KS2 - KS3
Sensory and Physical Support Service
Specialist Transition Timeline

A practical guide for schools, families, and professionals, recognising that successful transition to secondary education requires early planning, partnership working and a personalised approach based on each pupil's individual strengths, needs, communication preferences and aspirations.

Abbreviations - *These are some of the shortened terms used in this guide.*

VI	PI	TOD
Vision Impairment	Physical Impairment	Teachers of the Deaf
BSL	**PSHE**	**SENDCo**
British Sign Language	Personal, Social, Health and Economic	Special Educational Needs and Disabilities Coordinator
IT		
Information Technology		

Vision Impairment

Year 5	Year 6 Autumn 1	Year 6 Autumn 2	Year 6 Spring 3	Year 6 Spring 4	Year 6 Summer 5	Year 6 Summer 6	Year 7
If parent/carer(s) are aware of the secondary school their child with a vision impairment **may** attend, the VI team will begin liaising with the school. Discussions will be around the use of technology and access. If parent/carer(s) are aware of the secondary school their VI child **may** attend, the Habilitation Officer will start looking at environmental audits and routes to school, possible bus travel, etc. In readiness for transition, VI teacher may provide targeted teaching where needed, particularly if the pupil needs support developing specific skills.	School to ensure all relevant paperwork for modified exam papers and access arrangements is completed. VI teacher to conduct a vision assessment and provide supporting information to enable schools to submit applications. VI teacher to deliver pertinent teaching for technology if highlighted.	School to ensure all relevant paperwork for modified exam papers and access arrangements is completed. VI teacher to conduct a vision assessment and provide supporting information to enable schools to submit applications. VI teacher to deliver pertinent teaching for technology if highlighted.	Once the secondary school placement is confirmed, the Habilitation specialist to start delivering Habilitation i.e. routes to school, knowing new school layout. The number of visits will depend on the pupil's VI needs. Once the secondary school placement is confirmed, the Habilitation Officer will submit an environmental audit for adaptations in the school. The VI teacher to begin teaching self-advocacy and transition lessons, helping the pupil to communicate their preferences on how they wish their VI needs to be shared with the new school. VI teacher to deliver pertinent teaching for technology if highlighted.	Habilitation specialist to continue delivering Habilitation i.e. routes to school, knowing new school layout. The number of visits will depend on the pupil's VI needs. The VI teacher to begin/continue teaching self-advocacy and transition lessons, helping the pupil to communicate their preferences on how they wish their VI needs to be shared with the new school. VI teacher to deliver pertinent teaching for technology if highlighted.	Habilitation specialist to continue delivering Habilitation i.e. routes to school, knowing new school layout. The number of visits will depend on the pupil's VI needs. The VI teacher to continue teaching self-advocacy and transition lessons, helping the pupil to communicate their preferences on how they wish their VI needs to be shared with the new school. VI teacher to deliver pertinent teaching for technology if highlighted.	VI teacher to liaise with the IT technicians in the primary and secondary school to hand over equipment and set up for the new term. Training offered to schools. Habilitation Officer to continue delivering Habilitation i.e. routes to school, knowing new school layout. The number of visits will depend on the pupil's VI needs. The VI teacher to continue teaching self-advocacy and transition lessons, helping the pupil to communicate their preferences on how they wish their VI needs to be shared with the new school. VI teacher to deliver pertinent teaching for technology if highlighted.	INSET training delivered/offered to school and pupils. (PSHE lessons) If required, VI teacher and/or Habilitation Officer to deliver training to the school and pupil, including PSHE lessons. Additional Habilitation visits can be arranged, if required. The VI teacher will check in during the first term following transition, then return to usual monitoring arrangements based on the individual pupil's needs.

Physical Impairment

Year 5	Year 6 Autumn 1	Year 6 Autumn 2	Year 6 Spring 3	Year 6 Spring 4	Year 6 Summer 5	Year 6 Summer 6	Year 7 Autumn 1
If parent/carer(s) are aware of the secondary school their child with a physical impairment **may** attend, the PI team will begin liaising with the school. Discussions will be around the use of technology and access to the environment, including preparation for building adaptations. In readiness for transition, PI teacher may provide targeted teaching where needed, particularly if the pupil needs support developing specific skills.	The PI teacher to liaise with both the primary school and preferred secondary school to consider potential therapy needs and Moving and Handling needs and how this will be integrated into the school day. Health needs and required training should be arranged in advance. The PI teacher will signpost the school accordingly. School to ensure all relevant paperwork for modified exam papers and access arrangements is completed. School to liaise with the PI teacher and therapy team to conduct an assessment and provide supporting information to enable schools to submit applications. PI teacher to deliver pertinent teaching for technology if highlighted.	School to ensure all relevant paperwork for modified exam papers and access arrangements is completed. School to liaise with the PI teacher and therapy team to conduct an assessment and provide supporting information to enable schools to submit applications. PI teacher to deliver pertinent teaching for technology if highlighted.	The PI teacher to take the lead role in supporting and liaising with the secondary school by: ○ completing the access audit and confirming any necessary building adaptations following placement confirmation, ○ consulting with therapists regarding equipment needs, and ○ organising staff training for moving and handling and medical requirements. The PI teacher to begin teaching self-advocacy and transition lessons, helping the pupil to communicate their preferences on how they wish their PI needs to be shared with the new school. PI teacher to deliver pertinent teaching for technology if highlighted.	The PI teacher to take the lead role in supporting and liaising with the secondary school by: ○ completing the access audit and confirming any necessary building adaptations following placement confirmation, ○ consulting with therapists regarding equipment needs, and ○ organising staff training for moving and handling and medical requirements. The PI teacher to begin/continue teaching self-advocacy and transition lessons, helping the pupil to communicate their preferences on how they wish their PI needs to be shared with the new school. PI teacher to deliver pertinent teaching for technology if highlighted.	The PI teacher to take the lead role in supporting and liaising with the secondary school by: ○ completing the access audit and confirming any necessary building adaptations following placement confirmation, ○ consulting with therapists regarding equipment needs, and ○ organising staff training for moving and handling and medical requirements. The PI teacher to continue teaching self-advocacy and transition lessons, helping the pupil to communicate their preferences on how they wish their PI needs to be shared with the new school. PI teacher to deliver pertinent teaching for technology if highlighted.	PI teacher to liaise with the IT technicians in the primary and secondary school to hand over equipment and set up for the new term. Training offered to schools. The PI teacher to take the lead role in supporting and liaising with the secondary school by: ○ completing the access audit and confirming any necessary building adaptations following placement confirmation, ○ consulting with therapists regarding equipment needs, and ○ organising staff training for moving and handling and medical requirements. The PI teacher to continue teaching self-advocacy and transition lessons, helping the pupil to communicate their preferences on how they wish their PI needs to be shared with the new school. PI teacher to deliver pertinent teaching for technology if highlighted.	If required, PI teacher to deliver training and/or signpost the school to appropriate training from health professionals. During Autumn 1, the PI teacher will prioritise support to ensure all necessary equipment, staffing, and training are established. The PI teacher will check in during the first term following transition, then return to usual monitoring arrangements based on the individual pupil's needs. Following the PI teacher's initial visit, an updated summary of needs will be completed, highlighting five key recommendations.

Teachers of the Deaf

Year 5	Year 6 Autumn 1	Year 6 Autumn 2	Year 6 Spring 3	Year 6 Spring 4	Year 6 Summer 5	Year 6 Summer 6	Year 7
If the pupil is considered to have a medical condition alongside their deafness and if their physical or mental health needs are such that, without reasonable adjustments, their attendance or access to school is compromised, an individual health care plan or equivalent document should be written, if not already done so. If a deaf pupil is likely to require BSL support, the TOD teacher will notify the potential receiving secondary school.	TOD teacher to attend school and deliver deaf awareness training and carry out an environmental acoustic assessment to establish background noise levels in class. TOD teacher to capture pupil voice through the LIFE questionnaire as to how well the pupil can hear teachers and peers in certain environments and seating positions. The TOD teacher to give guidance to the school to enable them to make reasonable adjustments based on TOD assessments. The TOD teacher to provide instructions and help in how to support maintenance and usage of pupil's hearing technology.	TOD teacher to visit the school to ascertain if guidance issued in Autumn 1 has been followed. If necessary, the TOD teacher to adjust the guidance document to reflect any changes in pupil need or support provision. This will be based on pupil voice and/or feedback, from school staff and TOD listening and language assessments.	The pupil's individual optimal seating position and hearing technology requirements are communicated to the school's SENDCo. Any language delay/cognitive/speech and language challenges will be explained to the school, along with notification of the pupil's preferred mode of communication. TOD teacher to ensure that any change of provision is noted, ensure parent/carer(s) and the destination school are aware of need and discuss levels of funding and support. TOD teacher to ensure any need for caption technology and/or BSL support is communicated to destination schools.	TOD teacher to discuss the pupil's and family's thoughts and feelings regarding transition to the secondary school and address any concerns they may have over continued deaf access. TOD teacher to assess ongoing access at current setting and that guidance issued is being followed. TOD teacher to ensure any need for caption technology and/or BSL support is communicated to destination schools.	TOD teacher will contact the secondary school to arrange deaf awareness training for key staff supporting the pupil (to take place in Summer 6 or Autumn 1). TOD teacher will provide clarification and support to ensure that any captioning technology and BSL support are planned and ready for implementation by the start of the Autumn 1 term.	TOD teacher to liaise with the IT technicians in the primary and secondary school to hand over equipment and set up for the new term. Training offered to schools. TOD teacher to begin teaching self-advocacy (Personal Understanding of Deafness) and transition lessons, helping the pupil to communicate their preferences on how they wish their hearing needs to be shared with the new school. TOD teacher to deliver pertinent teaching for technology if highlighted. TOD teacher to issue a 'Transition guidance' report to the secondary school to inform reasonable adjustments. TOD teacher to ensure any BSL support provision has been planned and established.	TOD teacher to attend school and deliver deaf awareness training, carry out an environmental acoustic assessment to establish background noise levels in class. TOD teacher to capture pupil voice through the LIFE questionnaire as to how well the pupil can hear teachers and peers in certain environments and seating positions. TOD teacher to give guidance to the school on implementing reasonable adjustments based on their assessments, with reference to previous advice and recommendations. Guidance will also contain instructions and help in how to support maintenance and usage of pupil's hearing technology. TOD teacher to ensure support is in place as per transition guidance.