



FACTSHEET

MOVING FROM PRIMARY TO SECONDARY SCHOOL YEAR 6/7 TRANSFER

Moving from primary to secondary school is an important time for every child. Planning for the move often starts when children are in Y5 although visits and activities at the secondary school may not take place until Y6. Your child's class teacher, Special Educational Needs Co-ordinator (SENCO) or Learning Mentor will be able to tell you about these. The visits and activities may include:

- Teachers from the secondary school visiting or doing some teaching in the primary school
- Y6 classes visiting the secondary school for particular lessons or social activities.
- Sporting or social activities for Y6 pupils coming into the school from all the 'feeder-schools', allowing children from different primary schools to meet
- Open evenings, concerts, productions, parent/teacher events, fairs etc at the secondary school, giving parents opportunities to look around and meet staff.

The first weeks of term can be difficult as children cope with finding their way around new buildings, having a number of different teachers and making new friends. Secondary school staff are aware of this and look out for children who may be lost or upset.

This can also be a difficult time for parents. Many worry about bullying, about communication with school and whether information will get passed between teachers. Some parents worry about children being unsupervised within school or on the bus and about how they will cope with changing classrooms and teachers.

Some children with Learning Difficulties, Disabilities and Special Educational Needs may need more time for the transition to help them



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manage these changes. The SENCOs from both schools will meet to pass on information about these children and plan their move to the secondary school. If you think your child will have particular difficulties with this please talk to the SENCO at the secondary school. All the secondary schools have staff who are experienced and skilled in meeting the needs of children with SEN. They may have experience of children with similar difficulties.

Children with a Statement of Special Educational Needs will have a Transition Annual Review in Y5 to ensure the secondary school is aware of their needs and can plan how they will support him/her through the transition process. A Transition Plan is drawn up during this meeting. Where possible the Special Needs Coordinator (SENCO) from the secondary school should attend the Y5 and Y6 annual reviews to ensure a smooth transition. It also allows appropriate planning of your child's curriculum and the first IEP (Individual Education Plan) in Y7.

Statements for children moving from primary to secondary education must be amended by 15th February of the year of transfer.

Rotherham LA (Local Authority) has provided Statements for a much higher proportion of children than other Authorities across the country. It is a time consuming and bureaucratic procedure which means support is put in when a child is seen to have been unsuccessful at making progress rather than early intervention to help them succeed. Bureaucracy costs are high and money would be better spent on supporting children. The Authority is now trying to reduce the number of children with Statements to reduce bureaucracy and allow schools to be flexible in the way resources are used.

Rotherham, like most other LA's, has delegated funding for children with Statements of SEN to schools. This comes into schools as part of their whole school budget, along with funding allocated for the support of children identified as having SEN and who are on school records as receiving support at what is called School Action, and School Action Plus. Both of these funding streams should be used along with the whole school budget to support all children with Learning Difficulties and Disabilities. Head teachers are responsible for managing these budgets.



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What can I do if I'm worried the secondary school can not meet my child's needs because of these changes?

- Talk to the Head Teacher and SENCO to sort out exactly what your child needs.
- Ask what help they would like to give your child that they are unable to provide.
- Ask about the advice given to the school from outside Services.
- Ask if there are any other services which could help.

Be prepared to be creative and think about the variety of ways your child's needs could be met.

Some advice from other parents:

Parents at one of our workshops said these things had helped their children with the move to secondary school:

- Encouraging independence and organisational skills.
- Allowing your child to walk to school.
- Making sure your child knows the way to and from school.
- Going through things that might happen e.g. what would you do if you missed the bus? Where is the nearest phone box? Where would you cross the road? What could you do if you forgot your dinner money?
- Making sure their school uniform is named.
- Practicing going to a shop counter, managing change, ordering food at a cafeteria.
- Ensure they know their name, address and telephone number.

All of this will help to ensure that there is a plan for the receiving school to meet your child's needs and enable both you and your child to be reassured that this very important transfer from primary into secondary education is smooth, supportive and successful.