BELS
Barnet Education
& Learning Service

Virtual Transition Conference

Mala Perera

Co-Head of the Specialist Inclusion Services

Welcome and virtual ‘house-keeping’

BELS
Barnet Education & Learning Service

Agenda:

10:00 Welcome and virtual 'house-keeping' from Mala Perera, (Head of Specialist Inclusion Service)

Guest speakers:

10:15 Whittington Integrated Therapy Services – Jualia Mansell & Jeremy Hasson

10:45 Transport- Abdul Hamza

11:00 Barnet Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)- Ablavi Dagbo

11:15 SEN Assessments and Placements Team- Yasmin Jones

11:35 Early Help- Andrea Mullings

11:45 Barnet Parent/Carer Forum- Joanne Frost

12:00 Inclusion Advisory Team- Lucy Baker BICS

BREAK (10 minutes)

12:30 Transition presentation from the Specialist Inclusion Services.

13:15 Question and Answers: Q&A

Y6 Transitions
Barnet CIT

Sarah Morris, Lead OT
Jeremy Hasson, Lead Physio
Julia Mansell, Lead SLT

Transitions Conference
May 2026



What we are going to talk about:

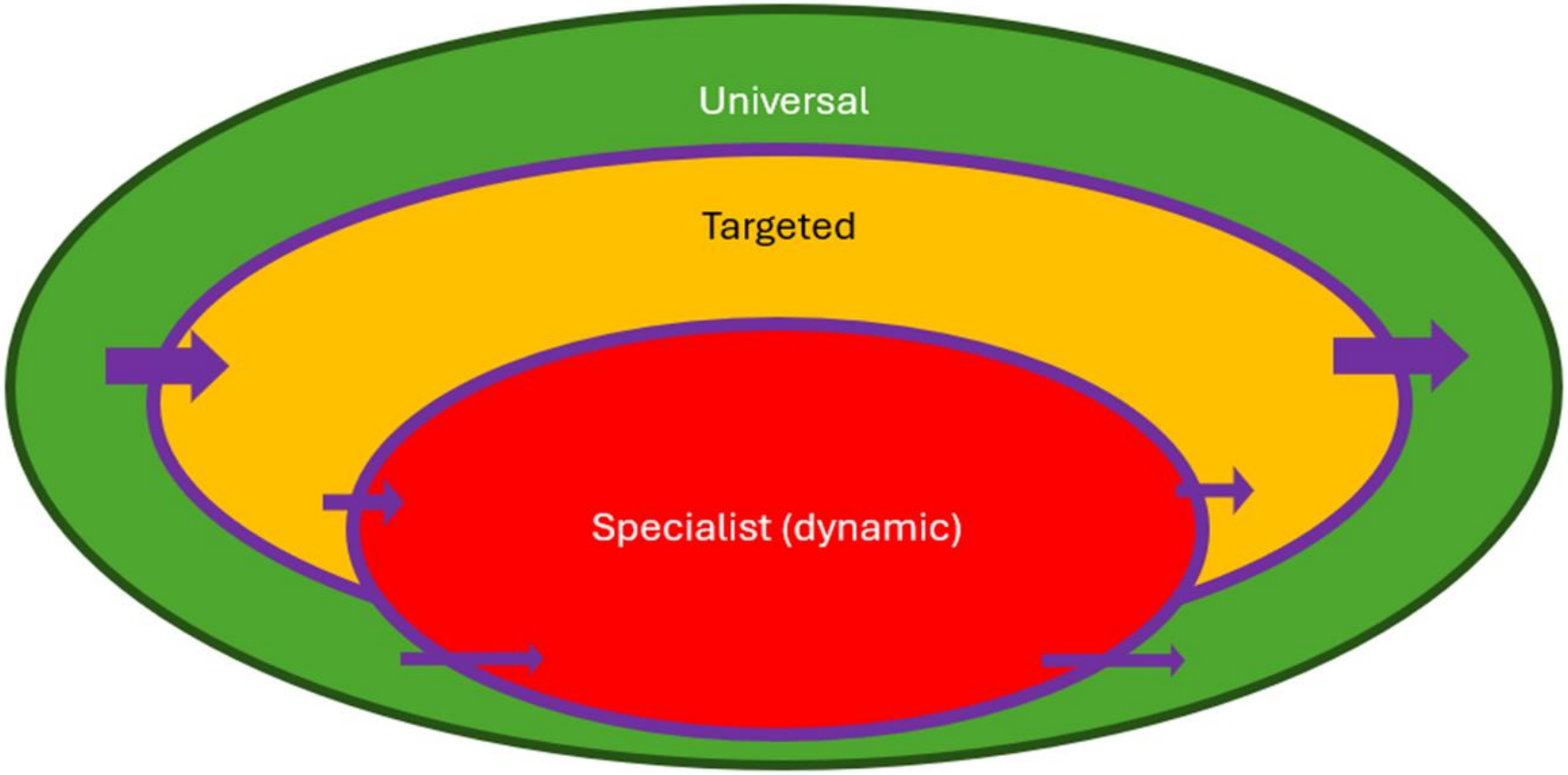
- How does Barnet CIT support secondary age YP?

Questions parents often ask at Y6 about therapies in Y7:

- Will my child see the same OT/Physio/SLT they are used to?
- Will therapy support at secondary school look the same as it does in primary?
- How will I be involved with my child's therapy?

Barnet CIT

3 levels of support



Universal

Drop- in advice sessions with OT, SLT, PT

Universal Training on a range of topics and skills for parent, cares and school staff

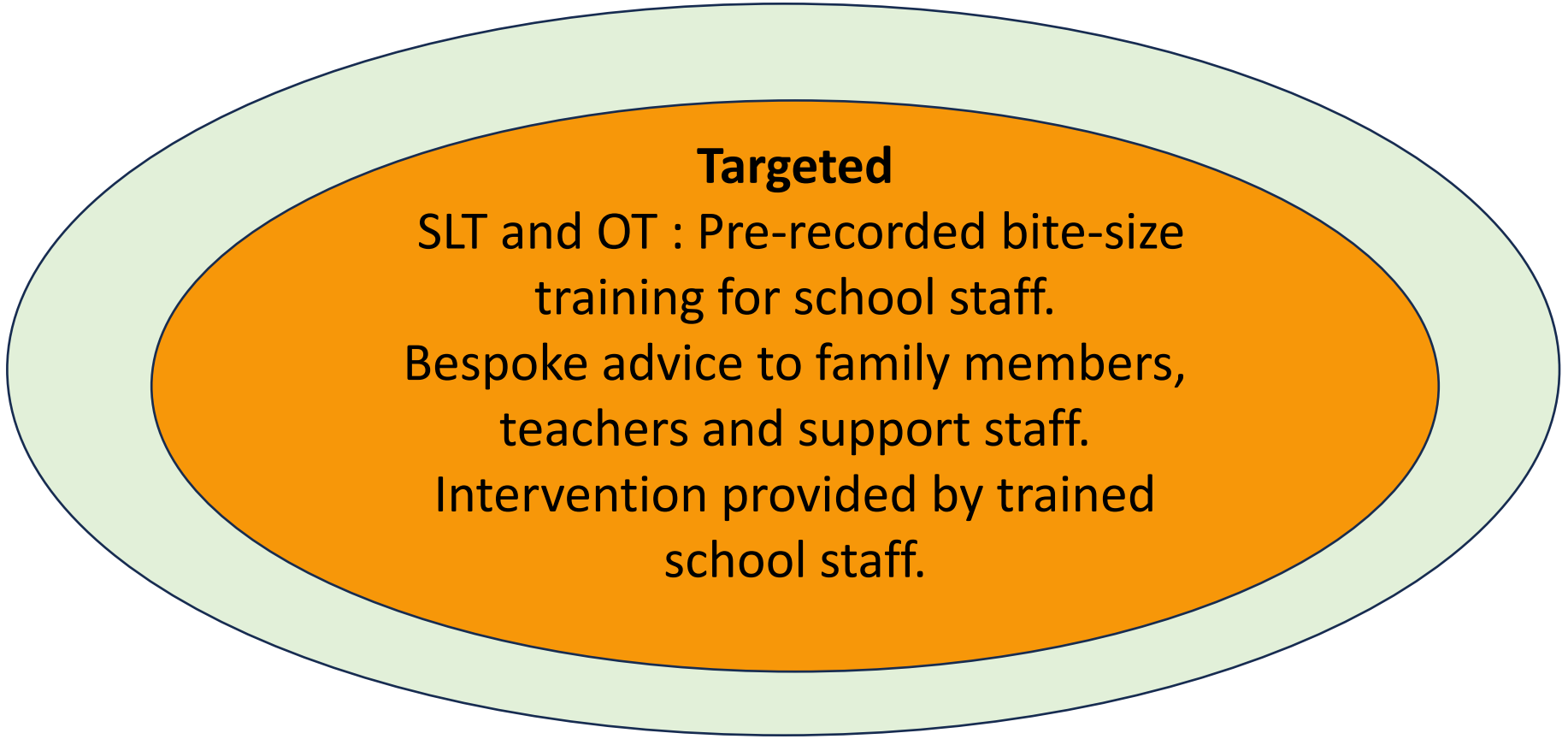
New pre-recorded training available for school staff

Improved ordinarily available support in class from trained teachers (trained by therapists)

[Barnet Children's Integrated Therapies (CIT) (whittington.nhs.uk) (Website)]

Referrals

- Barnet CIT will see Children and Young People (CYP) presenting with a range of needs who:
  - Meet our referral criteria
  - Live in the borough of Barnet and/or has a GP in the borough of Barnet,
  - Aged between 0 - 25 years of age with EHCP (dependent on pathway and service).
- Referrals are initially triaged within the Barnet CIT and allocated to a service pathway.
- If further information is needed, additional questionnaires are sent to parents / carers and / or Schools and then reconsidered
- Children are then **accepted** and placed onto a caseload or **signposted** to Universal services for support.



Most YP are supported at Targeted in Barnet Secondary Schools

Barnet CIT Targeted Support

Occupational Therapy



Speech & Language Therapy



Communication Interactive Resource

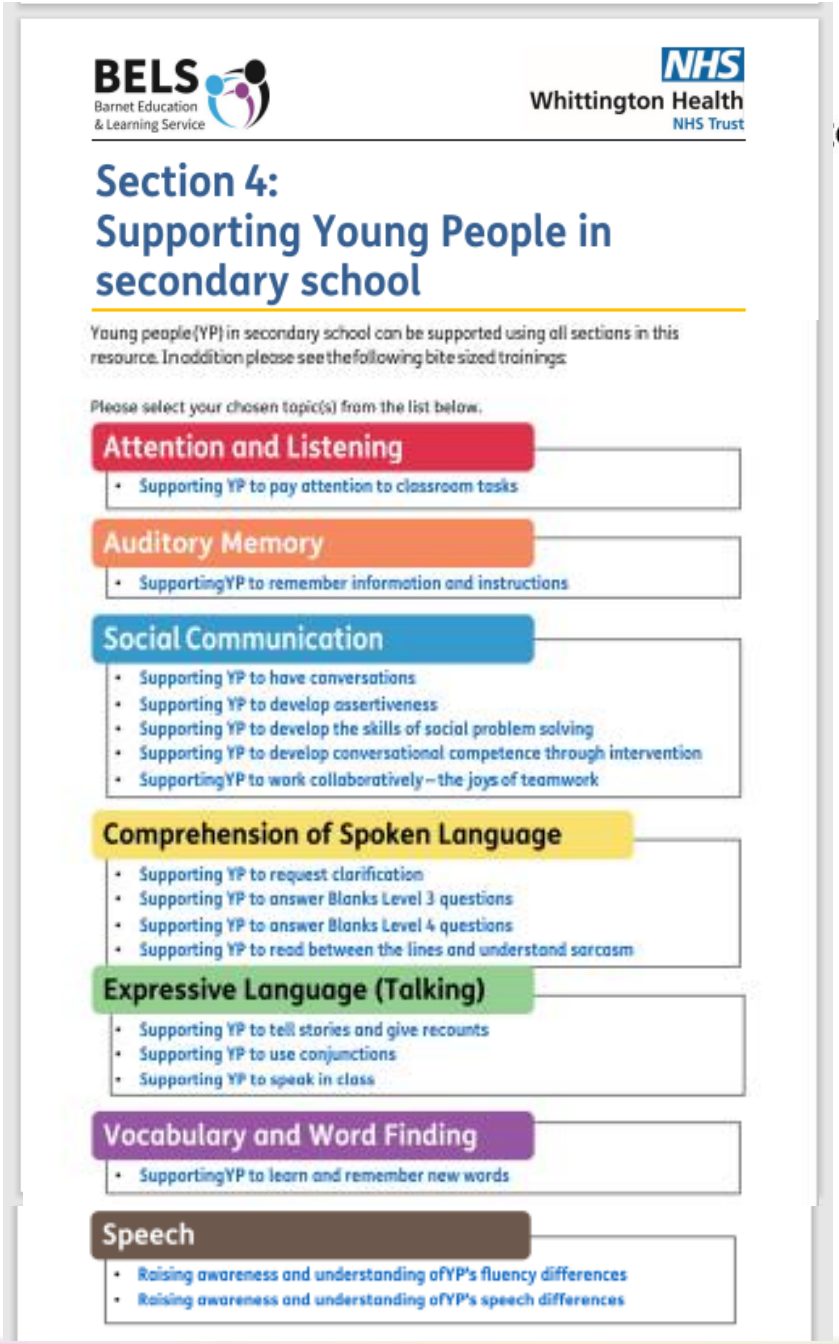
Section 4:

Targeted Training

7 areas of SLCN

Each recorded training

- Links to a universal training session
- Links to recommendations from SLT reports
- Theory summarised
- Practical suggestions for support in class
- Opportunity to plan how to implement strategies chosen by staff



BELS Barnet Education & Learning Service

NHS Whittington Health NHS Trust

Section 4: Supporting Young People in secondary school

Young people (YP) in secondary school can be supported using all sections in this resource. In addition please see the following bite sized trainings:

Please select your chosen topic(s) from the list below.

Attention and Listening
- Supporting YP to pay attention to classroom tasks

Auditory Memory
- SupportingYP to remember information and instructions

Social Communication
- Supporting YP to have conversations
- Supporting YP to develop assertiveness
- Supporting YP to develop the skills of social problem solving
- Supporting YP to develop conversational competence through intervention
- SupportingYP to work collaboratively – the joys of teamwork

Comprehension of Spoken Language
- Supporting YP to request clarification
- Supporting YP to answer Blanks Level 3 questions
- Supporting YP to answer Blanks Level 4 questions
- Supporting YP to read between the lines and understand sarcasm

Expressive Language (Talking)
- Supporting YP to tell stories and give recounts
- Supporting YP to use conjunctions
- Supporting YP to speak in class

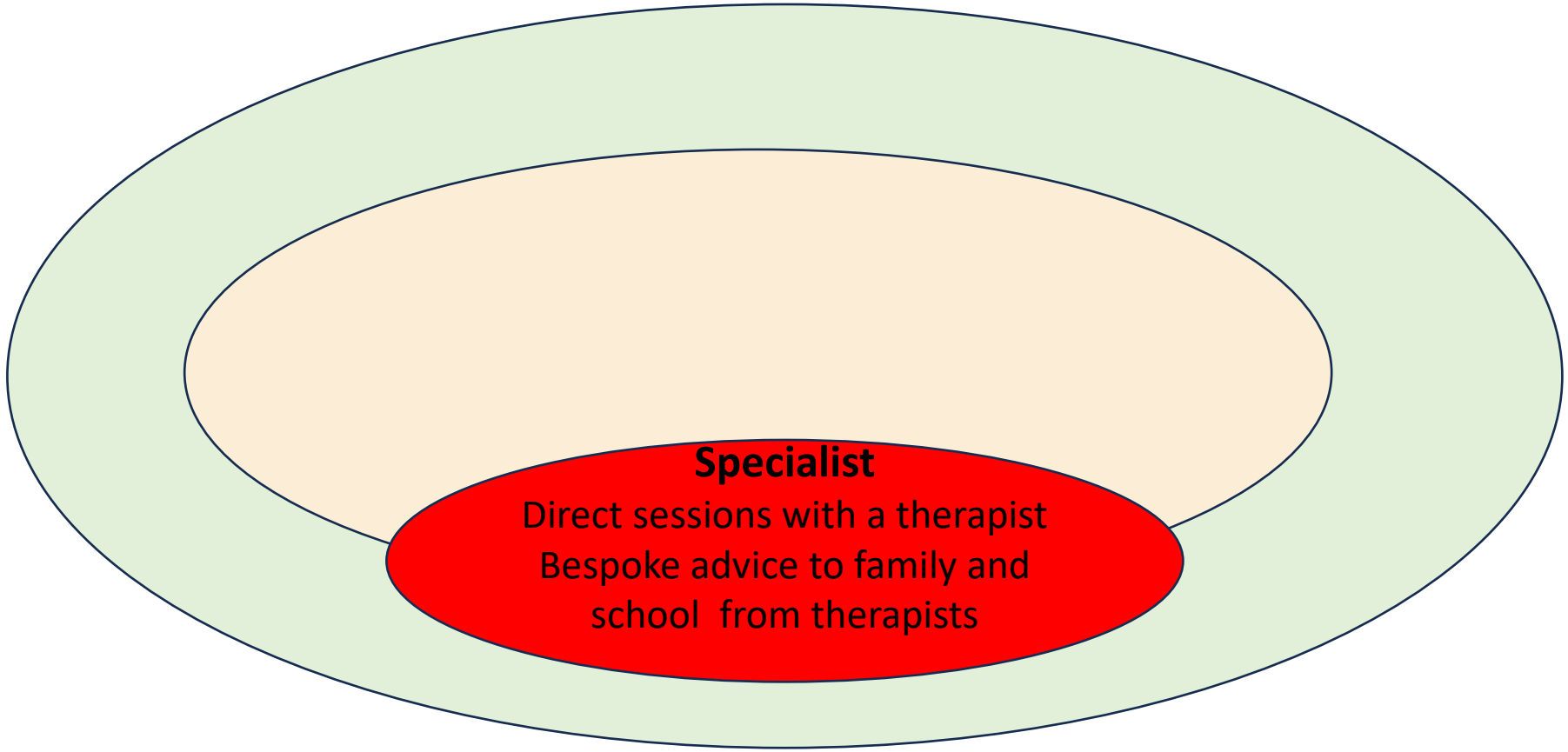
Vocabulary and Word Finding
- SupportingYP to learn and remember new words

Speech
- Raising awareness and understanding ofYP's fluency differences
- Raising awareness and understanding ofYP's speech differences

Sensory Processing Toolkit,

- https://forms.office.com/e/GHptDh4xUe
- Once registered, schools will receive full access to the toolkit, which includes:
  - Pre-recorded training videos
  - Slide decks
  - Practical guidance and forms
  - Resources to support understanding and promote independence for children with sensory processing differences
- Live training sessions delivered throughout the year.

These sessions provide further guidance on using the resource effectively and implementing strategies within school settings



Some YP are supported at Specialist in Barnet Secondary Schools

YP are seen by therapist to set up programmes which trained staff deliver

What we are going to talk about:

- ✓How does Barnet CIT support secondary age YP?

Questions parents often ask at Y6 about therapies in Y7:

- Will my child see the same OT/Physio/SLT they are used to?
- Will therapy support at secondary school look the same as it does in primary?
- How will I be involved with my child's therapy?

Q: Will my child see the same OT/Physio/SLT they are used to?

A: Physio and OT

Physio: Yes

OT: Mostly yes – but there may be some handover

A: SLT

- In clinic –probably
- In school –unlikely
- …but if a handover to a new therapist is needed, it will take place in the summer holidays

What we are going to talk about:

- ✓How does Barnet CIT support secondary age YP?

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- ✓Will my child see the same OT/Physio/SLT they are used to?
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- How will I be involved with my child's therapy?

Q: Will therapy support at secondary school look the same as it does in primary?

A: Depends on clinical need

SLT - Targeted: at secondary school, most YP require Targeted and Universal support. Support is school-focussed for most YP

SLT - Specialist – looks very similar (therapist, location)

OT and Physio - may be seen in clinic, school or at home

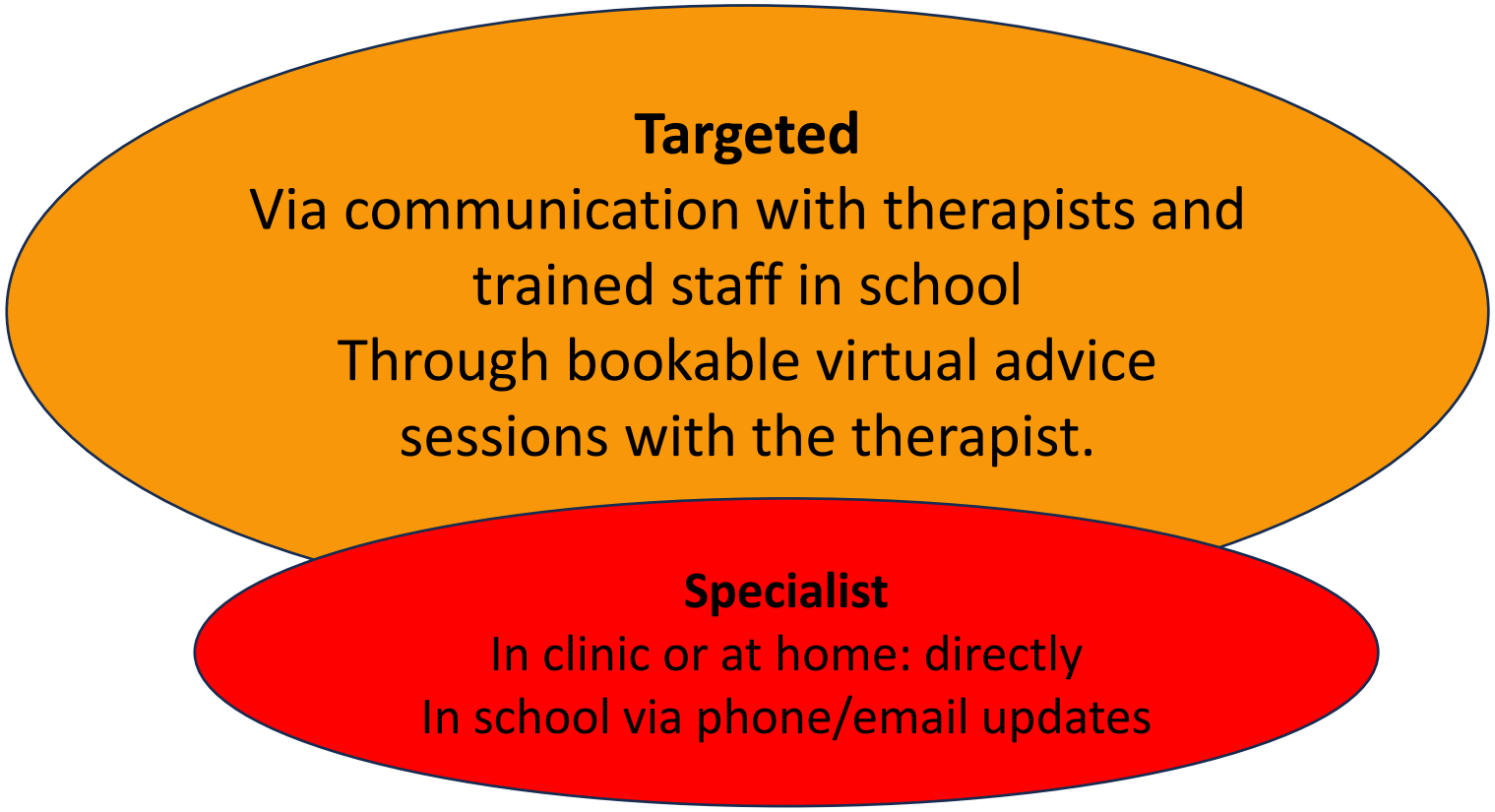
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- ✔Will my child see the same OT/Physio/SLT they are used to?
- ✔Will therapy support at secondary school look the same as it does in primary?
- How will I be involved with my child's therapy?

Q: How will I be involved in my child's therapy?



Targeted SLT Transition Events 2026

When?	What?	Who?	Where?
Summer term	Parent training sessions	Transitions SLT	Virtual
Summer term	Y6 transition sessions	Primary school SLT	Primary school
Summer holidays	Holiday course	Transitions and primary school SLTs	Clinic
Autumn term	Y7 Transition sessions	Transitions SLTs	Secondary school

What we are going to talk about:

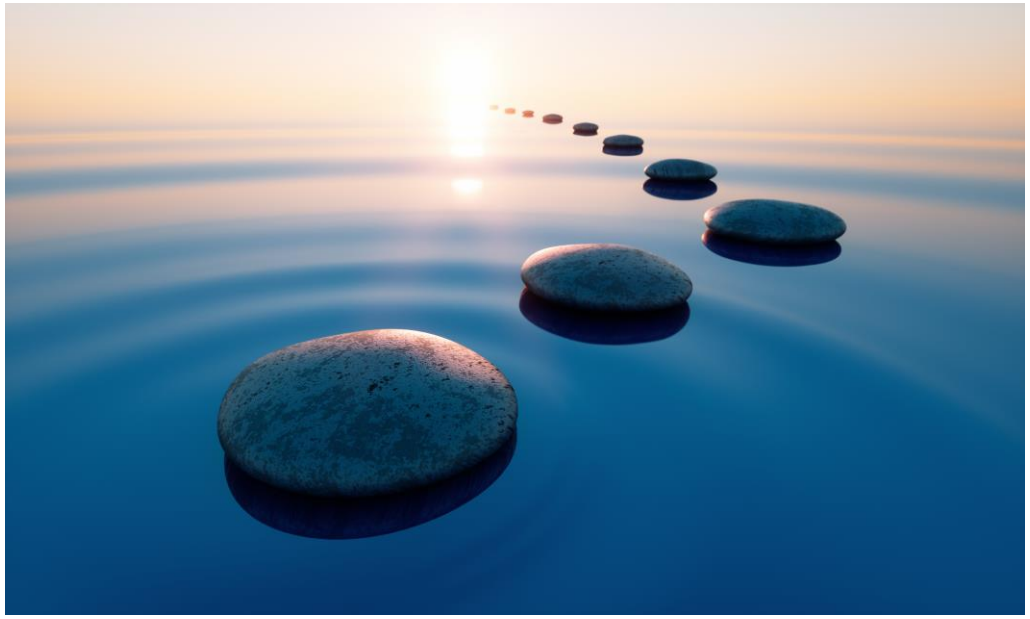
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- ✔How will I be involved with my child's therapy?

Barnet CIT Contact Details

SPA: Single Point of Access



whh-tr.BarnetCIT@nhs.net

020 3316 8900

SEN TRAVEL ASSISTANCE



TRANSPORT BROKERING TEAM (TBT)

- TBT are responsible for commissioning travel solutions for young people that are considered eligible for receiving travel assistance by the Local Authorities SEN transport panel.
- TBT are responsible for ensuring that solutions provided are cost effective, to extend the limited resources available to eligible families.
- Set the requirements and standard of service within the contractual agreements with all the contractors that provide a service under TBT's framework.

TYPES OF TRAVEL ASSISTANCE AVAILABLE

- **Personal Transport Budget (PTB) -** Financial assistance that is paid into the parent/carers account monthly, in line with the young persons attendance. A PTB offers families with the flexibility of arranging their own travel solution. The amount offered varies per client, dependent on distance and other factors.

- **Home to school transport –** Vehicle and driver provided by the Local Authority to take the young person to and from their educational establishment, in line with the schools operating hours. May be shared or individual based on the resources in place and/or available.

- **Mileage expenses-** Financial assistance that is paid into the parent/carers account on a monthly basis, in line with the young person's attendance. The mileage expenses are calculated at £0.45p per mile, from home to school.

- **Independent travel training-** Training provided by a specialist service to enable young people to build their confidence and skills to travel independently. This is a suitable aid in preparing young people for adulthood. Unfortunately we are unable to provide this at the moment.

ELIGIBILITY CRITERIA

Special educational needs, a disability or mobility problem eligibility *(wording from home to school travel and transport guidance)*:

"Local authorities will need to assess eligibility on the grounds of special educational needs, disability or mobility problems on a case-by-case basis. The assessment should take account of the child's physical ability to walk to school and any health and safety issues related to their special educational needs, disability or mobility problems. It may take account of whether they would be able to walk to school if they were accompanied (see paragraphs 49 to 54 for guidance about accompaniment)."

ELIGIBILITY CRITERIA PART 2

The eligibility criteria is different, dependent on age group:

- **5-16 years old -** Statutory age
- **16-18 (19) years old -**Discretionary
- **19-25 -** such arrangements for the provision of transport, as they consider necessary" and free of charge. (As the Local Authority consider necessary)

ELIGIBILITY CRITERIA PART 3

Other factors that may be considered:

- Young person attends the most suitable local school, as per their SEN caseworker
- Parents accompanying
- Age group
- Low income
- All pupils aged 16+ have their travel assistance reviewed annually. Their existing travel assistance arrangements do not automatically carry over.
- 16-19 bursary may be considered, for the amount of travel assistance provided
- Mobility allowance or vehicle allowance will be considered

APPLICATION PROCESS

1. Application form to be completed and returned to Transport Brokering Team (TBT). There are 3 different application forms, based on age group.
2. Once the application has been received, TBT will arrange for the application to go to next available panel slot. We normally try to have an application seen by panel within two weeks, dependent on availability and the term. In some cases we may differ and require further information before the application is seen to by panel.
3. Panel review each applications on a case by case basis.
4. Once a decision has been made, TBT will notify the applicants of the outcome.
5. If the application is refused, then the applicant can appeal in the following order; review of decision by the SEN Transport Panel, review of SEN Transport Panels decision by a senior officer; request the Independent Appeals Panel to review the application, escalate to the Ombudsman. More information can be found on this in the 'SEN Home to School Travel Assistance – Guidance for appeals & complaints' document.

ARRANGEMENTS FOR SEPTEMBER

- Have started the planning stages for September
- If the young persons placement has been named and you are interested in travel assistance then we actively encourage you to apply as early as possible.
- We cannot guarantee what travel arrangements you will be provided in September at this moment in time.

PASSENGER ASSISTANTS

- There is no statutory requirement for a passenger assistant to be provided.
- It is also not an automatic entitlement that comes with the provision of transport.
- Generally only provided if medical intervention is required or if there is a large group of complex passengers. However other exceptions are made based on risk assessments.

CONTACT DETAILS AND TEAM STRUCTURE (SCREENSHOT THIS PAGE)

Contact Details:

The fastest and easiest way for a response via email is always the team inbox, as we all have access to that inbox. The teams email address is transport.brokering@barnet.gov.uk .

We can be contacted via phone on 020 8359 4038 / 020 8359 5110.

Team Structure:

Ricky Rebello – Head of Service

Abdul Hamza – Solutions Manager

David Bickell – Contracts Manager

Shamimur Mayub – Passenger Assistant Supervisor & Systems Co-Ordinator

Peter Kiratzi - Systems Co-Ordinator

Jacqueline May/Adnaan Sheikh – Systems Co-Ordinator

Jane Fitzpatrick - Systems Co-ordinator

11:00 SENDIASS- Barnet Special Educational Needs and Disability Information, Advice and Support Service

Barnet Special Educational Need and Disability Information, Advice and Support Service

SENDIASS
Special Educational Needs and Disabilities Information Advice and Support Service
With you on your journey

FAMILY FRIENDLY BARNET

Who are we?

Barnet SEND Information, Advice and Support Service is a statutory service:

- We work at arms-length from the LA to meet the statutory duty under Part 3 of the Children and Family Act 2014.
- The service has a steering group made up of parents/carers and professionals who oversee the development of the service.

FAMILY FRIENDLY BARNET

SENDIASS
Special Educational Needs and Disabilities Information Advice and Support Service
With you on your journey

Who are we for?

Barnet SEND Information, Advice and Support Service offers free, confidential and impartial information advice and support for:

- parents/carers of children with special educational needs (SEN) and/or disabilities aged 0 to 25 that live in the London Borough of Barnet.
- the service is available to all young people with SEN and/or disabilities between the ages of 16 and 25 years.

FAMILY FRIENDLY BARNET

SENDIASS
Special Educational Needs and Disabilities Information Advice and Support Service
With you on your journey

Aims of the Service

- Empower parent carers and young people with information, advice and support to enable them to take a lead role in matters that relate to their education, health and social care needs.

FAMILY FRIENDLY BARNET

SENDIASS
Special Educational Needs and Disabilities Information Advice and Support Service
With you on your journey

We provide:

- Signposting
- Information and advice about Barnet's Local Offer
- Support to empower parents/carers/Young people to play an active role in their education

FAMILY FRIENDLY BARNET

SENDIASS
Special Educational Needs and Disabilities Information Advice and Support Service
With you on your journey

We provide:

- Help with Education, Health and Care Plan needs assessment and processes
- Support with SEND Tribunals
- Advice on issues around school placement

FAMILY FRIENDLY BARNET

SENDIASS
Special Educational Needs and Disabilities Information Advice and Support Service
With you on your journey

We provide:

Advice on challenging decisions that you are unhappy with

Advice on exclusions

Encouragement towards joint working between parent/carer, school, the local authority and other agencies

FAMILY FRIENDLY BARNET

SENDIASS
Special Educational Needs and Disabilities Information Advice and Support Service
With you on your journey

We provide:

- Opportunity to talk through issues and voice concerns
- Support at meetings (with appropriate notice)
- Support when writing letters to school/Local Authority (LA)
- Helpline and email support

FAMILY FRIENDLY BARNET

SENDIASS
Special Educational Needs and Disabilities Information Advice and Support Service
With you on your journey

We provide:

Talks to groups and organisations

Annual conference and ongoing workshops

FAMILY FRIENDLY BARNET

SENDIASS
Special Educational Needs and Disabilities Information Advice and Support Service
With you on your journey

We DO NOT offer advice or support on:

- Benefits
- Completing benefit forms
- Housing

FAMILY FRIENDLY BARNET

SENDIASS
Special Educational Needs and Disabilities Information Advice and Support Service
With you on your journey

We DO NOT offer advice or support on:

- Meetings if you are not present
- Recommending schools
- Immigration matters

FAMILY FRIENDLY BARNET

SENDIASS
Special Educational Needs and Disabilities Information Advice and Support Service
With you on your journey

For further advice or support please contact Barnet SendIASS:

Email: SendIASS@barnet.gov.uk
Website: www.barnet.gov.uk/sendiass
Tel: 020 8359 7637

Phone lines are open between
9.00am 5.15pm, Monday – Thursday
9.00am – 5.00pm Friday

Address: 2 Bristol Avenue,
Colindale
London
NW9 4EW

FAMILY FRIENDLY BARNET

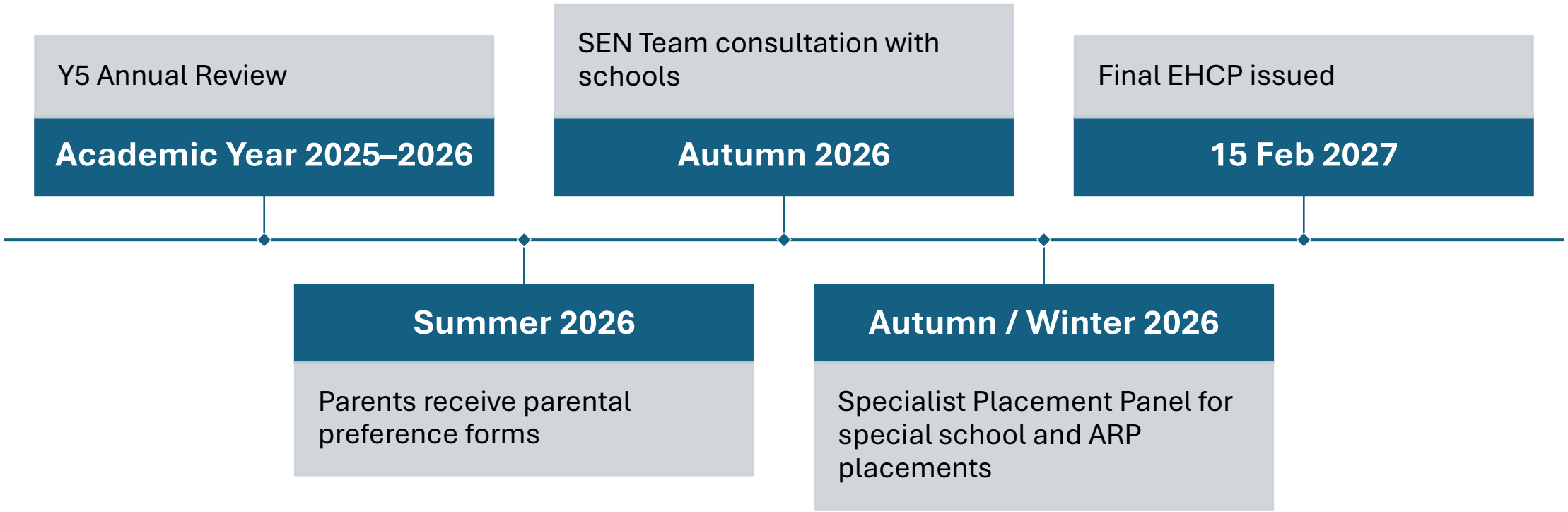
SENDIASS
Special Educational Needs and Disabilities Information Advice and Support Service
With you on your journey

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EHCP Processes for Transition to Secondary School

Phase Transfer

Phase Transfer Timeline



Y5 Annual Review

BELS
Barnet Education & Learning Service

EHCP updated for secondary school consultation
“Change in type” request for special schools or ARPs
Proposed Amended EHCP issued
15 days for comments from parents and schools
Final EHCP issued naming current school

Specialist Provision in Barnet

BELS
Barnet Education & Learning Service

Mainstream Schools with Additional Resource Provision (ARP)

- Hearing Impairment – Hendon
- Autism – JCoSS / Hendon / Whitefield / Queenswell
- Cognition and Learning – Friern Barnet

Special Schools for young people with learning difficulties

- Oak Lodge
- Mapledown
- Kisharon
- Northway

Special Schools for young people with SEMH

- Oak Hill

Speical Schools for young people with Autism

- Windmill

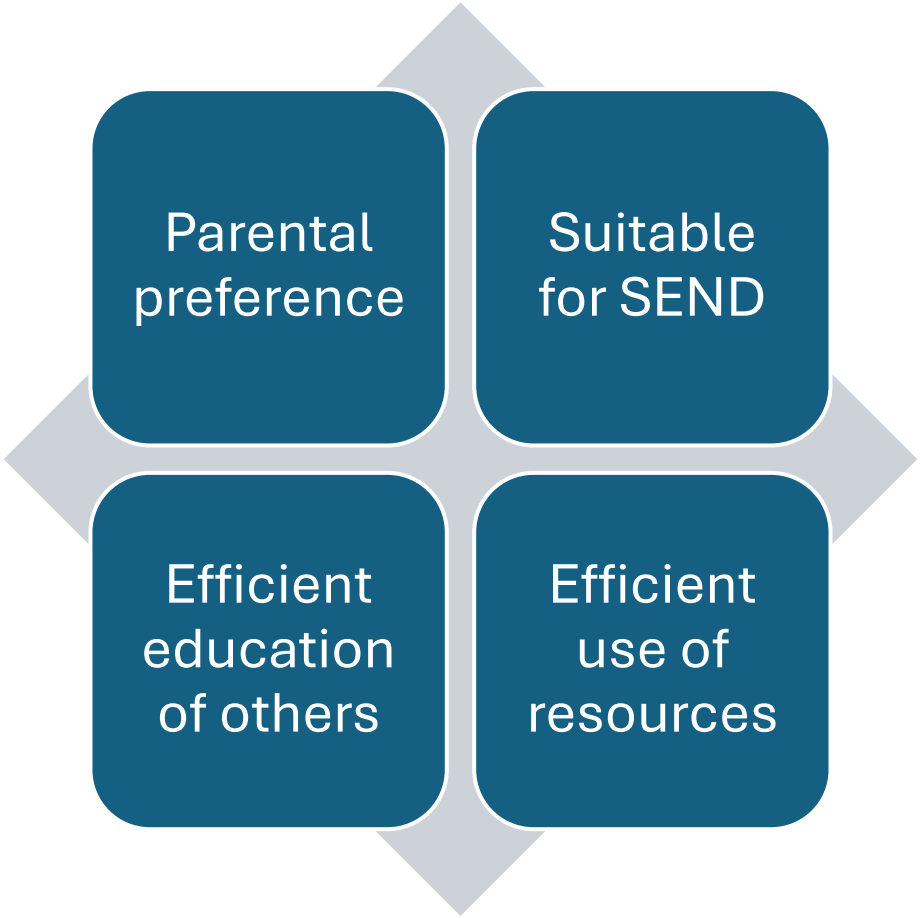
Parental Preferences

- SEN Admin share letters
  - Key information and dates
  - Link to parental preference form
- Preferences can be shared with SEN Caseworker
- Order of preferences must be clear
- Do not use e-admissions for children with EHCPs

Consultation

- SEN Caseworkers consult with schools
  - Most recent Final EHCP
  - Annual review
  - EHCP Appendices
  - Professional Advices for EHCNA
- Parental preference and most local
  - Other appropriate schools
- Specialist Placement Panel
  - Local special schools and ARPs

Naming a School



February 15th 2027

- Final Amended EHCP
- Named secondary school

Naming by “type”

- Mainstream
- Continued support from SEN Caseworker

Key Contacts

- Your Caseworker – linked to school
- SEN Admin – senadmin@barnet.gov.uk
- Yasmin Jones, SEN Manager for Phase Transfers and Transitions – yasmin.jones@barnet.gov.uk
- SENDIASS – sendiass@barnet.gov.uk

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Barnet Education & Learning Service

10:45 EH - Early Help



Child and Family Early Help

Caring for people, our places and the planet

FAMILY FRIENDLY BARNET

BARNET LONDON BOROUGH

Aims of Early Intervention?

- ‘*Early Intervention is about taking action as soon as possible to tackle problems for children and families before they become more difficult to reverse’* (Early Intervention Foundation)

- *We should aim to identify children, young people and families that may be at risk of future difficulties and provide them with timely and effective support.*

Why we developed 0-19 Early Help, launched in Oct 2018

- **Right service first time**
- **Remove silo working/ Promote partnership-working**
- **Integrated whole family approach, 0-19yrs**
- **Services and activities in local communities where families live**
- **Our model is ahead of the curve in relation to recent Independent Gov. review into Children's Social Care, and concept of Family Hubs**

New 0-19 Early Help Service

Our integrated model brought together:

- Early Help Assessment (old CAF) Team
- Family Resilience (Family Support) Team
- Outreach and Family support in Children's Centres
- The Targeted Youth Service
- Early Years/childcare
- Supporting Families' Consultants (seconded from other agencies- previous known as Troubled Families)
- Links closely with our in-house EH, Barnet Integrated Clinical (BICs) Service

Working in Partnership- The Hubs are wider than just us:-

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- We co-deliver with other agencies, signpost to and commission services for our families (including MENCAP's specialist parenting programme, and Resources for Autism specialist Parenting in the home- where may be risk of family breakdown)
- Weekly EH multi-agency Panels, to share information between agencies and identify the Lead Professional and Team Around the Family, for children needing more targeted Early Help (Early Help Assessment)* Includes all key Children's agencies, plus Adult MH, Probation and Housing.
- Co-location of staff from different organisations in the same place/s (midwifery, SALT, H/Vs, Housing, Welfare Rights etc)

Build professional networks via our termly Hub Advisory

BARNET LONDON BOROUGH

Who links with the C&F Early Help Hubs? -

- School Nurses, Health Visitors, Midwives, SALT, Integrated Therapeutic Team (CAMHS in Sch and Health and wellbeing practitioners)
- Welfare Rights Worker and Employment Advisor
- Supporting Families Team-seconded roles (dom. abuse, substance misuse, health, education welfare)
- Local schools and pre-sch nurseries
- Local voluntary sector partners/commissioned services
- Neighbourhood policing
- Adult Mental Health Early Help (Network) practitioners

Barnet's Early Help offer includes:

- Undertake EHAs (coordinate multi-agency work) and oversee those led by Community settings
- Evidence-based parenting work (both 1-1 and in groups) to help parents develop routines and boundaries
- Domestic Abuse recovery support

(Evidence based- AVA CODA child and mother's therapeutic groups and 1-1 work)

- Parental conflict support (6 sessions 1-1 interventions for parents together and separated)
- Family Mediation (parent/child relationship)
- NSPCC Graded Care Profile for neglect cases

Continued

- **Youth interventions-** both **targeted** group and 1-1 work around early offending behaviour, healthy relationships, raising self-esteem etc. Also, wide range of **universal** youth positive activities, inc. Duke of Edinburgh Award
- **Out of Court Disposal** interventions, on behalf of YJT
- **MOPAC Mentoring-** for Teens at risk of School exclusion/CE or CSE
- **RHI's (Return Home Interviews)** when YP been missing
- **Under 5's community drop-in groups** at local Children's Centres
- Integrated working around **child development/ health** alongside health partners from our Children's Centre venues

Continued:

- Help young person/family access/navigate other key services
- Early Years- FEE 2 , 3 and 4yrs, support to PVI nurseries and childminders and administer the Early Years Vulnerable Families Fund.
- BACE (Barnet's C/Govt funded Holiday Activity Food Programme)
- Tackling financial exclusion –in partnership with Job Centre Plus, Barnet Homes, BOOST, local FE College and our Supporting Families Team Welfare Rights officers
- Facilitate smooth step-down of cases from Soc. Care Youth Justice Team and Tier 4 CAMHS to Early Help

How to access Early Help Services

- **Early Help Assessments** → **the MASH ('e-MASH and EH request Form on Barnet's website')**

- **Universal Plus** → **Universal Plus e-Form on Barnet's Website, directly to Hubs. (Parenting groups/targeted group and short-term low-level 1-1 work)**

- **Universal-** → **drop-in groups/positive activities- open access from venues across the Hubs**

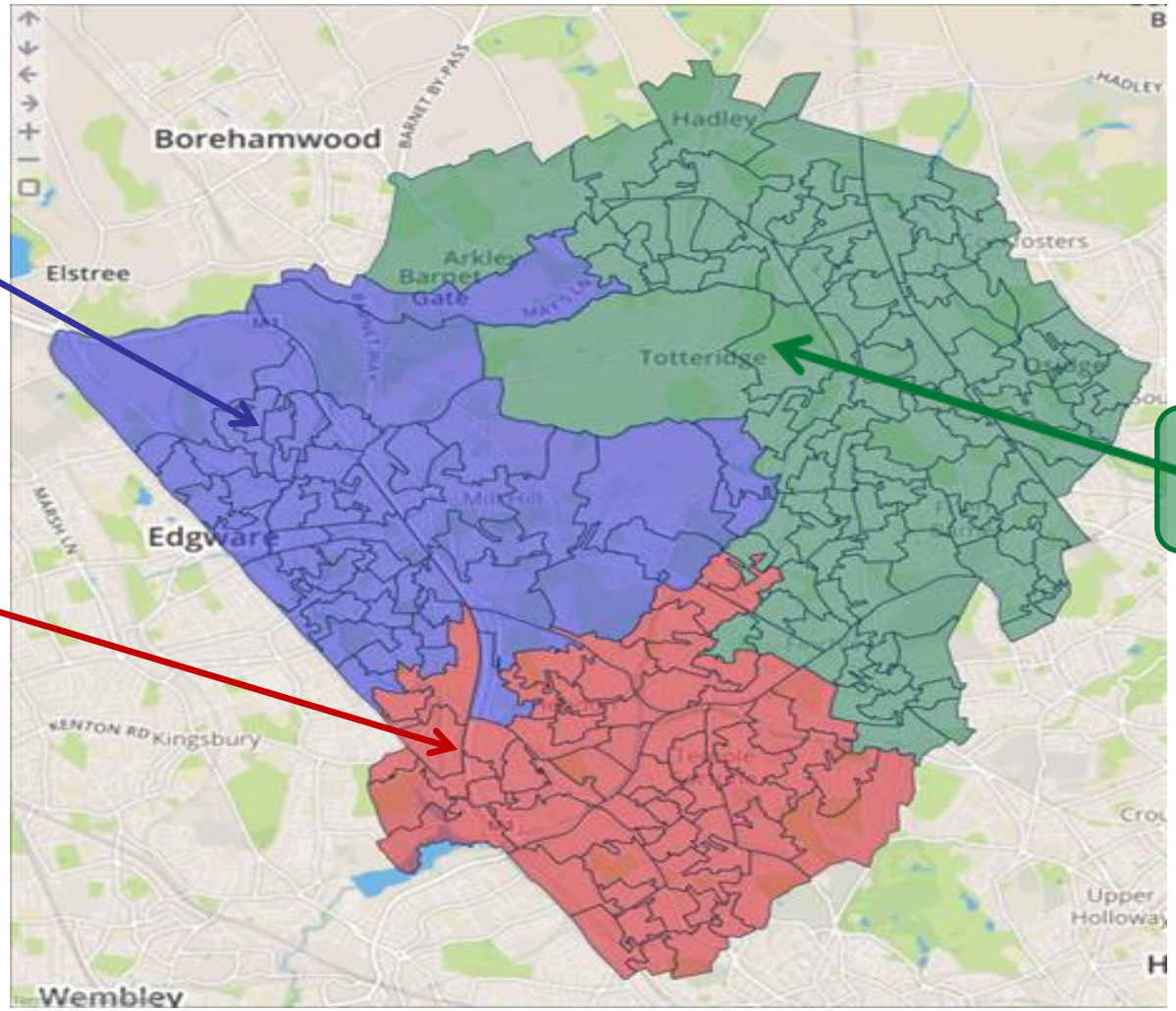
- **Social Workers- via internal forms within our case management system**

Location of the 3 Hubs

West Hub

South Hub

East /Central Hub



Barnet C&F Early Help Webpage

- https://www.barnet.gov.uk/children-and-families/early-help-children-young-people-and-families



East/Central Hub

Covers the postcodes of: N2, parts of N3, parts of N10, N11, N12 parts of N14, EN4 and EN5.

Main Hub office: **Newstead Children's Centre, 1 Fallows Close (off Tarling Road), Finchley, N2 8LG, Telephone: 020 8359 3460**.

ChildAndFamilyHub-EastCentral@Barnet.gov.uk

West Hub

Covers the postcodes of: HA8, part of NW7, part of NW9

Main Hub office:

Barnet and Southgate College- Colindale, 7 Bristol Avenue (formerly Lanacre Avenue) London NW9 4BR, Telephone 020 8359 3510, ChildAndFamilyHub-West@Barnet.gov.uk

South Hub

Covers the postcodes of: part of NW2, NW3, part of NW4, part of NW11, part of NW9, part of N3

Main Hub office: **Parkfield Children's Centre, 44 Park Road, Hendon, NW4 3PS, Telephone: 020 8359 3590** ChildAndFamilyHub-South@Barnet.gov.uk

Contact details for Early Help

East/Central Based at Newstead Children's Centre

- Service Manager – Michaela Carlowe (michaela.carlowe@barnet.gov.uk)
- Team Managers – Sally Bye, (sally.bye@barnet.gov.uk), Sarah O'Donovan (sarah.o'donovan@barnet.gov.uk), Ewa Janowska (ewa.janowska@barnet.gov.uk

West based at Barnet and Southgate College – Colindale

- Service Manager - Andrea Mullings (Andrea.mullings@barnet.gov.uk)
- Team Managers – Mark Vargeson, (mark.vargeson@barnet.gov.uk) Marisa Manco, (marisa.manco-@barnet.gov.uk)

South based at Parkfield Children's Centre

- Service Manager- Meera Bhayani (Meera.Bhayani@Barnet.gov.uk); Team Managers – Shelina Begum (shelina.begum@barnet.gov.uk) and Lois Hoare (lois.hoare@barnet.gov.uk)

Commissioned Youth Services and Positive Activities

- Team Manager – Laura Davitt (Laura.Davitt@barnet.gov.uk) / BYES@Barnet.gov.uk)

- **Head of Service** 0-19 - Karen Pearson (karen.pearson@barnet.gov.uk)
- **Deputy Head of Service- Debra Davies (**Debra.Davies@barnet.gov.uk**)**
- **Early Years and Primary** strategic lead - Andy Whiting (andy.whiting@barnet.gov.uk)
- **Supporting Families Team Manager –**Abida Begum, (abida.Begum@gov.uk)

Barnet Parent Carer Forum

Spring 2026

Who are we?

- Barnet Parent Carer Forum currently has over 550 members
- All members are parent or carers of children and young people aged 0-25 years with SEND
- We work closely with the LA to ensure the voices of our members and their families are represented and that the LA takes these views into account in the provision of the services it provides
- We are part of the National Network of Parent Carer Forums
- Voluntary organisation - steering group who represent our members

What do we do?

- Our three main functions:
  - Co-production – surveys; coffee mornings to hear voices of families – strategic parent carer representation
  - Events and training opportunities – sharing of information
  - Signposting

Benefits of membership

- Sharing of up-to-date changes in SEND law - empowerment that comes with knowledge
- Stay informed about local SEND services
- Training/SEND event opportunities eg Q&A sessions; Early Years and PfA Conference; SEND friendly events
- Supportive environment with a group of like-minded people
- Have your say - chance to help shape services
- Signposting: Where to access/find help

Recent engagement

- EBSA guidance
- CPP; SEND reforms, national conversations and consultations
- Autism action plan, strategy and Hub
- PINS project
- Social Care – Short Breaks
- Self-Harm Pathway and Needs Assessment
- Down Syndrome Pathway and conference
- Complex Needs Panel and EHCP Audits
- Representation at Board and Strategic level including BELS
- Interview Panel for key SEND positions
- SEND Transport consultations
- Therapy provision

BPCF future priorities

- Hearing your voices!
- Strengthen and diversify our membership and representation
- Co-production and representation
- Training opportunities and events
- Improve and update our website and social media presence
- Increased engagement with other local parent carer forums/champions
- SEND reform

Add your voice!
Join BPCF



Contact us:

www.barnetpcf.org.uk
Registration is easy on our website

info@barnetpcf.org.uk

Lucy Baker

Lead Advisory Teacher for the Inclusion Advisory Team

Specialist Inclusion Services

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Break: 10 mins

We asked some year 7 students questions about their transition experience







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Specialist Inclusion Services

Transition from Primary to Secondary School

Gina Mime | Anita Biswas | Nicole Wilson | Julie O'Dwyer

Aims

- Hear from the Specialist Inclusion Team
- Feel prepared for the transition in September
- Space to reflect on the next steps
- Share worries and experiences
- Support each other and ask questions

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The term ‘transition’ is used to refer to life changes that children and young people may go through

It can be an exciting time for some children and families

It can be difficult to move from what we know, to the unknown

Transition provides opportunities to grow and to foster independence

For many of us small transitions need plenty of planning so when it comes to more significant transitions, we may need some extra help

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Changes that happen together and are shared

Other changes will be experienced by all children, for example puberty or moving from one educational setting to another.

Year 6 – 7 transition is a big deal for all 11-year-olds – something they can all share and empathise with.

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Changes

Multiple Teachers	Support staff	Location
Size of building	Layout	Friends
Lessons	Classroom differences	Expectations

More change

> **Life is a journey to be experienced, not a problem to be solved.**
>
> **Winnie The Pooh**



- Rules
- Clothing
- Number of students
- Age of students
- Timetable
- Lunch
- Homework
- Transport
- Time management
- Reasonable adjustments

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The challenges for our students

Meeting:

- New young people who may not understand their differences
- New teachers

Negotiating:

- Learning their way around a new school
- Having different school staff support

Learning:

- New school rules (implicit and explicit)
- New names
- New timetable and equipment
- New unknown topics

Independence and self advocacy:

- More self-management
- New situations and new people
- More complex activities

Managing:

- Change they can’t control
- Fatigue- energy and emotional regulation

What can you do as parent/carers?

- Be Prepared
  - Schools are cashless, make sure lunch cards are topped up. Different times
- Knowledge
  - Know what to expect and who to go to (form tutor/head of year)
- Familiarity
  - Ensure routes and procedures are familiar. Make unfamiliar, familiar. Back up plans
- Independence
  - Facilitate independence.

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Radio aids

Good Practice

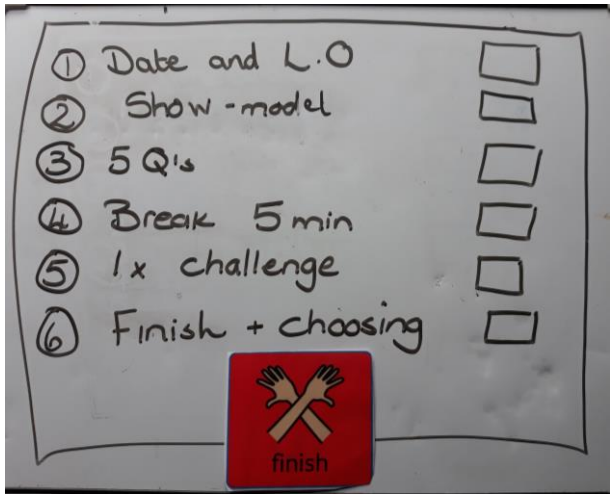
- The microphone should be about 15-20cm from the speaker's mouth
- The strap is adjustable
- The mic must be worn centrally
- The mic MUST be free of beads, scarves and other lanyards
- Turn off/ mute the transmitter when the student does not need to listen!





Resources - whiteboards

A whiteboard at home can help support routines and changes









Available from Amazon, Tesco, Asda, and many other retailers.

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Other resources

- Chunky pencils
- Grips
- Timers
- Raised rulers
- Reading rulers
- Lined paper
- Card with contact details
- Money on ZIP oyster/freedom pass

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Self-Confidence

- Remember, transition is a challenge for all pupils. Being overprotective will not enable them to develop their self-confidence, skills and resilience needed for secondary school.
- Encourage your child to be active, not passive. They do not need to allow others to constantly handle, manipulate and move them around.
- Work on self-advocacy, expressing their needs politely with confidence and an appropriate volume if something is not working for them/ what they need to support their access.
- Let your child answer for themself, say a firm but polite ‘No, thank you’ when they don’t need help.
- Work on a script with your child on how to answer if someone asks them about/ comments on their eyes/ vision etc.

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Additional measures for pupils

- Additional transition visits
- Leaving lessons early
- Opportunity to go lunch early
- School training from Specialist Team
- Accessible timetables/maps/diaries
- Assistive Technology
- Teaching Assistant support
- Create a script to explain needs

Supporting Transitions

June/July

Collaboration:

- Transition meetings: Specialist teacher's, SENCOs, and families in planning, young person.

Continuity is Key:

- Proactive rather than reactive supports

Training & Familiarity:

- Staff and student training on tools before transition. Regular timetabled visits to support the transition are put in place.

Autumn Term:

- Specialist teacher will visit to monitor transition.

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Assistive Technology: *Enhancing Access*

The future : Promoting independence

- Screen readers e.g., NVDA, VoiceOver
- Magnification software
- Braille displays and notetakers e.g., BrailleNote Touch, Brailliant
- Accessible tablets/ iPads and apps e.g., Seeing AI, Easy reader, Notability
- Access to AAC: Augmentative Alternative Communication

- Adaptive to support individual pupil and promote independence and self advocacy.

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Useful skills:

- Screen reader
- Shortcut keys
- Touchtyping
- Download ebooks/textbooks
- Apps: Seeing AI, Light detector, Notability

Assistive technology Tools

Big Keys Keyboard



Ergonomic Keyboard



One Handed Keyboard



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Assistive technology Tools

EduMic



Roller Ball Mouse



Ergonomic Mouse



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Primary timetable

- Usually, 1 or 2 different teachers
- Same classroom or moving to one other room
- Consistent each week

Year 6 Master Timetable 2024-25

8.45 – 9.00	9.00-9.15	9.15-10.40		10.40-10.55		10.55-12.15		12.30-1.30		1.30 – 2.30	2.30 – 3.15		3.15-3.30
Monday													
Start the Day & interventions	***Whole school assembly***	**Maths**	**Reading Fluency**	Break	SS	**English**		Lunch	SS	**Science**			Class novel
Tuesday													
Start the Day & interventions	**UKS2 Phase Assembly**	**Maths**	**Reading Fluency**	Break	SS	**English**		Lunch	SS	**Humanities**	French (30 mins)	RE (30 mins)	Class Novel
Wednesday													
Start the Day & interventions	**Singing Practice**	**Maths**	**Reading Fluency**	Break	SS	**English**	Get Changed	Lunch	SS	Music / Computing Mrs Whelan/Mrs Brand	*PE (Games) Club Sport coaches*		
										Music / Computing Mrs Whelan/Mrs Brand	*PE (Games) Club Sport coaches*		
Thursday													
Start the Day & interventions	**Class Assembly**	**Maths**	**Reading Fluency**	Break	SS	**English**	Get Changed	Lunch	SS	Spellings	PE (Hall) Pear 2pm	SPaG/Handwriting	Class novel
											SPaG/Handwriting	PE (Hall) Prunus 2:40	
Friday													
Start the Day & interventions	***Whole School Assembly***	**Maths**	**Reading Fluency**	Break	SS	**English**		Lunch	SS	**Humanities**	PSHE (including Project Evolve)		Class novel

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Secondary timetable

- Multiple teachers – sometimes for the same subject
- Different room for each lesson – getting to it on time
- Alternative weeks – week A week B
- Tips: colour code by subject and use same colour plastic wallets for books.

		9:00 - 9:40	9:45 - 10:25	10:30 - 11:10	11:10 - 11:30	11:35 - 12:15	12:20 - 13:00	13:00 - 14:00	14:00 - 14:40	14:45 - 15:25	15:30 - 16:10
Week A	Monday	English	History	Geography	BREAK	Science	Science	LUNCH	Think!	Games	
	Tuesday	Maths	English	RS		Classical World	Language		Technology		Activities
	Wednesday	English	Science	Geography		Maths	Classical World		Games		Mixed Sports
	Thursday	RS	History	English		Language	Maths		Drama		Activities
	Friday	Maths	Science			PE			Art		Wellbeing

		9:00 - 9:40	9:45 - 10:25	10:30 - 11:10	11:10 - 11:30	11:35 - 12:15	12:20 - 13:00	13:00 - 14:00	14:00 - 14:40	14:45 - 15:25	15:30 - 16:10
Week B	Monday	Maths	Language	Classical World	BREAK	English	Geography	LUNCH	Think!	Games	
	Tuesday	English	Maths	History		RS	Language		Technology		Activities
	Wednesday	Language	Science			Maths	Classical World		Games		Mixed Sports
	Thursday	English	Science	Geography		Science	History		Music		Activities
	Friday	Classical World	Maths	English		PE			Art	Computing	Wellbeing

PERIOD / DAY	1	2	3	BREAK 11-11.115	4	5	6	7	LUNCH 1.15-1.55	8	9	10
MON	MATHS M3	MATHS M3	ENG M6	B	ENG M6	HIST M7	HIST M7	RE M4	L	RE M4	SCI SC2	SCI SC2
TUES	ENG M6	ENG M6	DRAMA R10	R	DRAMA R10	PE YAN	PE YAN	SCI SC2	U	SCI SC2	MUS R1	MUS R1
WED	MATHS M3	MATHS M3	RE M4	E	RE M4	CAR TE1	FRE R8	FRE R8	N	GEOG R3	GEOG R3	ENG M6
THURS	HIST M7	HIST M7	GEOG R3	A	GEOG R3	PE YAN	FRE R8	L4L HE1	C	L4L HE1	ENG M6	ENG M6
FRI	SCI SC2	SCI SC2	ART AR1	K	ART AR1	MAT HS M3	MAT HS M3	HE HE1	H	HE HE1	TECH TE2	TECH TE2

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Support and value leisure time!!!!

Home is all about leisure time.

School is a place for work; home is a place to have down time.

Small amounts of time at home are handed over to homework.

Regular daily chunks of time at home are identified for homework.

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Fostering and managing Independence

- Separation
- Toilet passes
- Feeding
- expressing needs
- Friendships
- Travelling
- managing canteen systems
- homework clarity

Practise the journey

Friendship strategies

Uniform; bag, shoes, stationary

School books drawer

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Tips

Consider school uniform- adapt garments for ease of dressing

Consider the school route over the summer holiday; take practice journeys to the new school

Get hold of a simple plan of the school

Reassure your child that they will quickly become familiar with school

Get a copy of your child's timetable before attending the school

Get names (and if possible, a photo) of the TAs supporting your child, form tutor and SENCO – school transition book

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More tips

Adjust

- Adjust sleep and wake up times: start 2 weeks ahead of school starting

Encourage

- Encourage your child to participate in extra curricular activities

Provide

- Provide school with ongoing positive and constructive support

Seek

- Seek advice/information from school

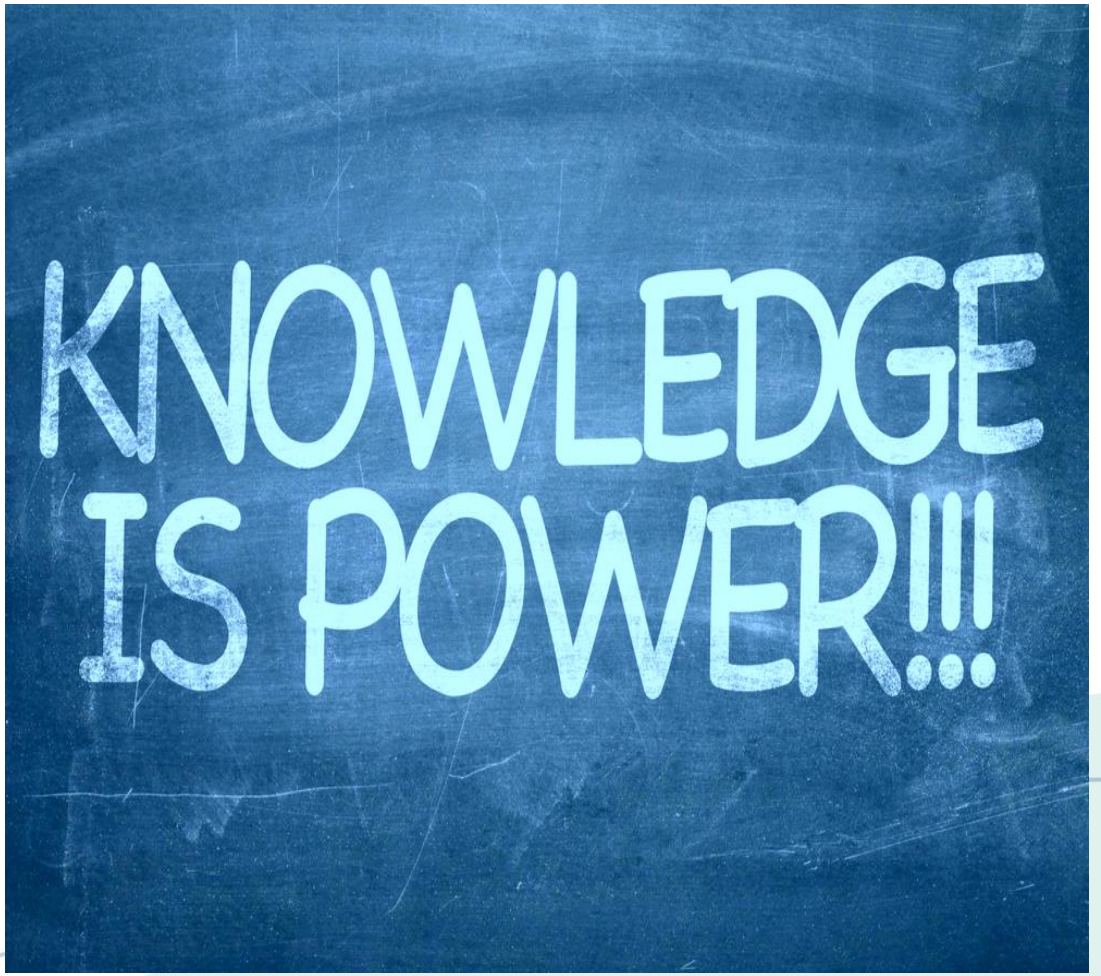
Inform

- Inform the school of any concerns your child may have

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Share Professional information:

- Three ways – Young Person, School, and Parents/carers
- School systems
- Young person's view
- Transition information
- Self advocacy



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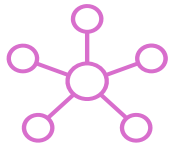
From September onwards…



Use a growth mindset.



Share concerns with staff/specialist team



Get to know the new system.

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Any questions?

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