

Education Department Policy

Title: Transition & Transfer of Pupils with Special Educational Needs

Date: April 2016

1. The Policy

It is the policy of the States of Jersey Education Department that pupils with special educational needs will receive planned support for transition between phases in their education and for transfer between educational establishments.

2. Responsibilities required in order to implement the policy

2.1 The responsibility of the Education Department is to:

- consult with carers and other agencies to allocate an appropriate educational setting for all pupils with special educational needs
- provide the format for documentation for transfer

2.2 The responsibility of the headteacher is to ensure that the following procedures are implemented:

Transfer between settings and schools:

Nursery and pre-school settings will transfer information through the Pre-school Liaison Panel

- ensure that procedures are in place that allow the needs of pupils with special educational needs to be planned for and communicated ahead of transfer, in accordance with data protection guidelines
- prior to transfer to an alternative primary school or secondary placement, send a summary report and records for all pupils
- where appropriate, involve representatives from the receiving school in final reviews and in any induction programmes

Transfer to higher education or the workplace:

- provide the required information to the multi-agency Transition Panel
- invite the appropriate case manager to the Key Stage 4 review meeting, to enable all options for continuing education, careers and occupational training to be given serious consideration
- through the lead case manager ensure that other providers, such as health authorities and trusts, are aware of the final annual review and the procedures to be followed
- following consultation with all agencies involved, prepare a transition plan
- circulate the transition plan to the parents, case manager and to any others relevant agencies

Transfer between primary/secondary phases:

- consider the appropriate placement at the Year 5 review
- make a provisional recommendation to enable parents/carers and pupils to consider the options
- amend pupil's Record of Need with regard to recommendations and parents preferences
- where firm decisions are unable to be made, the Year 6 review in the autumn term must confirm placement
- the Educational Needs Co-ordinator of the receiving school should attend the review in Year 6
- the receiving school to plan a differentiated curriculum response and an appropriate individual learning plan for the beginning of the new school year
- the pupil and the parent/carers to be reassured that an effective and supportive transfer will occur

The review in Year 9 should:

- review the pupil's Record of Need
- produce a transition plan
- identify levels of support required through to adulthood
- involve the transfer of relevant information to the transition panel and subsequently to the identified case manager to ensure that the pupil receives any necessary specialist help or support during their continuing education and vocational or occupational training after leaving school

The final annual review before the pupil leaves school:

The final annual review procedure is as in Year 9. The school invites the case manager who then liaises with other agencies as appropriate. These may include:

- Health and Social Services
- Social Security and Public Health Service

- Careers Jersey
- any other outside agencies who can contribute to the pupil's transition

Production of the transition plan:

The transition plan will assist the pupil by:

- identifying continuing support and access to specialist and independent advice as necessary
- giving opportunities to develop planning and decision making skills
- involving him/her in the review, recording achievement, target setting and meeting targets within an agreed timescale
- encouraging the pupil to use evidence from other reviews when engaged in action planning processes with tutors, subject staff and career guidance interviews
- ensuring that work experiences inform careers action plans
- providing opportunities for pupils to update their action plan at least once a year
- helping him/her to achieve targets by providing advice on realistic strategies, information on sources of further help, and a timescale for action

The transition plan should assist the other agencies including:

- giving Highlands College the opportunity to ensure support and advice is available for pupils on the appropriate courses
- alerting Social Security to ensure there are appropriate jobs available and the necessary staff to offer support through their job coaching scheme, e.g. communication support for the deaf and hard of hearing
- helping Social Services to plan ahead for people who may need support to live in the community

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
0.1	2005	Head of Pupil Support	
0.2	May 2014	Assistant Director, Inclusion & Family Support	Change of ownership
0.3	April 2016	Director, Inclusion & Family Support	(Updated to reflect new Department name and job titles/contacts.)

APPROVAL

Presented To	Approved by:	Date

ADDITIONAL INFORMATION

Planned review date:	Distribution:	
Associated policies	Name	Reference