

Virtual Transition Conference

2022

AGENDA:

10:00 Welcome and virtual 'house-keeping' from Kim Miller, Gina Mime and Anita Biswas (Specialist Inclusion Advisory Lead Teachers)

Guest speakers:

10:15 Linda Orr- Head of SEN Assessments and Placements Team

10:30 SENDIASS- Barnet Special Educational Needs and Disability Information, Advice and Support Service

10: 45 BPCF- Barnet Parent/Carer Forum

11:00 TBT- Transport Brokering Team

11:15 IAT- Inclusion Advisory Team

11:30 FSDU- Family Service Delivery Unit- Early Help

BREAK (10 minutes)

11.55 Transition presentation from the Specialist Inclusion Services.

Opportunities for discussions throughout the presentation!

Linda Orr- Head of SEN
Assessments and Placements
Team

Secondary Phase Transfer Process

SEN Assessments and Placements Team Manager:

Linda Orr

Phase transfer timeline

- **Y5 Annual Review** – discussion
- Phase Transfer information sent to parents by the SEN Team including parental preferences forms (e-admission forms should not be completed for children who have EHCPs)
- SEN Team receive parental preferences
- SEN Caseworkers prepare Draft Amended EHC plan
- SEN consult schools using Final EHC plan and Appendices or Draft Amended EHC plan and last A/R
- Panel for special school/ARP placements
- February 15th – Issue Final EHC plan

Specialist Provision in Barnet

Barnet mainstream schools with additional resource provision (ARP's)

- **Hearing Impairment** –Hendon
- **ASD** - JCoSS/Hendon/Whitefield
- **Learning & Cognition** – Friern Barnet

Schools that cater for children with Learning Difficulties:

- Oaklodge/Mapledown/Kisharon/Northway

Schools that cater for children with SEMH Difficulties:

- Oakhill

Local Authority Consultation

- Majority of children transfer to their local mainstream school – parents are invited to express a preference for any school, however need to consider how their child/young person will travel to setting
- SEN consult with both school of parental preference and the local school if parental preference school is further away
- SEN consult with both school of parental preference and other schools considered appropriate by the local authority in line with Fair Share
- Where a parent or young person does not make a request for a particular nursery, school or college, or does so and their request is not met, the local authority **must** specify mainstream provision in the EHC plan unless it would be:
 - against the wishes of the parent or young person, or
 - incompatible with the efficient education of others

Local Authority Consultation

- The LA must name the setting unless:
- the setting is unsuitable for a child's age, aptitude or to his/her special educational needs
- the attendance of a child/young person at the school/college would be incompatible with the provision of efficient education with whom he/she would be educated
- the efficient use of resources:
(this includes all costs ie. individual adult support/therapy/transport)

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





**Barnet Special Educational Need and Disability
Information, Advice and Support Service
(formerly Parent Partnership)**



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 a disability
- young people with special educational needs and or a disability
- the service is available to all young people or parents/carers of children with a SEN and or disability between the ages of 0 and 25 years that live in the borough of Barnet.



Barnet SEND

Special Educational Needs and Disability

Information, Advice
and Support Service



We can offer:

Helpline and email support, (phone lines are open between 9.am- 5.15pm, Monday-Friday).

opportunity to talk through issues and voice concerns

information and advice about Barnet's Local Offer

support when writing letters to school / Local Authority (LA)

help with Education, Health and Care Plan needs assessment and processes

advice on issues around school placement

support at meetings (with appropriate notice)

information on who to contact if parents/carers are not happy with a decision that has been made

Support with SEND Tribunals

advice on exclusions

help parents/carers play a valued and active role in their child's education and enable them to make informed choices

encourage joint working between parent/carers, school, the local authority and other agencies



Barnet SEND

Special Educational Needs and Disability

Information, Advice
and Support Service

We can provide:

:

talks to groups
and
organisations

annual
conference and
ongoing
workshops

one to one
support and
advice



For further advice or support please contact Barnet SEND
Information, Advice and Support Service:

020 8359 7637

Email: SendIASS@barnet.gov.uk

Barnet SEND Information, Advice and Support Service

2 Bristol Avenue,

Colindale

London

NW9 4EW

BPCF- Barnet Parent/Carer Forum





Add your voice! Join BPCF

Contact us:

www.barnetpcf.org.uk

info@barnetpcf.org.uk

<https://www.facebook.com/barnetpcf>


<https://twitter.com/BarnetPCF>

Registration is easy on our website



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):

“make transport arrangements for all children who cannot reasonably be expected to walk to school because of their mobility problems or because of associated health and safety issues related to their special educational needs (SEN) or disability. Eligibility, for such children should be assessed on an individual basis to identify their particular transport requirements. Usual transport requirements (e.g. the statutory walking distances) should not be considered when assessing the transport needs of children eligible due to SEN and/or disability“

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 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

IAT- Inclusion Advisory Team

Transition from Primary to Secondary School

Gina Mime, Kim Miller, Anita Biswas, Karen Littleton, Lily Hatcher -
Barnet Specialist Team

Aims for today

- To support each other and ask questions.
- To share common concerns.
- To be more prepared for the transition in September.
- To hear from different people involved in the transition.
- Space to think about what you might need to do.

Transition

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

They may find this challenging and it may increase anxiety in the whole family.

It is always difficult to move from what we know to the unknown.

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

TIME

for
Change

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.

Be positive

- Often how we respond or react to change can influence the young people around us.
- Be positive but also reassure them they will have all tools they need to cope.



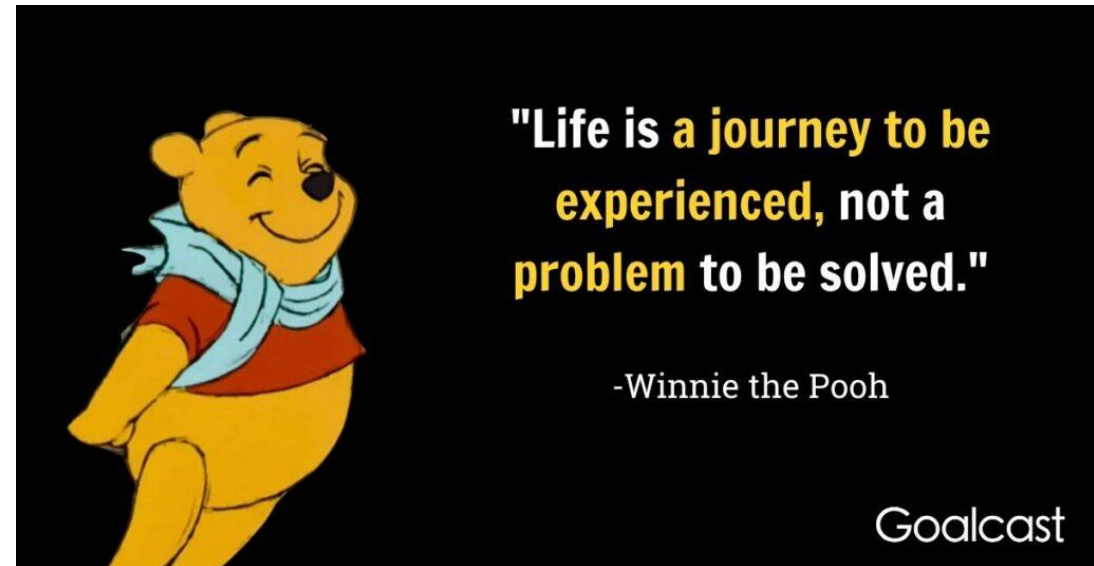
Changes they are facing

Teachers	Support staff	Location
Size of building	Layout	Friends
Lessons	Ratio: male/female	Expectations



More change

- Rules
- Classrooms
- Clothing
- Number of students
- Size of students
- Timetable
- Lunch
- Homework
- Transport
- TIME



The Challenges for our Students

Meeting	Meeting new young people who may not understand his/her difficulties or differences.
Meeting	Meeting new teachers who do not recognise he/she has difficulties or differences.
Having	Having different adult support (department TAs).
Negotiating	Negotiating the way around school- may get lost and this could result in being late for class.
Learning	Learning about the rules of the school - explicit and implicit.

The Challenges for our Students

Learning	Learning new teachers' names and their expectations and styles of teaching.
Learning	Learning about the timetable and the appropriate books and tools required.
carrying	Carrying equipment all day - no central place to return to therefore increasing the chances of losing it or having incorrect equipment for the next class.
Independence	Independently organising work and managing his/her own timetable.
Self Advocacy	Self advocating in a new situation or with new people.

The Challenges for our Students

Managing	Managing with change determined by others not himself/herself
Managing	Managing with fatigue – thinking about energy and emotional regulation, managing time.
Independence	In PE and games coping with more complex activities, such as changing in/out of PE kit
Understanding	Break times - there may be less supervision from teaching staff so the student is able to wander around on his own more (not seeking social interaction) or being more open to being bullied by others
Experiencing	Experiencing with new topics he/she has not studied before

What can you do as parent/carers?

- Be Prepared.
- Knowledge – know what to expect and who to go to.
- Familiarity - ensure routes and procedures are familiar.
- Independence – facilitate independence.



Knowledge

- Trips
- Equipment
- Route for help / identified person
- Route for help / safe space –
- Schedules
- organised timetables



Enable Familiarity and predictability for your child

- The building
- The staff
- How their needs will be met
- What they can expect from lesson – taster session, visits, meeting peers.



Familiarity



Prepare a booklet with lots of pictures, and discuss it regularly together.



Homework prepare for it – make time.



Timetable practice.



Journey practice.

Transition Visits



Transition Plan

Frequency built up over time

Small stepped introductions

Vary the times of day

Gradually introduce differences

Continue over the summer if possible

Primary Timetable

Usually 1 or 2 different teachers

Same classroom or moving to one other room

Consistent each week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40-9:00	Team Activities	Team Activities	Team Activities	Team Activities	Team Activities
9:00-10:00	Maths	Maths	Maths	Maths	Maths
10:00-10:15	Whole School Assembly	Class Assembly	Singing Assembly	K52 Assembly	Golden Award Assembly
10:15-10:35	English	English	English	English	English
10:35-10:50	Break	Break	Break	Break	Break
10:50-11:50	Literacy	Literacy	Literacy	Literacy	Literacy
11:50-12:15	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
12:15-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-3:00	PPA Art, D&T or Forest Schools and French (2:40-3:00)	1:00-2:00 Outdoor P.E. 2:00-3:00 Science	1:10-1:50 R.E. 1:50-2:30 Indoor P.E. 2:30-2:50 Golden Time	1:00-2:00 ICT 2:00-3:00 Theme	1:00-2:20 Science 2:20-3:00 P.S.H.E.

Secondary Timetable

	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	B R E A K	Science	Science	L U N C H	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	B R E A K	English	Geography	L U N C H	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

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.

PERIOD	1	2	3	BREA K 11- 11.15	4	5	6	7	LUNC H 1.15- 1.55	8	9	10
DAY												
MON	MATH S M3	MATH S M3	ENG M6	B	ENG M6	HIST M7	HIST M7	RE M4	L	RE M4	SCI SC2	SCI SC2
TUES	ENG M6	ENG M6	DRAM A R10	R	DRAM A R10	PE YAN	PE YAN	SCI SC2	U	SCI SC2	MUS R1	MUS R1
WED	MATH S M3	MATH S M3	RE M4	E	RE M4	CAR TE1	FRE R8	FRE R8	N	GEO G R3	GEO G 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	TEC H TE2

Support and value leisure time!!!!

Home is all about leisure time.

School is a place for work; home is a place to play.

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

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

Independence

Separation, toileting, feeding, expressing needs, friendships, travelling, managing canteen systems, toilet breaks, homework clarity

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Independence

Practise the journey

Friendship strategies

Uniform; bag, shoes, stationary

School books drawer

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

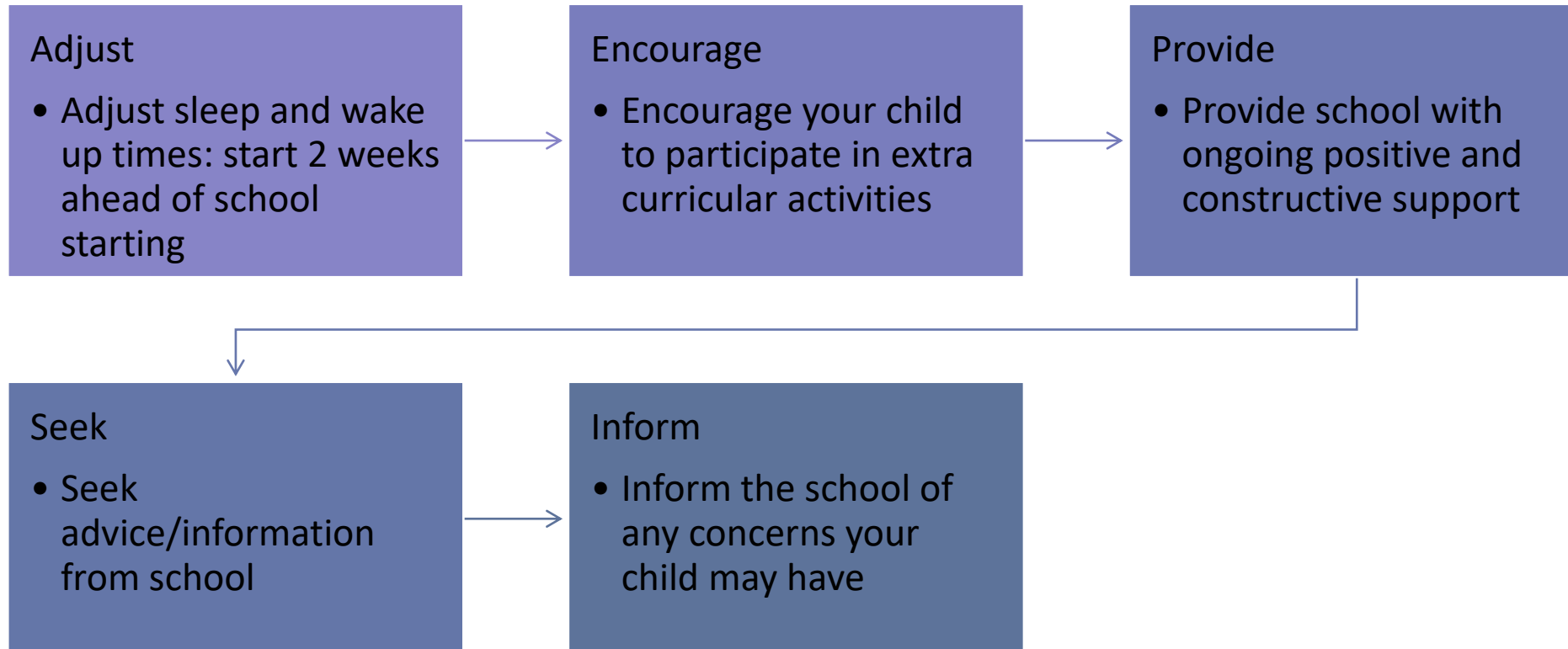
Get hold of a simple plan
of the school

Reassure your child that
they will quickly become
familiar with school

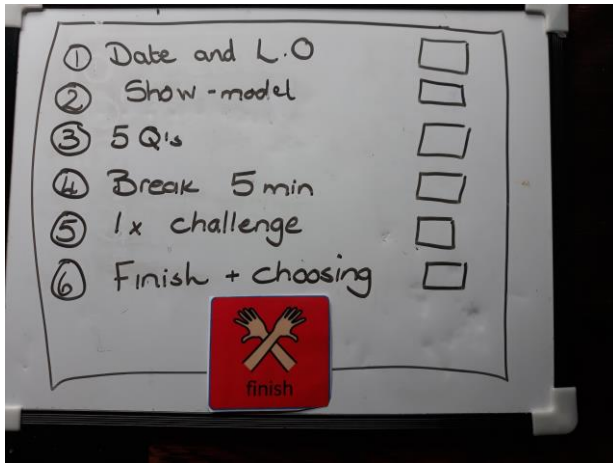
Get a copy of your child's
timetable before
attending the school

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

More Tips



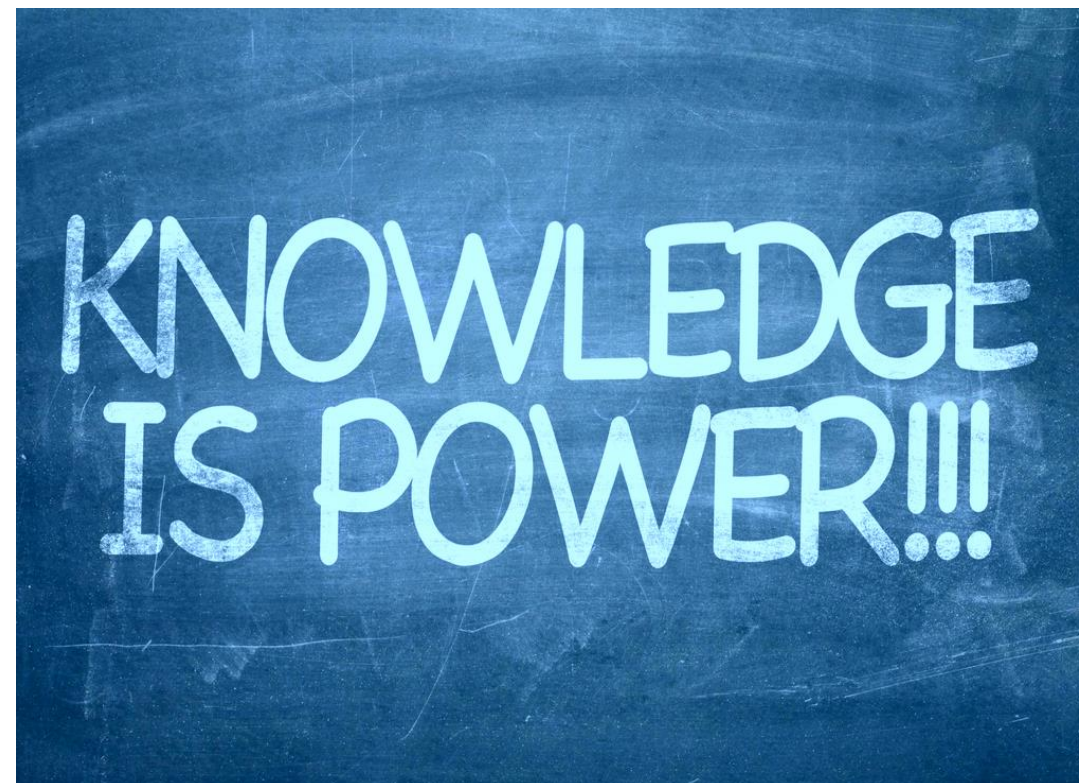
Whiteboards



ASDA or Tesco £2.00!!

Share Professional information

- Three ways
- School systems / Pupil view transition information



Chunky pencils

Grips

Timers

Raised rulers

Reading rulers

Lined paper

Card with contact details

Money on an oyster or saver card

Other resources

From September onwards.....

- Expect the best, be prepared for obstacles.
- Trust the staff.
- Trust the systems.

