

Y6-Y7 SEND Transition

School: King's School	
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Transition Planning	
What transition support does the school offer for students with SEN?	<ul style="list-style-type: none">• Students may have additional visits to the school prior to the general Year 6 Induction Day and September start date.• For students with an EHCP we meet with parents/carers to plan transition and outline provision.• Communication with parents of students with high level needs, as indicated by their primary school, who do not have an EHCP. This may be through a parent/carer event or individual contact.• We provide additional adult support during transition events.• We monitor transition throughout first half term.
Does the school provide a transition programme tailored for children with SEN?	<ul style="list-style-type: none">• We offer an additional transition afternoon for students with EHCP/high level need• We offer additional visits where required, including additional visits to the primary school if necessary• Students will meet key adults at transition events before start of academic year• A One Page Pupil profile for students with an EHCP or with complex needs (as identified by their primary school) will be set up with student input, which sets out the barriers to learning the student faces and how they can best be supported by the teacher in the classroom.• Where students have a diagnosis of autism, ADHD or dyslexia, a flag is assigned on our school information system so that teachers are aware.• We tailor student specific programmes where required, in line with need• On Year 6 transition day and the first day of term, only Year 7 students are in school.• Student buddies from Year 9 support the transition events and during the first half term as Year 7 students settle into secondary school.

Are there opportunities for additional visits to the school before the start of the academic year?	<ul style="list-style-type: none"> Our SEN additional transition afternoon Student specific organised visits where required
Can my child meet their new teachers, form tutor, or key staff (such as the SENCO or pastoral team) in advance?	<ul style="list-style-type: none"> Students meet key adults at the transition events. Where possible we enable them to meet their form tutor on the transition day. Where not possible, we aim to ensure students have seen a photograph of their form tutor. This information is shared with parents. Members of the learning support and pastoral teams are involved in the transition day and other transition events.
How is information about my child's needs shared with all relevant staff before they start at the school?	<ul style="list-style-type: none"> Students with an EHCP and students with high level needs have a One Page Pupil Profile which is shared with all teachers at the beginning of the academic year. Students with a diagnosis of autism, ADHD and dyslexia have a flag on our school information system which appears on registers and seating plans to highlight needs to teachers. Key staff, including HOY and SENCO, review needs of students as part of the transition process. All staff are briefed at the beginning of the academic year on specific student needs.

Preparation and Communication	
How does the school work with primary schools to gather information about my child's SEN and any support strategies that have been effective?	<ul style="list-style-type: none"> Transition lead and HOY meet with class teachers to gather information about all students. SENCOS will meet with primary SENCO to review needs of students on SEN register.
Will the SENCO or pastoral team visit my child's primary school to observe or meet them?	<ul style="list-style-type: none"> We may visit the primary school as part of an enhanced transition process. Students come from a wide range of primaries. Where there are more than 3 students coming from a primary, we aim to visit the students in the primary school before the transition day. Where there are three or less students we invite them to an additional transition afternoon.
How are parents involved in the transition planning process?	<ul style="list-style-type: none"> Parents of students with an EHCP meet with key staff as part of the transition process.

	<ul style="list-style-type: none"> Parents of students with a One Page Pupil profile can review the profile and have input into it. Parents can support students to complete 'About Me' information, including identifying two friends who they would like us to consider placing them with in a form group.
What role does my child have in shaping their transition plan?	<ul style="list-style-type: none"> Students with an EHCP meet with key staff as part of the transition process. Students with a One Page Pupil profile are involved in writing the profile. Students complete 'About Me' information, including identifying two friends who they would like us to consider placing them with in a form group.
Settling In	
What strategies are in place to help my child settle into secondary school?	<ul style="list-style-type: none"> Careful organisation of tutor groups. Clearly planned transition day to enable students to build relationships. Extended time in first week with tutor and tutor group. Key staff available to support throughout the transition period.
Are there peer support or buddy systems to help my child navigate the new environment?	<ul style="list-style-type: none"> Year 9 mentors support as part of transition events, the first day and during the first half term.
Are there specific staff members assigned to support my child during the first few weeks?	<ul style="list-style-type: none"> Students see their form tutor daily, their Head of Year at least weekly. Where required they will have regular check-ins with a key member of staff.
What adjustments are made to reduce anxiety (e.g., access to a quiet space, reduced timetable, or staggered start times)?	<ul style="list-style-type: none"> There are quieter spaces available for break and lunch time. Year 7 start a day before the rest of the school return. Year 7 begin break and lunch time earlier than the rest of the school to enable them to access the canteen area at a quieter time. We have a dedicated outdoor space for Year 7 only at break and lunch time.
Practical Support	
How will my child be supported with new routines, such as navigating the school layout, managing a timetable, and organising homework?	<ul style="list-style-type: none"> Students have a tour of the school on transition day and on first day of Year 7 Throughout the first term there are regular repetition of routines Printed timetables are given to all students. Tutors hold a copy for students. We have a graduated approach to homework: No compulsory homework in first half term; core homework in second half term (English, Maths, Science); full homework timetable after Christmas.

	<ul style="list-style-type: none"> Parents have access to timetable and homework via My Child at School
Are there visual aids, maps, or tools provided to help children with SEN adapt to the new environment?	<ul style="list-style-type: none"> Where required we produced visual timetables for students with SEN. The transition pack includes maps of the school. The school is well signposted and easy to navigate around.
Monitoring and Feedback	
How does the school monitor how well students with SEN are settling in after the transition?	<ul style="list-style-type: none"> Pastoral and SEN triage systems are in place to monitor concerns and allocate intervention resource.
Will there be regular check-ins with my child to assess how they are coping?	<ul style="list-style-type: none"> EHCP students are allocated a key worker who will make a time for regular check-ins.
How will parents be informed about their child's progress and any concerns during the transition period?	<ul style="list-style-type: none"> Tutors or the Head of Year will contact parents if there are specific concerns around the transition process. Subject teachers will contact parents if there are specific concerns around academic progress. Year 7 settling evening takes place early in September. Year 7 parents/carers are invited into school to meet their child's tutor and to meet parents/carers of other students in their child's tutor group.
Social and Emotional Support	
What support is available to help my child build friendships and develop social skills?	<ul style="list-style-type: none"> We have a Social Communications group for students with an identified need. These are run on a half-termly basis. We work closely with a local charity who run friendship groups for Year 7 students. We carefully plan tutor groups with the aim of ensuring students are with supportive peers they and their teachers have identified.
Are there structured programmes, such as small group sessions, to address transition-related anxiety or social challenges?	<ul style="list-style-type: none"> Off the Fence work in our school and run small group mentoring sessions with some students.
What steps are taken to ensure that students with SEN feel included and not isolated?	<ul style="list-style-type: none"> Mixed ability groupings. All students encouraged and supported to engage with clubs and enrichment. Shared in-class support where required.

Collaboration with External Agencies	
Does the school work with external professionals (e.g., educational psychologists, therapists) to support transitions for children with SEN?	<ul style="list-style-type: none"> • We work with BHISS specialists and EPs to ensure effective transition for our students.
Can external specialists (if involved) visit the school to provide input on transition support?	<ul style="list-style-type: none"> • We work with BHISS specialists, other external professionals and EPs to ensure effective transition for our students.
Parental Involvement and Support	
Are there opportunities for parents to meet the SENCO, pastoral staff, or teaching staff before the transition?	<ul style="list-style-type: none"> • Key staff are available at the Year 6 new parent information event, which usually takes place the evening before the transition day. • Parents of students with an EHCP will meet with the SENCO as part of the transition process.
Does the school offer workshops or guidance for parents on how to support their child's transition?	<ul style="list-style-type: none"> • This is covered in the information event for parents
Who can parents contact if they have concerns during the transition process?	<ul style="list-style-type: none"> • Your child's form tutor and head of year are the first point of contact. For SEN specific concerns you can contact your child's keyworker or the SENCO
Customisation of Transition	
Can the transition process be tailored to my child's specific needs (e.g., phased entry, reduced timetable, or longer preparation period)?	<ul style="list-style-type: none"> • We can tailor the process to the specific needs of the child, but any reduction in timetable or phased entry is very carefully considered and will be time-limited.
Are there any specific resources or strategies the school can use to address my child's particular challenges (e.g., sensory sensitivities, social anxiety)?	<ul style="list-style-type: none"> • We would explore the needs of the specific student.
Further Information	
Any further information?	Any further queries can be directed to the school via admin@kingsschoolhove.org.uk