

HAMPSHIRE COUNTY COUNCIL

Joint position statement/working agreement between schools in Winchester regarding:**Transition arrangements for students with EHCPs moving from primary to secondary school.**

Parental preference plays a key role in the naming of an appropriate provision for secondary education for a child with an EHCP. If a child has a specific need for a Resourced Based Provision [Kings' School – Resourced Provision for pupils with a Physical Disability, The Henry Beaufort School Resourced Provision for Hearing Impairment} then this would be the appropriate placement. However, in almost all instances, it will be the case that the child's catchment secondary school will be able to meet their individual needs. If a specialist provision is recommended for a young person for their secondary education, this process will begin at the latest in the Year 5 Annual Review.

Placing a child in their local secondary catchment school will have many benefits for example:

- The logistical/geographical advantages of living near to their secondary school and the likely positive knock-on effects of easy travel to school and good attendance and punctuality.
- The opportunity to meet and form friendships and social relationships with other young people who live nearby and with whom they can spend time outside of school.
- Easier access to before and after-school support and extra-curricular clubs and activities, important for wider engagement in school and the development of other interests, skills, confidence and cultural and social capital.

1. Where a higher number of children with an EHCP attend their catchment secondary school, this will support the capacity of the secondary school to carry out a thorough and supportive transition process with the SENCO and other support adults able to visit a smaller number of schools spending more time with those most vulnerable children who need the most support with transition.
2. Working in partnership, the three secondary school in Winchester have agreed to:
 - Be proactive in providing an opportunity for children with an EHCP in their catchment/feeder primary settings to visit the secondary school for a visit in the autumn and/or spring term of Year 5. As well as providing a child with the opportunity to get to know the school, the visit will include the opportunity for parents/carers to understand how the secondary school can meet their child's needs.
 - During this visit, the school will ask the parent/carer for their contact details, so as to be able to communicate with them directly over other opportunities for the child and parent/carer to get to know the secondary school better during Years 5 and 6, for example attendance at school productions/concerts, community events/fayres, further transition visits.
 - The catchment secondary school will attend the Year 5 Annual Review (where the child's secondary school will be discussed), provided that the parent/carer consents and where the primary school can accommodate this and where the secondary school SENCO has capacity. This will give the secondary school the opportunity to discuss how it could meet the child's needs with their parent/carer.
 - If the catchment secondary school is named, provide an appropriate transition programme for the child, throughout Year 6, so that they get to know the school well, and so that staff at the secondary school can get to know the child well and develop a comprehensive understanding of their needs before they start in Year 7.

Request for in-year transfer by parents / carers of students with EHCP

1. Where parents/carers suggest they want a change of placement during the academic year, the following will apply:
 - Where a request/decision for change of placement is made at the Annual Review, there will be a thorough discussion linked to concerns raised, strategies already put in place and potential additional provision and strategies that could alleviate the concerns at the home school..

- The discussion will be fully documented in the Annual Review paperwork and must be submitted to the SEN team within 15 days (as is the case when responding to an EHCP consultation). Winchester secondary schools will use the EHCP hub to facilitate the prompt upload and consistent transfer of the Annual Review and associated paperwork.
- Where a change of placement has been requested, the proposed school will be consulted and will respond to the SEN team to say whether they believe they can meet the child's needs appropriately. This process of consultation is elicited centrally by an EHC Coordinator (EHCCo) from the SEN team and the consult paperwork is sent to the proposed school(s).
- Once consultation has taken place, as outlined above, the SEN team will decide on the named school and inform the parent/carer and receiving school.
- The receiving school will then make arrangements for the child to start and liaise with the EHCCo over any support required to meet the child's specific needs.
- If a parent/carer requests a change of EHCP placement outside of the Annual Review, the school SENCO should invite the parent/carer in to discuss their concerns, with the intention to understand whether these relate specifically to the child's SEN need(s) and the provision that is currently in place, or whether they are wider, and potentially relatively straightforward to resolve (e.g. a friendship issue). Every effort will be made by schools to resolve concerns that will allow the child to stay at their current school.

Then a separate document with school protocol that does not sit on the website but is agreed by all three schools as follows;

- Schools will not name/discuss other schools as viable/potentially more favourable alternatives during these discussions ('because they are small', 'have a reputation for being good at X'), since they are not in a position to fully understand a particular school's capacity to meet a child's need, nor is it their place to do so.
- If, during the course of the type of conversation above, a parent/carer suggests that they have a preference for a particular school, schools should not contact the other school directly to say that a parent/carer has stated that their child wants a place there. They should continue the discussion with regards to resolving concerns and if this is not possible then explain that the next step would be to arrange an EHCP review meeting. They can also direct the parent/carer to the SEN team and should inform their own EHCCo as soon as possible.
- If a parent/carer contacts the preferred school, the preferred school should direct them back to the SEN team and the home school SENCO.
- If the parent/carer contacts the SEN team to say that they wish for a change of placement, the SEN team will direct the parent/carer to the home school to discuss this. The SEN team will also alert the home school SENCO. If/when the home school is contacted by the parent/carer,

they should call a meeting to discuss concerns, or call an early Annual Review, whichever is the most appropriate. The SEN team will advocate this approach to parents/carers.

- Schools should invite their SEN EHCCo to all Annual Reviews, making it clear whether a particular Annual Review is likely to be complex, so that attendance at these can be prioritised. Where a meeting is arranged outside of the Annual Review by a school with parents/carers because there is some dissatisfaction, the school can invite the SEN EHCCo, who will attend if they are able to.
- All three schools will work on an ordinarily available provision document which they will publish on their website which will assure parents that each school will provide the same high-quality education within their catchment school (including assurance that all 4 areas of need are met).

2. By following the agreed principles above, schools and the SEN team can assure themselves that:

- Concerns raised by parents/carers are addressed early and in the right manner, by the home school.
- Requests for change of placement are done through Annual Review, and as a result of proper discussion and process, with the full knowledge of the home school and the SEN team.
- Concerns raised, which do not relate to a child's SEN need, are resolved in a timely fashion.
- Parents/carers are consistently given the same guidance by all parties, which ensures a fair and equitable process for all concerned and gives the child the best chance of success.

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