



Warwickshire Parent Carer Webinar (SEND) What Does a Good Transition Look Like? 25th March 2022 Q&A's

1. What happens for children who don't have an EHCP but are within the scope of Special Educational Needs (SEN)?

Any child or young person with SEN will go through the same conversations regarding enhanced transitions support as with any child or young person with or without an EHCP. Individual schools make their own transition arrangements; but additional transition support is usually arranged to include additional visits and information sharing between SEND Coordinators. Schools may commission additional support for students with SEND who are likely to find transition particularly difficult.

2. What happens for a transition between schools not during the key transition points, i.e. in the middle of a year or to a specialist school for instance?

This happens through the Annual Review process - when a Notice to Amend is issued, parents can express a preference for a different setting and SENDAR will process the consultations to preferences, and it will be agreed through their final EHCP.

3. When do places for Special secondary schools get decided for those children with EHCP already at specialist primary school?

This should be through the Annual Review process - if the preference is for the young person to remain at a Local Authority (LA) maintained special setting then SENDAR will usually agree this without the need to consult with other settings. A lot of our LA maintained special settings are through schools meaning they are the same school for primary and secondary.

4. What if a child doesn't meet entrance requirements with grades for setting, can they still attend sixth form to try A levels?

There are two criteria: can the setting meet their needs, and if the setting has a separate criteria, will the young person be able to meet those criteria?

5. My son has an EHCP and has never had any preparation for adulthood support; what should it look like?

The current setting should provide careers advice and guidance as well as further support through the Annual Review. Speak to the SENCo of the setting to make sure nothing has been missed and through the Annual Review process as that conversation should happen from Year 9. Please see the links below for further information on preparing for adulthood:

- <https://www.preparingforadulthood.org.uk/>
- <https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send/planning-adulthood-send/2>



6. Should my son have a named keyworker at school, and would that person speak with home with respect to transition from year 11 to 12?

The keyworker should be the SENCo unless they have been allocated someone different within that setting; any conversations regarding transitions should be through them.

7. Do you have any information about temporary settings? They are suggesting an alternative provision for my son on a temporary basis. How would this work?

Discussions regarding alternative provision (AP) should be through the Annual Review process. There might be a need identified for that young person to temporarily attend a different type of setting in order to support a reintegration back into the setting they are in or in exceptional circumstances a different type of setting/longer term setting in the future. It can work in a variety of ways; sometimes the young person attends a couple of sessions a week or more often it depends on the discussion at the Annual Review and what is written in the EHCP about why the temporary setting is needed and the purpose for it. There are lots of ways we use AP across the Local Authority; it is always a bespoke provision for the young person. The school's EHC Plan Co will be able to advise further.

8. Do these concepts apply to those who don't currently have a formal diagnosis?

This is not dependant on a formal diagnosis, this should not be a barrier to the support available. For pupils with EHCP there are certain statutory processes and timescales in place. For other pupils recognised as having SEND the schools are usually helpful in setting up early transitions visits and doing as much preparation planning as they can. This will be formalised through the SEND Transitions Guidance project due to start later this year.

9. What are the provisions for 19+ for severe and complex needs young person?

There are a range of settings for young people aged 19+ in with EHCP; it is best to speak to your post 16 Plan Coordinator or alternatively please contact us at sendchange@warwickshire.gov.uk for more specific advice.

Useful Links

SEND Local Offer webpages <https://www.warwickshire.gov.uk/send>

New Local Offer Facebook page <https://www.facebook.com/WarksLocalOffer>

Warwickshire Parent Carer Voice

- www.warwickshireparentvoice.org
- <https://www.facebook.com/Warksparentcarervoice>
- Online session about home to school transport on Tuesday 29th March 10:30-12pm, Find out more about your child's rights to home to school transport (including for post-16 and post-19) - please book [here](#).