KS2 - KS3 Transition Timeline

A practical guide for schools, families and professionals. Moving to Year 7 takes time and careful planning. Support should build on each child's strengths, interests, communication and individual needs.

Year 7 admissions for September

Applications open: September
Closing date: 31st October
National Offer Day: 1st March

Useful links

Primary, infant and junior school admissions - Derbyshire County Council

Parents' guide to primary admissions - Derbyshire County Council

Derbyshire County Council Guidance and Early Years Providers: Supporting Children with Medical Needs

Inclusion Panel - Derbyshire Local Offer

Home to School Transport - Derbyshire Local Offer

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

SEND	EHCP	EHCNA
Special Educational Needs and Disabilities	Education, Health and Care Plan	Education, Health and Care Needs Assessment
SENDCO	**LA**	**A/R**
Special Educational Needs Disabilities Coordinator	Local Authority	Annual Review
SPSS	**VI**	**PI**
Sensory and Physical Support Service	Vision Impairment	Physical Impairment
TOD	**SLT**	**Yr6**
Teachers of the Deaf	Senior Leadership Team	Year 6
Yr7	**IT**	
Year 7	Information Technology	

What to do when: Universal - Support for every Child

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
Secondary school open evenings and application dates to be shared with parent/carer(s). Throughout the summer term, pupils to attend open days with parent/carer(s). Posters and leaflets about the secondary schools to be available in school and/or sent home. Secondary school to invite primary SENDCos, Yr6 teachers and other key staff to a tour around the school and a Q&A session on provision, reasonable adjustments, etc. If available, dates for events next academic year to be shared e.g. sport events, Easter activities, art performances, transition days, etc.	Primary school to remind parent/carer(s) of the deadline to apply for a secondary school place – 31st October. Provide information to parent/carer(s) on how to apply for a secondary school place. Additional support to be given to parent/carer(s) who need support to complete the forms.	**Primary school to deliver the transition lesson (Local Authority resource) to the Yr6 pupils and ask pupils to complete a questionnaire (Local Authority resource).** This will inform universal transition arrangements for the whole class and, if applicable, targeted transition arrangements for groups of pupils and/or individuals. **Primary school to send a transition questionnaire (Local Authority resource)** to all parent/carer(s) (Paper or IT based). This will help to inform universal transition arrangements for the whole class and, if applicable, targeted transition arrangements for groups of pupils and/or individuals.	**Facilitate activities from the Transition Provision Map (Local Authority resource).**	**Facilitate activities from the Transition Provision Map (Local Authority resource).** On 1st March, pupils will be informed of their secondary school placement. Secondary school to inform feeder primary schools of the dates for transition days, if this has not already been done. Parent/carer(s) to be informed. Primary school to share transition information with parent/carer(s) via newsletter, video, meeting, etc. Where appropriate, refer to the transition questionnaire results, carried out in Autumn 2. Key SEND, medical and safeguarding information to be shared prior to transition days to ensure appropriate support is in place.	**Facilitate activities from the Transition Provision Map (Local Authority resource).** Secondary school SENDCo/Transition Lead to meet with staff from the primary school. Relevant information to be shared. Secondary school staff to meet with the pupils. Secondary school staff to facilitate a parent/carer(s) transition meeting. Where possible, past and present parent/carer(s) of the secondary school to be invited so they can describe their experiences. Venue to be decided. **Primary school to begin completing the pupil information EXCEL (Local Authority resource).**	**Facilitate activities from the Transition Provision Map (Local Authority resource).** **Primary school to deliver the Yr6 transition package (Local Authority resource).** Secondary school SENDCo/Transition Lead to meet with staff from the primary school. Relevant information to be shared. Secondary school staff to meet with the pupils. All Yr6 pupils to attend secondary school transition days. **Primary school to send pupil information EXCEL (Local Authority resource)** and any relevant documents to the secondary school. Send up-to-date SEND, attendance, medical and safeguarding information.	**Secondary school to deliver the Yr7 transition package (Local Authority resource).** SENDCo / Head of Year 7 / SLT / Transition Lead to meet with form tutors to see how the pupils have settled in. Any concerns to be raised and acted upon. School to carry out QR code transition questionnaire with all pupils in Year 7. Use the results to inform support and provision.

What to do when: Targeted & Targeted Plus - Extra support for children who may need more help

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
Discussions to be held with relevant professionals e.g. Health, VI, PI and TOD to ensure appropriate planning.	If a pupil is undergoing an EHCNA, parent/carer(s) to still apply for a school placement.	**Primary school to identify vulnerable pupils and create a transition plan (Local Authority resource).** Parent/carer(s) and pupil voice to be sought. If applicable, involve professionals. The results from the transition questionnaire, that the whole class completed in the universal offer, can inform the plan. If the pupil has a medical condition and their physical or mental health needs are such that, without reasonable adjustments, their attendance or access to school would be compromised, an Individual Health Care Plan or equivalent document should be written, if not already done so. Derbyshire Supporting Children with Medical Needs	Vulnerable pupils to carry out transition activities. Through a multi-agency meeting, the primary and secondary school to liaise with Health services, VI, PI and TOD to discuss training, equipment needs, physical adaptations needed and update Individual Health Care Plans or equivalent support plans. Derbyshire Supporting Children with Medical Needs	Vulnerable pupils to carry out transition activities. Once the secondary school placement has been confirmed, the primary school to liaise with the secondary school to arrange dates for enhanced transition visits. Through a multi-agency meeting, the primary and secondary school to liaise with Health services, VI, PI and TOD to discuss training, equipment needs, physical adaptations needed and update Individual Health Care Plans or equivalent support plans. Derbyshire Supporting Children with Medical Needs	Vulnerable pupils to carry out transition activities. Pupils to carry out enhanced transition visits. Meeting(s) between the primary school, secondary school and relevant professionals to be held. Primary and secondary school SENDCos to meet to discuss and submit funding applications, e.g. Inclusion Funding. DCC Local Offer Inclusion Funding	Vulnerable pupils to carry out transition activities. Pupils to carry out enhanced transition visits. Meeting(s) between the primary school, secondary school and relevant professionals to be held. Primary and secondary school SENDCos to meet to discuss and submit funding applications, e.g. Inclusion Funding. DCC Local Offer Inclusion Funding	SENDCo / Head of Year 7 / SLT / Transition Lead to have a meeting(s) with Form Tutor, pupil and parent/carer(s) to see if they have settled into the school. Using the results from the Yr7 QR code transition questionnaire, group or individual work to be facilitated. VI, PI and TOD to visit the secondary to revisit training, equipment and physical adaptations needed. Update Individual Health Care Plans or equivalent support plans.

What to do when: Specialist: Individual support for children with complex needs, including children with an EHCP

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
Carry out the A/R when it is due. Discussions around secondary school should take place but this will not be a phase transfer review. If there are any indications that parents/carer(s) may wish to explore a change of type of setting for transition, ensure clear evidence and advice is gathered during Year 5. As part of the A/R, a transition plan to be agreed for the next academic year. Parent/carer(s) voice and pupil voice to be sought. Use the DCC proforma. Discussions to be held with relevant professionals e.g. Health, VI, PI and TOD to ensure appropriate planning.	Transition activities and actions from the transition plan to be carried out. Carry out a phase transfer review during this half term. School to collect parental preference and ensure that all needs and provision are up to date in preparation for transfer. A representative from the LA **will only attend** the phase transfer review where a change of type of provision is being requested.	Transition activities and actions from the transition plan to be carried out.	Transition activities and actions from the transition plan to be carried out. On 15th February, the secondary school placement will be named in Section I of the EHCP. After 15th February, carry out the **Yr6** A/R with the named secondary school, SENDCo and professionals. If required, and only when the secondary school has been named, signpost parent/carer(s) to transport arrangements. DCC Home to school transport Through a multi-agency meeting, the primary and secondary school to liaise with Health services, VI, PI and TOD to discuss training, equipment needs, physical adaptations needed and update Individual Health Care Plans or equivalent support plans.	Transition activities and actions from the transition plan to be carried out. Once the secondary school placement has been confirmed, the primary school to liaise with the secondary school to arrange dates for enhanced transition visits. Through a multi-agency meeting, the primary and secondary school to liaise with Health services, VI, PI and TOD to discuss training, equipment needs, physical adaptations needed and update Individual Health Care Plans or equivalent support plans. Derbyshire Supporting Children with Medical Needs	Transition activities and actions from the transition plan to be carried out. Carry out the **Yr6** A/R with the secondary school SENDCo and relevant professionals. Review the transition plan. Pupils to carry out enhanced transition visits.	Transition activities and actions from the transition plan to be carried out. Carry out the **Yr6** A/R with the secondary school SENDCo and relevant professionals. Review the transition plan. Pupils to carry out enhanced transition visits.	SENDCo / Head of Year 7 / SLT / Transition Lead to meet with the Form Tutor, pupil and parent/carer(s) to see how they have settled into school. Using the results from the Yr7 QR code transition questionnaire, group or individual work to be facilitated. VI, PI and TOD to visit the secondary to revisit training, equipment and physical adaptations needed. Update Individual Health Care Plans or equivalent support plans.