**Transition checklist for pupils with SEND moving from Primary to Secondary placement**

*This is not an exhaustive list; it should be used by both schools.*

*Section 1: Preparing to move on*

1. If the pupil needs an EHCP, start to draft and submit it as soon as possible, preferably at the beginning of Year 4 if it will be needed for Secondary Phase placement.
2. When the parents have decided what they want to do, either complete the application for specialist placement or call a meeting with SENDCos from both schools in year 5, or as early as possible in year 6; if other parties are involved, they should be invited to attend or give a report to help discussions.

*Section 2: Involving everyone*

1. Begin to discuss possible placements with parents at the end of Year 4 because, if specialist placement is desired, then it needs to be well in advance. Parents/Primary SENDCo should look at specialist support, nurture environments, support during non-structured time, provision for access for physical disability inc. toileting.
2. If the pupil does not have an EHCP - draft a pen portrait with parents. This will be useful to the next placement so they can understand your child’s needs. Focus on communication/behaviour/physical needs/access requirements.
3. Involve other parties involved with the child inc. SALT/OT/Physio/Outreach/CISS

*Section 3: Secondary school*

1. Parents should be able to visit Secondary Schools earlier than pupils without SEND and have an appointment with the SENDCo to discuss provision.
2. Secondary schools should ask feeder primaries about upcoming SEND pupils when the pupil is still in Year 5.
3. Pupils should be given an opportunity to visit before the main transition days given to Year 6 pupils. They will then be ‘expert’ on the environment when they go with their friends.
4. After this first visit, write a social story to help the pupil understand when they will start at the new school. Social stories should be adapted and re-written as the process goes forward.

It is best after this initial visit to reduce focus on the move until other pupils are starting to discuss it in the class, otherwise the wait can be too long for the pupil.

If there is an area of anxiety, then photos and sequences can be a huge help e.g. a sequence to understand getting to school.

Revisit the sequencing and social stories to prepare for the Year 6 transition days.

1. It may be suitable to only have half days for transition. The same support as is offered in the primary setting or more should be offered during the transition days. It may help to send the TA/teacher supporting on a preliminary visit to identify risks etc to write a plan for these days.
2. After the transition visit, have a careful discussion with the pupil to see if there are areas to address. If there are, the Primary SENDCo should raise them with the Secondary SENCo and the parents.

*Section 4 Some ideas to support understanding*

Social or peer anxiety can be helped by the friends themselves. If some pupils from the class are moving to the same school, they can assist e.g. the pupils will catch a bus to get to school so make a bus picture with the SEN pupil and encourage the other pupils to draw and name themselves to stick in the windows of the bus picture.

Create a photo/name key ring of about 4 adults who will be involved with the pupil, help them to understand that these people are there to help them, link to social story.

**Guidance checklist**

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|  | **Question** | **Action** | **Who** | **Complete** |
| 1. | Does your pupil need an EHCP | Link to Suffolk guidance on applying for an EHCP  <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=XbfxSF63VsA> | Primary  SENDCo |  |
| 2. | Do parents want to explore specialist provision? | Link to applying for specialist provision  <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=0TCBAChOpRQ> | Primary  SENDCo |  |
|  | If the pupil is moving on to mainstream secondary school, who is the SENDCo, are you in contact? | Email to Secondary SENDCo notifying them that they have a child with SEND, and they intend to move to secondary. | Primary  SENDCo |  |
| 3. | Have you looked at support offered at possible settings? | Decide on specific questions that parents would like to discuss during their visits. | Primary  SENDCo and Parents |  |
| 4. | Have you drafted a pen portrait? | Draft a pen portrait (see template/exemplar on SENDAT Outreach website) | Class teacher |  |
| 5. | Have you informed other parties? | Inform any other parties involved with pupil e.g. CISS, SALT, OT, Physio | Primary  SENDCo |  |
| 6. | Have parents visited possible schools? | Help parents make appointments to visit | Primary  SENDCo |  |
| 7. | Is Secondary School aware of upcoming YR5 pupils with SEND? | Secondary school to ask feeder schools about Year 5 pupils with SEND | Secondary SENDCo |  |
| 8. | Has an early visit been carried out? | Secondary SENDCo invites SEND pupils for individual/early transition visit. | Secondary SENDCo |  |
| 9. | Is a social story being used to help understanding? | Write social story and review it. | Class  teacher/TA |  |
| 10. | Do special arrangements need to made for transition days? | Discuss special arrangements, write risk assessment if necessary. | Both SENDCos |  |
| 11. | Is everyone happy with transition? | Both SENDCos meet/talk to see if there are areas of concern, if there are discuss with parents and make arrangements to address them. | Both SENDCos |  |