

## Croydon Transition Charter

### Supporting positive transitions for pupils with SEND moving to secondary school

All children can find the move from primary to secondary school unsettling and stressful. This is especially so for children with SEND and other vulnerabilities.

The Croydon charter highlights the key roles and responsibilities of both feeder primary schools and destination secondary schools to ensure that this transition is well planned and well managed to help children with SEND to settle quickly and reduce anxiety.

Principles underlying positive transitions include:

- Proactive planning and preparation [including staff training](#)
- Effective communication and information sharing between schools and families
- Engagement and support with other key agencies as relevant



#### Useful resources:

Moving to secondary school: guidance for families with children with SEND.

Moving to secondary school: information sharing document.

Both documents are available on the Croydon SENCO portal

[AET: Supporting learners with autism during transition](#) – advice, strategies and templates suitable to support children with other needs as well as autism.

## Supporting positive transitions for pupils with SEND moving to secondary school

### Key Roles and Responsibilities

Primary schools	Secondary schools
<b>Y5 Spring /summer term</b> <ul style="list-style-type: none"> <li>Consider whether an EHC needs assessment is now required for pupils in Year 5 with significant needs but without an EHC plan to determine provision required to meet needs in secondary school.</li> <li>For pupils in Year 5 with EHC plans the annual review should consider the type of secondary school that will best suit. Schools should also ensure that parents complete and return the Secondary School Preference Form to SEND team by the deadline set.</li> </ul>	<b>Y7 Spring /summer term</b> <ul style="list-style-type: none"> <li>Gather views from Y7 pupils with SEND about their experiences of moving to your school to inform and update your transition and induction arrangements.</li> <li>Speak to some parents about their views on how things went and suggestions for any improvements.</li> </ul>
<b>Y6 Summer term</b> <ul style="list-style-type: none"> <li>Invite SENCO of destination secondary school to the final annual or summer term review meeting for children with EHC plans, children with more significant SEN and/or receiving LSS funding. This will provide opportunity to explain provision already in place, what is working well and how this can be translated to adjustments and strategies in the secondary settings. Pupils and parents should be included in this meeting.</li> <li>Ensure process is inclusive and transparent for pupils and parents/carers.</li> </ul>	<b>Y6 Summer term</b> <ul style="list-style-type: none"> <li>Where it is known that children with EHC plans have confirmed/accepted places, make contact with current primary setting to enable information sharing and transition planning in a timely manner.</li> <li>Ensure that the SENCO has been invited to final and/or summer termly review meeting.</li> </ul>
<ul style="list-style-type: none"> <li>For all children with SEND, complete the Croydon SEND information sharing document to ensure that all relevant information is recorded and shared with destination secondary school.</li> <li>This should be shared no later than the end of June with confirmation requested to acknowledge that this has information has been passed on. Contact the school if no confirmation is received</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that you have received completed Croydon a SEND information sharing document for all known pupils with EHC plans or receiving SEND Support.</li> <li>This should be with you no later than the end of June. Contact primary schools directly if more information is required.</li> </ul>
<ul style="list-style-type: none"> <li>For key destination secondary schools, arrange a dedicated meeting with each school or for pupils with SEND moving to other schools participate in Croydon Summer Transition event</li> <li>Send friendship group information</li> </ul>	<ul style="list-style-type: none"> <li>For key primary feeder schools arrange a dedicated meeting with each school or for pupils with SEND moving to other schools participate in Croydon Summer transition event</li> </ul>
<p style="text-align: center;"><b><i>Direct interaction between schools provides opportunity to discuss and answer questions about each pupil transferring and to highlight individual circumstances to support transition planning, anticipating and planning for any potential issues</i></b></p>	
<ul style="list-style-type: none"> <li>Support readiness for secondary school, exploring changes in learning environment and how to manage this. Create visual cues, social stories, passports and prompt cards to support this. Explain new vocabulary. Help families to prepare, looking at travel training, new uniform and getting organised</li> </ul>	<ul style="list-style-type: none"> <li>Organise enhanced induction arrangement to support familiarisation with secondary school setting to reduce anxieties. Clarify arrangements for break and lunch times.</li> <li>Include YR 7 pupils in planning and decision – making.</li> <li>Provided a named adult or mentor as key point of contact. Create simple prompt cards to address key concerns .Include pupils in summer school activities to support developing friendships.</li> <li>Arrange any staff training as required.</li> </ul>
<b>Y7 Autumn term</b> <ul style="list-style-type: none"> <li>During week 1 check that children with SEND have taken up the planned secondary placement.</li> <li>Provide additional workshops and input for families with children with SEND in Y5 and Y6 to support planning and applying for secondary schools</li> </ul>	<b>Y7 Autumn term</b> <ul style="list-style-type: none"> <li>Make informal contact with families of children with SEND within first 2-3 weeks to see how things are going.</li> <li>Arrange a formal review during the term for children with EHC plans or more significant SEN without an EHC plan to identify and address any emerging issues</li> <li>Continue with any home –school arrangements</li> </ul>

- Share 'Moving to secondary school' local guidance booklet for families to inform processes and support for secondary transition.