

FREQUENTLY ASKED QUESTIONS



Frequently Asked Questions

Q. I do not understand the enhanced transition process what do I do?

A. Look at the Plymouth Online Directory Local Offer transitions page to find the 'Plymouth Enhanced Transition Framework':

Parents / carers should discuss any questions relating to transition with the current setting/school and the professionals involved with the pupil. Settings and schools can link with their lead educational professional or look at the SENCO Guide in Plymouth Online Directory.

Q. Can I have more than one transition meeting?

A. Yes, the process needs to take account of the pupil's needs and the provision needed for the transition to be successful. It is about agreeing a plan so parents/carers, settings/schools and professionals can work together in partnership.

Q. I am a class teacher in a special school can I use this plan for transitions?

A. The plan and information booklet are useful for all **pupils**, whatever their need or disability, to ensure smooth transitions throughout their education.

Q. As a SENCO what is my role in the transition process at Early Years or at Key Stage 2?

A. SENCOs are integral to coordinating and arranging meetings. This involves linking with the parents or carers and professionals involved; ensuring the Transition Action Plan is completed, implementing and reviewing the plan within 6 weeks of the transition.

Q. How or when do we review the transition plan?

A. It is important that the plan is monitored and reviewed within 6 weeks of the pupil entering their new setting/school. If there is a planned EHC review or another meeting, such as a multi-agency outcome based plan or PEP meeting, the plan can be reviewed within this meeting as appropriate. If there are concerns prior to six weeks then an earlier review should take place with all the relevant people involved.

Q. Do I need a transition plan if my child has an Education Health and Care Plan or there is a Statutory Assessment underway?

A. Yes. As the pupil has significant and enduring needs recognised in their EHC or there is a Statutory Assessment underway, they will need an enhanced transition

Q. My child is highly anxious and I am concerned about the move. What can I do?

A. Make a list of your concerns and a list of your child's likes and dislikes to share with the professionals. These should be shared at the transition meeting. Where appropriate, extra visits to the new setting or school can be planned.

Q. What do I do if I think the transition plan is not being followed?

A. Speak to the setting practitioner, SENCO or manager or the class teacher or SENCO, they should be able to answer any questions you have. If you are still concerned, your next step would be to contact Plymouth Information Advice and Support for SEND (PIAS) telephone: 01752 258933

Q. My child has some additional help in their current setting/school. Will this continue in their new setting/school?

A. Settings have access to the Early Years Inclusion Fund if the child has a SEND professional involved. This funding does not follow the child but the receiving early years setting can apply as soon as the child is with them if they feel it is necessary. Schools are responsible for making provision for all children with SEN. They have an SEN budget to pay for provision; they must also 'have regard to' the SEND Code of Practice, so the new school may provide help but this might be different from what was provided at their previous setting. This may be because your child's needs have changed.

Q. How do I know whom to invite to the transition meeting?

A. If there is a multi-agency meeting already in place look at the members. Discuss with the parent or carer who should be invited to the transition meeting. The setting/school should agree who will lead the transition meeting.