

# Section 2



## Meeting the Needs of Children and Young People with SEND (The Graduated Approach)

### 2.12 Effective Transition

*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.*

- SEND Code of Practice, 6.57

*“What helped me most when I went to secondary school was a key worker who helped me at break and lunch times. He helped me join a friendship group because I was really worried about what to do.”*

- Year 7 South Glos young person

### What do we mean by transition?

By ‘transition’, we mean a period of change, both large and small that a child or young person (CYP) may experience in education. This could be a change of school for example moving from primary to secondary school. It could also be movement within school such as moving between key stages, classes or sets or during rotations within a specific subject area, such as design technology.

CYP with SEND are more vulnerable to experiencing a difficult transition if effective protective factors are not in place. Transition that is carefully planned can make a significant difference to a CYP’s future success; if transition is a positive experience, a successful transition is more likely to occur at each transition point as CYP learn how to adapt to change in different environments.

Priority 5 of [South Gloucestershire’s Strategy for Children and Young People 0-25 with SEND 2018-2023](#) is ‘Plan ahead for smooth transitions’. In relation to schools and settings, the key themes are:

- 5a) Develop a smooth transfer arrangement for children with SEND moving from early years settings to primary education.
- 5b) Develop a smooth transfer arrangement for children with SEND moving from primary to secondary education.
- 5c) Develop a smooth transfer arrangement for young people into post-16 education and training.

## What is effective transition best practice from early years to primary school?

- Every child IS unique. Some children, including those with SEND may need additional support. This support will differ for each child and their family. Families should be offered a visit to their new school and to meet the SENCo. Many schools will also offer a home visit. Fostering positive and trusting relationships with parents/carers (see section 1.8-1.9) is key to making a successful and positive transition.
- Adults need to plan for change and spend time preparing the child for the changes that are to take place. If a child understands what is going to happen, they are more likely to experience a successful transition.

### **South Glos Parents/carers say that the following are helpful:**

- ✓ 'All about me' books that are written with parents and settings. These enable key information to be shared between settings.
- ✓ 'All about my new school' written by school staff with photos of key staff, classroom, outside areas, food area etc.
- ✓ For some children an extended transition period is helpful. This often includes short visits to their new setting throughout Term 5 and 6.
- ✓ A social story transition book which includes the transport to and from school.

## What is effective transition best practice from primary to secondary school?

- Families and young people should be offered a visit to the new school to meet the SENCo and key staff e.g. tutor and/or year head.
- As with Early Years transition, some CYP will benefit from an extended transition period.

### **South Glos Parents/carers say that the following are helpful:**

- ✓ Timetables given in Term 6 so that CYP can familiarise themselves with their new routine, during the summer break. This can enable parents/carers and CYP to colour code subject rooms and highlight important areas such as the cafeteria, toilets, assembly hall and form rooms.
- ✓ Transition books with photos of key staff, dining hall, sports hall and form room.
- ✓ Understanding homework expectations so that parents/carers can reinforce this during the summer break and can support their children to develop their organisational skills.

## What is effective transition best practice from secondary schools onwards to post-16?

- Schools should help young people to start planning for their future adult life as early as possible, and by Year 9 at the latest.
- Many young people with SEND are likely to benefit from additional career support such as supported internships, apprenticeships, employment, extended workplace interviews, supported enterprise activities and volunteering.
- Schools should focus on raising aspirations and supporting young people to achieve the best possible outcomes in education, employment, independent living and participation in society.
- Schools and Colleges should work together to maintain meetings to ensure the young person is on an appropriate course with the right amount of support.

### **South Glos Parents/carers say that the following are helpful:**

- ✓ Person centred *preparation for adulthood planning meetings* with young people and families, at an early stage. Meetings that also help families in understanding how support changes as young people move into post-16 provision.
- ✓ Support with travel training and signposting families to support groups in the community. Many parents/carers say that they worry about their child being socially isolated as they transition from school to their next setting.

## Further advice and guidance

Whole School SEND: [Preparing for Adulthood Review Guide](#)

Nasen: [Supporting transition between schools](#)

[Council for Disabled Children: Self-assessment tool centred on person-centred practice](#)

The government's new Careers Strategy, published in December 2017, and statutory guidance for school leaders and school staff, published in January 2018, set out the plan for building a high-quality careers system that will help all young people to achieve. This [practical guide](#) provides clear advice on how all schools and colleges can help young people with special educational needs and disabilities transition into work.

SEND Gatsby Benchmark toolkit: <https://www.goodcareerguidance.org.uk/send>