

CATIE TRANSITION FRAMEWORK

This framework document has been developed as part of the Countywide Approach To Inclusive Education Strategy and sets out how our workforce will deliver their professional responsibilities to ensure smooth transitions between education phases

**Kent
County
Council**

Implementation Date: 01 December 2023

Issue date: 01 December 2023

Version: 1.0

Relevant to:

This framework is for staff working in relevant roles within Kent County Council who support children, and young people moving to a new phase of education; and/or those who liaise with any settings, agencies, and partners who work in this field. It is essential that all relevant staff have a good understanding of the framework

Department/Director sign-off: Christine McInnes – Director of Education

Approved by CYPE DMT for publication: Sarah Hammond, Corporate Director, Children, Young People and Education, DMT August 2023

Version	Date Issued	Brief Summary of Change	Owner's Name
0.1	20 Sep 2023	First Draft	Siobhan Price
1.0	01 Dec 2023	First published	Siobhan Price Craig Chapman

Contents

1. Preface	3
2. Introduction.....	4
Our strategic direction.....	4
3. Purpose	5
Principles	6
4. Putting our principles into practice.....	7
All phases	7
Early Years to Primary	8
Primary to Secondary (including infant to junior)	10
Post 16	11
Preparing for Adulthood	13
5. Delivery of Phase Transfer Tasks	14
Pre-Phase Transfer Preparatory Tasks.....	14
Parental/Young Person Preference and LA View.....	15
Moving into Kent.....	15
Handling of Late Applications received after 17 July 2023 (pre-16) and by 30 October 2023 (post-16)	16
Consultation.....	16
Decision Making	16
Informing parents/Young People.....	16
Appendix One: Universal Transition Flowchart	17
Appendix Two: Glossary of Terms	18

1. Preface

- 1.1 This framework document sets out the way Kent County Council (KCC) will work together with relevant partners to ensure that arrangements are in place to deliver smooth transitions between the different phases of education; supported by effective internal controls that are in fulfilment of the local authority’s statutory remit for children and young people with Special Educational Needs and/or Disabilities (SEND) and demonstrate effective use of resources.
- 1.2 The framework will take effect from 01 December 2023, it does not convey any legal powers or responsibilities, but does express how KCC and relevant schools will fulfil their duties as outlined in the Children and Families Act 2014. It will be reviewed in-line with relevant guidance annually.
- 1.3 KCC expects that all those engaged in the sharing of pupil data will manage personal information in accordance with the Data Protection principles.
- 1.4 The framework will be made available on KELSI which is an online resource for education professionals in Kent provided by KCC.
- 1.5 In this document, unless otherwise stated, the following definitions shall apply:

Term:	Meaning:
‘parent/s’	all those defined in Section 576 of the Education Act 1996, which defines “parent” as: All natural (biological) parents, whether they are married or not; Any person who, although not a natural parent, has parental responsibility for a child or young person; Any person who, although not a natural parent, has care of a child or young person
‘phase transfer’	the normally scheduled move between phases of education; this can for example include the move from an early years provision to a primary school, or a post-16 move to alternative education, training, or supported employment
‘school or setting’	all relevant educational establishments a child may attend; this could be for example an early years provider, a mainstream school, an academy, a private independent school, a further education college, or any other recognised educational provision spanning all phases of education
‘the LA’	Kent County Council Local Authority (KCC)
‘transition/s’	the process of moving from one stage of education to the next, including from home or early years provision to a school setting, or from a school setting into an alternative form of provision, like a further education college or a supported working environment

2. Introduction

Our strategic direction

- 2.1 Kent County Council (KCC) developed the Countywide Approach to Inclusive Education Strategy¹ (CATIE), publishing it in June 2023. This 5-year strategy establishes how the LA will support inclusion and improvement of outcomes for all children and young people in Kent.
- 2.2 Establishing our collective ambitions within the CATIE Strategy for children, young people, and their families in Kent, we will make sure no child is left behind. Working together in a collaborative, sustainable system, we will ensure equity of education means all children feel they belong, are respected, and valued as individuals, and are fully supported to achieve their best.
- 2.3 CATIE sets out four key priorities:
 - Priority One:** Supporting a school led system to deliver the highest quality core inclusive education,
 - Priority Two:** Providing additional intervention and support with engagement and integration,
 - Priority Three:** Inclusive Education is part of a broader, holistic, and joined-up offer of support, and
 - Priority Four:** Ensuring smooth transition between education phases.
- 2.4 This document, the CATIE Transition Framework, sets out how the LA will achieve Priority four.
- 2.5 In Kent, we are strongly committed to equality, diversity, and inclusion, both in respect of the people we support and our workforce. In line with the Equality Act 2010, we will ensure that all those in contact with our services are treated with fairness, dignity, and respect, irrespective of any of the protected characteristics.

¹https://www.kelsi.org.uk/_data/assets/pdf_file/0005/153185/Countywide-Approach-to-Inclusive-Education_FINAL-June-23.pdf

3. Purpose

- 3.1 Transitions are crucial times in the lives of children, and young people, especially those with SEND, and their families. This framework aims to clarify processes and increase understanding so that the needs of children and young people with SEND are met. All stakeholders will work together, with professional and mutual respect, to support children and young people with SEND, and their families, through transition.
- 3.2 The phase transfer process for children and young people with SEND, who have an Education, Health, and Care Plan (EHCP), differs from the process their peers who do not require an EHCP follow. This framework sets out the processes for those children and young people who have an EHCP, and how all staff can support them.
- 3.3 This framework also provides information for children with SEND in their early years that may not yet have an EHCP but have been identified as needing extra support for their transition.
- 3.4 New phases of education are defined in regulation 2 of the SEN and Disability Regulations 2014² and the following areas are applicable in Kent:
 - (a) early years education to school,
 - (b) infant school to junior school,
 - (c) primary school to secondary school,
 - (d) secondary school to a post-16 institution.
- 3.5 Regulation 18 of the SEN and Disability Regulations 2014 requires that the EHCPs must be reviewed and amended before:
 - (a) 31 March if the transfer is from secondary school to a post-16 institution
 - (b) 15 February in any other case, or
 - (c) 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.
- 3.6 The Kent Transition Charter³ demonstrates the LA's commitment to all professionals having a shared understanding of what transition is and means, and that a consistent approach is taken both in principle and in practice. The Charter was co-produced between representative groups of all relevant stakeholders and details the agreements that were made collaboratively. It is one paper in a suite of guidance documents that support the CATIE Transition Framework.
- 3.7 An additional document available to professionals supporting transitions is the Inclusion Toolkit; KCC's Inclusion Toolkit⁴ is drawn from national research and best practice in schools across Kent and is designed to be a one-stop reference point for great inclusive practice guidance. It is a self-evaluation tool which can be used by individual schools or collaborations, either in part or in its entirety. It can be used independently by schools or initiated and supported by a range of colleagues in the role of critical friend.

² <https://www.legislation.gov.uk/ukxi/2014/1530/contents/made>

³ <https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/transition-charter>

⁴ <https://www.kelsi.org.uk/special-education-needs/inclusion/CATIE-School-Resources-and-Training/inclusion-toolkit>

- 3.8 For children and young people who do not have an EHCP KCC's Co-ordinated schemes for Admissions 24/25 applies⁵. If a child is currently being assessed for an EHCP but this has not been finalised, parents are advised to also apply for a school place using the mainstream admissions process. This will ensure the child has a school place if the EHCP is not agreed.
- 3.9 The process for transition requires parents to discuss their aspirations for their child at their annual review and to also consider how their child's needs would be best met at the next key stage of their education.

Principles

- 3.10 To ensure smooth transitions between education phases our key principles are:
- To use children centred thinking and planning
 - Developing collaborative approaches to all phases of transition
 - Information is shared appropriately and in good time
 - Mainstream provision, and the opportunity to transition back into mainstream, is considered at every transition point
 - Share widely, and follow the responsibilities set out in, the Kent Transition Charter
 - Ensure resources are used effectively and in a sustainable way, providing support to children/young people that most need it.

⁵ [Mainstream Admissions Schemes](#)

4. Putting our principles into practice

All phases

- 4.1 The Kent Association of Leaders in Education (KALE) and Kent Special Educational Needs Trust (KSENT), along with KCC colleagues, worked together to co-produce the Kent Transition Charter mentioned previously, which outlines the expectations and responsibilities of schools and other partners when supporting children and young people with an EHCP transitioning between phases of education.
- 4.2 A Transition team, consisting of KCC and senior seconded school staff across different designations and phases, has developed this CATIE Transition Framework; to set out how and when schools and other partners should plan conversations and activities so that parents can make informed decisions and be confident that their children will be welcomed in an appropriate setting in line with the principles of the charter. The framework is a cohesive structure for transition, including appropriate advice and guidance, a process which meets legislative timelines and will complement local inclusion plans outlining what provision is available.
- 4.3 Transitions can be an unsettling time whatever the age of the pupil and it is important that settings work closely with children and their parent/s, communicating and working together to create confidence. If parent/s and children have the right information and feel supported, they should experience smoother transitions between phases of education.
- 4.4 Within phase transfer the process is now overseen by the Fair Access team, who run mainstream admissions for the LA, allowing systems to align and best practice to be shared. We are ensuring technology is embraced with enhanced digital processes saving time and increasing productivity.
- 4.5 The LA has introduced new processes and timescales to phase transfer activities, scaling some in for trial in 2023 admissions, and improving and refining these for 2024 admissions. SEND services have moved to join our Education Directorate, creating a holistic and more joined up area of focus. This means change has been a major factor within the LA, but we are harnessing the opportunities this period of change offers us to determine a better future for our service users.
- 4.6 We have introduced new District SEN Phase Transfer Meetings where settings are invited to join LA professionals in discussing the most appropriate placements for children in their locality, promoting inclusivity, collaboration and the best outcomes for children and young people with SEND.
- 4.7 Setting readiness is important at all phases of transition, is the setting accessible? Has the receiving setting made all reasonable adjustments they can to meet the needs of the incoming cohort? Have they found out the needs of the incoming cohort in time to make the necessary adaptations and reasonable adjustments that will make the child feel welcome and able to settle-in smoothly? Are they fulfilling their duties to the Equality Act 2010? Have they reviewed all

available documentation; EHCPs, pupil profiles, provision maps for example? Have they met the pupils if appropriate, spoken to their parent/s, seen them in their current setting? Are staff trained appropriately, have they been briefed on the pupils and their individual needs? All these are good practice examples of how settings can prepare and be ready before the pupils join the setting.

4.8 For the feeder setting preparation is equally as important, have they passed on all relevant information to the right people? Have they been able to have a meeting with the new setting and/or the parent/s to give as much information as they can prior to the pupil starting? Are they supporting the pupil (and parent/s) prior to them leaving, talking about the new setting with them, listening to their concerns? All these activities can support efficient transitions regardless of the education stage you are progressing to and from.

Early Years to Primary

4.9 Our Early Years and Childcare Strategy 2020-2023⁶ outlines our priority to ensure increasing numbers of children are ‘ready for the next stage’ at the end of the Early Years and Foundation Stage (EYFS) and make an effective transition into school. During their early years journey, children and their families typically move through different environments, for example:

- from home to a childminder
- from a childminder to a nursery or pre-school
- from one room to another within a nursery
- from a pre-school to a reception class at school

4.10 Such transitions are not single events, they are processes that need mindful information exchanges and careful planning to support the emotional wellbeing, inclusion and learning of all children and their families. The LA in partnership with The Education People have developed guidance and templates supporting children’s transitions in the early years; My Unique Transition and My First Transition which can be found [on Kelsi](#)⁷.

4.11 This year’s Early Years process would normally apply to children born between 1 September 2019 and 31 August 2020.

Key tasks and dates of the Early Years (Year R) Phase Transfer Process

Key Dates	Activity for Early Years to Reception
Sep to Oct 2023 (Term 1 academic year prior to transfer to Infant or Primary)	Conversations start between the parent, and other professionals (within the annual or transition review) for how the mainstream school can meet the child’s needs for those pupils moving into Year R. (Ensuring the most appropriate school is considered)
Nov to Dec 2022 (Term 2 academic year prior to transfer to Infant or Primary)	Parents attend school open evenings to consider potential preferences

⁶<https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/early-years-and-childcare-strategy-2020-2023>

⁷ <https://www.kelsi.org.uk/early-years/equality-and-inclusion/support-for-special-educational-needs-coordinators-sencos-in-early-years-settings/equality-and-inclusion/transitions-in-the-early-years>

Key Dates	Activity for Early Years to Reception
08 Jun 2023 (Term 6)	Parents contacted by KCC, requesting school preference for their child. Communication includes detailed process guidance and important information
17 Jul 2023 (Term 6)	Parent deadline for returning their school preference to KCC
By 21 Jul 2023 (Term 6)	All annual or transition reviews must be completed by schools and relevant paperwork returned to KCC
By 31 Aug 2023	All annual or transition reviews actioned by KCC, ensuring EHCPs are reflective for the consultation process
By 31 Aug 2023	KCC to identify nearest appropriate school that can meet each child/young person's need (LA View school)
By 31 Aug 2023	KCC to prepare consultation information pack for all phase transfer pupils
11 Sep 2023 (Term 1)	KCC to send consultation packs to all required schools for consideration
20 Oct 2023 (Term 1)	School deadline for responding to consultation requests
By 30 Oct 2023	Special schools to confirm capacity for new placements for forthcoming academic year
Nov 2023 (Term 2)	KCC to review consultation responses and identify cases that require further discussion with schools
Nov to Dec 2023 (Term 2)	District SEN Phase Transfer Meetings held to identify placements for remaining pupils
Dec 2023 to Jan 2024 (Term 2 & 3)	KCC to review District SEN Phase Transfer Meeting decisions and finalise placement offer
From Jan 2024	Amendment notices sent to parents
Jan 2024 (Term 3)	Contingency panel meetings to identify placement offers for any exceptional remaining cases
31 Jan 2024 (Term 3)	Amended final EHCPs naming the school for September 2024 are sent to parents and schools by LA
15 Feb 2024 (Half term)	National statutory deadline for naming school placements on the child's EHCPs for those in phase transfer
Jan to Jul 2024 (Terms 3, 4, 5 & 6 final year)	Departing & receiving schools/settings, with parents, formulate arrangements to support the child with their transition to the new setting, this can include extra visits or targeted personalised plans
Sep to Dec 2024 (Terms 1 & 2 in new setting)	Ongoing transition arrangements to ensure the child settles into their placement successfully

Primary to Secondary (including infant to junior)

4.12 Following the same statutory timelines, KCC will also manage the transfer from Infant school to Junior school (Junior: Year 2-3), and transfer from Junior or Primary school to Secondary school (Secondary: Year 6 -7)

4.13 If a child is currently in Year 2 in an all through primary school, then this process does not apply, and the child will remain at their current school unless a change of placement has been agreed following the most recent annual review.

4.14 This year's Junior process would normally apply to children born between 1 September 2016 and 31 August 2017 who are attending an Infant School. The Secondary process would normally apply to children born between 1 September 2013 and 31 August 2014.

Key tasks and dates of the Junior (Year 3) and Secondary (Year 7) Phase Transfer Process

Key Dates	Activity for Year 2 and Year 6 Transfers
<p>Infant to Junior: (Year 1, Terms 5 & 6, Apr to Jul 2022)</p> <p>Primary or Junior to Secondary: (Year 4, Terms 5 & 6, Apr to Jul 2022)</p>	<p>Conversations start between the parent, school, and other professionals (within the annual or transition review) for how the mainstream school can meet the child's needs for those pupils moving into Year 3 & Year 7 (Ensuring the most appropriate school is considered)</p>
Sep to Dec 2022 (Years 2 & 5, Term 1 & 2)	Parents attend school open evenings to consider potential preferences
05 Jun 2023 (Term 6)	Schools sent details of current pupils in the phase transfer cohort (<i>leaving them</i>) for data quality checks
08 Jun 2023 (Term 6)	Parents contacted by KCC, requesting school preference for their child. Communication includes detailed process guidance and important information
17 Jul 2023 (Term 6)	Parent deadline for returning their school preference to KCC
By 21 Jul 2023 (Term 6)	All annual or transition reviews must be completed by schools and relevant paperwork returned to KCC
By 31 Aug 2023	All annual or transition reviews actioned by KCC, ensuring EHCPs are reflective for the consultation process
By 31 Aug 2023	KCC to identify nearest appropriate school that can meet each child/young person's need (LA View school)
By 31 Aug 2023	KCC to prepare consultation information pack for all phase transfer pupils
11 Sep 2023 (Term 1)	KCC to send consultation packs to all required schools for consideration

Key Dates	Activity for Year 2 and Year 6 Transfers
20 Oct 2023 (Term 1)	School deadline for responding to consultation requests
By 30 Oct 2023	Special schools to confirm capacity for new placements for forthcoming academic year
Nov 2023 (Term 2)	KCC to review consultation responses and identify cases that require further discussion with schools
Nov to Dec 2023 (Term 2)	District SEN Phase Transfer Meetings held to identify placements for remaining pupils
Dec 2023 to Jan 2024 (Term 2 & 3)	KCC to review District SEN Phase Transfer Meeting decisions and finalise placement offer
From Jan 2024	Amendment notices sent to parents
Jan 2024 (Term 3)	Contingency panel meetings to identify placement offers for any exceptional remaining cases
31 Jan 2024 (Term 3)	Amended final EHCPs naming the school for September 2024 are sent to parents and schools by LA
15 Feb 2024 (Half term)	National statutory deadline for naming school placements on the child's EHCPs for those in phase transfer
Jan to Jul 2024 (Terms 3, 4, 5 & 6 final year)	Departing & receiving schools/settings, with parents, formulate arrangements to support the child with their transition to the new setting, this can include extra visits or targeted personalised plans
Sep to Dec 2024 (Terms 1 & 2 in new setting)	Ongoing transition arrangements to ensure the child settles into their placement successfully

Post 16

- 4.15 Settings should help pupils start planning for their future adult life as early as possible, raising aspirations so pupils can achieve the best possible outcomes in education, training, employment, and participation in the community. In Year 10 or 9, conversations should be started between the current setting, child, and parent/s about the most appropriate setting post-16 for those pupils.
- 4.16 The Transition Framework for post-16 is informed by the Pathways for All – Review of education and training provision for young people aged 16-19 in Kent and resulting recommendations. At this key transition point, as with previous, the focus is to transition to a mainstream Further Education setting with appropriate CIEAG to promote independence and aspirations for future career and lifestyle. Pre and post 16 providers need to fully support the transition process, with both having responsibility for planning and supporting the young person in the new setting.
- 4.17 This year's Post 16 process would normally apply to young people born between 1 September 2008 and 31 August 2009

Key tasks and dates for the Post-16 Education (Year 11) Phase Transfer Process

Key Dates	Activity
Sep to Dec 2022 (Year 10, Terms 1 & 2)	Conversations start between the parent, young person, setting, and other professionals (within the annual or transition review) for the most appropriate setting for those pupils moving into post-16 provision. (Provision such as education, training, apprenticeships, or supported employment). Opportunities and sharing of information on CIEAG, FE options, tasters, careers sessions, visits and tours for parents and young people.
	Parents/young people attend setting open evenings to consider potential preferences
Jan to Jul 2023 (Year 10, Terms 3, 4, 5 & 6)	Annual or transition reviews completed by settings
By Jun 2023 (Year 10, Term 6)	Settings sent details of current pupils in the phase transfer cohort (<i>leaving them</i>) for data quality checks
28 Sep 2023 (Year 11, Term 1)	Parent/young person email sent out by the LA, requesting setting preference. Communication includes detailed process guidance and important information
30 Oct 2023 (Year 11, Term 2)	Parent/young person deadline for returning their setting preference to KCC
By 30 Oct 2023	Special schools to confirm capacity for new placements for forthcoming academic year
By 6 November 2023	All annual or transition reviews actioned by KCC, ensuring EHCPs are reflective for the consultation process.
By 10 November 2023	KCC to identify nearest appropriate setting that can meet each young person's need (LA View school)
By 17 November 2023	KCC to prepare consultation information pack for all phase transfer pupils
24 November 2023	KCC to send consultation packs to all required settings for consideration
15 Dec 2023 (Term 2)	Setting deadline for responding to consultation requests
By 15 February 2023	KCC to review consultation responses and identify cases that require further discussion with schools
From February	Amendment notices sent to parents
Early March	Contingency panel meeting to identify placement offers for any exceptional remaining cases
By 22 March 2023	Amended final EHCP naming the setting for September 2024 sent to parent/young person and setting by LA

31 March 2024 (Term 3)	National statutory deadline for naming setting placement on the young person's EHCP for those in phase transfer
Jan to Jul 2024 (Terms 3, 4, 5 & 6 final year)	Departing & receiving settings, with parents, formulate arrangements to support the young person with their transition to the new setting, this can include extra visits or targeted personalised plans
Sep to Dec 2024 (Terms 1 & 2 in new setting)	Ongoing transition arrangements to ensure the young person settles into their placement successfully

Preparing for Adulthood

4.18 The LA and settings must support young people to understand what support is available when they finish their study and ensure they are prepared for when their EHCP ceases. They should be supported to find employment, helped to participate in the community, for example how to use transport services and access social activities. Young people should be prepared for independent living, given options and support in finding suitable accommodation and helped in financial budgeting. Professionals should make sure the young person understands how their health needs can be met, who will work with them, where can they access adult services and how they may differ from the children's services they are used to.

Supported Employment Programmes

4.19 The programme launched at a time when Covid-19 cases were still at high levels with staff absences in schools frequently occurring, limiting their capacity to focus on other priorities. Some schools were still carrying out remote learning.

The programme was also commissioned and launched simultaneously with two other big scale training programmes aimed at mainstream schools funded from the Inclusion budget. The programme requires a time commitment of 18 months per school.

Eligible Schools in Kent	Supported Employment		
No.	No.	% against all secondaries	% against Target of 100
101	32	32%	32%
Eligible Schools in Kent	Supported Employment		
No.	No.	% against all secondaries	% against Target of 100
101	32	32%	32%

At the end of the programme, schools who have not enrolled on to the programme will be given access to online suite of training, leaving a legacy for all schools to access and use going forward and beyond the life of the project. This will be produced, created and delivered within the existing grant expenditure.

5. Delivery of Phase Transfer Tasks

5.1 The following details how each stage of Phase Transfer will be delivered by both Kent County Council and all relevant schools and settings. Unless otherwise specified, these procedures will apply to the Phase Transfer processes for all age ranges. The only variation will be in the dates that each task is completed, in line with the tables detailed above.

Pre-Phase Transfer Preparatory Tasks

5.2 The LA will start the transition process in the autumn term of the year before the child or young person moves setting. If the annual review is not due at this point a separate transition review will be undertaken. When discussions on transitioning may have started earlier, the annual review paperwork can state the preferred school if parents have already expressed one.

5.3 During these reviews, discussions should take place between the parents and professionals regarding the most appropriate setting for the child's needs. Parents should be supported by their child's current setting's Special Educational Needs Co-Ordinator (SENCO), to have individual conversations with the junior, primary, secondary, or post-16 setting' SENCO, or transition lead. Parents/young people will also want to attend open days to understand how that setting can support the needs of their child/themselves.

5.4 KCC staff should prioritise the completion of annual reviews for those pupils in phase transfer year groups (Early Years, Year 2, Year 5, Year 10, and Year 12), all records should undergo data quality checks to ensure accuracy of information held. As part of the quality checks undertaken schools will receive details of all their pupils KCC has listed on their role due to transfer out. They will be asked to inform KCC of any changes so these can be followed up and corrected in a timely way. All annual reviews must be completed by the September when the pupil enters their final year of their current setting. Paperwork should be returned to KCC by schools and other professionals at the end of the summer term of the pupil's penultimate year.

5.5 District SEN Phase Transfer Meetings should be set up and planned for early to ensure they can be carried out from early November 2023.

5.6 Education Psychologists and Therapies teams will review complex cases and input to decision of most appropriate placement for the child or young person.

5.7 During the Summer months prior to the pupil entering their last year of their current setting

KCC staff will be collating consultation packs ready to send to schools. These packs will contain all the relevant, updated, information that has been provided by all relevant professionals (e.g., updated EHCPs, amendment notice, annual review).

- 5.8 Requests for a child or young person to continue in their current setting should be reviewed and discussed with all involved parties whether this is the appropriate option for the pupil.
- 5.9 Most children and young people with EHCPs are educated in Kent mainstream school settings. Kent is committed to young people attending their local setting and being part of their local community. For a small number of children and young people with more complex needs, more specialist provision may better meet their needs and the type of specialist provision should be discussed at the transition/annual review.

Parental/Young Person Preference and LA View

- 5.10 On 8 June 2023 (pre-16) and 28 September 2023 (post-16) the LA will send parents/young people an email with a link to an online form which they will need to complete with the school preference for their child's/their September 2024 entry. The form will specify the child/young person's nearest appropriate school for school transport purposes and request parents/young people submit their preference. The form will be accompanied by full guidance notes. Schools and relevant SEN professionals should support parents to complete and return these digital forms with the most appropriate setting for the child. This form MUST be submitted to KCC by 17 July 2023 (pre-16) and by 30 October 2023 (post-16).
- 5.11 KCC cannot accept multiple applications for the same child. KCC will take all reasonable steps to ensure that every parent resident in Kent knows how to apply for a school place by completing a parental preference form sent to them via email, or via an agreed alternative method, and has access to a written explanation of the SEND admissions scheme.
- 5.12 KCC will make appropriate arrangements to ensure:
- (a) the admissions process is readily accessible to all applying
 - (b) an alternate method is readily available on request from KCC
 - (c) a composite prospectus of all Kent Primary and Junior schools and a written explanation of the co-ordinated admissions scheme is readily available on request from Kent County Council, all Kent maintained Primary and Junior schools and is also available on the Kent County Council website to read or print.
- 5.13 Completed applications must be submitted by 17 July 2023 for Early Years, Year 2, and Year 6 transfers, and 30 October 2023 for Year 11, Year 13, and all other post-16 transfers.

Moving into Kent

- 5.14 When a child moves, their EHCP (along with all other documents relevant to the child's SEND, for example the child's Individual Education Plan) will be transferred to KCC from the local education authority (LA) where they currently live. KCC is then responsible for making sure the child receives the support outlined in their EHCP. The LA will have six weeks to decide whether

to review the EHCP and/or make any new assessment. It may be that the move means the child is now too far away from the school named in the EHCP to attend it and KCC will need to name a new school. In this instance, KCC may need the child to go to a school of its choice temporarily, to allow enough time for the parent to visit schools and discuss their options. The LA will always consult with parents over changes to their child's EHCP and parents can express a preference for a school.

Handling of Late Applications received after 17 July 2023 (pre-16) and by 30 October 2023 (post-16)

5.15 Where a child in a transition year receives a new final EHCP after the deadline for initial inclusion in Phase Transfer, KCC will endeavour to include them in the process alongside other children. Where this is not possible, KCC will ensure that a place is still made available for the child, however, this decision may be made after the statutory deadline as a reflection of the limited timeframe made available to the LA.

Consultation

5.16 During Term 1 and 2, September to December 2023 (pre-16), and Terms 1, 2, and 3, September 2023 to January 2024 (post-16) the LA will formally consult with schools/settings on parental/young person's preference and LA view for phase transfer.

5.17 From November 2023 District SEN Phase Transfer Meetings for schools and SEND professionals will take place to secure appropriate placements for all children and young people with an EHCP, these meetings will document decisions, rationale, and any adaptations agreed. (Children and young people where parental preference is Independent and the LA agrees Specialist is appropriate but have been unable to secure a Special school placement, will be discussed at Independent Placement Panels).

Decision Making

5.18 Parents will receive the offer of one school place only, and that will have regard to Schedule 27 of the Education Act 1996 where "the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs,
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources".

5.19 **By 31 January 2024 (pre-16) and by 22 March 2023 (post-16)** Kent County Council will inform schools of the pupils to be offered places at their establishment and will inform other Local Authorities of places to be offered to their residents in its schools and Academies. Schools must not share this information with parents before **15 February 2024 (pre-16) and 31 March 2024 (post-16)**.

Informing parents/Young People

5.20 **By 15 February 2024 (pre-16) and by 31 March 2024 (Post-16)** the LA will send the parent/young person a notice, setting out the proposed amendments to the EHCP and

naming the setting placement. The parent/young person will be given the chance to make representations about these proposed amendments and about the school or college they want named in the EHCP. The parent/young person has at least 15 days to make representations about the proposed amendments/content of the EHCP and to either request that a particular school (from the list in section 38[3] Children and Families Act 2014) is named or to express a preference for an independent placement. When representations are received, or the 15 days have passed, the LA will issue a final amended EHCP, with notice of appeal rights, by the statutory deadlines in Regulation 18.

Appendix One: Universal Transition Flowchart



Appendix Two: Glossary of Terms

Term	Definition
Countywide Approach to Inclusive Education Strategy 2023-28 (CATIE)	KCC's collective ambitions for children, young people, and their families in Kent, to make sure no child is left behind. Working together in a collaborative, sustainable system, we will ensure equity of education means all children feel they belong, are respected, and valued as individuals, and are fully supported to achieve their best
Education, Health, and Care Plan (EHCP)	a document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can normally provide
Inclusion	the practice of ensuring that people feel they belong, are engaged, and connected. Inclusion in education can be seen as a universal human right whose aim is to embrace all people. It is about valuing all individuals, giving equal access and opportunity to all and removing discrimination and other barriers to involvement.
'the LA' or KCC	Kent County Council Local Authority (KCC): the structure of local government in our area; when KCC is used in this document it means the Local Authority and all statutory duties it holds
LA	a Local Authority
parent/s	Under section 576 of the Education Act 1996, the term 'parent' includes a person who is not a parent of the child but has parental responsibility or who cares for him or her
phase transfer	the normally scheduled move between phases of education; this can for example include the move from an early years provision to a primary school, or a post-16 move to alternative education, training, or supported employment
school or setting	all relevant educational establishments a child may attend; this could be for example an early years provider, a mainstream school, an academy, a private independent school, a free school, a further education college, or any other recognised educational provision spanning all phases of education
Special school	a special school provides education and support to children and young people with an EHCP who have complex SEN and require their SEN provision to be delivered in a specialist setting
Specialist Resource Provision	provides support for those, who without specialist input, are unlikely to make progress in their learning and will struggle to take part in mainstream school life. In time, it is expected they will be able to attend most of their mainstream lessons and take part with others
Transition	the process of moving from one stage of education to the next, including from home or early years provision to a school setting, or from a school setting into an alternative form of provision, like a further education college or a supported working environment

