**Signed by** Primary SENCo: Name: Date:

The checklist is not intended to be exhaustive and as a working document can be modified or added to by schools to include the school’s own good practice. The order of some of the events is only suggestive - these can be changed or moved around to fit in with a school’s processes.

The checklist can be used as a record of transition for each pupil needing an enhanced transition process or can be adapted to be used as a whole class or year group checklist for pupils with SEND and other vulnerable pupils.

Primary Schools can pass a copy of this checklist on to the receiving school with the pupil’s documentation as part of the transition process.

 Secondary SENCo/Pastoral Lead: Name: Date:

**Child’s name: DoB:**

**School: Receiving school:**

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| **Transition planning actions and recommendations** | **To be led by** | **Record date when actioned / by whom** | **Notes or further actions** |
| **Primary** | **Secondary** |
| **YEAR 5** |
| **Early on in Yr 5**  | Encourage parents of children with EHCPs to familiarise themselves with the Kent Local Offer to formulate thoughts re: secondary provision, in liaison with school staff and professionals working with the child | ✓ |  |  |  |
| **Terms** **1 - 6** | STLS Drop-ins for C&L, C&I, SEMH and cross dimensional needs are available to be booked each termEBSA Case Consultations |
| 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.Schools to signpost parents to IASK with regards to any questions around Kent’s Local Offer | ✓ | ✓ |  |  |
| **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. | ✓ |  |  |  |
| **Term 6** | Date to be provided by the Local Authority for annual review paperwork for Yr 5s to be completed – SEN IAs and STLS to contribute to the process if relevant and appropriate  |  |  |  |  |
| **YEAR 6** |
| **Term 1** | STLS Drop-ins for C&L, C&I and SEMH and cross dimensional needs are available to be booked each termEBSA Case Consultations |
| **Transition planning actions and recommendations** | **To be led by** | **Record date when actioned / by whom** | **Notes or further actions** |
| **Primary** | **Secondary** |
| **Terms 1-3** | Primaries to continue to share secondary school information/offers with parents.Primary schools to have a parent transition evening, preparing for secondary – secondary schools may also be able to attend to explain their offers. | ✓ | ✓ |  |  |
| **Term 2** | STLS Drop-ins for C&L, C&I and SEMH and cross dimensional needs are available to be booked each termEBSA Case Consultations |
| District SENCo Transition Support and Planning Meeting with EPS, SIAs and STLS |
| SIAs to contribute to secondary phase transfer meetings and SRP phase transfer panel meetings |
| **Term 3** | STLS Drop-ins for C&L, C&I and SEMH and cross dimensional complex needs are available to be booked each termEBSA Case Consultations |
| Sevenoaks Transition Working Party Meeting |
| **Terms 3-6** | Primary school to run regular transition sessions for Year 6 pupils to help prepare them for leaving primary school and the transition to secondaryExamples of resources are available on Kelsi <https://www.kelsi.org.uk/news-and-events/news/primary/free-pshe-transition-to-secondary-school-materials-for-year-6-pupils> |  |  |  |  |
| **Terms 3/4** | (Once school places are allocated) Secondary schools to send out information pack to new pupils with information about the school to support with transition for those more vulnerable pupils. |  | ✓ |  |  |
| **Term 4** | 15th Feb 2024 – National statutory deadline for naming school placements on the child’s EHC plans – Local Authority |
| Primary pupils receive their “Welcome” letters in March of the year of transition  |  | ✓ |  |  |
| Primary schools to liaise with Secondary SENCo, DSL and Pastoral Leads as appropriate with list of pupils identified as requiring additional transition support. | ✓ |  |  |  |
| STLS Drop-ins for C&L, C&I and SEMH and cross dimensional complex needs are available to be booked each term – joint sessions with primaries and secondaries could be bookedEBSA Case Consultations |
| **Term 4/5** | Sevenoaks Transition Working Party Meeting |
| **Term 5** | STLS Drop-ins for C&L, C&I and SEMH and cross dimensional complex needs are available to be booked each term - joint session with primaries, secondaries, STLS and SEN IAs can be booked to support transitionEBSA Case Consultations |
| Proposed Sevenoaks Primary to Secondary Transition Event |
| SEN IA support available for both primaries and secondaries to discuss transition of individuals and cohorts |

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| **Transition planning actions and recommendations** | **To be led by** | **Record date when actioned / by whom** | **Notes or further actions** |
| **Primary** | **Secondary** |
| **Terms 5/6** | Secondary schools to offer visits for SEND/vulnerable pupils and staff of their feeder schools  |  | ✓ |  |  |
| Primary schools to complete relevantPrimary to Secondary transitiondocumentsand liaise with parents re: completing a pupil profile summary  | ✓ |  |  |  |
| Primary SENCOs to send information to receiving Secondary Schools to give an overview of the summary of need and share specific documents, e.g. personalised plans. | ✓ | ✓ |  |  |
| Secondary schools to look at groupings for new cohort, considering academic, social, emotional and wellbeing when allocating tutor groups and teaching groups  |  | ✓ |  |  |
| Arrange transition meetings with both schools, parents, relevant staff and professionals to plan for and agree an enhanced personalised transition (as appropriate) | ✓ | ✓ |  |  |
| Secondary school staff to consider:* Strategies for possible school refusers/pupils with a high level of anxiety
* Programmes/Interventions currently in place that need to continue into Year 7
* Relevant training that may need to be accessed
* Specialist resources or equipment required e.g. laptop
* Staffing requirements e.g. additional staff, organisation of classes and staff etc.
* The physical environment and any adaptations to be made
* The need for an individual healthcare plan/specialist equipment/medication
* If risk assessments are required
* If an ISP/PSP is required
* Specifications to be implemented if the child has an EHCP (if the pupil has one)
* Possible support for the family e.g. Early Help, pastoral support
 |  |  |  |  |
| Schools to be aware of late allocations and consider revisiting previous actions to  |  |  |  |  |
| **Term 6** | STLS Drop-ins for C&L, C&I and SEMH and cross dimensional complex needs are available to be booked each term – joint session with primaries, secondaries, STLS and SEN IAs can be booked to support transitionEBSA Case Consultations |
| Term 6 | Provide transitional support resources e.g. social stories, photo books/packs, videos etc. | ✓ | ✓ |  |  |
| Term 6 | Gather evidence and consider support and resources that could be put in place for Term 1. |  | ✓ |  |  |

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| **Transition planning actions and recommendations** | **To be led by** | **Record date when actioned / by whom** | **Notes or further actions** |
| **Primary** | **Secondary** |  |  |
| Term 6 | Secondary schools to look at and plan SEND and pastoral provisions including break/lunch time activities for pupils if required and re-evaluate in Year 7 Term 1 |  | ✓ |  |  |
| Term 6 | Primary schools to send pupil’s files, including SEND files securely to secondary schools at the end of term 6(Guidance <https://www.kelsi.org.uk/news-and-events/news/primary/transferring-pupil-records-to-a-new-school>) Secondary SENCo to share the relevant information with staff |  | ✓ |  |  |
| **YEAR 7** |
| Term 1 | School to offer new Year 7 pupils transition/familiarisation opportunities. Opportunities for team building and socialising with new peers should be built in to first term. |  | ✓ |  |  |
| Term 1 | SENCos to review transition processes with school staff and across the District, e.g. through completion of information gathering questionnaire. Staff to liaise to ensure all information and files etc. have been received.  | ✓ | ✓ |  |  |
| Term 1 | Secondary schools to consider how engagement with parents is established, e.g. offering an SEND parent’s coffee morning or similar, to enable discussions and follow-up information sharing with new parents. |  | ✓ |  |  |
| Term 1 | Liaise with STLS with regards to any pupils whose needs were not identified during their transition or those where differences have arisen. |  | ✓ |  |  |
| Term 1 onwards | STLS Drop-ins for C&L, C&I and SEMH and cross dimensional complex needs are available to be booked each termEBSA Case Consultations |
| Term 1/2 | Services to gather feedback re: transition and review with both primaries and secondaries – STLS and SEN IAsTransition working party to focus on continued transition into terms 1/2 |
| Term 2 | Give Year 7 pupils an opportunity to liaise with their primary schools, e.g. send a postcard – to aid with the moving on process for them and the new Yr 6 pupils |  | ✓ |  |  |
| Term 2 | Monitor attendance and attainment in Term 2 to assess whether any adjustments or additional support is required. Adjust provision plans/risk assessment etc. as appropriate |  | ✓ |  |  |
| Terms 2/3 | Year 7 in-school reviews – secondary staff with EPs STLS and SEN IA |

**Signed by** Primary SENCo: Name: Date:

 Secondary SENCo/Pastoral Lead: Name: Date:

**Child’s name: DoB:**

**School: Receiving school:**