

# The Transition Process for students with SEND

Moving to secondary school is an exciting time but it is also often filled with nerves and lots of questions. We appreciate that it can often be even more challenging for students with SEND and that the current situation adds to that anxiety. We recognise that parents and students will have a lot of concerns and worries about what is happening and how we will be prepared for them joining us.

The transition process for students with SEND includes:

- Gathering information from primary schools and other key professionals.
- Small group transition visits which include a tour of the school, meeting key staff and participating in activities.
- Completing a transition booklet
- Transition day with the full year group.

The most important aspect of the transition process for our team is speaking to primary schools to ensure we have all the information we need to support students. This information includes:

- If your child is currently on the SEN register and what their additional needs are.
- If there are any safeguarding concerns.
- What your child's current learning levels are and if they require support.
- If there are other professionals currently working with your child and who they are.
- If your child is anxious in school or struggles to make friends.
- If your child has a medical condition.
- What support your child currently receives in school.
- If your child will need additional support with transition

## What Support do we Offer?

At Darton Academy we provide a wide range of support and interventions so all students can make good progress and be proud of their achievements. All the support we offer is monitored and reviewed to ensure that it is the right support for each individual. We also work with a number of outside agencies to provide further support, both in and out of school.

**Support and interventions include:**

- Key worker
- Ruth Miskin – Fresh Start
- Toe by Toe
- Handwriting and keyboard skills
- Paired reading
- Life skills
- Wellbeing intervention
- Reading and comprehension groups

- Spelling groups
- Morning maths club
- Social skills interventions
- Accelerated Reader
- Lexia Reading
- Speech and Language Programmes
- The Bridge

## Outside agencies who work with us in school include:

- The Educational Psychology Service
- Speech and Language Therapy / Social Communication and Interaction Team
- Learning Support Services
- SEMH Services
- Compass
- TADS
- Barnsley Bereavement Support
- TIAG
- YOT
- Family Support
- Occupational Therapy
- Community Nursing Team
- Sensory support
- Barnsley IGNITE

## Frequently Asked Questions

General information about school such as uniform, meals, equipment etc is available on the main transition page. In this section we aim to answer questions relating directly to SEND and support.

If you can't find the answer to your question on this website or the main transition site, please email school: [transition@dartonacademy.org.uk](mailto:transition@dartonacademy.org.uk)

### ***How will you know what needs my child has?***

As part of our transition process we speak directly with class teachers and SENCOs from every school who provide us with detailed information. This includes the support that has previously been in place. We also rely on parents to provide us with information to ensure we can provide any necessary support as quickly as possible.

### ***How is the information about my child's needs and strategies for best practice communicated to teachers?***

All students who are on the SEN register will have a Learning Passport. This will provide all staff with information to support and inform teaching in the classroom. Learning Passports are written with students to ensure they are personalised.

### ***My child was on the SEND register in primary school. Will this continue in secondary school?***

While all schools have a SEND Register, the criteria for adding a child to the register varies between schools and in particular between primary and secondary school. Students who were on the register in primary school will initially be placed on our register and will be monitored closely for the first half term. A decision will then be taken about whether or not there is a need for this to continue. We will inform you of this decision and discuss it further with you.

### ***My child finds it difficult to manage unstructured time and noise such as break and lunch times. How will you support this?***

Each year group has a designated 'quiet/safe space' which can be accessed during these times.

### ***How does the school handle communicating unexpected changes to routine – what notice is given for changes, e.g. staffing, room changes, school trips?***

Where possible we inform students and parents well in advance of any changes that may be happening. If this is not possible, for example if a member of staff is ill, we will support students in those changes at that time to reduce anxiety.

### ***My child had a Support Plan in primary school - will this carry on and will they get the same support? Will parents be involved?***

All support plans will be reviewed when students start with us and we always make sure that parents/carers are involved in any reviews that are conducted. It is often the case that primary and secondary schools provide different support and interventions. We always work with students and parents/carers to ensure appropriate support is provided where necessary.

### ***My child is used to working with the same LSA. Will this continue in secondary school?***

In secondary school part of our job is to prepare students for adulthood which includes working with different people and managing change. At Darton, LSAs work across all subjects. This allows students to build relationships with a number of different staff and reduces dependency on individuals.

### ***Will my child get 1 to 1 support in every lesson?***

Unless it is specifically written into an EHCP we do not give 1-1 support for students in every lesson. It is useful to remember that there is not an LSA in every lesson as there often is in primary school.

### ***I have concerns about my child. How do I get help?***

Always contact school if you have any concerns; initially this should be the Learning Manager for Y7. This can be via email or a phone call. They will discuss and record your concerns before agreeing on the most appropriate course of action.

***I think that my child has additional learning needs. How can you help?***

If you have any concerns about your child you should initially contact the Y7 Learning Manager who will refer to the SENCo. We will listen to your concerns and then gather information from teachers before working together to make a plan to support your child where necessary.

***My child has a medical condition, how is this managed in school?***

Any medical information should be disclosed in detail as soon as your child starts at school, including providing a current Health Care Plan if one is available. You may then be asked to discuss the details with the Learning Manager. We will then put provision in place to support within the guidelines of the school policy. It should be noted that school cannot give a student any medication that is not prescribed, for example paracetamol. The school medical policy can be found on the school website.