

CHRIST CHURCH SCHOOL – OUR LOCAL OFFER

11. HOW DO WE SUPPORT CHILDREN MAKING TRANSITIONS (JOINING OR LEAVING THE SCHOOL)?

The intake into Christ Church School in the Reception year is from a wide number of nurseries, some local and some further afield. In the summer term prior to pupils starting school in September, the school's inclusion leader will liaise with the feeder nurseries in order to establish which of the pupils who are joining the Reception class are on the Early Years SEN register or require additional support or have special educational needs. This information is then collated by the inclusion leader in order to add to the SEN register for the school. The inclusion leader and/or EYFS leader will also carry out a series of nursery visits if a child is identified as requiring additional support.

If parents choose to name Christ Church as the placement school for a child with a statement of SEN, staff at the school will carefully consider whether the school can meet the individual's needs and follow the procedures as set out by the local authority.

As pupils on the SEN register progress to secondary school, the inclusion leader and Head teacher will liaise with the various receiving schools, as well as the local authority. This will include inviting the inclusion leader from the secondary school to attend the annual review meeting and arrange for representatives from prospective schools to visit Christ Church School.

When a child who has a special educational need moves schools, we will transfer the records to the new school once the child ceases to be registered at our school. However, when transfer arrangements are made in advance, information will be provided as early as possible to allow the receiving school to plan ahead.

When a child moves up to the next class, we organise a "Hand-Over" meeting where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children. Additional transition procedures for children with a Statement of SEND may include:

- An opportunity for parents and their children with SEND to meet the new teacher and TA before the start of the school year.
- An opportunity for parents and/or children to be able to visit the new classroom and get to know the new adults who will be teaching and supporting them.
- SEND children being involved in making a transition booklet which includes photographs of their new teacher, new support assistant, new classroom etc to refer to regular with their parents over the summer holidays

FREQUENTLY ASKED QUESTIONS - TRANSITIONS

Q. What might change about my child's support when he/she moves to secondary school?

A. Our inclusion leader, Head teacher and Year 6 class teacher will make sure that the secondary school is fully aware of his/her needs and explains what was most effective and successful for him/her in the primary phases of education. The secondary school will then plan a programme of support suitable for the secondary curriculum. Parents of SEND pupils transferring to secondary school are advised to look into secondary options early on in order to find out about SEND provision in different schools as it varies from school to school. Camden SEN department will also be able to

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advise on transition to secondary schools as well as provide specific information about Camden secondary schools.

Q. How do I find out about who will be the new point of contact in the new school?

A. You should request a meeting with the school's SENDCO or inclusion leader as soon as possible after your child starts secondary school. The SENDCO holds all the records on children with SEN/D new to the school and she/he will let you know who the Key Worker will be for your child.