

DRAFT SECONDARY TRANSITION 2020-21

Primary, Secondary and Special schools will be adapting transition arrangements in light of COVID. Essentially the purpose this year is no different to previous years, but the way we do it will be:

Building Relationships – Providing Reassurance - Informing – Engaging

In planning for transition, schools' leaders will be mindful of the greater level of anxiety expected within the 2020-21 cohort; this will be demonstrated by parents, carers and pupils, to different degrees and for some time to come. This will also be true of staff.

With our current increased use of technology, there is an opportunity to be creative and innovative, to share more information about the transition process and experience, whilst ensuring accessible formats for all stakeholders.

This year, we acknowledge the increased chances for children to fall through gaps and become more vulnerable. Therefore, achieving a robust and comprehensive transition with high levels of exchange between colleagues in secondary and primary schools of what is required has never been more important.

What does this mean for Camden?

- Communication between the school, home and pupil is an essential part of secondary transition at any time but never greater is the need than for this year's cohort. Schools will make specific arrangements that reflect their own context, whilst there will be common threads and requirements that apply to all schools.
- Clarity and agreement as early as possible on what Secondaries require from Primaries is essential for a smooth transition (**WHAT - WHEN - HOW**) e.g. profile forms, SEND, assessments etc. Completion and submission of these will run alongside discussions between the sectors on many aspects, including any additional support Primaries can provide to support the process. (*Refer Appendix1 SEND Timeline*)
- Schools will decide how best the Headteacher and Governors will address their new parents/carers, as they would in previous years. Whilst doing so they will be aware of additional parental anxieties reflecting the current times and provide reassurance on how their school will keep their child safe at school and the additional arrangements made in accordance with Government guidelines. Schools will convey their messages in different formats being mindful of reaching their community e.g. video recordings, letter sent home, brochures, virtual tours, Q&A online for parents with some currently exploring the use of online platforms to post information making use of the facility to translate to home languages.

How can primaries provide support?

- Secondaries could copy in / send communications being sent to parents to primaries so they are aware and able to provide support to those families who will not understand / be able to access information in many forms and primaries can then contact them directly to support with this.
- Providing support to families to overcome the barriers of technology.
- Setting up meetings with parents/carers/pupils where situation is complex, heightened anxiety, etc

- Secondary schools will also be considering how they will be updating parents during the autumn term, in response to new information and directives from central government, whilst internally evaluating and making changes e.g. to the curriculum and timetabling as pupils settle.
- Many parents will have heightened anxieties and early communication will be advantageous for all. This will be particularly true for parents where they have a child with SEND, have or is experiencing trauma or loss and / or new to the school transition process.
 - Primary and Secondary SENDCos will outline and adapt their current transition activities and resources, as appropriate
 - SENDCos will share key information and develop successful strategies for the school/setting and child to employ in transition e.g. arrange calls to parents/carers and pupils to provide reassurance using where possible and relevant team members who speak community languages
- Schools will be looking at how they can enhance the transition process safely. This could include new initiatives and adaptations to what has been previously successful; without losing sight that, not all families will have same level of confidence in using technology and access to Wi-Fi and digital tools. This may include some of the following:
 - Using digital communication and learning platforms to engage and inform.
 - Sending welcome letters to the home.
 - Transition documents e.g. timetables, equipment needed, plans and maps, photos of classrooms, interesting places in the school signage etc.
 - Providing accessible information and activities for parents and child to do together, joint activities being particularly useful for pupils with SEND.
 - Arranging virtual tours with follow up activities such as treasure hunts, flow-charts, create video introductions and mini lesson videos e.g. a science experiment.
 - Organising phone calls/ meetings/coffee morning/virtual/on site for small groups of parents (summer/autumn term). If this is not possible a focus perhaps on parents of children with SEND
 - Providing activities to be carried out at home / school that will help pupils develop their organisational skills
 - Year 6 sending questions to group of year 7 pupils electronically – making video recordings to be shared with all pupils and parents
 - Exploring the possibilities of peer mentors and how they can safely exchange e-mails
 - Developing an activity so the child and parent has to collect clues or answers from different parts of the schools web site
 - Creating a schedule for summer to get the child into a routine
 - Waking the bus route etc.

Primary colleagues could provide invaluable support in working with Secondary colleagues to make things happen

- Transition arrangements are made to meet the needs of all pupils but especially those with SEND and those who are vulnerable for one or more reasons e.g. LAC, CIN, CP attendance issues, experiencing bereavement and those pupils may not able to transition fully due to underlying issues for them or a household member. Schools will

make a range of decisions on how best to make this happen to reflect their specific school and pupil needs, for example (not definitive):

- Establishing communication between their Primary and Secondary SENDCos
 - Deciding on how and when they will hold the Primary / Secondary SENDCos meetings, same agenda as previous years but likely to be virtual
 - Sending an introductory email to arrange a virtual 1-1 conversation with parent
 - Providing opportunities for virtual conversations with parents and child if thought beneficial/required.
 - Setting up small group with parents for conversations (carefully managed with an agenda)
 - Adapting materials and resources for pupils who have difficulty in accessing such as making video /audio recordings, providing visuals, using maps and quizzes designed to meet the needs of the pupils
 - Creating virtual tours and introductions to staff for pupils with specific needs e.g. physical disability or medical need
 - Inviting parent and child to a joint conference call with the Primary Secondary SENDCo
 - Engaging the Parent Link Worker to support for some families e.g. White British disadvantaged
 - Sharing links to the specialist services and information
 - Ensuring specialist equipment is in place, liaising with previous school/setting and OT/PT to ensure all equipment is transferred to the new school/classroom and kept in a safe location until the new school year begins
- As a result of the COVID crisis, Leaders, teachers and specialist staff will be preparing for an expected increase in pupils arriving at secondary school with no previous mental or emotional health issues who are now demonstrating anxiety and trauma; also, pupils with heightened behaviour having struggled previously. School leaders will also be considering the impact this will have on the capacity of the SEND and DSL (teams) and how they can work together. In response schools will be e.g.
 - Maintaining strong communication with primary feeder schools and outside agencies such as Early Help and CAHMS
 - Arranging training for teachers to notice the signs of heightened anxieties as pupils transition and how best to respond, understand how the experience of the COVID-19 crisis may have impacted on pupils' mental health and wellbeing and become trauma-informed. TiPIC training could be provided for schools not booked on whole school training
 - Ensuring the PSHE curriculum for Year 7 includes opportunities to learn about mental health and strategies to keep mentally healthy and resilient and also develop positive and healthy relationships
 - Considering what practical steps and strategies Year 7 tutors can take to support pupils' mental health and wellbeing and help them feel safe, secure and connected e.g. planned opportunities to talk about and manage a range of feelings, practice mindfulness and self-regulation, develop a growth mindset, build and establish positive relationships within the tutor group and ways to support one another
 - Ensuring that tutors liaise with their Mental Health Lead and know what mental health services are available for pupils
 - Helping tutors with practical strategies to be able to confidently respond to parents' own anxieties about their child being in school

The Health and Wellbeing Team can provide resources, ideas and training to support mental health and wellbeing

- Secondary schools will be planning ahead to maintain strong channels of communication with parents, post transition will be essential; informing whilst also building relationships and helping to reduce anxiety, something that could be ever present in the school community for some time to come.
- Schools will also be considering carefully the transition for pupils in the Shielded Group and having a separate plan:
 - Whether someone becomes the lead for looking after the shielded group as this group in the long term may have very different outcomes to their peers and thus need long term ongoing support throughout their educational career. In larger schools, this may require a group of leads to oversee this.
 - RFHCS has started doing some work on the impact of Crohns/Diabetes in pupils as they miss so much of education intermittently.

Appendix 1 Draft SEND Timeline

SEND Timeline		Phase Responsible	√
Indicative Date	Action		
8 June	<ul style="list-style-type: none"> • Primary send over key information for EHC/SEND pupils 	Primary	
15 June	<ul style="list-style-type: none"> • Receiving schools contact parents/carers of EHCP/SEN pupils with generic advice about the school and explain they will be in touch with further detail by..... 	Secondary/Special	
	<ul style="list-style-type: none"> • Receiving schools produce on line virtual tour – make this as engaging as possible , show science labs or theatre, if possible ask a pupil to be the 'host'; have 5 min slots for SLT, Pupil reps, a list of clubs, quick 3 minute science experiment etc 	Secondary/Special	
22 June	<ul style="list-style-type: none"> • Receiving schools begin to make contact with EHCP, ENG , then SEN pupils 	Secondary/Special	
By 29 June	<ul style="list-style-type: none"> • Primary send over key information for EHC/SEND pupils 	Primary	
29 June	<p>Receiving school send parent/carer timetable, name of head of year/mentor/TA/key contact etc of possible or give a point of contact</p> <p>Send a personalised transition plan for pupils with EHCPs /ENG</p>	Secondary	
6 July	All remaining pupils sent information to include head of year or form teacher if possible. Make sure parents know who to contact for any questions	Secondary/Special	
6 July	Receiving schools to host on line Q and A sessions – ask parents to send in their questions before and make sure a range of key staff are present so they can respond to Qs. Use a platform where you can use video technology	Secondary/Special	
13 July	Receiving schools – send indicative timetable to all pupils for September	Secondary/Special	