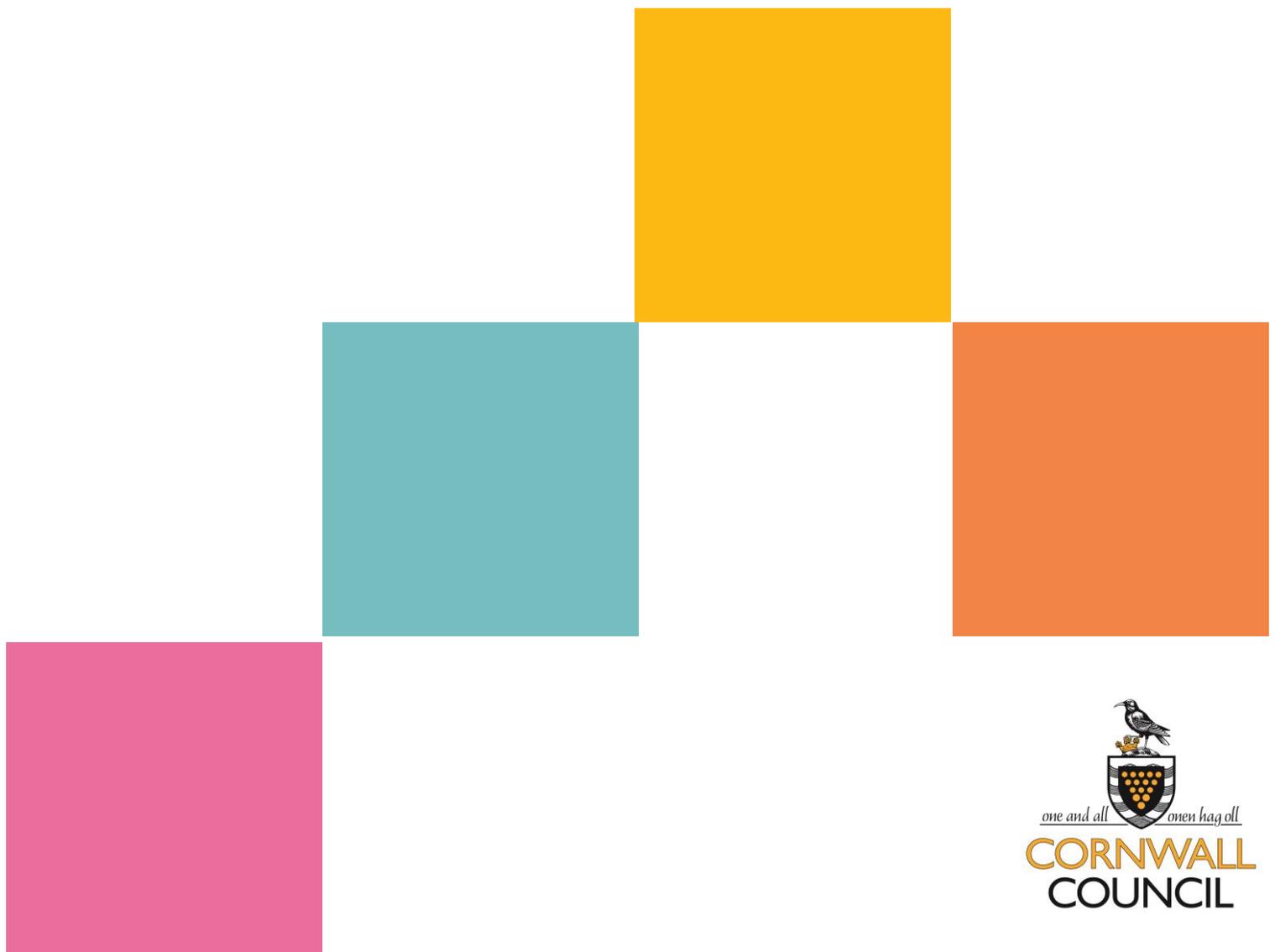


SEND

Special Educational
Needs and Disability

**Supporting Children and Young
People with Special Educational
Needs & Disabilities :
Transition Planning Guidance**
Class to class, year to year and
setting to setting

February 2018



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An Overview of Transition planning for Children and young people with Special Educational Needs and Disabilities (SEND)

“It is our Local Authority (LA) role on behalf of the wider education system, to foster an ethos in our education settings in which every individual matters equally and is encouraged to aim and achieve their ‘very best’” Education Strategy for Cornwall.

This document has been produced for use in Cornwall’s educational settings by Special Educational Needs Co-ordinators (SENCOs) and specialists in particular aspects of SEND. Providing and keeping this document under review is the responsibility of the Local Authority working with partners.

To provide feedback about this document that will inform its future development please email send@cornwall.gov.uk

What is transition?

The term ‘transition’ can be used to describe any changes for children and young people. This document particularly focusses on transition for children and young people with SEND – moving into, between and out of educational settings. It gives planning suggestions for four key transition points:

- Class to class
- Early Years to Primary School
- Primary School to Secondary School
- Secondary to post 16 option work, college

What is a Special Educational Need/Disability?

The SEND Code of Practice: 0-25 years January 2015 states:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Purpose of this document

Times of transition can be exciting and positive but some children and young people may need extra support. Children and young people with SEND and other potentially vulnerable groups may find some transitions more challenging than their peers do. Children, young people and their families may need additional support during transitions.

This document provides some suggestions for feeder and receiving educational settings, to support early transition planning that is effective in making transition as smooth as possible for children and young people with SEND and their families. This document should be used in conjunction with Cornwall's Graduated Response documents (which can be found in the [Forms and Guidance](#) section of the SEN File).

Key principles and actions for effective transition

We all have responsibility to work together with children and young people and their families in order to support and encourage preparing for adulthood ambitions, right from the start. With the right support, the great majority of children and young people with SEND can find work, be supported to live independently and participate in their community. Health workers, social workers, early years providers and schools should encourage these ambitions right from the start. They should seek to understand the interests, strengths and motivations of children and young people and use this as a basis for planning support around them. (SEND Code of Practice - Chapter 8).

These principles underpin all types of educational transition for children and young people with SEND. They apply at any transition point.

Person-Centred Planning

Effective transition relies on good planning and good communication. The best planning:

- Puts the child or young person at the centre.
- Supports the child or young person to give their views and preferences taking into account an individual's particular communication needs.
- Supports the child or young person to participate in their transition planning.
- Takes account of what matters to the child/young person and their family.
- Builds on the child or young person's interests, strengths and motivations as well as addressing their needs.

- Supports the child or young person and their family to identify short and long-term outcomes and targets.
- Identifies the people who can support them in achieving the above through a multiagency approach.

A One Page Profile is an example of good practice to have in place for all children and young people with SEND. Some settings use One Page Profiles with all their children and young people. It can provide an introduction to teachers, supply staff, new staff and it is a valuable tool to use and update throughout the transition process.

Suggested information to include in a One Page Profile can be found on page 19 of this document. Sample templates can be found within the [One Page Profile page](#) within the SEN File.

Adopt and coordinate a multi-agency approach:

- Establish good communication across relevant agencies involved.
- Share information with all relevant agencies working with the child or young person.
- Contact all relevant services as early as possible to identify and plan for an individual's needs e.g. specialist equipment needs, physical adaptations to buildings, communication needs.

Work in partnership with parent/carers:

- Ensure good communication and a consistent approach between home and educational setting e.g. provide parent friendly transition booklets.
- Provide opportunities for parents /carers to express any concerns or to give any updates on any relevant developments at home

Principles and actions for the receiving setting - getting ready

Don't panic – take a step back and look at the whole situation and think about the transition from the child, young person and family's perspective. Find out early about the additional needs of children/young people coming to the setting so that their needs can be anticipated and the necessary adaptations and reasonable adjustments can be made in order to meet an individual's particular need.

Be person-centred and solution focussed:

- Get to know the children or young people by:
 - Talking with them.
 - Meeting their parents/carers, teachers and other key professionals.

- Reading previous reports and existing plans used to meet this child/young person's needs.
- Observing them in the feeder setting.
- Arranging additional transition visits to the new setting.

Ensure that the setting is accessible as described in the Equality Act 2010:

- Accessible physical environment
- Accessible curriculum
- Accessible information, advice and support ¹

¹ The Equality Act 2010 places duties on establishments not to treat disabled people less favourably and to make 'reasonable adjustments' where disabled children and young people are placed at 'substantial disadvantage'. The duty is anticipatory i.e. educational settings should anticipate the requirements of disabled children and young people in advance to them attending the setting.

- Identify staff training needs and arrange training prior to pupil's arrival at the new setting.
- Read the Guidance document within School Messenger [Provision of Equipment for Children and Young People with Access needs in Cornwall](#)

Prepare **all** relevant staff in the educational setting to ensure:

- All staff have a good understanding of the needs of the children/young people who will be coming to the setting.
- Training takes place in good time so that from day one everyone:
 - Knows how to make the children or young people feel welcome and secure.
 - Understands the child or young person's needs and successfully includes them in the school.
 - Adapts the whole school curriculum to meet a child or young person's individual needs.

Principles and actions for the feeder setting - start early

Preparing children and young people for a transition should be person-centred and solution focussed:

- A One Page Profile can be a useful tool to develop throughout the transition process.
- Address any concerns and build on aspirations and enthusiasm.
- Encourage them to visit the next setting to get to know the physical environment, experience the curriculum and meet staff and peers.
- Support them with appropriate tools, such as a booklet 'My New Setting' and prompt cards -including photographs is especially important if the move is after the long summer holiday. Some suggestions of topics to include in a booklet can be found on page 23 of this document.

- Check whether there is any film of the new setting that can be shared.

Work in partnership with parent/carers:

- Reduce parent/carer stress by providing clear information about the transition process and suggesting useful strategies, for example countdown calendars and run- up to starting at the new school, practising the journey to school.
- Build parent carer confidence by arranging visits to the next setting show casing their good practice and establishing links with a contact person at the receiving school.
- Support parents in devising questions for the receiving setting.

Work in partnership with other agencies that are supporting the child/young person:

- Start planning for transition as early as possible - for example working closely with relevant therapists to ensure specialist equipment will be available in the new setting from day one.
- Establish an up to date holistic profile for each child which includes information such as:
 - mobility and care needs
 - communication needs
 - curriculum needs (e.g. communication passport).
- Through the Assess, Plan, Do, Review cycles, over time ensure an individual's SEN support plan or Educational Health Care plan includes outcomes and related provision which will develop their readiness for transition to the next setting.

Share information with receiving settings in good time:

- Ensure all individual targets, provision and progress information is shared and transferred to the receiving setting.
- Share good practice.

Suggestions to inform effective transition planning –

Transition from class to class:

These suggestions are in addition to the key principles of transition outlined above on pages 4-7. It is just as important to ensure a smooth transition from class to class as from key stage to key stage and setting to setting. For children and young people with SEND, preparation for transition should be part of the ongoing Assess, Plan, Do, Review cycle.

Preparation

The child's or young person's class-teacher shares information with the next class teacher. For secondary and post 16 settings, each student should have an identified Key Person who can oversee information sharing between subject teachers, e.g. a Form Tutor or Head of Year.

- Identify any training needs for staff within the new class and arrange training
- Involvement of relevant agencies to co-ordinate any specialist equipment needs.
- As part of a child's or young person's preparation for transfer to a new class, it is important to reinforce what is staying the same as well as what will be different.

After transferring to a new class

The new class-teacher/tutor:

- Makes additional and different provision (from day one) in light of the child or young person's needs.
- Talks through the one-page-profile/transition booklet/pupil passport with the child or young person.
- A meeting with the child or young person's parents is arranged early in the autumn term.

Some Useful Resources:

Transition to the Next primary class workbook

<https://www.tes.com/teaching-resource/transition-to-the-next-primary-class-workbook-6087201>

Transition to my new class template

<http://www.reachoutasc.com/attachments/article/13/TransitionToMyNewClass.pdf>

Remember: Assess, plan, do, review - build this into all elements of your thinking – it is an ongoing process

Suggestions for Supporting Transition from Early Years to school:

These suggestions are in addition to the key principles of transition outlined above on pages 4-7.

What does the SEND Code of Practice say?

Transition - early years to school

'5.47 - SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process'.

Suggestions for both the feeder and receiving settings:

- Share relevant information and documents as outlined in key principle section and including the child's Early Years Developmental Journal.
- Arrange transition visits:
 - school to family home and early years setting
 - family to school
 - early years setting visiting school
- Give children additional opportunities to visit school with a familiar adult to:
 - join in at playtime and lunchtime as well as in the classroom
 - meet their new teacher, teaching assistant and any other support staff who will work with them
 - meet pupils who will be in their new class
- Use stories, pictures and videos to explain and explore their new school.
- Make a pictorial 'All about my new school' booklet and discuss with the child frequently before transition.
- Work with parent/carers to develop an understanding of similarities and differences between expectations of the child within the setting and at home – agreeing small shared targets can enable a shared understanding to develop.

Remember: Assess, plan, do, review - build this into all elements of your thinking - it is an ongoing process

Suggestions for supporting Transition from Primary School to Secondary School .These suggestions are in addition to the key principles of transition outlined above on pages 4-7.

What does the SEND Code of Practice say?

Transition – primary school to secondary school

6.57 SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life (see Chapter 8, Preparing for adulthood from the earliest years). To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process. Where a pupil is remaining at the school for post-16 provision, this planning and preparation should include consideration of how to provide a high quality study programme, as set out in paragraph 8.32.

Suggestions for both the feeder and receiving settings:

- Start thinking about transition to secondary school in year 4 and then begin planning for transition in year 5, involving relevant agencies and specialists throughout the transition planning process.
- Arrange additional secondary school visits with family or friend.
- Children and young people with physical disabilities or visual needs may need extra visits to familiarise themselves with the school layout.
- Children and young people with communication needs or learning disabilities are given the opportunity to take photographs or video of the physical environment and key staff, to help them remember their visit.
- Provide child or young person with a colour coded map of the school highlighting important places (e.g. accessible toilets).
- Introduce the secondary timetable format, diaries and planners and provide support to practice using them in meaningful ways.
- Work with parents/carers to support the child or young person to develop strategies in order to plan ahead and manage their equipment needs, for example checklists to use when packing your school bag.
- Support the child or young person to develop an awareness about their needs, and enable them to explain their needs to new adults. Using visual cards or scripts can help – see prompt cards ideas on page 23 of this document.
- Ensure that the secondary school has copies of all relevant primary school documents and individual plans.

Remember: Assess, plan, do, review - build this into all elements of your thinking - it is an ongoing process

Transition Checklist for Current Setting

Child or young person has been consulted on their own concerns and what they are looking forward to - this has been recorded and they have been supported to address this with new setting. One Page Profile updated.

Transition plan has been written and agreed with child or young person, parents, current setting and new setting,

Relevant agencies are involved in arrangements for provision of specialist equipment and identification of staff training needs

As appropriate, Individual Risk Assessment, PEEP and Healthcare plan have been shared with new setting

Up to date reports, and former reports, from all involved services have been passed to new setting

Staff have outlined how they currently support the child or young person, giving examples of successful strategies used.

Dates have been set for child or young person to visit new setting

Information about transition/new setting has been prepared for young person in a format that they can independently access ,e.g. Braille, large print, pictorial, electronically, symbols

All specialist equipment has been passed on to new setting along with any paperwork e.g. ICT passwords, therapy plans, instructions

Transition Checklist for New Setting

Child or young person has been consulted on their own concerns and what they are looking forward to and this has been recorded. One Page Profile available to key staff.	<input type="checkbox"/>
Relevant agencies are involved in arrangements for provision of specialist equipment and identification of staff training needs	<input type="checkbox"/>
Staff have received all necessary training (as advised by relevant services)	<input type="checkbox"/>
As appropriate Individual Risk Assessment, PEEP and Healthcare plan in place	<input type="checkbox"/>
Up to date reports from all involved services received and shared with relevant staff	<input type="checkbox"/>
Any necessary adaptations to site/classrooms have been assessed by Occupational Therapy team and advised adaptations completed	<input type="checkbox"/>
Child or young person has looked around school to ensure they know where lifts are, where ramps are, where to go for help etc.	<input type="checkbox"/>
Transition plan has been written and agreed with current setting, new setting, parents and young person.	<input type="checkbox"/>
ICT needs have been assessed and the advised equipment is in place	<input type="checkbox"/>
Accessibility Audit is completed and up to date	<input type="checkbox"/>
All relevant staff in school are aware of any support needs and any agreements in place e.g. can leave lesson early	<input type="checkbox"/>
Specialist equipment will be available for pupil on first day in new setting as appropriate	<input type="checkbox"/>
Information about transition/new setting has been prepared for young person in a format that they can independently access e.g Braille, large print, pictorial, electronically, symbols	<input type="checkbox"/>

Transition from Secondary School to post 16 education or training

These suggestions are in addition to the key principles of transition outlined above on pages 4-7.

Everyone has a part to play in preparing children and young people for adulthood from the earliest stage – i.e. raising aspirations of children and young people and their parent/carers, supporting pupils to achieve the best possible outcomes in education, employment, independent living and participation in society. More information about **Preparing for Adulthood** can be found on Cornwall's SEND Local Offer at:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/youth.page?newyouthchannel=5>

What does the SEND Code of Practice say?

Planning the transition into post-16 education and training

8.20 Young people entering post-16 education and training should be accessing provision which supports them to build on their achievements at school and which helps them progress towards adulthood. Young people with EHC plans are likely to need more tailored post-16 pathways.

8.21 As children approach the transition point, schools and colleges should help children and their families with more detailed planning. For example, in Year 9, they should aim to help children explore their aspirations and how different post-16 education options can help them meet them. FE colleges and sixth form colleges can now recruit students directly from age 14, and so this will be an option in some cases. In Year 10 they should aim to support the child and their family to explore more specific courses or places to study (for example, through taster days and visits) so they can draw up provisional plans. In Year 11 they should aim to support the child and their family to firm up their plans for their post-16 options and familiarise themselves with the expected new setting. This should include contingency planning and the child and their family should know what to do if plans change (because of exam results for example).

Suggestions for both the feeder and receiving settings:

High aspirations are crucial to success – discussions about longer term goals should start early and ideally well before Year 9 (age 13-14) at school. They should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve. Children and young people's aspirations and needs will not only vary according to individual circumstances, but will change over time as they get older and approach adult life.

Discussions about their future should focus on what they want to achieve and the best way to support them to achieve. Considering the right post- 16 option is part of

this planning .High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision. Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children and young people understand what is available to them as they get older, and what it is possible for them to achieve. It can be particularly powerful to meet disabled adults who are successful in their work.

From year 9 onwards Educational settings should focus on:

- Making sure that pupils have access to careers advice and information which provides high expectations and a range of options.
- Ensuring that pupils and their parent/carers know that the type of support available and how this will change over time.
- Ensuring that this support is available at each stage of transition.
- Developing an individual's ability to identify and manage their own SEND and to convey how people can best support them.
- Supporting young people to:
 - Make choices for post 16
 - Identify the skills they will need post 16 and agree ways to develop them e.g. ability to travel independently, increased independent learning skills, ability to navigate a large campus.

The feeder educational setting should:

- Ensure there is an ongoing development of the young person's One Page Profile, which identifies ways the young person wants to be supported and helped as they prepare for moving to a post 16 setting.
- Signpost parents/carers to relevant information about preparing their son/daughter for post 16 options, so they gain a good understanding of the process and have an understanding of what support might look like at a post 16 setting. Explore potential opportunities to attend college open evenings.
- Invite representatives from the post 16 setting to SEN review meetings
- Follow the relevant Cornwall guidance for post 16 planning process - information can be found on the Education and Employment pages within [Cornwall's SEND Local Offer](#) and the Education ,Health and Care plan pages with the [SEN file](#)
- Share relevant information with the college or training setting about all the young people with SEND, who will be transferring from their setting to a post 16 setting:
 - the young person's individual needs and previous SEN provision
 - the young person's aspirations and how they would like to be supported so that the setting can put provision in place before the student starts the course

- arrange for young people to visit the new setting to familiarise themselves with the new environment

Further ideas and examples of information to include to within in a One Page Profile can be found on pages 19 of this document.

The receiving post 16 setting should:

- Provide a range of information to enable young people with SEND and their parents/carers to make informed choices
- Communicate with the feeder school and work in partnership to establish understanding of an individual student's needs
- Provide taster sessions, link programmes and mentoring to make the transition process as smooth as is possible
- Attend SEN reviews to inform the transition planning process
- Use their best endeavours to ensure young people with SEND have access to an appropriate courses and have the support they need to succeed

Remember: Assess, plan, do, review - build this into all elements of your thinking - it is an ongoing process

Transition Checklist for Current Setting if pupil moving to College

Transition plan has been written and agreed with young person, parents, current setting and new setting,	<input type="checkbox"/>
Young person has been consulted on where they which College(s)/Sixth Form(s) they would like to attend and Staff from potential new setting(s) have been invited to YR11 reviews	<input type="checkbox"/>
As appropriate -Individual Risk Assessment, PEEP and Healthcare plan have been shared with new setting	<input type="checkbox"/>
Up to date reports, and former reports, from all involved services have been passed to new setting	<input type="checkbox"/>
Staff have outlined how they currently support the child/young person and all relevant information regarding how best to support them – including equipment they use, all services that are currently involved with contact details and any exam access arrangements	<input type="checkbox"/>
Young person has been consulted on their own concerns - this has been recorded and they have been supported to address this with new setting	<input type="checkbox"/>
College Interview date has been set and young person has a copy of the ' All About Me' or One Page Profile document to take along. They have been prepared for the interview with questions of concerns and a list of things they feel important to communicate.	<input type="checkbox"/>
Dates have been set for young person to visit new setting	<input type="checkbox"/>
Information about transition/new setting has been prepared for young person in a format that they can independently access e.g. Braille, large print, pictorial, electronically, symbols	<input type="checkbox"/>
Specialist equipment has been passed on to new setting along with any paperwork e.g. ICT passwords, therapy plans, instructions.	<input type="checkbox"/>

Links to useful resources and agencies to support transition

Support and advice for educational settings and families

Contact details for Cornwall Council SEN support services can be found in the information, advice and support section of the [SEN file](#)

General Guidance to support transition planning:

Transition Toolkit - Helping you support a child through change - produced by the Autism Education Trust but a useful for all pupils

<http://www.autismeducationtrust.org.uk/resources/transition%20toolkit.aspx>

NASEN transition guide

<https://www.cornwall.gov.uk/media/28991682/nasen-transition-guide.pdf>

SEN magazine – Planning for transition

<https://senmagazine.co.uk/articles/articles/senarticles/planning-for-transition>

Accessibility

Cornwall Accessibility Audit tool – useful to identify adaptations that are needed

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/strategies-and-policies/accessibility-strategy/>

Equipment provision Guidance for schools – available within School Messenger

[Provision of Equipment for Children and Young People with Access needs in Cornwall](#)

Good Practice Guidance – meeting the needs of children and young people with SEND

Supporting children and young people with educational needs – the Graduated Response

<https://www.cornwall.gov.uk/media/25959249/the-graduated-response-in-mainstream-schools.pdf>

<http://www.cornwall.gov.uk/media/30133678/the-graduated-response-in-the-early-years-foundation-stage.pdf>

A range of documents with useful tips and resources to support transition:

<https://www.tes.com/articles/transitions>

<https://www.teachertoolkit.co.uk/2017/07/06/classtransition/>

<http://www.twinkl.co.uk/resources/class-management/transition>

<http://www.twinkl.co.uk/resource/T-S-930-SEN-Transition-Pack>

Communication and interaction needs

Transition Toolkit - Helping you support a child through change - produced by the Autism Education Trust but a useful for all pupils.

<http://www.autismeducationtrust.org.uk/resources/transition%20toolkit.aspx>

Transition Planning a checklist -visit the resources section on [Cornwall's Autism Spectrum team webpage](#)

Cognition and learning needs

The Cornwall [Cognition and Learning Service](#) website provides a range of useful information.

Sensory and/or physical needs

A range of resources to support deaf young people through transition:

Transition to secondary school

<https://www.ndcs.org.uk/information-and-support/education-and-learning/secondary-years/>

Example checklist for transition from primary to secondary school

<https://www.ndcs.org.uk/information-and-support/education-and-learning/secondary-years/preparing-for-the-move-to-secondary-school/>

Example checklist to help choosing a school

<https://www.ndcs.org.uk/information-and-support/education-and-learning/choosing-a-deaf-friendly-school/>

Successful transitions to adulthood

http://idainstitute.com/fileadmin/user_upload/Downloads/Transitions_Management/Resources/Supporting_deaf_young_people_through_transition_England_WEB_FINAL.pdf

How One-Page Profiles can support transition

A One Page Profile gives a summary of an individual's personal views about themselves to others. It may convey strengths, views, wishes and support needs. At Transition, it can capture key information to assist in understanding and appreciating the views of the child or young person and how to support them.

One-page profiles can be used in a variety of ways, for example:

- To support transition from class to class, year to year and setting to setting.
- To empower the child or young person to express their views and feelings and introduce themselves to other people.
- To support a person-centred approach for children and young people with Special Educational Needs and Disabilities (SEND) by sharing information between home, school and with other involved professionals.
- To ensure that everyone working with the child or young person understands their needs and the provision required to meet those needs.
- To empower a young person to introduce themselves to an employer or leader of a community club.
- To identify strengths and how an individual learns best as well as providing specific information required for the transition process, such as support needs.
- As an essential part of Education, Health and Care (EHC) plans and they can be a key tool for annual reviews and at times of transition.

The One Page Profile format promoted by organisations such as Preparing for Adulthood and Helen Sanderson Associates captures all the important information about a person on a single sheet of paper under four simple headings:

- What people admire and appreciate about me
- What's important to me
- How best to support me
- Things I want to be able to do - my aspirations and goals

At transition additional headings such as 'What I am looking forward to in my new setting' and 'What concerns me' can be added. Guidance on completing One Page Profiles and sample templates are available on the [One Page Profile page](#) within the SEN file. Examples of pupil contribution templates supporting Education, Health and Care needs assessments and reviews are available at: <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/send-forms-and-guidance/>

The image shows a sample One Page Profile form template. It consists of several sections: a top section for 'Name:' and 'Class:', a 'Photo' box, a large text area for 'What people like and admire about me...', another large text area for 'What is important to me...', a third large text area for 'How best to support me...', and a final large text area for 'Things I want to be able to do in the future...'. The form is designed to be filled out by the individual or someone close to them.

Running a successful transition workshop for parents

Top Tips

- Make it fun, accessible and welcoming.
- Encourage parents to be positive throughout the session (i.e. start with a 'What is your child good at?' activity).
- Know your families, be mindful and adjust your language according. For example - it could be grandparents or carers who attend rather than parents.
- Create opportunities for parents take part who don't want to speak to a large group.
- Involve parents in the delivery of the sessions.
- Have practical activities.
- Be there at the end for a little longer to chat to individuals if needed.

Preparing for your transition workshop

- Invite staff from the school that the children are transferring to or if you are the receiving school invite staff from the feeder schools.
- Consider:
 - Which parents you are going to invite - targeted group or general invitation?
 - Your venue.
 - How many parents do you anticipate will attend?
 - What time of day you will run the workshop? How can you make sure all parents are able to come? Could you run one in the afternoon and one in the evening.
 - How will you advertise the session in a parent-friendly way?
- Allow yourself two hours for the workshop (including time at the end for individual chats).
- Ensure that the workshop is in the school diary and that all staff are aware that it is taking place.

Running your parent transition workshop

a. Refreshments and chat

Ensure your room is welcoming:

- Consider the seating e.g. have groups rather than rows. Allow for flexibility, let parents move around and encourage pairing up if parents are alone.
- Have a display of helpful resources.
- Have squash, tea, coffee, biscuits, cakes and popular foods such as pasties available.
- Consider running a crèche or having toys or games available– have beanbags,



books, cubes, paper and pencils etc. ready.

b. Introduction to the workshop

- Housekeeping – where the toilets are, what to do in a fire etc.
- Give a brief overview of the session.
- Discuss safeguarding/mutual respect. Explain that you will be available at the end of the workshop to discuss any individual concerns.
- Start the session by asking each parent to tell their neighbour about the talents and strengths of their child.

c. The workshop

- The feeder class/school-staff explain all the ways in which they are supporting their pupil's transition – how they support all children and how they support children with SEND.
- Ask parents to discuss in groups the positive aspects of their child moving to the next class/setting.
- Record these on flip chart.
- Ask parents to discuss what they are concerned about and what they think that their child might be worried about – are these the same?
- Record concerns on a flip chart.
- Staff of the next class/setting describe how they will support transition.
- Return to the concerns on the flip chart – have all concerns been addressed? If not what can the feeder and receiving school do to address the concerns.
- Parents are given transition booklet which outlines how they can support their child.
- Parents are given example of transition checklist.
- Parents are shown examples of 'One Page Profiles' and 'Communication Passports' which can support transition.
- To conclude the session parents are asked to discuss and share something positive that they have gained from the workshop.

Transition Checklist for Parents

School have consulted you and your child when writing the Transition plan	<input type="checkbox"/>
You have received all current reports from SEN services and other agencies involved in the support of your child	<input type="checkbox"/>
You and your child have visited possible new settings and discussed arrangements for accessibility and support	<input type="checkbox"/>
You and your child have had a chance to look around the new setting and to see areas of the school that are important to them.	<input type="checkbox"/>
All relevant staff in new setting are aware of any support needs and any agreements in place e.g. exam arrangements, preferred modes of recording , communication needs , personal care	<input type="checkbox"/>
Your child has been consulted on their own concerns and what they are looking forward to. This has been recorded for example on a One Page Profile or Transition Plan.	<input type="checkbox"/>
Information about transition/new setting has been prepared for young child in a format that they can independently access e.g Braille, large print, pictorial, electronically, symbols	<input type="checkbox"/>
You have photos and information about key staff, locations and lessons that you can refer to with your child over the holidays	<input type="checkbox"/>

Suggested information to include in a 'My New School' booklet

New environment - maps, photo of new classroom /new school, coat peg, locker, bells, toilets, changing facilities

New expectations –uniform, break/ lunch times, lining up positions, transition between classes, assembly routines, classroom routines and expectations

New vocabulary - 'tutor group', 'head of year', subject-specific vocabulary

Key people - mentor, form tutor, SENCO, who/ how to ask for help

Specialist Equipment – where it will be kept, people who can help them

Quiet area - library, allocated area for stress management

The timetable - how to use it, formatted for the individual's understanding

Systems for organization - diary, checklists for materials and books

Homework - expectations and explanations

Transition workbook – address differences between primary and secondary school, secondary and post 16 setting and new experiences with a step-by-step approach. List things that will be the same and things that will be different.

One Page Profile - written by pupil (with parent/ teacher support), includes all the information new staff should know about the pupil

Develop Prompt cards for use in the new setting

If I can't find my way to class

- I will get out my map and try to work it out.
- I will try to ask someone in my class.
- I will ask a teacher.
- I will ask the secretary in the school office.

If I forget my homework

- I will tell my form tutor.
- I will tell my class teacher when I get to the lesson.

If I arrive late

- I will go to the school office and tell the secretary I have arrived at school.
- I will go to my lesson.

People who can help me

List names and roles key staff – maybe photographs.

Glossary

PEEP Personal Emergency Evacuation Plan

SEN Special Educational Needs

SEND Special Educational Needs and/or Disabilities

SEN File - Cornwall Local Authority web pages on SEND - source of useful information and guidance www.cornwall.gov.uk/senfile