



## SPECIAL EDUCATION NEEDS NEWSLETTER Summer 2023

We are coming to the end of the academic year and your child might be preparing to leave primary for High School, move from KS1 to KS2 or start a new year group with a new teacher. Transition can be a daunting time for our children with SEND. This newsletter is going to provide some support and advice to ensure a smooth transition.

### Transition to High School

1. **Be proactive** - Communicate any concerns clearly both before and after the move.
2. **Pre-empt**—Highlight any particular challenges you feel your child may have in their transition to High School.
3. **Educate**—Draw up a list of your child's needs and share these with school (e.g. One Page Profile)
4. **Work in partnership with schools**—Its O.K. to ask questions about how your child will be supported and challenge school if you need to.
5. **Schools should lead information sharing**—Schools should share clear information on how to best support your child in their setting.
6. **Maintain open dialogue after the move**—Inform school of any concerns early on in the Autumn Term .
7. **Plan ahead**—Arrange lots of visits, take photographs, visit the school website and discuss transport with your child.

## Top tips

### in working with the school

#### 1. Identify the Key People in the school

Establish with the school which staff are the best people to contact if you have any information or concerns to share. This may be the class teacher, the SENCo, support staff or the Headteacher.

#### 2. Make contact with staff early and make it positive

Contact key people before your child starts school and meet them regularly, as and when needed. Do not wait until your child has a problem. Parents who share relevant information help school staff to prevent problems occurring. Try to stay positive and calm as discussions are easier and more fruitful when staff and parents are in this state.

#### 3. Use an agreed method to communicate with staff

Agree with the staff the best method for contacting staff and for them to contact you. This may be by email, by phone, by letter, by text or a combination of these. Before meetings it is helpful to write down a list of things you would like to discuss.

#### 4. Keep your messages short and focused

Keep your written comments, e-mails or voicemail messages short and state your main issue clearly. Follow up with information about how and when staff can best reply to your message. If you think a short message will not work, ask for a meeting with staff to discuss your concerns in more detail.

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### General Transition

1. Try to find out what your child is worried about and talk to them about what might make things better. Listen to what your child has to say and reassure them using positive language.
2. Promote your child's organisation for independence.
3. Taking photos of the new setting or classroom and looking at them with the children and young people to keep the new setting fresh and familiar in their mind.
4. Mirror the feelings you would like your child to experience and highlight that the transition period is often really exciting (even if you need to act a bit!)
5. Be really careful with your language when asking them questions...

What you want to know	How to ask
Did you get lost?	Did anybody help you when you were trying to find your classrooms?
Was anybody horrible to you?	Did you see anybody who you thought was nice?
Did you struggle in your lessons?	Which was your favourite lesson today?
Did you forget anything?	Would you like any help preparing your bag for tomorrow?
Did you struggle to find a lunch that you liked?	What did you eat for lunch?
Was the bus awful?	You did very well getting the bus on your own – you should be proud of yourself. How would you rate the journey out of 10?
Was the uniform uncomfortable?	Do you find the pockets useful in your blazer?

*We're here*  
TO SUPPORT  
**YOU**