

Transition Protocol 2026-27



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Introduction

‘Getting transition right requires focus. Even one broken thread can unravel the strand, disrupting a pupil’s learning journey. Those who do not make a successful transition can feel marginalized, unwelcome, and not respected or valued by others. Successful transition happens when there is effective communication with pupils (and their parents/carers), not just about pupils.’

Source: [EEF Blog: Getting transition right \(part 1 of 2\) – four practical, evidence-based strategies to support pupils moving from Year 6 to Year 7](#) -Kirsten Mould.

This protocol aims to support children in Hull to transfer from each phase in education by guiding schools in a ‘best practice’ approach with minimum, clear, consistent standards across each transitional phase. Education Endowment Foundation guidance reports are signposted at appropriate points and reflect our expectation that schools draw upon the best available evidence of what works for children in education.

By primary, secondary schools, early years settings, post 16, special schools and PRUs working together, including parents/ carers in this process, effective transition arrangements will contribute to children achieving the best possible start in the next stage of their educational journey.

The protocol aims to bring together the most successful ways of enabling a smooth transition to the next stage and has been produced in light of direct comments from pupils, parents, organisations and agencies that work in a supportive capacity with children and their families as well as from staff involved in the transition process.

All pupils moving from one stage of school to another will need support at this crucial time - those pupils who are likely to be more vulnerable at this time, should be supported as appropriate to their needs, essentially there needs to be a different level of support for different pupils.

The general conclusion being that whilst the vast majority of transitions work smoothly, there are times when things go wrong, leaving the child and parents/carers with a poor experience.

The Transition Good Practice Guide sets an expectation and programme for active work between all phases of education and for meetings and activities between the schools.

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There are clear roles and responsibilities within all phases that support the transition process.

Members of the Transition Group Working Party

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Transition Work Streams

	Lead	Members/Contributors
Early Years	Sue Cornwall	Debbie Mitchell Helen Tan Simon Bush(The Greenway Primary) Sarah Sanderson (Haven DN) Jackie Kenyon (Lemon Tree DN) Vicky Hird (Wansbeck Primary) Jake Thompson (Venn Academy)
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Secondary Transition	Via Secondary Network	Damian Matthews
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Virtual School	David Williamson	Carole Moulton Alyson Joyce Link Ed Psych Morgan Vallily
In and Out of AP	Phil Wade	Hayley O'Grady Kelly Hare/Sam Chegwin Nicola Witham/Jake Thompson
Evaluation	Simon Bush	Tasha Smithson-Parents Sym Tomlinson-Parents Sarah Hatfield-Young people Simon Bush-Practitioners

1. Scope

This Transition Protocol applies to all pupils moving between all educational phases. Note, where an EHCP exists, procedures and arrangements are more detailed due to the requirements of the SEND Code of Practice and the number of agencies likely to be

involved. The SEND Co-ordinator at each primary and secondary school will work together on transition for these children.

2. Audience

- Teachers and senior leaders in all Hull primary schools, secondary schools, specials, PRUs, and early years settings
- Other Key support staff and stakeholders involved in the transition process
- Hull City Council and the Learning Partnership (Transition sub group)
- Parents and carers

Transition to School Nursery (2 Year Old Provision/FS1)



Transition Point - What to Expect and Background Information

Starting at a school, whether in 2 Year Provision or Nursery (FS1), can be daunting for children and their families alike. Children are becoming increasingly independent as they move on to the next step of their education whether from a Private Nursery Provision, Pre-school, Childminder or from the home environment.

Hull City Council and the Hull Learning Partnership have worked closely together to create a clear transition process that supports your child on this very important transition point in their education. The transition offer is split into both a **CORE OFFER** for all pupils and a specialist, often bespoke,

offer for vulnerable pupils who may find the move harder than others and need more time to transition gradually.

The Transition Offer Information

CORE OFFER-Agreed by all Primary Schools

- Offer a visit for families to provision before the child starts the school. This may be with the family or practitioner from the setting
- Ensure that families understand that accessing a nursery place at the school does not guarantee a place in the school
- Share a pack with families including information about the Early Years Foundation Stage (EYFS). . This should include the parent declaration form
- Remind parents to reapply for funding every term/three months. This is both for working and low-income/non working families
- Parents to complete form for FSM if applicable which will ensure they receive the EYPP monies
- Contact the previous setting (Private Nursery, Pre-school or Childminder) for information on the child including a copy of the 2 Year Old Progress Check (if applicable), Developmental Overview and Transition Document (see attached)
- Contact families to find out more about the child (especially important if the child has never accessed any form of EY Provision) which may include a questionnaire or 'All About Me' form (see example attached). Ask for a copy of the ASQ3 check which Health Visitors complete when a child is between 24 and 30 months of age
- A member of the school's SLT and/or EYFS Co-ordinator will oversee the transition in to the school

CORE OFFER-Good Practice Enhancements

- Send a welcome letter to families sharing the school's website and inviting them to join the school's Facebook/Twitter/Tapestry
- Host Frequently Asked Questions on the school website
- Share an introductory video with families using the website/Facebook/Twitter which families can replay and talk to their child about

SUPPORT FOR OUR MOST VULNERABLE PUPILS (in addition to the Core Offer)

- School SEND Coordinator to liaise with the LA's Inclusion Team (which may include Portage) who have detailed records of all SEND pupils at different stages coming through to school
- If a child has previously attended a Private Day Nursery, Pre-school or Childminder, request a copy of the SEND Transition Document which contains detailed information and support for the child
- Ensure any other SEND records/Inclusion records are received and go to the key members of staff to aid transition
- Work closely with the health visitor to gain a full picture of the child and any potential concerns
- The school's inclusion team to repeat the above process for vulnerable pupils identified by the previous setting

For learners with Education Health and Care Plans additional transition information relating to the management of their EHCPs and further enhancements to the transition work can be found on from page 50.

SUPPORT FOR THE MOST VULNERABLE PUPILS-Good Practice Enhancements

- Offer home visits by a member of the EYFS Team/SENDSCO
- Offer more visits to the school over a longer period of time
- Ensure that information about the routine of the day is shared with the family using videos and the school website

EARLY HELP FAMILY SUPPORT

- Support from the Early Help Family Hub staff to apply for the 2 year old and 30 hours early education funding
- Support with a range of parenting issues for families using the Signs of Wellbeing and Family Star Plus evidence based assessment tools. The family will be allocated a support worker who would assess the needs of the family and put in place a (take out SMART) plan. The worker would then support the family to address the agreed actions in the plan
- The Early Help service offers a wide range of support for parents through the Early Help Parenting Programme, including group and 1-1 courses. Further information can be found by visiting [Parenting Advice and Information – Family Hubs \(familyhubshull.org.uk\)](http://familyhubshull.org.uk)
- Online Parenting Guides ‘Understanding Your Child’ can be easily accessed by all Hull residents by visiting <http://www.hull.gov.uk/children-and-families/family-support/parenting-guides> and entering the code FREEDOM
- A wide range of play sessions are available at the Early Help Family Hubs which are all developed around the Early Years Foundation Stage framework. Further information on play sessions, speech and language support, home learning, along with links to the libraries, health services, home safety advice, jobs and benefits advice together with contact details of all Family Hubs can be found by visiting [Home – Family Hubs \(familyhubshull.org.uk\)](http://familyhubshull.org.uk)

Timeline

- Admission to a school’s 2 Year Old or Nursery (FS1) provision is done directly through the school
- Children who are eligible for the 2 Year Old funding (15 hrs for working and low-income/non-working families) can start the term after their 2nd birthday
- All 3/4 year old children are eligible for 15 hours funding per week the term after their 3rd birthday
- 3/4 year olds who are eligible for the additional 15 hours funding (working households) can access this the term after their 3rd birthday with a validated code
- The latest parents should apply for funding is the month before the term starts. the guidance is:

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- If the child turns 2 years old between 1st September and 31st December, they will start in January (Spring Term). Recommended to apply between 15th October and 30th November
- If the child turns 2 years old between 1st January and 31st March, they will start in April (Summer Term). Recommended to apply between 15th January and 28th February.
- If the child turns 2 years old between 1st April and 31st August, they will start in September (Autumn Term). Recommended to apply between 15th June and 31st July.

Useful Links and Support

[Parenting Advice and Information – Family Hubs \(familyhubshull.org.uk\)](https://familyhubshull.org.uk)

[Home – Family Hubs \(familyhubshull.org.uk\)](https://familyhubshull.org.uk)

[Solihull Online Parenting Guides](#)

[Homepage | Childcare Choices](#)

[Starting Childcare in 2023: How to prepare your child - BBC Tiny Happy People](#)

[Home - ERIC \(for toileting advice\)](#)

Transition to Reception

Transition Point – What to Expect and Background Information



The transition from a School Nursery (FS1) to the Reception Class (FS2) can be easier for those children who already attend a setting but there will be different expectations of the children as they

progress through the school. For some children this will be the first time that they have attended a school setting. Some may have accessed EY Provision in a Private Day Nursery, Pre-school or Childminder whereas for others this may be the first time they have accessed any EY Provision. It is important that transition takes account of these different needs.

Hull City Council and the Hull Learning Partnership have worked closely together to create a clear transition process that supports your child on this very important transition point in their education. The transition offer is split into both a **CORE OFFER** for all pupils and a specialist, often bespoke, offer for vulnerable pupils who may find the move harder than others and need more time to transition gradually.

The Transition Offer

CORE OFFER-Agreed by all Primary Schools

- Offer a visit for families to meet the staff and look around the setting before the child starts the school. This will usually be in the Summer Term after school allocations
- Ensure families are aware that a FS1 place does not guarantee a place in FS2/Reception
- Share a pack with families including information about the Early Years Foundation Stage (EYFS)
- Parents to complete form for FSM form if applicable which will ensure they receive the EYPP monies
- Talk to the Nursery/FS1 Teacher about the child's strengths and if there are any general concerns if the child has attended the School Nursery
- Contact the previous setting (Private Nursery, Pre-school or Childminder) for information on the child including a copy of the 2 Year Old Progress Check (if applicable), Developmental Overview and Transition Document (see attached)
- Contact families to find out more about the child (especially important if the child has never accessed any form of EY Provision) which may include a questionnaire or 'All About Me' form (see example attached). Ask for a copy of the ASQ3 check which Health Visitors complete when a child is between 24 and 30 months of age
- A member of the school's SLT and/or EYFS Co-ordinator will oversee the transition in to the school

CORE OFFER-Good Practice Enhancements

- Send a welcome letter to families sharing the school's website and inviting them to join the school's Facebook/Twitter/Tapestry
- Host Frequently Asked Questions on the school website
- Share an introductory video with families using the website/Facebook/Twitter which families can replay and talk to their child about

SUPPORT FOR OUR MOST VULNERABLE PUPILS (in addition to the Core Offer)

- School SEND Co-ordinator to liaise with the LA's Inclusion Team (which may include Portage) who have detailed records of all SEND pupils at different stages coming through to school

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- If a child has previously attended the school ensure that information is shared between teachers and the school SEND Co-ordinator
- If a child has previously attended a Private Day Nursery, Pre-school or Childminder, request a copy of the SEND Transition Document which contains detailed information and support for the child
- Ensure any other SEND records/Inclusion records are received and go to the key members of staff to aid transition
- Work closely with the school nurse /health visitors to gain a full picture of the child and any potential concerns
- The school's inclusion team to repeat the above process for vulnerable pupils identified by the previous setting

For learners with Education Health and Care Plans additional transition information relating to the management of their EHCPs and further enhancements to the transition work can be found on from page 50.

SUPPORT FOR THE MOST VULNERABLE PUPILS-Good Practice Enhancements

- Offer home visits
- Offer more visits to the school over a longer more flexible period of time
- Ensure more visits between FS1 and FS2 (Reception) when a child already attends the school
- Ensure that information about the routine of the day is shared with the family using videos and the school website
- In Hull the national THRIVE Framework has been adopted to describe the range of emotional and mental health provision available. Download the full mapping document <https://www.howareyoufeeling.org.uk/thrive-hull-framework>

EARLY HELP FAMILY SUPPORT

- Support with a range of parenting issues for families using the Signs of Wellbeing and Family Star Plus evidence based assessment tools. The family will be allocated a support worker who would assess the needs of the family and put in place a plan. The worker would then support the family to address the agreed actions in the (take out SMART) plan
- The Early Help service offers a wide range of support for parents through the Early Help Parenting Programme, including group and 1-1 courses. Further information can be found by visiting [Parenting Advice and Information – Family Hubs \(familyhubshull.org.uk\)](http://familyhubshull.org.uk)
- Online Parenting Guides ‘Understanding Your Child’ can be easily accessed by all Hull residents by visiting <http://www.hull.gov.uk/children-and-families/family-support/parenting-guides> and entering the code FREEDOM
- A wide range of play sessions are available at the Early Help Family Hubs which are all developed around the Early Years Foundation Stage framework. Further information on play sessions, speech & language support, home learning, along with links to the libraries, health services, home safety advice, jobs and benefits advice together with contact details of all Family Hubs can be found by visiting [Home – Family Hubs \(familyhubshull.org.uk\)](http://familyhubshull.org.uk)

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Timeline

Children must attend school from the term after which they turn 5. Most schools however encourage children to attend from the September of the academic year in which they turn 5. For children who are under compulsory school age, once a school place has been allocated, parents may, if they wish, agree with the school a pattern of part time attendance or a deferred start until later in that school year (but no later than the beginning of the summer term). Children born from 1st April to 31st August (summer born children) do not need to start school until the September after their fifth birthday. Where the parent delays their child's start until the September after their 5th birthday, they may request their child is admitted out of their normal age group in order to start in reception rather than year 1. The decision of where to place the child should be on the basis of the circumstances of the case and in the best interests of the child concerned.

1st October 2024 – 15th January 2025 - Applications for Primary School places

16th April 2025 - Allocation Day

Spring – Transitions for vulnerable children begin

Summer 2 – Transitions for other children

Useful Links and Support

[Primary school applications | Hull](#)

[Play My First Day at School - BBC Bitesize](#)

[Parenting Advice and Information – Family Hubs \(familyhubshull.org.uk\)](#)

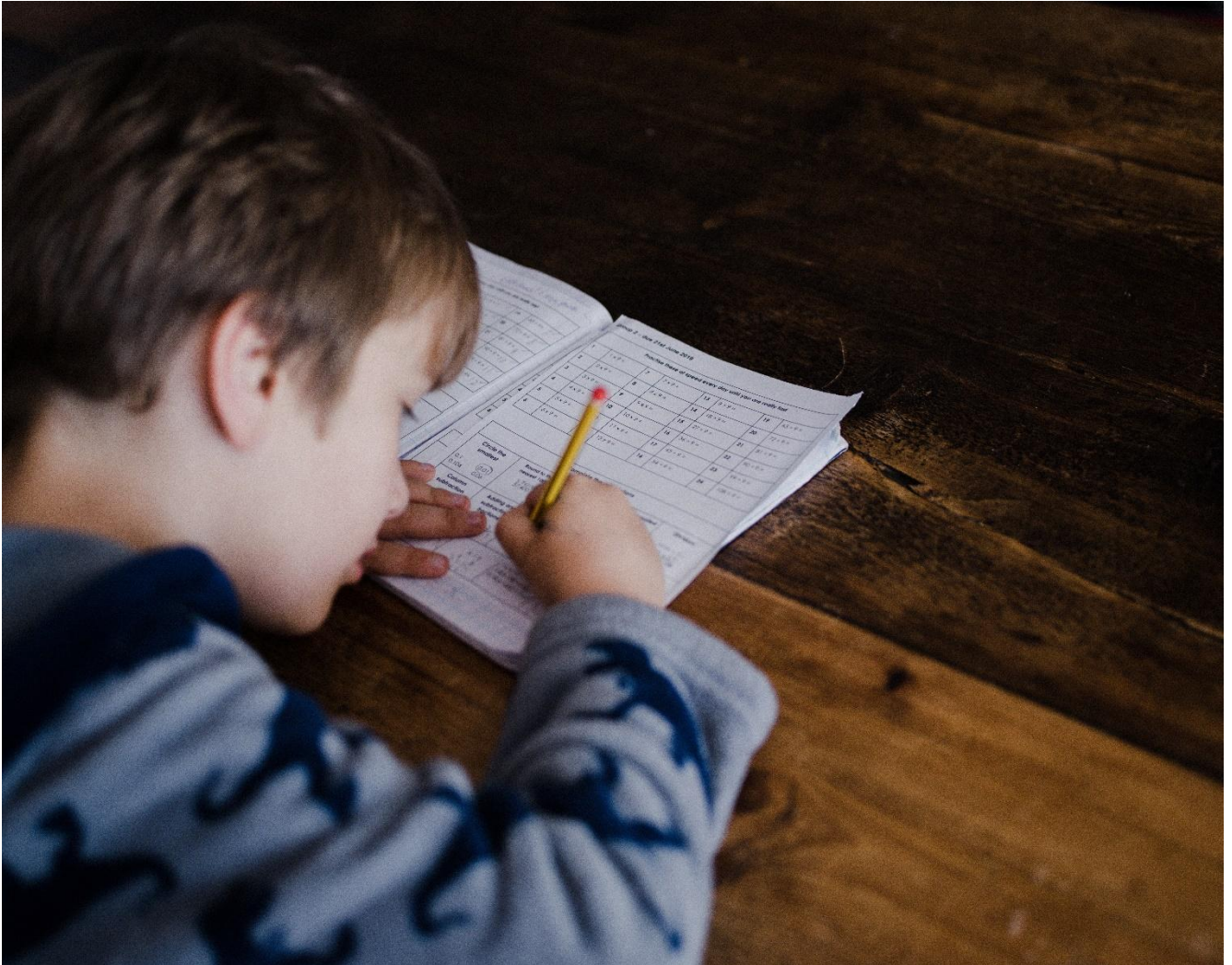
[Home – Family Hubs \(familyhubshull.org.uk\)](#)

[Solihull Online Parenting Guides](#)

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[Starting Childcare in 2023: How to prepare your child - BBC Tiny Happy People](#)

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Transition from Reception to Year 1

Transition Point – What to Expect and Background Information

Ofsted's Bold Beginnings:

'Reception and Year 1 teachers agreed that the vital smooth transition from the Foundation Stage to Year 1 was difficult because the early learning goals were not aligned with the now increased expectations of the National Curriculum.'

The transition from Reception to Year 1 is a big step for children and requires careful planning. Without careful planning, the move from a free-flowing, play based environment to a more formal, traditionally based curriculum can be difficult for pupils when they move up. The Year 1 learning experience tends to be more formal. The national curriculum sets out clear learning goals across every subject, and there are targets including knowing certain times tables and being able to spell a list of words accurately. Children are beginning to prepare for their KS1 tests taken in Year 2, and are also expected to take a phonics screening check towards the end of Year 1.

There are also more formal teaching approaches used to educate pupils in Year 1 and this could mean more time sitting and listening with focused attention. This is particularly difficult for the most vulnerable pupils who will struggle with new routines and expectations.

It is important that schools manage this change successfully to enable a smooth transition.

The Transition Offer

CORE OFFER-Agreed by all Primary Schools

- Full transition days during the penultimate week in Summer-minimum of 2 days
- Create opportunities for pupils to meet their new Year 1 teachers during the Summer term-for example story times etc
- Ensure pupils are familiar with social situations or spaces in school such as assemblies and playgrounds
- CPD for Year 1 teachers on the Early Years Foundation Stage and vice versa on the Year 1 curriculum through Local Authority training or in-house.
- Ensure a thorough handover and understanding of the data at the end of the school year with Year 1 colleagues
- From September, deploy aspects of the Foundation Stage provision and routines to gradually introduce pupils to more formal learning during the first half term
- Foundation Stage begins to move to more 'formal' learning experiences to prepare pupils for Year 1. Begin to establish Year 1 routines
- Arrange a Year 1 transition meeting with parents in the Summer term-meet the team, explain expectations, routines, entrances, timings and answer any concerns.

CORE OFFER-Good Practice Enhancements

- Send home a Summer pack of activities to prepare children for life in Year 1 from the Year 1 team
- Arrange sessions for pupils to spend time with the new Year 1 team during the Summer term outside the traditional transition days
- Create an information leaflet for parents explaining the provision in Year 1 and offering support
- Let parents visit a Year 1 classroom with their child and meet the new team after school
- 'Stay and Learn' for parents and children with modelling of expectations and how to learn Year 1
- Create a Year 1 and Reception joint topic to collaborate on
- Throughout Year 1 create topic and wider curriculum opportunities in a similar style as a continuous provision

SUPPORT FOR OUR MOST VULNERABLE PUPILS (in addition to the Core Offer)

- **Are outreach services aware of any children you have with Social and Emotional Wellbeing Needs (SEMH) prior to starting in Year 1?** Services are commissioned from Year 1 and they are keen to work with children prior to starting in this year group. Please could you let them know by completing this questionnaire [here](#)
- Invite Year 1 staff to SEND review meetings for their new cohort in Summer
- Identify pupils during the Summer Term who may be vulnerable during the transition
- Bespoke visits to routine areas/day to day Year 1 activities such as the toilets, breaktimes, walking to assembly, walking to the hall etc
- Ensure successful strategies for vulnerable children are shared with the Year 1 team
- Arrange a meeting between Reception and Year 1 staff to discuss a bespoke transition for these children during the Summer Term
- Visits to the Year 1 class during the Summer term accompanied by a member of staff from the Foundation Stage who they are familiar with

SUPPORT FOR THE MOST VULNERABLE PUPILS-Good Practice Enhancements

- Create individual transition plans for vulnerable children
- In Hull the national THRIVE Framework has been adopted to describe the range of emotional and mental health provision available. Download the full mapping document <https://www.howareyoufeeling.org.uk/thrive-hull-framework>

EARLY HELP FAMILY SUPPORT

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- Support with a range of parenting issues for families using the Signs of Wellbeing and Family Star Plus evidence based assessment tools. The family will be allocated a support worker who would assess the needs of the family and put in place a plan. The worker would then support the family to address the agreed actions in the plan
- The Early Help service offers a wide range of support for parents through the Early Help Parenting Programme, including group and 1-1 courses. Further information can be found by visiting [Children and families – Hull](#)
- Online Parenting Guides ‘Understanding Your Child’ can be easily accessed by all Hull residents by visiting <http://www.hull.gov.uk/children-and-families/family-support/parenting-guides> and entering the code FREEDOM
- **Summer Term**-create a plan which includes dates for transition days, a meeting with

Timeline

parents and any other transition dates the school is planning

- **Summer Term**-identify pupils who may be vulnerable when they move into Year 1
- **Penultimate Week in Summer**-transition days-minimum of 2 days
- **From September**- Plan a gradual introduction to a more formal curriculum during the first few weeks

Useful Links and Support

[Family Information Service Hull](#)

[Early Help Parenting Offer](#)

[Online Parenting Guides](#)

[Hull Children's Centres](#)

[Early Help Family Support](#)

[Early Help Webinars](#)

[The Local Offer](#)

[Foundation Stage Forum Article](#)

<https://www.howareyoufeeling.org>

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Primary to Secondary School Transition

Transition Point – What to Expect and Background Information

Transition from Year 6 to Year 7 is a big step for pupils in our city. Some pupils may find this exciting but for others it is a daunting prospect in a very different, much larger environment.

Hull City Council and the Hull Learning Partnership have worked closely together to create a clear transition process that supports your child on this very important transition point in their education. The transition offer is split into both a **CORE OFFER** for all pupils and a specialist, often bespoke, offer for vulnerable pupils who may find the move harder than others and need more time to transition gradually.

The Transition Offer

CORE OFFER-Agreed by all Secondary Schools

- A 5 day, fully immersive transition week for all Year 6 pupils in the penultimate week of the Summer term
- Open Evenings to each secondary school in the autumn term (co-ordinated across the city and not on the same day)
- Transition information packs from each setting
- One city wide data collection for the whole cohort which is distributed by the LA to feeder secondary's. The template is available [here](#).
- Spring and Summer visits to meet the cohort
- Summer Handover-visits to spend time with Year 6 teachers to discuss progress and attainment
- A member of the school's SLT who will oversee transition in each primary and secondary school setting. The secondary transition lead will liaise closely with all feeder primary school leads and their Y6 team
- The Head of Music of each Secondary school will hold discussions with those primary pupils who have been accessing individual or small group music tuition. Provision for lessons and musical opportunities will be shared with pupils on a 1:1 basis.

CORE OFFER-Good Practice Enhancements

- Transition events for Y6 throughout the academic year that are fun and engaging
- Transition events for Y5 throughout the academic year
- Promotional Videos and materials

- Subject transition [books](#)
- The School Nursing team can support transition events to promote the service. For further information please visit; <https://humberisphn.nhs.ukhttps://humberisphn.nhs.uk/>
- School nursing transition [Looking Ahead resources](#) can be utilised.

SUPPORT FOR OUR MOST VULNERABLE PUPILS*

- Completed [SEND/vulnerable transfer information form](#) per pupil identified on the LA transition overview from each primary setting (special educational needs (SEND), looked after, behaviour, social and emotional needs) which is forwarded to the secondary schools by the primary setting
- Once received the secondary setting will meet with the primary settings to discuss and create an additional support package that will meet their needs
- Additional visits will be arranged to support transition as a bespoke offer involving the primary school who will join them.

For learners with Education Health and Care Plans additional transition information relating to the management of their EHCPs and further enhancements to the transition work can be found on from page 50.

SUPPORT FOR THE MOST VULNERABLE PUPILS-Good Practice Enhancements

- Offer a half term placement in the summer
- Bespoke programmes/events specifically created around the needs of individual pupils who are identified as vulnerable transfers
- Targeted support - School Nurses can provide holistic assessment of the health and wellbeing needs of children and young people. Offering health advice and promotion, signposting and referral to other services. Provide a link between school, home and the community. For more information contact <https://humberisphn.nhs.uk/> or Email: hull.cypcommunityservices.net

The following services offer targeted support for children and young people who have emotional wellbeing issues and need additional support with transition from primary to secondary school:

- In Hull the national THRIVE Framework has been adopted to describe the range of emotional and mental health provision available. Download the full mapping document <https://www.howareyoufeeling.org.uk/thrive-hull-framework>
- **Community Based Group Work - SMILE** group work project is available for young people to access after school and can support with school transition. It is delivered by youth workers in local youth centres. (North, East and West) For more information, please visit www.howareyoufeeling.org.uk/professionals
- **1-2-1 Targeted support Emotional Resilience Coaches** provides one to one emotional well - being support, tailored to meet the needs of the individual young person who may present a range of emotional health issues and who are struggling to cope for example; with low-level anxiety and depression, stress, identity/body image, early signs of self-harm, transition from primary to secondary, secondary into education, employment and training, or between schools. For further information, please visit www.howareyoufeeling.org.uk/professionals
- **1-2-1 Targeted support Counselling Service.** The Counselling Service is delivered by Hull and East Yorkshire Mind. Counsellors work 1-2-1 with young people to help them

manage and overcome difficulties they may be experiencing For further information, please visit www.howareyoufeeling.org.uk/professionals

Services also include help for Parents and Carers of children aged 10-16 to improve family emotional health and wellbeing and support with transition:

- **Parenting Support Parenting Practitioners** - Work with parents to help them support the emotional wellbeing of their young people. They offer group work sessions and 1-2-1 support. For further information, please visit www.howareyoufeeling.org.uk/professionals
- **Support for Parents of Children with a Disability (5-16) KIDS** provide a range of group work delivered across Hull, offering parents/carers guidance and practical support, such as: Stepping Stones Triple P (children aged 2-14) National Autistic Society Teen Life (children aged 10-16) Balancing Act (children aged 10-16) For further information, please visit www.howareyoufeeling.org.uk/professionals

Early Help Family Support

- The Early Help service offers a wide range of support for parents through the Early Help Parenting Programme, including group and 1-1 courses. Further information can be found by visiting <http://www.hull.gov.uk/children-and-families/family-support/parenting-course>
- Early help support with a range of parenting issues for families using the Signs of Wellbeing and Family Star Plus evidence based assessment tools. The family will be allocated a support worker who would assess the needs of the family and put in place a (take out SMART) plan. The worker would then support the family to address the agreed actions in the plan
- For the Professional Audience Only - Early Help Webinars presented by the Early Help team which cover and share a wide range of themes and information on Early Help services can be found at <https://www.howareyoufeeling.org.uk/early-help-webinars-1>
- Online Parenting Guides 'Understanding Your Child', 'Understanding Your Teenager's Brain' and 'Understanding Your Brain (for Teenagers Only!)' can be easily accessed by all Hull residents by visiting <http://www.hull.gov.uk/children-and-families/family-support/parenting-guides> and entering the code FREEDOM
- ReFresh is a confidential support service for under 19's in Hull who work with young people and/or families around drugs and alcohol. They also provide stop smoking support for under 16's. Details can be found at <https://www.refreshhull.org.uk/>
- Youth Development Service - the service works with young people aged 10-19 and up to 24 years old for those with disabilities and/or learning needs (take out - as part of the

HeadStart Hull offer). For more information, please visit
www.howareyoufeeling.org.uk/professionals

Transferring from a Pupil Referral Unit into Secondary School

The aim should always be to attend a mainstream secondary school as soon as they are ready

Soon after National Offer Day secondary schools should work with the primary PRU to draw up a transition plan

If the pupil is not considered ready for mainstream school, a secondary AP school should be identified in order to start Year 7.

The secondary AP would then become a third party in the planning, review and implementation of the transition plan.

The aim should always be to attend a mainstream secondary school as soon as they are ready

The pupil should remain on the mainstream, secondary school's roll from the beginning of Year 7

****Vulnerable pupils can be classified using one or more of the following factors when considering a bespoke transition:***

- *Pupils with special educational needs (SEND)*
- *Pupils with an Educational Health Care Plan (EHCP)*
- *Pupils with social worker/social care involvement*
- *Pupils with social or emotional health needs*
- *Pupils who are looked after (LAC)*
- *Pupils with repeated fixed term exclusions*
- *Pupils with poor attendance*
- *Families accessing Early Help Support*

For learners with Education Health and Care Plans additional transition information relating to the management of their EHCPs and further enhancements to the transition work can be found on from page 50.

Timeline

Opening date for applications 1 September 2025

Deadline date 31 October 2025

National offer date 3 March 2026

Date for appeals – 4 April 2026

LA Y6 transition data collection out to schools 3 March 2025

Deadline for LA submission- 14 March 2025

Deadline for SEND/Vulnerable pupils to feeder secondary schools- 4 April 2025

Transition Week- 7th -11th July 2025

Appeals – Democratic Services and Paul Sparham organised in June of that year

Autumn Term-Open Evenings, events and publicity

Spring Term-LA Core data collection and sharing with feeder secondaries-deadline 2nd week in March

Spring Term-Vulnerable transfer forms completed and shared with the LA

Summer 1-Meeting with Year 6 teams in primary schools

Summer 1-Meeting with pupils from your new cohorts

Summer 2-Vulnerable/SEND transfer visits

Academic Year-Visits and Experiences for Y5 and Y6

Children with an Educational Health Care Plan in Year 5 Annual Review-preference made for secondary school.

[Coordinated Admissions Scheme for entry to Secondary Schools in Hull for the academic year 2026/2027](#)

Education Endowment Guidance Reports to support this phase of transition

- [Working with Parents to Support Children's Learning](#)
- [Improving Behaviour in Schools](#)
- [Putting Evidence to Work – A School's Guide to Implementation](#)
- [Improving Literacy in Secondary Schools](#)
- [EEF Blog: 'Getting Transition Right', implementing specific evidence from 5 Learning Behaviours](#)

Useful Links and Support

- Support with applications:
- [Hull City Council Website Access](#)
- [Guide to Secondary School Admissions](#)

Social and emotional Health and Wellbeing Support:

- [How are you Feeling https://www.howareyoufeeling.org.uk/thrive-hull-framework](https://www.howareyoufeeling.org.uk/thrive-hull-framework)
- [Barnardo's Support](#)
- [Young Minds Transition Support](#)
- [Transition Support Video](#) created by Young Minds
- <https://www.youtube.com/watch?v=hxfWkCwPvpk>
- <https://www.mentallyhealthyschools.org.uk/resources/>

- <https://www.annafreud.org/schools-and-colleges/>
- <https://councilfordisabledchildren.org.uk/resources-and-help>
- [Young Minds Transition Support](#)
- [Transition Support Video](#) created by Young Minds
- <https://www.annafreud.org/schools-and-colleges/resources/moving-up-the-transition-to-secondary-school-animation-teacher-toolkit/>
- School Nursing Service <https://humberisphn.nhs.uk/>
- [Early Help Parenting Offer](#)
- [Solihull Online Parenting Guides](#)
- [Hull Children's Centres](#)
- [Early Help Family Support](#)
- [Early Help Webinars](#)
- [Host Transition Offers](#)

Transition to Special Setting



Transition to and from a Special Setting

Transition Point – What to Expect and Background Information

Transition to or from a specialist setting (this may include a special school, SEND unit or resource base) may occur for learners with an Education Health and Care Plan (EHCP) at any stage of their education. The decision for a learner to be educated in a specialist setting is made by the local authority in consultation with parents, young people and the settings themselves. This decision is informed by the outcome of the EHC needs assessment or annual review process. Only when a setting is named in Section I of an EHCP will the specialist setting have a duty to admit the learner (Section 33 and 39 of the children's and families act). This will then trigger the commencement of the transition process.

The Transition Offer

Any transition into or out of a specialist setting will be informed by the individual's needs as identified in their EHCP and health care plan (as appropriate). Therefore, this transition will be bespoke to each individual, with a programme developed through close liaison between the current and receiving setting.

Each individual's transition will be underpinned by:

- Clear understanding of the individual needs as identified within the EHCP and through discussion

- Effective communication between parents/carers, children/young people, current setting, specialist setting, local authority SEND Team and support agencies
- The offer of a home visit by the receiving school
- The offer of a parent visit to the school setting
- Timely information sharing
- Clear planning and preparation for pupil visits and resources needed to support the successful transition.

Timeline

Requests for a change of placement to or from a specialist setting may be initiated through the EHCP assessment or review processes.

Timelines for transitions will be bespoke and in agreement with the parents/carers, settings and the Local Authority.

Education Endowment Guidance Reports to support this phase of transition

- [Working with Parents to Support Children's Learning](#)
- [SEND in mainstream schools](#)
- [Improving Behaviour in Schools](#)
- [Putting Evidence to Work – A School's Guide to Implementation](#)
- [EEF Blog: 'Getting Transition Right', implementing specific evidence from 5 Learning Behaviours](#)

Useful Links and Support

[Hull Local Offer](#)

[SEND Code of Practice](#)

www.mentallyhealthyschools.org.uk/resources

[Council for Disabled Children Resources](#)

Transition at Year 9



Year 9 to Year 10 School Transition

Transition Point – What to Expect and Background Information

Transition at the end of Year 9 occurs when pupils secure an admission to either the Hull College 14-16 College or Ron Dearing UTC for the following academic year.

This transition point only involves a small proportion of children but still requires careful management and information sharing to ensure that the child has the very best chance of success in their new school. It is important therefore that both the current and future school work closely together to manage a successful transition.

As with all transition points, Hull City Council and the Hull Learning Partnership are committed to creating a clear, prescribed transition process which ensure all children experience the same high levels of support at important points in their education journey.

The transition offer is split into both a **CORE OFFER** for all pupils and a specialist, often bespoke offer for vulnerable pupils who may find the move harder than others and need more time or support to transition successfully.

Moving from Year 9 to Year 10

How it works:

Moving into a new setting at the end of Year 9 is a great opportunity for students who are ready for a different type of learning which enables them to specialise in vocational or academic technical qualifications alongside core GCSEs. In Hull students have two options: the 14-16 College (technical and vocational learning) and Ron Dearing UTC (employer-engaged academic, technical learning). Both organisations offer a step up into a young adult environment.

Leaving secondary school at the end of Year 9 to start somewhere new in Year 10 is an important decision requiring careful consideration. In order to understand the provision students are

applying for, it is essential that they and their parents attend Open Evenings and Information, Advice and Guidance events to learn about the curriculum, opportunities, differences, expectations and responsibilities. It is also vital that the 14-16 College and Ron Dearing UTC work with secondary schools and families to ensure a successful transition. This brief guide sets out what to expect regarding transition, when things will happen and where you can find further support and advice for both the 14-16 College and the UTC.

The Transition Offer

CORE OFFER-Agreed by all Secondary Schools

- Open Evenings for each setting in the Autumn term
- 14-16 College provide taster sessions and assessment evenings in addition to an induction week to prepare new students.
- Ron Dearing UTC provides individual information advice and guidance meetings for each student and their parents. Students also attend for Induction days in the summer term.
- Transition information will be available from each setting
- Information sharing including pupil achievement data, pastoral information, access arrangements, safeguarding/child protection records and up-to-date graduated response documentation during the summer and autumn term

CORE OFFER-Good Practice Enhancements

- Despite small numbers of pupils transitioning, an identified 'transition lead' will oversee the process to ensure the core offer is met for each child
- Transition leads from the previous and new school will liaise directly to address any specific issues or queries
- Any information or nuance regarding individual pupils is discussed in a telephone conversation between colleagues from the previous and new school
- Promotional materials are available for pupils to access throughout the year

SUPPORT FOR OUR MOST VULNERABLE PUPILS*

- Telephone consultation between transition leads at previous and new school for all vulnerable pupils to share information and pass on important detail including the graduated approach
- Additional opportunities for parent and child consultation/meetings with transition lead prior to autumn term start to answer any questions or address any concerns
- Additional visits arranged to support transition as a bespoke offer involving the parent/carer if necessary
- Consultation and requests for a change in the named setting for children with an EHC plan must follow statutory process. In some cases this may involve calling an early annual review.

For learners with Education Health and Care Plans additional transition information relating to the management of their EHCPs and further enhancements to the transition work can be found on from page 50.

SUPPORT FOR THE MOST VULNERABLE PUPILS-Good Practice Enhancements

- Additional parental and student on-site / virtual meetings
- Allocated mentors on entry to support transition period
- Programmes created around the needs of individual pupil needs
- **Targeted support** - School Nurses can provide holistic assessment of the health and wellbeing needs of children and young people. Offering health advice and promotion, signposting and referral to other services. Provide a link between school, home and the community. For more information contact <https://humberisphn.nhs.uk/>

The following services offer targeted support for children and young people who have emotional wellbeing issues and need additional support with transition

- In Hull the national THRIVE Framework has been adopted to describe the range of emotional and mental health provision available. Download the full mapping document <https://www.howareyoufeeling.org.uk/thrive-hull-framework>
- **Community Based Group Work** - SMILE group work project is available for young people to access after school and can support with school transition. It is delivered by youth workers in local youth centres. (North, East and West) For more information, please visit www.howareyoufeeling.org.uk/professionals
- **1-2-1 Targeted support Emotional Resilience Coaches** provides one to one emotional well - being support, tailored to meet the needs of the individual young person who may present a range of emotional health issues and who are struggling to cope for example; with low-level anxiety and depression, stress, identity/body image, early signs of self-harm, transition from primary to secondary, secondary into education, employment and training, or between schools. For further information, please visit www.howareyoufeeling.org.uk/professionals
- **1-2-1 Targeted support Counselling Service**. The Counselling Service is delivered by Hull and East Yorkshire Mind. Counsellors work 1-2-1 with young people to help them manage and overcome difficulties they may be experiencing For further information, please visit www.howareyoufeeling.org.uk/professionals
- **Parenting Support Parenting Practitioners** - Work with parents to help them support the emotional wellbeing of their young people. They offer group work sessions and 1-2-1 support. For further information, please visit www.howareyoufeeling.org.uk/professionals
- **Support for Parents of Children with a Disability (5-16) KIDS** provide a range of group work delivered across Hull, offering parents/carers guidance and practical support, such as: Stepping Stones Triple P (children aged 2-14) National Autistic Society Teen Life (children aged 10-16) Balancing Act (children aged 10-16) For further information, please visit www.howareyoufeeling.org.uk/professionals

Early Help Support

- Support with a range of parenting issues for families using the Signs of Wellbeing and Family Star Plus evidence based assessment tools. The family will be allocated a support worker who would assess the needs of the family and put in place a (take out SMART) plan. The worker would then support the family to address the agreed actions in the plan

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- The Early Help service offers a wide range of support for parents through the Early Help Parenting Programme, including group and 1-1 courses. Further information can be found by visiting <http://www.hull.gov.uk/children-and-families/family-support/parenting-courses>
- Online Parenting Guides 'Understanding Your Child', 'Understanding Your Teenager's Brain' and 'Understanding Your Brain (for Teenagers Only!)' can be easily accessed by all Hull residents by visiting <http://www.hull.gov.uk/children-and-families/family-support/parenting-guides> and entering the code FREEDOM
- *For the Professional Audience Only* - Early Help Webinars presented by the Early Help team which cover and share a wide range of themes and information on Early Help services can be found at <https://www.howareyoufeeling.org.uk/early-help-webinars-1>
- ReFresh are a confidential support service for under 19s in Hull who work with young people and/or families around drugs and alcohol. They also provide stop smoking support for under 16s. Details can be found at <https://www.refreshhull.org.uk/>
- Youth Development Service - the service works with young people aged 10-19 and up to 24 years old for those with disabilities and/or learning needs. In particular the Emotional Resilience Coach service and SMILE community based group work offer. This is a referral based support service for young people who have emotional wellbeing issues regarding school transition. For more information, please visit www.howareyoufeeling.org.uk/professionals
- Targeted Youth Support (TYS) offer support, information and advice to young people aged 16-21 who are homeless or threatened with homelessness; for more information, please contact targetedyouthsupport@hullcc.gov.uk

Transferring from a Pupil Referral Unit into Secondary School

The aim should always be to attend a mainstream secondary school as soon as they are ready:

- Soon after National Offer Day secondary schools should work with the primary PRU to draw up a transition plan
- If the pupil is not considered ready for mainstream school, a secondary AP school should be identified in order to start Year 7.
- The secondary AP would then become a third party in the planning, review and implementation of the transition plan.
- The aim should always be to attend a mainstream secondary school as soon as they are ready
- The pupil should remain on the mainstream secondary school's roll from the beginning of Year 7

*Vulnerable pupils can be classified using one or more of the following factors when considering a bespoke transition:

- Pupils with special educational needs (SEND)
- Pupils with an Educational Health Care Plan (EHCP)
- Pupils with social worker/social care involvement
- Pupils with social or emotional health needs
- Pupils who are looked after (LAC)
- Pupils with repeated fixed term exclusions
- Pupils with poor attendance
- Families accessing Early Help Support

For learners with Education Health and Care Plans additional transition information relating to the management of their EHCPs and further enhancements to the transition work can be found

14-16 College

1st September – October half term - Applications for in-year transfers will be considered up to the end of the first half term.

The 14-16 College will add any year 10 students applying for year 11 place onto a waiting list and assess applications. This is case by case due to the core curriculum opportunities reduced for 2 terms of study and spaces available.

Year 9 to Year 10

1st March-Allocation Day

Autumn Term-Open Evenings, events and publicity

Spring Term-LA Core data collection and sharing with feeder secondaries

Spring Term-Vulnerable transfer forms completed and shared with the LA

Summer 1-Meeting with Year 6 teams in primary schools

Summer 1-Meeting with pupils from your new cohorts

Summer 2-Vulnerable/SEND transfer visits

Academic Year-Visits and Experiences for Y5 and Y6

Ron Dearing UTC

Students can only start at Ron Dearing UTC at the beginning of Year 10 (or Year 12).

Applications for places for in Year 10 for September 2024 should be submitted between 1st September 2023 to 31st January 2024.

If Ron Dearing UTC is oversubscribed, places are allocated by random selection. Students whose applications are unsuccessful may request to be placed on the waiting list.

Year 9 to Year 10

- 9th November 2024 – Open Event
- 11th January 2024 – Open Event 2
- October 2023 to January 2024 - Individual information meetings with parents and students who have applied
- 31st January 2024 – Application window closes

- 1st February 2024 to 28th February 2024 – Oversubscription criteria applied and places allocated
- 1st March 2024 - Students and parents informed of outcome of application
- 30th March 2024 – Parents confirm acceptance of places
- April 2024 – Information Evening

Education Endowment Guidance Reports to support this phase of transition

Induction Days

- [Working with Parents to Support Children's Learning](#)
- [SEND in mainstream schools](#)
- [Improving Behaviour in Schools](#)
- [Putting Evidence to Work – A School's Guide to Implementation](#)
- [Improving Literacy in Secondary Schools](#)
- [EEF Blog: 'Getting Transition Right', implementing specific evidence from 5 Learning Behaviours](#)

Useful Links and Support

Support with applications:

- [Hull City Council Website Access](#)
- [Guide to Secondary School Admissions](#)
- [Choosing Options in Year 9 \(logonmoveon.co.uk\)](#)

Social and emotional support:

- <https://www.howareyoufeeling.org.uk/thrive-hull-framework>
- [Barnardo's Support](#)
- [Young Minds Transition Support](#)
- [Transition Support Video](#) created by Young Minds
- <https://councilfordisabledchildren.org.uk/resources-and-help>
- [School Nursing](#) - <https://humberisphn.nhs.uk/>
- [Early Help Parenting Offer](#)
- [Solihull Online Parenting Guides](#)
- [Early Help Family Support](#)
- [Early Help Webinars](#)
- [ReFresh](#)
- [How Are You Feeling - Professionals](#)
- [Targeted Youth Support \(TYS\)](#)

Transition to Post 16



For learners with Education Health and Care Plans additional transition information relating to the management of their EHCPs and further enhancements to the transition work can be found on page 53 in the Transition with EHCP section.

Year 11 to post 16 education, employment or training transition

Transition Point – What to Expect and Background Information

Careers choices are closely related to education choices which in turn are a factor in the future earning potential of an individual. Ensuring that young people transition successfully into high quality post 16 education, employment or training is not only an entitlement but also a critical factor in the economic wellbeing of the city.

It is at the point of transition from compulsory secondary education that young people are most at risk of dropping out of education, employment and training and in Hull some groups of pupils are disproportionately represented in NEET data.

By developing a core transition offer and sharing best practice we aim to ensure that fewer pupils become NEET and that post 16 providers benefit from motivated young people who have made informed choices, feel well supported and consequently achieve well.

The Transition Offer

CORE OFFER - Agreed by all Secondary Schools, the Local Authority and Post 16 Providers:

- Schools will identify Year 11 pupils (and year 10 if the young person has an EHCP) who are vulnerable and 'at risk of NEET' when transitioning to year 12. The Local Authority Connexions service, in partnership with the school, will provide additional bespoke support to overcome barriers when transitioning to post 16 education.
- All Schools hold careers events during Key Stage 4 with representation from all post 16 further education providers and a broad range of employment, training and Apprenticeship providers. This is supplemented by assemblies and information events for Y11 pupils outlining routes available post 16, including visiting speakers and providers of further education and training.
- Schools provide parents with available details of open evenings and information events for post 16 providers of further education, employment and training. A calendar of Post 16 provider Open Evenings is available on log-on-move-on. A schedule of year 11 after-school events is published by schools at the start of the Autumn Term which includes admission timescales such as deadlines for applications, interviews and enrolment dates.

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- Post 16 providers commit to providing a range of open and taster events throughout the academic year to aid transition and support informed career / progression routes.
- Pupils receive at least one focused careers/progression meeting with a qualified independent and impartial careers practitioner.
- Post 16 providers commit to provide an annual update of their respective curriculum offers to support the CPD of careers professionals in schools.
- Information sharing including pastoral information, access arrangements, safeguarding/child protection records and up-to-date graduated response documentation will be shared by the school before the October half-term.
- Young people have access to the careers portal >log on | move on> (www.logonmoveon.co.uk) to research their options, and apply for their chosen courses, opportunities and provider(s) which are available across Hull, East Riding and surrounding area.
- All schools will provide a well informed and coherent CEIAG curriculum, aligned with the Gatsby Benchmarks/Provider Access Legislation and in line with ongoing curriculum and qualification reform.
- The Connexions service will provide targeted support for all Hull resident young people in years 12 & 13 (and up to the age of 25 if they have an EHCP) who unfortunately find themselves Not in Employment, Education and Training (NEET).
- The Connexions Service will inform the previous secondary school of any pupils who drop out of year 12 or 13 to ensure a joined-up approach to re-engagement and prevention of long-term NEET.
- Post 16 providers to inform Connexions of any vulnerable pupils who disengage in year 12/13 (and up to the age of 25 for those with an EHCP) to ensure a joined up/multi agency approach to re-engagement is established.

CORE OFFER - Good Practice Enhancements:

- Pupils who are statistically more likely to become NEET (based on local data) engage in additional supported visits to a range of providers over KS3 and 4 to inform their decisions and build a sense of familiarity.
- Young people have the opportunity to engage in meaningful encounters with employers which may include, workplace visits, (virtual or physical) work experience, business mentors etc.

CORE SUPPORT FOR OUR MOST VULNERABLE PUPILS:

- Connexions to attend EHCP reviews (where appropriate) from year 10 onwards for those who are identified as being at risk of becoming NEET, to assist planning and Preparation for Adulthood.
- For pupils with an EHCP, the annual review is prioritised for the Autumn term in Y11 in order to provide sufficient time to consider options and consult name post 16 provision.
- There will be an annual data exchange between the Local Authority and Post 16 providers. The data exchange will begin in September each year, with three opportunities to request data, September, October and January. The Local Authority will share details of a vulnerable young persons educational history and support requirements. The post 16 provider will complete the template provided in appendix 4 below with details of learners

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who have enrolled for the academic year and return to beth.lorimer@hullcc.gov.uk at the Local Authority. Further detailed instructions on the template return process are provided within the template. Once received, the Local Authority will provide any additional information which is pertinent to provide an effective transition for the young person. The Local Authority will then return the updated template to the post 16 provider to aid transition, implement effective support arrangements and promote enhanced retention.

- Taster sessions are provided by post 16 providers for individual or small groups of vulnerable pupils. Attendance at sessions will be supported by an adult from the respective secondary school. Bespoke August / September enrolment arrangements will be provided for vulnerable young people.
- Stakeholders will support an annual 'Preparation for Adulthood' / Careers event aimed at young people with SEND and EHCP's to aid post 16 transition.

****For learners with Education Health and Care Plans additional transition information relating to the management of their EHCPs and further enhancements to the transition work can be found below in the 'transitions for learners with an Education Health and Care Plan' below.***

SUPPORT FOR THE MOST VULNERABLE PUPILS - Good Practice Enhancements

- Extended support into the Autumn term from the secondary school for the most vulnerable or at risk of NEET pupils. SENCOs routinely invite other professionals to EHCP reviews from Year 9 in preparation for the transition review.
- Additional opportunities for parent and child with SENCO/pastoral staff/transition lead through Y11 to answer any questions or address any concerns.
- Additional visits arranged to support transition as a bespoke offer involving the parent/carer if necessary.
- Travel training supported by a suitably qualified adult which also covers staying safe in the community, managing money and how to get help.
- SENCO of secondary school meets with SENCO of post 16 provision to share details and nuances related to specific needs and support strategies.

The following services offer targeted support for young people who have emotional wellbeing issues and need additional support with transition:

- In Hull the national THRIVE Framework has been adopted to describe the range of emotional and mental health provision available. Download the full mapping document <https://www.howareyoufeeling.org.uk/thrive-hull-framework>
- **Community Based Group Work** - SMILE group work project is available for young people to access after school and can support with school transition. It is delivered by youth workers in local youth centres. (North, East and West) For more information, please visit www.howareyoufeeling.org.uk/professional
- **1-2-1 Targeted Support - Counselling Service.** The Counselling Service is delivered by Hull and East Yorkshire Mind. Counsellors work 1-2-1 with young people to help them manage and overcome difficulties they may be experiencing. This is a referral based support service for young people who have emotional wellbeing issues. Part of the Hull

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offer. For more information, please visit www.howareyoufeeling.org.uk/professionals. Services also include help for Parents and Carers of children aged 10-16 to improve family emotional health and wellbeing and support with transition:

- **Parenting Support Parenting Practitioners** - Work with parents to help them support the emotional wellbeing of their young people. They offer group work sessions and 1-2-1 support. For further information, please visit www.howareyoufeeling.org.uk/professionals
- **Support for Parents of Children with a Disability (5-16) KIDS** provide a range of group work delivered across Hull, offering parents/carers guidance and practical support, such as: National Autistic Society Teen Life (children aged 10-16) Balancing Act (children aged 10-16) For further information, please visit www.howareyoufeeling.org.uk/professionals
- School Nursing Service helps young people age 5-19 in Hull with physical, emotional and social wellbeing support. Are experts in child health, illness and developmental needs and provide support and a referral service for those young people with additional needs. <https://humberisphn.nhs.uk/>
- KIDS - Transition programmes focus on supporting young people from 14 years onwards during the crucial time period when they are moving from childhood to adulthood. These programmes may include activities around learning to cook and healthy eating, money management, independent travel, exercise, further education choices and volunteer and work placements. Parent Support -THE KIDS team also offer evidenced based training courses for parents needing some further information or different strategies to support their child/young person. Also support with guidance, advice and information on local services and signposting to relevant outside agencies. For more information <https://www.kids.org.uk/hull-training-for-parents-service>
- Young people's SENDIASS
Young People aged 16 – 25 who have special educational needs or a disability. Provide information, advice and support to young people (and if they choose, their parents/carers) on issues relating to education, health and social care. For further information please contact KIDS www.kids.org.uk/hull-sendiaass
- Parent Support - SENDIASS - The service is for parents who have a child/children, up to the age of 19 that has/have Special Education Needs. For further information please contact www.kids.org.uk/hull-sendiaass

Early help Family Support:

- Early Help support with a range of parenting issues for families using the Signs of Wellbeing and Family Star Plus evidence based assessment tools. The family will be allocated a support worker who would assess the needs of the family and put in place a (take out SMART) plan. The worker would then support the family to address the agreed actions in the plan
- The Early Help service offers a wide range of support for parents through the Early Help Parenting Programme, including group and 1-1 courses. Further information can be found by visiting <http://www.hull.gov.uk/children-and-families/family-support/parenting-courses>
- Online Parenting Guides 'Understanding Your Child', 'Understanding Your Teenager's Brain' and 'Understanding Your Brain (for Teenagers Only!)' can be easily accessed by all Hull residents by visiting <http://www.hull.gov.uk/children-and-families/family-support/parenting-guides> and entering the code FREEDOM

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- *For the Professional Audience Only* - Early Help Webinars presented by the Early Help team which cover and share a wide range of themes and information on Early Help services can be found at <https://www.howareyoufeeling.org.uk/early-help-webinars-1>
- ReFresh are a confidential support service for under 19s in Hull who work with young people and/or families around drugs and alcohol. They also provide stop smoking support for under 16s. Details can be found at <https://www.refreshhull.org.uk/>
- Youth Development Service - the service works with young people aged 10-19 and up to 24 years old for those with disabilities and/or learning needs. In particular the Emotional Resilience Coach service and SMILE community based group work offer. This is a referral based support service for young people who have emotional wellbeing issues regarding school transition For more information, please visit www.howareyoufeeling.org.uk/professionals
- Targeted Youth Support (TYS) offer support, information and advice to young people aged 16-21 who are homeless or threatened with homelessness; for more information, please contact targetedyouthsupport@hullcc.gov.uk

Timeline

Autumn Term - Open Evenings, events and publicity. College and Apprenticeship Talks, Introduction of >log on | move on> if not already done in year 10.

Spring Term- Visits and taster events, College interviews

Summer 1- Introduction of >log on | move on> to year 10s.

Summer 2- Further taster days take place in the summer term for year 10 and 11.

GCSE results day – Enrolment with providers

Useful Links and Support

Support with applications:

Log on Move on – www.logonmoveon.co.uk

Hull City Council Connexions service - [About us | Young People, Skills and Employability Service | Hull](#)

Apprenticeships - www.findapprenticeship.service.gov.uk

National Careers Service - [Careers advice - job profiles, information and resources | National Careers Service](#)

Social and emotional support:

Hull City Council Connexions service – [About us | Young People, Skills and Employability Service | Hull](#)

Link to youth Work – East of the city 16 + <https://www.childdynamix.co.uk/16-plus>

Substance Misuse support - www.refreshhull.org.uk/

Mind - www.mind.org.uk

<https://councilfordisabledchildren.org.uk/resources-and-help>

Parent Support

<https://councilfordisabledchildren.org.uk/resources-and-help/im-parent>

[Early Help Parenting Offer](#)

[Solihull Online Parenting Guides](#)

[Early Help Family Support](#)

[Early Help Webinars](#)

[ReFresh](#)

[How Are You Feeling - Professionals](#)

[Targeted Youth Support \(TYS\)](#)

[About us | Young People, Skills and Employability Service | Hull](#)

Transition to the Virtual School



For learners with Education Health and Care Plans additional transition information relating to the management of their EHCPs and further enhancements to the transition work can be found on page 53 in the Transition with ECHP section.

Transition in the Virtual School

Transition Point – What to Expect and Background Information

Looked After Children must be given the highest priority to admissions and transition of Schools as per Statutory Guidance in Raising the education of Looked After Children. Each child will have a termly Personal Education Plan meeting which will support the individual educational needs of the child/young person and identify an appropriate school or educational provision with reference to robust transitional support.

The Transition Offer

Early Years to Primary Transition

Early Years Looked After Children – these children are to be provided with a Pen Portrait from the age of 3 years old which will provide the health, care and educational data of a young child's development. At this age they do not have a PEP. Transition into nursery will be undertaken by the social worker who may seek advice from the Hull Virtual School. Should the child have an EHCP Plan the Pen Portrait could complement the EHCP review.

Nursery to Foundation Stage 2 - Looked after children from the age of 4 years old will receive a Personal Education Plan known as a PEP. The PEP will check that an application has been made by the Social workers and those with parental responsibility for a school place in Foundation Stage 2. In the summer term of the child turning 4 years old a transition PEP review will take place where the Designated Teacher from the school is invited to meet with the Designated Teacher in Nursery and all other relevant professionals. This will formulate the main planning of transitional support detailed in the child's PEP which will ensure the provision and support meets the needs of the child on transfer to the new school. PEP reviews can take place jointly with the review of a child's EHC plan and must take place in a timely manner in order to ensure appropriate planning and commission of support and provision at the new institution.

Foundation Stage 2 to Key Stage 1 – A looked after child's PEP will be shared and implemented by the Designated Teacher with the new teacher in Key Stage 1 as part of on-going monitoring and transition support.

Key Stage 1 to Key Stage 2 – The child's PEP will be updated with all relevant education, care and information along with results of Phonics Screener at Year 1 and Y2 SATs results as part of the Social worker and Designated Teacher role. This information will be shared and implemented by the new class

teacher. Checks on schools' protocols such as: meet the teacher, home school links with carers and introductions to new school buildings if on different sites would commence in the Summer term PEP of Year 2 for a looked after child.

Primary to Secondary School Transition

PEP reviews held in the Summer Term of a child's Y5 and the Autumn term of Year 6 will identify the appropriate Secondary school for the child. Checks are made with social worker and those with parental responsibility that the CAF admission form is being completed and submitted to the appropriate LA admission team by the end of October each academic year. For Looked After Children with EHCPs schools are required to hold an annual review of the plan during Summer Term of Year 5, at which time discussions will be held regarding preferred destinations for transition to secondary school. The annual review paperwork, and school preference form, will be submitted by the school to the local authority's Statutory SEND Team, who will prepare a Notice of Amendment of the child's EHCP and issue consultations to schools which have been indicated as parental preference, and any others which they feel may be suitable for child. Allocation meetings for special school places typically take place in the Autumn Term of Year 6, so it is essential that information is submitted to the local authority in a timely manner to ensure that Looked After Children are given due consideration for these placements.

This data is recorded on the Virtual School's EPEP and internal tracking data which is shared with the admissions teams in order to ensure no Looked After Child is without a Secondary school place and that they gain access to their first preference school.

Y6 Spring Term and Summer Term PEPs will check on secondary school allocations and provide a key transitional meeting with Designated Teachers from Secondary schools to transfer Primary school assessments of needs and planning of provision for Secondary. Any other professionals and carers who are involved with the child/young person will be invited to this meeting to ensure a robust transition takes place and ensure all parties are satisfied with arrangements.

The Virtual School are available to support with discussions between schools, parents/carers and social workers when there have been consultations issued and the receiving school is unsure as to whether they can meet need; we are able to facilitate visits, observations and meetings to ensure that Children Looked After are placed in the most appropriate setting to support their development, and we welcome enquiries from settings should they feel that they need any support in this area.

CAF Admission Forms should be completed by the social worker should the child be subject to a Section 38 (Interim Care Order) or Section 31 (Full Care Order) as the Local Authority hold parental responsibility. It is essential that Secondary school applications are made in a timely manner therefore social workers must ensure applications are received by their LA admission teams before the end of October.

Secondary School Transition

PEP reviews held in Y9, Y10 and Y11 must include planning and support for a young person's future transition at post 16 or into other alternative education provision at KS4. The Connexions service works closely with the Virtual school to support PEP meetings for those who are at risk of NEET. Y11 Autumn term PEPs should identify the post 16 destination choices.

Post 16 Transition – Y11

Y11 Autumn term PEPs will start to identify post 16 destinations for the young person. Spring Terms PEPs will include the attendance of a member of the Virtual School post 16 team and Connexions (for those who are at risk of NEET) in order to progress choices and applications for post 16 destinations on to education,

employment or training. This is in order to prevent the young people from becoming NEET. Young people with EHC plans and living in residential homes can be particularly vulnerable and early support for post 16 transition is provided through early Transition worker support in Y11. At the end of the summer term the young person will be RAG rated before starting Year 12 in order to determine the level of support required further. Termly PEPs will continue in Y12 into Y13. Transition workers will ensure PEP meetings are taking place for these young people and can provide further support through attendance at college, training or EHC review meetings. The Virtual School post16 team will attend PEP meetings for all post 16 students as well as continuing to provide educational advice and guidance as necessary.

Timeline

Early Years Looked After Children – these children are to be provided with a Pen Portrait from the age of 3 years old.

The local authority is obligated to issue final, amended EHCPs for children in phase transfer years by February 15th; this applies to children transitioning between

Early Years (FS1) to School (FS2)

Infant (Year 2) to Junior (Year 3)

Primary (Year 6) to Secondary (Year 7)

This would also apply to children who attend a special school with a primary-only designation.

Primary to Secondary School Transition - PEP reviews are held in the Summer Term of a child's Year 5 and the Autumn term of Year 6 to identify the appropriate Secondary school for the child.

Year 6 Spring and Summer Term PEPs will check on secondary school allocations and provide a key transitional meeting with Designated Teachers from Secondary schools to transfer Primary school assessments of needs and planning of provision for Secondary.

Social workers must ensure applications are received by their LA admission teams before the end of October.

PEP reviews are held in Year 9, 10 and 11 and include planning and support for a young person's future transition at post 16 or into other alternative education provision at KS4.

Year 11 Autumn term PEPs will identify the post 16 destination choices.

Post 16 Transition – Year 11 Autumn term PEPs will start to identify post 16 destinations for the young person. At the end of the summer term the young person will be RAG rated before starting Year 12 in order to determine the level of support required further. Termly PEPs will continue in Year 12 into Year 13.

Age 18+ Years - Prior to turning 18 years old a young person will receive support through a PEP meeting with their social worker, Designated Teacher and the Virtual School.

Education Endowment Guidance Reports to support this phase of transition

- [What works in educations for children who have had a social worker](#)

Useful Links and Support

- virtualschool@hullcc.gov.uk
- **DFE guidance - Promoting the Education of Looked After Children**
- <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>
- <https://navsh.org.uk> – National Association of Virtual School Heads

The following organisations may be able to provide information and support for Previously Children Looked After in education:

PAC UK
Adoption UK
First4Adoption

0113 230 2100
01295 752240
0300 222 0022

<https://www.pac-uk.org/>
<https://www.adoptionuk.org/>
<https://www.first4adoption.org.uk/>

Transition to Pupil Referral Unit



For learners with Education Health and Care Plans additional transition information relating to the management of their EHCPs and further enhancements to the transition work can be found on page 53 in the Transition with ECHP section.

PRU/AP to Secondary School Transition

Transition Point – What to Expect and Background Information

Transition from a PRU or AP setting is a daunting prospect for all concerned but with careful planning can be successful. Key points to remember are the anxieties that will be present for all parties:

- The child has been successful in AP and wants that to continue
- The parent has had a positive experience working with an AP setting and their child has been successful
- Teachers may be concerned that previous behaviours may reoccur

For the purpose of this document it is important to consider Year 6/7 transitions separate to Year 8 to 11 because the receiving school in Year 7 will have no prior knowledge of the student.

The Transition Offer – Year 6/7 from AP/PRU to Secondary

Good practice taken from the commissioned service – OneHull Supported Transition

- 1) Provide 10 weeks of 2 day per week on-site provision for year 6/7 pupils identified as SEND with SEMH (as primary or secondary area of need) to include:
 - **Assess** - robust assessment and baselining of social and emotional development and cognitive abilities from which curriculum content, individual support plans and teacher CPD are developed. These will include as a minimum
 - Boxall or Thrive Online assessment
 - Assessment of reading abilities. E.G. GL NGRT or other recognised test
 - Other assessments deemed appropriate. E.G. GL PASS, numeracy age testing
 - **Assess** - consultation meeting with mainstream school staff, parents and child to identify further barriers to successful engagement in mainstream setting. Other agencies supporting the child/family should be involved in this process E.G. Early Help, Children's Social Care, third sector support services
 - **Plan** - bespoke transition support plan covering AP and mainstream setting which identifies:
 - baseline data

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- priority areas of need
 - curriculum content/foci (specifically in relation to priority areas of need)
 - precise support strategies for adults to implement with the child to reduce likelihood of disengagement, de-escalate, promote improvement in priority areas of need
 - strategies for child to implement to remain emotionally regulated, resilient and able to engage in learning and communicate their emotions in a safe and clear manner
 - and adults providing support, target/milestones, reward
- **Do** – implement 10 weeks of *2 day per week provision within AP setting
- 2) Provide a ten week package of support to schools who commission service 1 which will include as a minimum:
- **Do** – implementation of the support plan(s) across the curriculum in the mainstream setting, drawing upon the Education Endowment Foundation Guidance *“Putting evidence to work – A school’s guide to implementation”* including:
 - on-site and remote support and coaching for SENCo/Pastoral Leads to plan for the implementation of the support plan(s)
 - provide at least 10 hours direct contact within mainstream setting to:
 - model delivery of support plan interventions to pupils
 - provide coaching and supervision to teachers and leaders
 - Observe and provide feedback on implementation and delivery of support plan across the curriculum
 - Provide a solution focused approach to challenges faced by the child/school
- 3) Co-lead the formal evaluation of service 1 & 2 alongside mainstream SENCo/pastoral lead and assess readiness for full reintegration into the mainstream school curriculum by:
- **Review** - use robust formative and summative assessment data to make informed judgements on the effectiveness of service 1 & 2 and plan for refinements in support
 - **Review** – take account of the views of the child, parent and mainstream staff to inform refinements in the support plan or contribute to the reintegration plan
- 4) Support the reintegration into full time mainstream curriculum by:
- **Assess** – gaps in knowledge and identify wave 2 interventions that will continue to address social, emotional and academic progress
 - **Assess** – risks within the mainstream environment that potentially undermine the effectiveness of the support plan and implement mitigating action
 - **Assess** – identify on-going CPD for teachers and leaders and provide support for SENCo/pastoral leaders to plan and implement this in order to build capacity

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The Transition Offer 0 Year 8 to 11 from AP/PRU to Secondary

Good practice

The Secondary School is identified by PRU/AP as the best setting to meet the needs of a student for transition. This decision is then ratified by the Fair Access Panel after two successful terms.

- Parents and carers have individual meetings with both settings
- Full assessments and family history is shared with the school
- Short placements are arranged in the summer term with staff from PRU
- Short placements are arranged in the summer term without PRU staff
- EWB interventions are established in school with key personnel identified
- Positive handling plans /triggers shared and discussed with all parties
- 'Walk around the school' visits are arranged with parents/carers
- Visual timetable is provided with a map
- Daily emotional check in for student on arrival
- Timetabled plan to increase time in school is agreed from the beginning
- Weekly review with the PRU/AP setting
- Remain dual registered with the PRU/AP setting until ratified by the Fair Access Panel

CORE OFFER-Good Practice Enhancements

- Transition plans and all supporting assessments shared by the AP setting with the receiving school
- AP to offer transitional support worker as part of the transitional partnership
- Receiving schools have open communication with staff about the needs of the children
- Schools demonstrate an ethos of inclusion
- Schools EWB practitioners and/or pastoral staff to act as key link for returning students
- Peer Mentor Programme and ELSA implemented to help students emotionally manage the transition

SUPPORT FOR OUR MOST VULNERABLE PUPILS*

- Students in transition from AP to a secondary who are recognised as most vulnerable will have a multi-agency support plan, created by all supporting professionals agreed through a multi-agency Meeting (MAM). Students with involvement with HYJS, are looked after and are recognised as SEN (K or E)
- Additional visits arranged to support transition as a bespoke offer involving the distribution of management strategies. This transition will work in close collaboration with parents and AP and secondary school staff. This transition will have clear support from all supporting practitioners to avoid further exclusion or marginalisation from school.

SUPPORT FOR THE MOST VULNERABLE PUPILS-Good Practice Enhancements

- Frequent meetings with AP and secondary to maintain successful transition
- Bespoke programmes created around the needs of individual pupils
- Multi-agency approach evidence through MAM
- In Hull the national THRIVE Framework has been adopted to describe the range of emotional and mental health provision available. Download the full mapping document <https://www.howareyoufeeling.org.uk/thrive-hull-framework>

****Vulnerable pupils can be classified using one or more of the following factors when considering a bespoke transition:***

- *Pupils with special educational needs (SEND)*
- *Pupils with an Educational Health Care Plan (EHCP)*
- *Pupils with social worker/social care involvement*
- *Pupils with social or emotional health needs*
- *Pupils who are looked after (LAC)*
- *Pupils with repeated fixed term exclusions*
- *Pupils with poor attendance*
- *Families accessing Early Help Support*

For learners with Education Health and Care Plans additional transition information relating to the management of their EHCPs and further enhancements to the transition work can be found on from page 50.

- [Working with Parents to Support Children's Learning](#)
- [SEND in mainstream schools](#)
- [Improving Behaviour in Schools](#)
- [Putting Evidence to Work – A School's Guide to Implementation](#)

Education Endowment Guidance Reports to support this phase of transition

- [Improving Literacy in Secondary Schools](#)
- [EEF Blog: 'Getting Transition Right', implementing specific evidence from 5 Learning Behaviours](#)

Useful Links and Support

- [What works in educations for children who have had a social worker](#)

Support with applications:

- [Hull City Council Website Access](#)
- [Guide to Secondary School Admissions](#)

Social and emotional support:

- [How are you Feeling?](#)
- [Barnardo's Support](#)
- [Young Minds Transition Support](#)
- [Transition Support Video](#) created by Young Minds



Transition for Learners with Education, Health and Care Plans

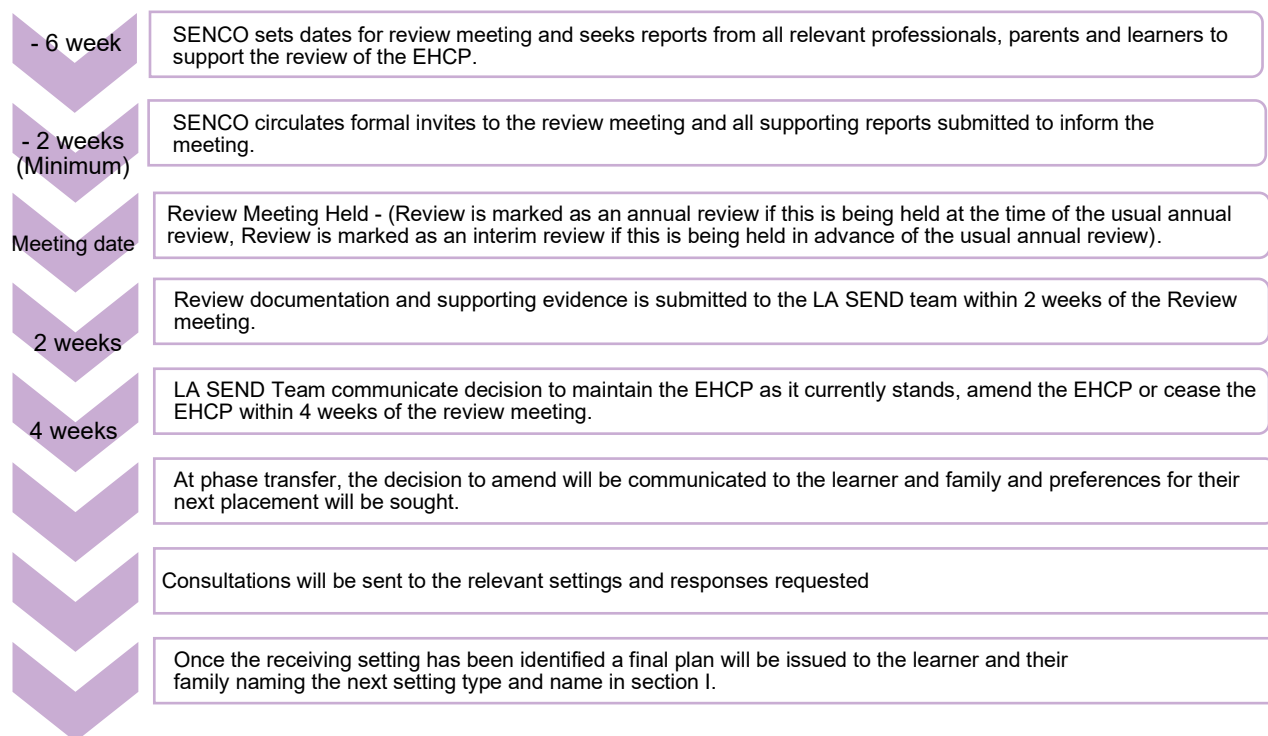
Transition Point – What to Expect and Background Information

The purpose of an EHC Plan is to make special educational provision to meet the needs of the child or young person, to secure the best possible outcomes and to prepare them for adulthood as they get older. Education Health and Care Plans clearly detail in section I the type and name of the setting which the child will attend. Where schools are named in a learners EHCP, they have a duty to admit the learner onto the school roll.

Whenever a change of setting (for any reason) is to be requested for a learner with an EHCP, this must be done through the EHC plan Review Process. For those learners who are due to transition as part of a phase transfer there are statutory timescales within which decisions must be made and communicated.

Hull City Council and the Hull Learning Partnership have worked closely together to create a clear transition process that supports all learners at important transition points in their education. The transition offer is split into both a core offer for all pupils and a specialist, often bespoke, offer for other pupils who may find the move harder than others and need more time to transition gradually. For learners with an EHCP, an enhanced offer of support is likely to be required. Any additional provision should be based on the statutory requirements of the SEND framework and tailored to the learner's individual identified special educational needs.

Timeline for Change of Setting Process



For children and young people with an EHCP who are due to move into or between schools, they **must have their EHC plan reviewed and amended (with the name of the new/receiving school) by 15th February**. This February deadline for transfer reviews means that there is sufficient time for schools to plan and commission necessary support and provision ready for the start of the new academic year in the forthcoming September.

For those young people moving on from a secondary school to a **post 16 setting or an apprenticeship, their EHC plan must be reviewed and amended, (naming the receiving education setting) by 31st March of the calendar year in which they are due to transfer**. In some cases, the young people may not achieve the educational settings entry requirements for their chosen course, or they may change their mind about what they wish to do. In these cases, their EHC plans will need to be reviewed again, to ensure that any new arrangements are in place as soon as is practicable.

For those children and young people who are due to start school or are in their final year in a school setting (e.g. preparing to move onto their next phase of education), the EHC review of their EHC plan must be complete and the documentation submitted to the Local Authority no later than the deadline dates given in the table below:

Deadlines

Year Group September 2024	Deadline for Annual Review Documentation to be submitted to the Local Authority
Nursery/pre-school due to commence school in September 2024	Friday 27th September 2024
Year 6	Thursday 31st July 2025
Year 11	Friday 25th October 2024

In some cases, this will mean holding the EHC review at a time when the review would not ordinarily have been held. These reviews should be marked as an “Additional Review”, and the annual review should take place as normal in line with the anniversary of the last annual review.

For learners in Year 5, where an annual review has taken place after the Easter holidays (during the summer term), this review can be used as the phase transfer review. In these cases, an additional review is not required. However, a parental/pupil preference form must still be completed and submitted with the review paperwork. Where the annual review took place before the summer term, an additional review will be required to ensure that decisions are based on the most up-to-date and relevant information about the learner's needs and provision.

For learners in Year 10, where an annual review has taken place on or after 1 June, this review can be used as the phase transfer review. In these cases, an additional review is not required. However, a parental/pupil preference form must still be completed and submitted with the review paperwork. Where the annual review took place before 1 June, an additional review will be required to ensure that decisions are based on the most up-to-date and relevant information about the learner's needs and provision.

As with all reviews, sufficient notice must be given to allow reports and advice from all relevant professionals to be gathered and circulated in advance (the CoP advises this should be a minimum 2 weeks before the meeting).

The Transition Offer

Any transition for a learner with an EHCP will be informed by the individual's needs as identified in their plan (if appropriate). Therefore, transition will be bespoke, with a programme developed through close liaison between the current and receiving setting. It is important to note that transition for learners with EHCPs may take significantly longer than other learners and should be planned over a length of time and at a pace determined by the learner's needs. Due to this, transition for learners with EHCPs should start as soon as possible; this is likely to be before the transition of other learners and may need to continue longer into the learner's placement in their new setting.

An individual's transition will be underpinned by:

- Clear understanding of the individual's needs as identified within the EHCP and through discussion with others
- Effective communication between parents/carers, children/young people, current setting, specialist setting, local authority SEND Team and support agencies
- Opportunities to promote the building of relationships
- A focus on learners feeling safe and secure
- Identifying connections between current and future settings

- Timely information sharing
- Clear planning and preparation

As a minimum core offer (if appropriate) a pupil with an EHCP should receive:

- The current class teacher/SEN lead to visit the new setting to inform transition planning
- 5 days as per mainstream offer
- +2 extra days specific to needs as familiarisation days and a chance to experience social times (this may be broken down into sessions)
- Open evening for parents and pupils on the new site
- The class teacher/SEN lead to visit the pupil in their current setting
- Any additional 'bespoke' arrangements and extra sessions as needed to be honoured by both settings and in conjunction with support from the SEND Team where necessary.

Possible ideas to support the individual's transition may include:

Coffee and Cake Event – A school drop in event for Parents/carers and their children to meet for games, activities and informal discussions over a drink and snack with the student support team available to answer questions and engage with learners.

My Profile Meeting – A 'getting to know you' meeting between parents/carers, learners and an identified member of school staff. During this meeting, produce a one page profile to allow important information related to the learner to be shared with wider staff.

'Out of Hours' visit – A visit for parents/carers, and learner to walk the school site guided by a staff member out of the hours of the main school day when the site is quiet.

'School Hours' visit – A visit for parents/carers, and learner to walk the school site guided by a staff member to see lessons in action.

'Hot Spots' visit – A shortened visit to the school site for learners (accompanied by parents/carer or previous setting staff) to areas of the school of importance to the learner.

Create 'My Photo book' – A visit in which learners can visit to take photos of key places which can be made into a 'photo book' with support from parents or previous setting staff.

'Famous Faces' – A visit to the site to meet key characters, including staff (such as senior leaders, first aiders, pastoral team, teachers and assistant teachers) and "buddies".

'Hear the bells' – An opportunity to hear the school bell ring. Initially from a quieter location where sound is more muffled and then from a more prominent area where the sound is more intense.

Lesson Change Over Observation – An opportunity to observe lesson change over from a safe viewing point

Break time Observation – An opportunity to observe break time including on the yard, in the dining hall and/or Social Skills (SS) Base.

Lunch time Observation – An opportunity to observe lunch time both in the yard and in the dining hall.

Break time snack – An opportunity to visit the dining room at break and experience the routine of buying a snack (can be supported by assistant teachers or a "buddy")

Lunchtime visit – An opportunity to visit the dining hall and sample the school dinners (often offered in small groups and supported by assistant teachers).

Half day experience – A half day visit to allow learners to experience the morning routine (delivered to a small group and supported by SENCO, pastoral staff and assistant teachers).

New Friends Club – A small after school games and crafts club held in the Social Skills Base to support the development of new friendships. A weekly session for 6 weeks in the Summer Term, supported by Assistant Teachers and buddies.

Transition plans for pupils with EHCPs should be clearly planned and communicated with all involved.

Preparing for Adulthood

The following document may be helpful to record discussions and transition plans for a learner with an EHCP.

Year 9

From year 9 onwards the Code of Practice (2015) clearly states that all annual reviews should have a focus on preparing for Adulthood.

“Local authorities must ensure that the EHC plan review at Year 9, and every review thereafter, includes a focus on preparing for adulthood. It can be helpful for EHC plan reviews before Year 9 to have this focus too. Planning must be centred around the individual and explore the child or young person’s aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition.” (Pg 125, S8.9)

As part of the year 9 Annual Review the young person’s long term aspirations should be reviewed to make sure that the focus is now on their aspirations for their adult life. These should be reflected in any recommendations to amend Section A of the EHCP. In addition the review should begin to focus on preparation for adulthood and other transition matters. The development of life skills should be supported from an early age but preparing for adulthood must be a particular focus from year 9 onwards.

Support to prepare for adulthood should include four key themes:

- Further or Higher Education and/or Employment
- Decision making and Independent Living
- Maintaining Good Health
- Participation in Society and Friendships

From year 9 onwards annual review meetings should also provide an opportunity to explain the changes in legislation which take place when the child/young person reaches 16. Preparing parents for the fact that under the mental capacity act that from the age of 16 their child will be assumed to have mental capacity and able to make decisions independently about their future provision. Alongside these, steps should be taken to prepare the young person to make decisions about their future should they wish to. Young people and their parents should be given good quality information about the mental capacity act which begins to apply when the young person turns 16. As a minimum, the information should set out the principles of the Act, the assessment of capacity, the best interest decision making process and the deprivation of liberty safeguards (soon to be superseded by the liberty protection safeguards). There is not a widespread understanding of the Act and how it should be used and so the information provided should seek to allay fears as well as clarifying the terms of the act.

When the young person turns 18, responsibility for meeting their health and social care needs will transfer to the relevant adults’ teams. The young person’s health and social care needs should be considered and if it appears that the young person may have health or social care needs which extend into adulthood, referrals should be made to the relevant adult health and social care teams. Adult social care referrals can be made by Children’s Social Care teams, SENCOs or other colleagues and should be sent to the transitions coordinator in the high needs team by contacting: highneedsteam@hullcc.gov.uk

Year 10

The Annual Review of the EHCP which is completed in year 10 should begin to focus on the preferred post 16 option / provision. Consideration should also be given at this time to any current transport needs and how these can be supported moving forward.

Adult health and social care teams who are likely to be involved in supporting the young person after they reach adulthood should attend year 10 annual reviews and clarify how they will support the young person. This should have been agreed during the assessment and support planning undertaken during year 9.

Year 11

The Annual Review in year 11 can be used to inform applications to post 16 provision and other processes such as the SEN transport application.

If the young person has health or social care needs which are likely to extend into their adulthood, formal needs assessments and support planning will take place to inform a formal transition plan which will be agreed. The transition plan will cover all aspects of a young person's life including: education, training, personal support, health, wellbeing, leisure, housing, and community inclusion (including relationships). The wishes and best interests of the young person should be central and all those involved must have regard to them. In addition, the young person's needs must be met in the way which is least restrictive of their rights and freedom.

Year 12 and beyond

As per Year 9, the planning for transition to Adult health and social care support (where appropriate) should begin when the young person reaches 14. If this process has not already begun, it needs to happen with some urgency. In addition, the adult social care transitions coordinator should be notified by professionals working with the young person that a delayed transition has occurred by contacting highneedsteam@hullcc.gov.uk

Useful Links and Support

- [What is an education health and care plan \(mylocaloffer.org\)](https://mylocaloffer.org)
- <https://www.oneeducation.co.uk/news-blog/the-importance-of-a-good-transition>

Appendices

- **Appendix 1 - EYFS Universal Transition Document**
- **Appendix 2 - EYFS Transition Document SEN**
- **Appendix 3 - SEND/Vulnerable Transition Form**
- **Appendix 4 – Post 16 Transition - vulnerable young people's data exchange template**

**APPENDIX 1**
**Agreed Transition Document
Early Years Foundation Stage [EYFS]**

Full Name: DOB:..... (Photograph)
Preferred Name.....

Languages spoken at home
Preferred language for child

EYFS Settings Attended		Contact telephone Number:
Children Centre sessions		
		Date of Transfer
		

Child's View

Things I like to do at home:

Things I like to do in the Setting:

Parent/Carer comments (including any concerns regarding transition which can be shared with the receiving setting)

Practitioner comments on child's learning and development [including well-being and involvement]

Additional information [including health, attendance, involvement with other agencies, health, child's strengths and needs.]

Information regarding any Safeguarding/ Child protection issues

Please include details of all household members

Development overview of working within ages and stages attached (for settings and non-early adopter schools) **Yes/No**

Progress check at age two attached. **Yes/No**

Experience of phonic phase 1 **Yes/No**

Does the child receive Early Years Pupil Premium funding? **Yes/No**

Child protection Chronology sheet **Yes/No**

Children in Reception Year (FS2) Only

Early Years Foundation Stage Profile [EYFSP] attached. **Yes/No**

Phonic phase achieved

Additional Information and transfer documentation attached [e.g. SEN IEP, ICP] **Yes/No**

Please state

Contact Person Contact Details
.....

Parents Signature
Signature.....

Key Worker

APPENDIX 2-Transition Document-For pre-school children with additional or medical needs

Received By	
Date	

Transition Document (Guidance Notes)

The purpose of this form is to give early years settings the opportunity to provide other care/education setting and/or primary schools with information on a child's additional/medical needs prior to the child's transfer.

This information will then provide the setting/school with a clearer picture of the child.

Recommendations:

- This form should be completed for all pre-school children if he/she has an additional or medical need.
- This form should be completed in addition to the standard documents usually transferred with a child prior to their moving on to other care/education provision.
- This form should be completed at the beginning of the child's final term in pre-school or nursery and sent on the prospective setting/school at least 6 weeks before the child starts or 6 weeks before the end of term.
- A copy of this form should be given to the child's parents and a copy be retained by the early years setting.
- If the child receives funding from the early Years Resource and Allocation team then a 'My Support Plan' should be used for transition. If a 'My Support Plan' in place then there is no need to complete the transition document.
-

Name of persons contributing to transition document: _____

1. Setting details

a) Date started setting __ / __ / __

b) Setting's name and address / telephone and or email address

--

c) Contact name (SENCO and Key Worker's name)

--

2. Child's and carer's details

a) Child's name and address (Please include child's preferred name if different from above)

--

b) Child's date of birth -- / -- / --

c) Child's gender

Male

☐

Female

☐

d) Child's religion

e) Child's ethnicity

f) Main carer's name

Relationship to child

g) Name of person with parental responsibility

h) Main Carer's first language

other language/s

i) Child's first language

other language/s

j) Child's preferred communication style

k) Please include details of household members

3) My strengths/achievements

Current stage of development in Prime Areas of EYFS					
PSED		C&L		PD	

Comment on what I enjoy doing, special interests and successes.

Home:

Setting:

Please indicate what interventions are being used within SEND support as per the SEND Code of Practice 2014-

Early Intervention	☐
Targeted Intervention	☐
Intensive Intervention	☐

Please include with this document the last 2 copies of the child's Early Identification or Assess, Plan, Do and Review (A.P.D.R) and the one page profile.

4) What is the nature of the child's additional or medical needs?

a) Primary Need (Please only identify one and need and do not duplicate in secondary need)

- ☐ Communication & Interaction
- ☐ Cognition & Learning
- ☐ Social Emotional and Mental Health Difficulties (SEMH)
- ☐ Sensory and/or Physical Need

b) Identified Secondary Need (If Any)

Please tick as many areas as needed but not the same as the Primary Need.

- ☐ Communication & Interaction
- ☐ Cognition & Learning
- ☐ Social Emotional and Mental Health Difficulties
- ☐ Sensory and/or Physical Needs

c) What impact does this have on me?

Home:

Setting:

If you need more space, please continue

b) Any specialist equipment/medication or dietary requirements currently needed to support to support me?

Home:

Setting:

If you need more space, please continue

Please include a copy of recent health plan and risk assessments

Any additional adult support, visual resources or any useful strategies you have tried to support me?

Home:

Setting:

Any other relevant information:

7) Supporting details

a) Who has been contacted relating to this child's special educational need/disability or language need? (Please list contact name and telephone number where applicable)

Service	Please tick if had any contact	Contact name and telephone number/ Referral Date and if they have been discharged and when.
ASD Outreach		
Educational Psychology Service		

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Early Help		
General Practitioner		
Health Visitor		
IPASS		
Family Support Worker		
Occupational therapist		
Paediatrician		
Physiotherapist		
Portage		
SLD Outreach		
Social Care Team		
Speech and language therapist		
Translation Service		
Voluntary Services • KIDS • Barnardo's		
Other (please give details)		

Please enclose copies of most recent reports.

8) If Social Care (Looked After Children) are involved:-

Has an Electronic Personal Educational Plan (EPEP) been completed?

YES ☐ NO ☐

Level of involvement:

Child Protection Plan

☐

Child In Need

☐

Please state name and contact details of social worker:

9) Has there been any previous involvement with Social Care?

Please attach Chronology and documentations to support the child, young person or family.

YES ☐ NO ☐

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10 Please list any further information you feel may be relevant to my transfer.

--

Parents/Carers/Other signature	
Name of above in Print	
Date	
Do you agree to information to be shared with the school or setting?	Yes No

SENCO's signature	
Name of above in Print	
Date	

Enclosed with the transition document is:

Document	Included
Developmental Overview (for settings and non-EA schools)	
ECAT communication skills monitoring sheet	
APDR	
Health Plan	
Risk Assessment	
My Passport (One page profile)	
The Graduated Approach document	

If included external reports please list:

Further follow up recommended:

☐

A follow up telephone discussion

☐

A meeting to discuss the child

☐

A visit to observe the child in their current setting

☐

A home visit

APPENDIX 3-SEND/Vulnerable Transition Forms

EYFS SEND and Vulnerable Transition Form

Please complete all sections

Setting:		Manager:		
Date of submission:				
Pupil's Name:				
DOB:		Key Person:		
SENCO:		Social Worker (if applicable):		
Safeguarding Lead:		Name/Role of Individual Completing:		
Key Concern (please highlight the level and area of need)				
SEND Level of need	EHC	EHCNAR	SEN Support	Cause for conce rn
SEND Area of need	Communicati on and interaction	Cognition and Learning	Physical & Sensory	SEMH
Safeguarding (please specify and request school to contact if information is available via CPOMS)				
CLA/ CiN/ CP/ PLAC/EYFS Early Help (please specify)				
Medical/Health				
Attendance				
Other vulnerability				

Setting-Parental engagement scale 1-5 (1= no parental engagement, 5= daily contact)	
---	--

How many previous settings attended?	
How many hours is the child accessing currently?	
Is the pupil attending within the main provision or an enhanced provision?	
If other provisions are in place, please detail below:	

Levels of Learning and Development (please tick):							
	CL&L	PD	PSED	L	MD	UW	EAD
Emerging							
Expected							

Agency Involvement (please tick and attached reports):		
	Current	Previously
SLT/Health		

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EYFS Early Intervention		
Physical/Occupational Therapy		
IPaSS/Outreach (Please specify)		
Ed. Psychologist		
Alternative Provision Details (Please specify)		
CAMHS		
Referrals to neurodiversity or other diagnostic service		
Other		

Please tick	Yes	No
Latest IEP/Support Plan attached		
See Accompanying SEND Documentation attached		

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Are there any barriers or behaviours which you feel may impact on transition?

Please refer to the Graduated Response documents in terms of provisions and supports including any reasonable adjustments and specific classroom supports.

Please give an overview of their needs using bullet points (attach any relevant reports for further detail if necessary).

Strengths:

Areas for development:

Information that the family would like to share regarding transition (including any comments from the child).

Will this pupil need an enhanced transition?	Yes		No	
Suggestions of what this would look like.				
Any other comments to support a successful transition:				

Please send this directly to the setting the pupil is transferring to. If the child has SEND you will also need to send a copy to the appropriate Area SENCO within the EY Team

If the child is CLA/CiN/CP/PLAC please send a copy to the Virtual School and the child's social worker using: cypfs-virtualschool@hullcc.gov.uk

EYFS to Year 1 Vulnerable Transition Form

Please complete all sections

School:		Class Teacher:		
Date of submission:				
Pupil's Name:				
DOB:		SENCo:		
Child Protection Lead:		Social Worker (if applicable):		
Key Concern (please highlight)				
SEND Area of need	EHC	EHCNAR	SEN Support	Cause for concern
	Communication and interaction	Cognition and Learning	Physical & Sensory	SEMH
Safeguarding (please specify)				
CLA/ CiN/ CP/ PLAC (please specify)				
Medical/Health				
Attendance/EBSA				
Other vulnerability				
School-Parental engagement scale 1-5 (1= no parental engagement, 5= daily contact)				

How many previous schools/settings attended?	
Does the pupil attend school on a full-time basis?	
Is the pupil attending within the main classroom provision?	
If other provisions are in place, please detail below:	

Agency Involvement (please tick and attached reports):			
	Current	Previous	Comments
SLT/Health			
Physical/Occupational Therapist			
Outreach (Please specify which service)			
Ed. Psychologist			
Referrals to neurodiversity or other diagnostic service			
Other-please specify			

Please tick	Yes	No
Latest IEP/Support Plan attached		

What are the behaviours/barriers that are concerning you as the child moves up to Year 1?
What strategies have the school tried as part of your graduated response?
Please give an overview of their needs using bullet points (attach any relevant reports for further detail if necessary). Strengths: Areas for development:

Please send this directly to

Steps for Success-(SEMH) stsoutreach@venn.org

Communication and Interaction Outreach Services-outreach@northcottschool.org.uk outreachsld@ganton.het.academy

Also, please send the completed form via EDT or SFX to the SEND team: SEND@hullcc.gov.uk and the pupil's caseworker if they have an EHCP. Also send a copy to the Virtual School and the pupil's social worker if the pupil is CLA/CiN/CP/PLAC: cypfs-virtualschool@hullcc.gov.uk

Year 6 to Year 7 SEND and Vulnerable Transition Form

Please complete all sections

School:		Class Teacher:		
Pupil's Name:		Date of submission:		
DOB:		SENCo:		
Child Protection Lead:		Social Worker (if applicable):		
Key Concern (please highlight)				
SEND Area of need	EHC	EHCNAR	SEN Support	Cause for concern
	Communication and interaction	Cognition and Learning	Physical & Sensory	SEMH
Safeguarding (please specify)				
CLA/ CiN/ CP/ PLAC (please specify)				
Medical/Health				
Attendance/EBSA				
Other vulnerability				
School-Parental engagement scale 1-5 (1= no parental engagement, 5= daily contact)				

How many previous schools/settings attended?	
Does the pupil attend school on a full-time basis?	
Is the pupil attending within the main classroom provision?	
If other provisions are in place, please detail below:	

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KS2 current academic profile - LEVELS	English	Writing	Maths
Please be <u>specific</u> with NC levels and Pre-Key Stage Standards			

KS4 Current Academic Profile	List all current and predicted grades for all subjects

Agency Involvement (please tick and attached reports):			
	Current	Previous	Comments
SLT/Health			
Physical/Occupational Therapist			
IPaSS/Outreach (Please specify)			
Ed. Psychologist			
Alternative Provision Details- please specify			
CAMHS			
Referrals to neurodiversity or other diagnostic service			
Youth Justice			
Other			

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Please tick	Yes	No
Latest IEP/Support Plan attached		
Exam access arrangements attached (where applicable)		

Are there any barriers or behaviours which you feel may impact on transition?

Please refer to the Graduated Response documents in terms of provisions and supports including any reasonable adjustments, exam arrangements and specific classroom supports.

Please give an overview of their needs using bullet points (attach any relevant reports for further detail if necessary). Strengths:

Areas for development:

Will this pupil need an enhanced transition?	Yes		No	
Suggestions of what this would look like.				
Funding/Transport implications for transition days.	Yes		No	
Please outline:				
Any other comments to support a successful transition:				

Please send this directly to the transition lead in the setting the pupil is transferring to.

Also, please send the completed form via EDT or SFX to the SEND team: SEND@hullcc.gov.uk and the pupil's caseworker if they have an EHCP

Also send a copy to the Virtual School and the pupil's social worker if the pupil is CLA/CiN/CP/PLAC: cypfs-virtualschool@hullcc.gov.uk

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APPENDIX - 4:

Post 16 Transition - Vulnerable young people's data exchange template:

Please refer to page 36 above for further details of the data exchange process and timescales. Further guidance on how to complete the below template are included within the below embedded spreadsheet. Once complete, please return to - beth.lorimer@hullcc.gov.uk



Post-16 Template
2026 - Final 050626.x