

Phase Transfer plan – Gravesham District Transition Plan- 2023/24

Key Dates:	Transition Planning – Activities or actions to Support children with SEND to transition to Primary (or Junior) and Secondary school successfully.						Who is Responsible?
	Key stake holders:						
	Children and/or Young People	Parents and Carers	EY Settings	Primary Schools	Secondary Schools	SENCOs	
	SEND IA	STLS	KEPS	PIAS	SENIF practitioners	LA	
Autumn Term							
From Autumn Term (2 years prior to transfer)	<p><u>Nursery, Year 1 or Year 5</u> Parents/Carers, EY Setting, Primary School, and other professionals (within the Annual, or Provision Review) discuss the most appropriate schools for those pupils on phase transfer. SENCO shares link to the Local Offer.</p> <ul style="list-style-type: none"> • https://www.kent.gov.uk/education-and-children/special-educational-needs/support-for-school-age-children/apply-for-and-choose-a-school/find-special-schools-and-schools-with-specialist-resource-provision/special-schools • https://www.kelsi.org.uk/data/assets/pdf_file/0006/103587/KsENT-Special-Schools-Admissions-Guidance.pdf <p>September/ October/ November SENCOs encourage Parents/Carers and Young People to visit primary / Junior / secondary schools and attend open events, where possible. <i>It is expected that most children with EHCP's will attend their local mainstream school with their needs being met via reasonable adjustments.</i> SENCOs to share with parents/carers link to Best Practice Guidance and/or Mainstream Core Standards to reassure parents about what is available in mainstream schools.</p>						EY Setting SENCO Primary School SENCO

Summer Term

Terms 5 / 6	Signpost parents to information about Secondary School Admissions and remind them to apply within KCC's allocated timeframe before the agreed timeframe.	Primary Schools Secondary Schools STLS SEND IA PIAS
May/June (1 year before the transfer)	Encourage parents of children with EHCPs and / or SEND to familiarise themselves with the Kent Local Offer to formulate thoughts re: future provision, in liaison with school staff and professionals working with the child	EY Settings Primary Schools Secondary Schools STLS SEND IA KEPS PIAS
June	Primary Schools receive details of all current EHCP pupils in the September Phase Transfer cohort from LA (for data quality checks).	LA
June	Parent/Carer email is sent out by the LA, requesting school preference for their child with EHCP. Communication includes detailed process guidance and important information.	LA
July	Parent/Carer deadline for returning their Secondary school preference to the LA.	Parents /Carers
By the end of the Summer Term in Y5	All Annual Review paperwork must be completed and returned to the LA. SEND IA to attend targeted Y1 and Y5 Annual Reviews STLS to attend Annual Reviews, where appropriate	Primary SENCO SEND IA STLS

Autumn Term

Throughout the academic year	STLS Drop-ins for C&L, C&I, SEMH and cross dimensional needs are available to be booked each term	STLS
	EBSA Case Consultations	KEPS, STLS
	Staff to identify those pupils with SEND needs or vulnerabilities, including SEMH who may require a more extended transition to secondary – staff to attend STLS Drop-ins/make referral to LIFT if required (ongoing) Secondary schools to ‘share’ their offer with primary schools so primaries can inform parents.	KEPS, STLS
	EY Settings and Schools to signpost parents to IASK with regards to any questions around Kent’s Local Offer	EY Settings Primary Schools Secondary Schools
	Following project launch, opportunities for primary and secondary SENCOs to attend 3 x network meetings to share good practice on supporting Pre-Key Stage pupils, facilitated by KEPS, SEND IA and STLS	Primary Schools Secondary Schools KEPS STLS SEND IA
September	LA EHC Casework Team formally consult with Secondary Schools for Phase Transfer, in-line with LA and Parental Preference (PP). All schools should have been given access to SharePoint folder of consultations. The link may be sent to ‘Admissions’ rather than SEND/SENCO in the school. The deadline for responding to consultations will be stated in the email.	LA- EHC Casework Team
By the start of academic year	Secondary schools to review, update and publish their “Inclusion Offer” generated from the ‘Keeping them under the wing’ transition project	Secondary schools in Dartford and Gravesham

By the end of term 1	STLS Admin to send out secondary inclusion offers to primary schools in their district and cross districts	STLS
From September	EY Settings and Primary Schools to work with children and families, planning to increase independence for pupils: self-care, with regard to personal organisation, in lesson and during unstructured times. Begin to plan opportunities to move around the Primary School site; e.g., to take messages or to complete jobs. Where appropriate, consider varying rooms in school, for different sessions.	EY Settings Primary schools Children and/or Young People Parents and Carers
October	Signpost parents to information about Primary School Admissions and remind them to apply within KCC's allocated time frame	EY Settings
October	Secondary School deadline for sending EHC consultation responses to LA. Schools identify <u>how</u> they can meet provision outlined in Section F of EHCP (must be solution-focused).	Secondary Schools
Nov-Dec	Secondary District Placement Meeting (23 rd November). Further consultations sent out.	Secondary HT & SENCO SEND IA LA
December	Secondary School deadline for sending EHC Consultation Responses to LA, based on the consultations sent out following the District Placement Meetings.	Secondary Schools

Spring Term		
January	Amended final EHC Plans, naming the school for September 2024, are sent to parents and schools, by LA.	LA- EHC Casework Team
February	National Statutory Deadline for naming school placements, for those in Phase Transfer to Secondary School.	LA- EHC Casework Team
March	STLS to review transition capture sheet and update STLS to send out key information for upcoming STLS transition events across Dartford, Gravesham and Sevenoaks	STLS
March / April	EY Setting and Schools to prepare for Transition Event	EY Settings Primary schools
April	SEND IA to collate information on pupils with SEND and/or EHCPs who are transferring	SEND IA
March / April	Mainstream Placement allocations are published to parents	LA
March	SEND IA to liaise with STLS to talk through SEND pupils on case list and identify action planning and support needed for secondary transfer pupils (open to STLS, who do not have an EHCP).	SEND IA STLS
March	Transitions and anxiety training – KS2 and secondary phases (area offer)	Dartford STLS facilitating
April	Transitions and anxiety training – EY and KS1 phases (area offer)	Dartford STLS facilitating

Summer Term

Term 5	District Transition Events held in order for key information on pupils with SEND and vulnerable pupils to be passed on between EY Settings and Primary Schools and Primaries and Secondary Schools	STLS SEND IA PIAS EY Settings Primary Schools Secondary Schools SENIF practitioners
Term 5 / 6	EY to Primary transfer meetings to discuss pupils with EHCP and SENIF support transferring into mainstream and identify support needed	STLS SEND IA SENIF practitioners
Terms 4/5/6	EY and Primary SENCOs to begin to invite primary/secondary SENCOs to Annual Reviews, Provision Review meetings, or Transition Planning meetings, to discuss provision across Term 6 and Term 1, in order to ensure consistency and plan transition. STLS / SEND IA to join, where appropriate.	EY Settings, Key Person Primary SENCO, Class Teacher, TA Secondary SENCO, Class Teacher, TA Parents and Carers Children and/or Young People STLS SEND IA
Late Spring / Early Summer	District SENCo network/forum events – focus on transition matters, as needed. (EY) <ul style="list-style-type: none"> • Signpost to training available on The Pod, STLS and TEP training opportunities re transition • Signpost to Transition resources available • Discuss transition event details and expectations 	SEND IA STLS

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May	SEND IA to liaise with STLS to talk through SEND pupils on case list and identify action planning and support needed for primary transfer pupils (open to STLS, who do not have an EHCP).	SEND IA STLS
Terms 5 / 6	EY Settings to begin to implement supportive transition activities, e.g. uniform in role play area, social stories and “Starting School” story books, staying for lunch Primary Schools begin to run transition sessions (PSHE) for Year 6 pupils, to help prepare them for leaving Primary School, and the transition to Secondary. https://campaignresources.phe.gov.uk/schools/resources/transition-to-secondary-school-lesson-plan-pack Explore Year 6 concerns and questions about Transition, through Circle Time, PSHE, etc...	EY Settings Primary Schools
Terms 5 / 6	Primary Schools to run small-group and 1:1 interventions for some children, to help prepare them for transition; e.g., Secondary School Readiness – Transition to Secondary School (Black Sheep Press).	Primary Schools
Terms 5 / 6	Additional visits to allocated Schools planned, for children requiring enhanced Transition Support, to ensure pupil meets ‘key staff’ and sees the environment	EY Settings Primary Schools
Terms 5 / 6	SEND IA to meet with key staff in identified schools, to discuss incoming cohorts, identify patterns in needs, share information, and discuss training, accordingly. Close liaison with STLS and STLS involvement, where needed. How do you make your school ready to receive the cohort you are getting?	SEND IA
July	Transition Day (Year 6 pupils’ transition to their new Secondary Schools for taster sessions). Primary Schools to send key adults to Secondary Schools, where appropriate. Ensure pupil has a visual explanation of the day; where to go, what to bring, and what will happen.	Primary Schools Secondary Schools
	Some Secondary Schools to offer Summer School for vulnerable pupils and pupils with SEND.	Secondary SENCOS

Autumn Term (post-transition)

Term 1	<p>SENCOs to update SEND Register to include new cohort. SENCOs to send letter to parents/carers informing them that their child is on the SEND Register and put in place provision as needed. E.g.</p> <ul style="list-style-type: none"> • Phased induction to Primary School • Phased Return to Secondary School: Year 7-only transition and familiarisation activities on first day. • Consistent seating plans, taking pupils' sensory needs into consideration; e.g., temperature, noise, position • SENCOS to share Pupil Passports / one-page profiles with Subject Teaching Staff, ensuring they are aware of pupils' strengths, challenges, and strategies to support. • Secondary Schools to offer a 'Meet-and-Greet the SENCO' Session, for parents/carers of children with SEND; e.g., coffee morning / surgery / drop-ins, etc... 	<p>Primary SENCOS Secondary SENCOS</p>
Term 1 / Term 2	<p>Supportive visits by SEN IA and/or STLS, to reflect on Transition, and discuss any pupils for whom schools have concerns.</p>	<p>SEND IA STLS</p>