

PLYMOUTH ENHANCED TRANSITION FRAMEWORK

Early Years to Key Stage 4



This document provides the framework and tools to support the enhanced transition of children and young people from early years settings through to Key Stage 4.

The level of a child or young person's vulnerability and the need for enhanced transition support is identified as Enhanced Transition Plus 1, 2 or 3.

Section 1 – Introduction	2
Section 2 – Vision	3
Section 3 – Information Sharing	4
Section 4 – The Framework.....	5
Section 5 – Best Practice in Transition.....	7
Section 6 – The Transition Personalised Plan and Professionals' Discussion Tool	8
Transition Action Plan.....	9
T+2 Professionals' Discussion Tool.....	11
Section 7 – Frequently Asked Questions.....	13
Section 8 – Enhanced Transitions Year Planners	15
Section 9 – Evaluation of the Transition Process.....	17
Example Child / YP Questionnaire	17
Example Parent / Carer Questionnaire	19
Section 10 – Useful Websites.....	222

Information about special educational needs or disabilities

(SEND) Provision in Plymouth

The Local Offer provides information for children and young people with SEND, their families and professionals, helping them to understand what services they can expect from a range of local agencies.

The Plymouth Local Offer can be found at the [Plymouth Online Directory \(POD\)](#).

SECTION I – INTRODUCTION

Within Plymouth, we have a long-term shared commitment to supporting transitions for children and young people. In 2007 The Universal Transition and Transition ‘Plus’ 1, 2, 3 Programme was launched to provide a framework to support this work.

As we work together to improve outcomes for children and young people, we continue to identify that transitions are a time when there needs to be an enhanced level of planning and oversight, in order to make the transition as smooth as possible.

The SEND Code of Practice 2015 emphasises key elements involved in good transitions and these are relevant for all children and young people:

- Preparation
- Working with parents around transition planning
- Reviewing the support being provided in the current setting or school
- Good information sharing between the current and receiving setting or school
- Joint planning to undertake a supported transition.

In light of the SEND Code of Practice, the Transition Framework has been fully reviewed with families, early years’ settings and schools. This revised document now provides a single framework to support transitions from early years’ settings right through to Key Stage 4.

We trust that the tools within the framework will be helpful to early years’ settings, schools and families. We welcome feedback on the framework as we are always seeking to develop and improve the tools to support planning for children and young people.

Jo Siney

Head of Special Educational Needs and Disability

April 2017

If you would like to provide feedback on this document, please email sendsas@plymouth.gov.uk

SECTION 2 – VISION

Transition is a fluid process, which can occur as children and young people move between specialist and mainstream provision at any stage in their education. This city-wide 'Enhanced Transition Framework' aims to ensure that every child will experience support and success as they transfer between, and into, early years settings or schools. It supports practitioners with planning for the needs of each child or young person (CYP) during transition with the aim of enhancing their well-being and progress. It also provides a common framework for all support agencies and services to coordinate and integrate their work with schools and settings. The transition framework will operate alongside other statutory or targeted processes such as Looked After Child (LAC), child protection and the Early Help / SEND Pathway.

Transition planning should take a person-centred, holistic approach, looking at all aspects of the CYP's situation and development. It should involve the CYP plus their parents and carers ensuring a multi-agency approach, where needed.

The framework is designed to match the level of vulnerability of each CYP through the use of a code system which is explained in this document. The time scale of an enhanced transition will be dependent on each individual's level of need and planned well in advance, particularly in year 5 for the move from primary to secondary, in line with the Local Authority's admission process. Year planner documents are included in this framework.

For those with an Education Health and Care (EHC) Plan, appropriate transition planning should be discussed through the EHC Plan annual review cycle.

Each early years setting or school should identify a transition lead who will have a clear role to ensure successful and positive outcomes. Other support services may also be involved. Independent advice and support is available for parents or carers and young people from Plymouth Information Advice and Support for SEND (PIAS) <https://www.plymouthias.org.uk/>.

Following any transition, it is essential that there is an evaluation of the experience of all involved (especially the CYP) to inform future practice. The evaluation should in particular celebrate what has worked well.

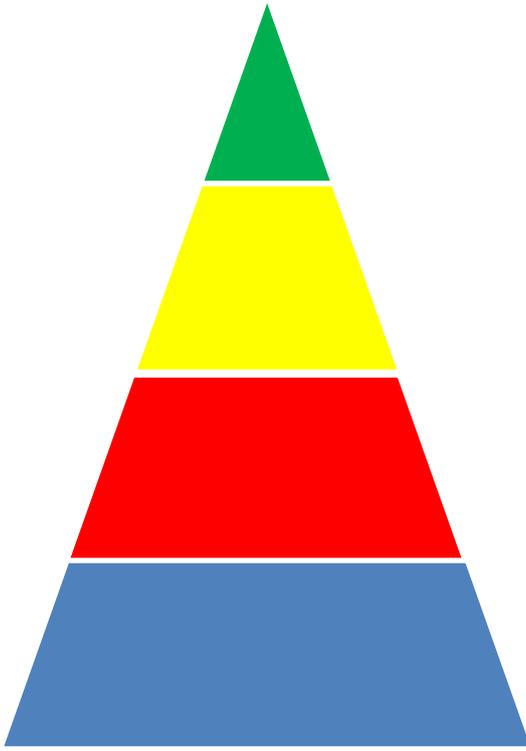
SECTION 3 – INFORMATION SHARING

Central to a successful transition is the appropriate and timely sharing of information with consent. This enables professionals to deliver safer, more efficient services that are responsive and coordinated around the needs of the individual.

In many cases where an enhanced transition plus 2/3 is required it is likely that written consent to share information has already been gained. However, for transition purposes the transition action plan requires a signature from the parent or carer or young person to confirm that they agree with the plan and for it to be shared.

SECTION 4 – THE FRAMEWORK

The framework below provides a common language, which identifies the CYP's level of vulnerability and the need for enhanced support during transitions. The focus is on the CYP's vulnerability; they may or may not have identified special educational needs and disability (SEND).



Transition Plus 3

Specialist support for children and young people identified with severe, complex, persistent and enduring levels of vulnerability

Transition Plus 2

Targeted support for children and young people identified with moderate levels of vulnerability

Transition Plus 1

Targeted support for children and young people identified with mild levels of vulnerability (monitored within existing whole school / setting arrangements)

Universal Transition

Universal transition arrangements for all children and young people

Universal Transition

All schools and settings will follow and use the agreed transfer processes and documents applicable for the appropriate phase of transition. This must be completed within specified timescales when a CYP transfers to a new school or setting.

Transition Plus 1

The level of support focuses on 'mild' levels of vulnerability at the time of transition. This may include a CYP:

- Being known to become anxious in a social situation
- Where there has been a recent upset within the family
- With short term medical needs e.g. broken limb

This level of transition support requires increased vigilance **within existing whole school / setting arrangements**

Transition Plus 2

The level of support focuses on 'moderate' levels of vulnerability.

This may include a CYP who:

- may be highly sensitive to change and may exhibit their distress across a range of behaviours at the point of transition
- may be looked after by the Local Authority (LAC)
- has long term medical needs e.g. diabetes
- is identified with SEN support (SEND Code of Practice 2015) and has a personalised plan

The CYP might be known to targeted support services. They will require additional planning, liaison and transition support opportunities. There will be either a single agency response or a multi-agency response. The SENCO or the transition lead professional would normally be the designated contact and would co-ordinate, monitor and cascade information to others.

This might be through an outcomes based plan.

Transition Plus 3

The level of support focuses on children with 'severe, complex, persistent and enduring' levels of vulnerability. This may include a CYP who:

- has SEN support or has an Education Health and Care Plan (EHC)
- presents with severe behaviour difficulties
- has complex medical needs with a care plan e.g. profound and multiple learning difficulties
- is 'looked after' with more complex needs

The CYP will be supported by targeted and/or specialist support services and it is likely that a range of agencies will be involved. The transition will require collaborative planning, integrated support, close liaison and monitoring. The SENCO or the transition lead professional will be the designated contact and will coordinate, monitor and cascade information to others. An outcomes based plan will already be in place to support the CYP and their family.

SECTION 5: BEST PRACTICE IN TRANSITION

To support any transitions, good links and relationships need to be fostered and developed between the current and receiving setting or school. Developing positive and supportive relationships with the parent or carer and the CYP are crucial for the outcome of a successful transition process.

For most children and young people their transition needs will be met through the universal transition process.

However, for some there will need to be an enhanced transition into their new setting. Research by Plymouth Educational Psychology Service (July 2015) highlighted that 'consistency of information about children ... on the Transition Plus programme... being shared' is vital.

It is easier to provide appropriate support when you have a clear picture of the holistic and unique needs of each CYP and family. The 'Plymouth Assessment Framework & Threshold Guidance for Safeguarding Children, Young People and their Families' provides a way to gather and analyse relevant information within 3 areas:

- The developmental needs of the child;
- The parental capacity to meet the child's needs;
- The impact of the wider family and environmental factors on both parenting capacity and the child's development.

Using this tool can help identify whether an enhanced transition process is required. Acute and complex needs along with critical needs should also be considered.

The 'Plymouth Assessment Framework & Threshold Guidance for Safeguarding Children, Young People and their Families' can be found at

http://www.plymouth.gov.uk/sites/default/files/PlymouthAssessmentFrameworkThreshold_0.pdf

SECTION 6 - THE TRANSITION PLUS 2+3 PERSONALISED PLAN AND PROFESSIONALS' DISCUSSION TOOL

Any enhanced transition will involve use of the Personalised Plan or the Transition Professionals' Discussion Tool.

Each may be used as a standalone document or attached to other relevant documentation, such as a child protection plan, personalised education plan (PEP), fostering and adoption plan or an outcomes-based plan.

All **early years** children at T+2 and T+3 will need a Personalised Plan.

All **primary / secondary** CYP at T+3 will need a Personalised Plan. At T+2, either a Personalised Plan or a Professionals' Discussion Tool can be used.

The Professionals' Discussion Tool is best used where the primary school completes the current setting information prior to meeting with the secondary staff. The secondary school should then chair discussions, recording the receiving settings' actions and monitoring arrangements. Parents / carers' views and any concerns must also be recorded.

Where parents / carers have concerns around the recognition of their CYP's needs or transition plans, they should be informed that support is available through Plymouth Information and Advice Service for SEND (PIAS).

When completing either form the following should be considered:

- CYP views
- Parent / carer views
- Current strengths
- Current Needs
- Successful strategies/ additional provision / access arrangements currently used
- Agreed actions / next steps
- Agreed transition level
- Key members of staff
- Monitoring arrangements
- Review arrangements

The two forms can be found on the following pages.

TRANSITION ACTION PLAN**Enhanced Transition Plus 2/3 Plan**

Name of Child / Young Person	Date of Birth	Year Group
Name of Parents / Carers	Address	
Telephone		
Date of meeting	Proposed date of school entry	
Current school / setting	Receiving school / setting	
Who attended the meeting		
What do we already know (background information)		
Child / Young person's views		
Parent / Carer's views		
Current setting		
Current strengths		
Current needs (including outside agency involvement). Select and add comments.		
<input type="checkbox"/> Safeguarding	<input type="checkbox"/> Family and Parent	<input type="checkbox"/> Mental Health
<input type="checkbox"/> SEND	<input type="checkbox"/> Critical Incidents	<input type="checkbox"/> Acute and complex medical and health
Attach latest assessment sheet/ progress report		
Successful strategies / additional provision / access arrangements currently used		
Receiving Setting Outcome – A positive, successful and smooth transition.		
Agreed actions (next steps):		
Support/ Provision/ Equipment/ Strategy to achieve this outcome (What will we do and how?)	Who will provide/ monitor this? (By when?)	Review/ was this achieved?

Agreed Child/ Young person's level of vulnerability (please tick): Transition Plus 2 <input type="checkbox"/> Transition Plus 3 <input type="checkbox"/> Attach latest assessment sheet/ progress report and 'This is me' / One page profile		
I agree with this plan and I am happy for it to be shared with relevant professionals:		
Parent / Carer's / YP's signature	Date	
Name of person completing the form	Name of person monitoring / transition lead	
Contact details	Contact details	
Next Meeting date (if required)/ Monitoring arrangements:		
Meeting date and time:		
WHO is to attend/ to be invited:		
WHERE is the meeting to be held:		
Monitoring arrangements:		
Review of Plan – 6 weeks after starting school/ setting		
Reviewer:	Review date:	
Comments:		

A copy of this plan will be sent to all those who attended and are to be invited to any follow up meeting.

For KS2-3 The following T+2 Enhanced Transition Discussion Tool may be used to record and support a professionals' transition meeting

T+2 ENHANCED TRANSITION**Professionals' Discussion Tool (Not appropriate for Early Years use)**

Name of Child / Young Person	Date of Birth	Year Group
Date of meeting	Proposed date of school entry	
Current school/ setting	Receiving school / setting	
Who attended the meeting		
Background information including outside agency involvement		
Reported Child / Young person's views		
Reported Parent / Carer's views		
Current setting		
Current strengths		
Current needs (including outside agency involvement). Select and add comments.		
<input type="checkbox"/> Safeguarding	<input type="checkbox"/> Family and Parent	<input type="checkbox"/> Mental Health
<input type="checkbox"/> SEND	<input type="checkbox"/> Critical Incidents	<input type="checkbox"/> Acute and complex medical and health
Attach latest assessment sheet/ progress report		
Successful strategies / additional provision / access arrangements currently used		
What to avoid		
Receiving Setting Outcome – A positive, successful and smooth transition.		
Agreed actions (next steps):		
Support/ Provision/ Equipment/ Strategy to achieve this	Who will provide/	Review/ was this

outcome (What will we do and how?)	monitor this? (By when?)	achieved?
Contact person for current setting	Contact person for receiving setting	
Monitoring arrangements:		
Review of Plan – 6 weeks after starting school / setting		
Reviewer:	Review date:	
Comments:		

SECTION 7 - FREQUENTLY ASKED QUESTIONS

Below are examples of generic questions that have been asked by parents, carers and practitioners.

Q I don't understand the enhanced transition process; what do I do?

A Look on the Plymouth City Council website to find the 'Plymouth Enhanced Transition Framework: Early Years Through to Key Stage 4'.

Parents / carers should discuss any questions relating to transition with the current setting and the professionals involved with the child / young person. Early years settings can link with their lead educational professional and schools can contact the SEND Strategic Advice and Support team for general information.

Q Can I have more than one transition meeting?

A Yes, the process needs to take account of the child or young person's needs and what provision can be put in place. It is about agreeing a plan so parents / carers / schools / settings / professionals can work together in partnership.

Q I am a class teacher in a special school, can I use this plan for transitions?

A The plan and information booklet are useful for all CYP, whatever their need or disability, to ensure smooth transitions throughout their education.

Q As a SENCO what is my role in the transition process at Early Years or at Key Stages 2 and 3?

A SENCOs are integral to coordinating and arranging meetings. This involves linking with the parents or carers and professionals involved; ensuring the Transition Action Plan or Professionals' Discussion Tool are completed; implementing and reviewing the plan within 6 weeks of the transition.

Q How or when do we review the transition plan?

A It is important that the plan is monitored and reviewed within 6 weeks of the child / young person entering their new setting / school. If there is a planned EHC review or another meeting, such as a multi-agency outcome based plan or PEP meeting, the plan can be reviewed within this meeting as appropriate. If there are concerns prior to six weeks then an earlier review should take place with all the relevant people involved.

Q Do I need a transition plan if my child or young person has an Education Health and Care Plan?

A Yes. As the pupil has significant and enduring needs recognised in their EHC they will need an enhanced transition, most likely at T+3. A small number might be covered by a T+2 transition.

Q My child is highly anxious and I am really concerned about the move. What can I do?

A Make a list of your concerns and a list of your child's likes and dislikes to share with the professionals. These should be shared at the transition meeting. Where appropriate, extra visits to the new setting or school can be planned.

Q What do I do if I think the transition plan is not being followed?

A Speak to the class teacher or the SENCO; they should be able to answer any questions you have. If you are still concerned, your next step would be to contact Plymouth Information Advice and Support for SEND.

Q My child has some additional help in their current school or setting. Will this continue in their new school or setting?

A Schools are responsible for making provision for all children with SEN. They have an SEN budget to pay for provision; they must also 'have regard to' the SEND Code of Practice, so the new school may provide help but this might be different from what was provided at their previous setting. This may be because your child's needs have changed. It is important to note that schools will always aim to develop a CYP's independence.

Q How do I know who to invite to the transition meeting?

A If there is a TAM (Team Around Me) in place, look at the members. Discuss with the parent or carer and CYP who should be invited. The receiving school should plan and lead the transition meeting.

Q What do I do if I do not receive any information on the CYP from their current setting, or if I need more information?

A Contact their previous setting to speak directly to the SENCO. Also discuss who is involved with the parent or carer. Check if the Plymouth Excellence Cluster, Educational Psychology service or the Gateway is aware of the CYP.

SECTION 8 – ENHANCED TRANSITION YEAR PLANNERS

Enhanced Transition T+2 and T+3 Year Planner: Early Years to Foundation 2 / Reception

	Early Years Setting	Foundation 2 / Reception Staff
September and on entry	<ul style="list-style-type: none"> On entering a setting, if needs are assessed and identified as requiring enhanced support above and beyond what a setting is expected to provide, a support request should be made via the Gateway or discussed with other appropriate services. Children's needs are reviewed and monitored through appropriate support plans. 	Early Years T+2 and T+3 pupils <ul style="list-style-type: none"> Monitor the pupils in the first weeks on entry. Review transition plans within 6-8 weeks of start of term. Identify when the school transition evaluation will take place. Consider invitations to EHC Annual Reviews from EYs settings.
Nov / Dec	T+2 and T+3 pupils <ul style="list-style-type: none"> Identify all children needing an enhanced transition. Discuss support their parents / carers need for primary school visits / open events and meetings before the application deadline of January 15th. If not already done so consider requesting support for most complex pupils via the Gateway or other appropriate support services. 	
Jan	<ul style="list-style-type: none"> Ensure parents have applied for a school place before the January 15th deadline 	
April / May	T+2 and T+3 pupils <ul style="list-style-type: none"> Following the April school allocation discuss any support needed by parents / carers and agree liaison steps with receiving school. Liaise with receiving primary school SENCO and relevant professionals to discuss and plan transition arrangements. Complete Universal transition document and think about the information needed to add to the Enhanced Transition Plus document 	T+2 and T+3 pupils <ul style="list-style-type: none"> Liaise with EY setting SENCO and relevant professionals to identify and plan transition arrangements.
May	T+2 and T+3 pupils <ul style="list-style-type: none"> Check with receiving Primary SENCO that enhanced transition meetings and visit arrangements have been planned and linked professionals included in arrangements. 	T+2 and T+3 pupils <ul style="list-style-type: none"> Plan arrangements for transition meetings and visits. Some T+3 transition meetings may be already ongoing.
June / July	T+2 and T+3 pupils <ul style="list-style-type: none"> Monitor pupils, liaising with primary colleagues and parents as needed. Attend transition meetings. Handover information to the school. Discuss any further support needed by parents. 	T+2 and T+3 pupils <ul style="list-style-type: none"> Enhanced transition meetings and visits take place. Transition plans (paper copy or electronic copy) are completed during the transition meeting (chaired by receiving school). Copy of completed transition plan signed by parent and provided to all attendees. Discuss transition plan with primary staff.

Enhanced Transition T+2 and T+3 Year Planner: Primary to Secondary

	Primary / Junior School	Secondary School
Sept and on entry	<p>Year 6 T+2 and T+3 pupils</p> <ul style="list-style-type: none"> • Ensure Year 6 teachers are aware of pupils identified at T+2 and T+3 enhanced transition. • Discuss transition needs at planning and consultation meetings with EP and relevant support services. • Consider support needed by parents / carers and students for visits / open events before the application deadline (31st October). • Invite potential secondary SENCOs to EHC Annual Reviews. • Decide if review meetings are needed for pupils without EHC Plans and identify timescale / dates. <p>Year 5</p> <ul style="list-style-type: none"> • Identify pupils who will need T+3 transition and plan actions needed. • Identify if pupils should be considered for a KS3 specialist placement. Discuss with EP or other appropriate advisory staff. 	<p>Year 7 T+2 and T+3 pupils</p> <ul style="list-style-type: none"> • Ensure Head of Year and Year 7 tutors / teachers are aware of students at T+2 and T+3. • Monitor students on entry and review transition plans within 6-8 weeks of start of term. • Identify when the school transition evaluation will take place. <p>Year 6</p> <ul style="list-style-type: none"> • Consider invitations to EHC and transition review meetings. Agree with other invited secondary SENCOs who should represent the secondary voice.
March	<p>Year 6 T+2 and T+3 pupils</p> <ul style="list-style-type: none"> • Following school allocations (usually 1st March), provide receiving secondary school SENCO with list of T+2 and T+3 pupils. <p>Year 5 T+2 and T+3 pupils</p> <ul style="list-style-type: none"> • Identify Year 5 pupils needing an enhanced transition and plan to discuss transition needs with EP / relevant support services. • Consider support needed by parents with Grammar School admissions information provided to them in April. • Invite potential secondary SENCOs to EHC Plan Annual Reviews and review meetings for pupils without EHC Plans. 	<p>Year 6 T+2 and T+3 pupils</p> <ul style="list-style-type: none"> • Inform primary SENCO of transition lead contact details. • Indicate intended timescale for further contact and planning. <p>Year 5 T+2 and T+3 pupils</p> <ul style="list-style-type: none"> • Consider invitations to EHC and transition review meetings. Agree with other invited secondary SENCOs who should represent the secondary voice.
May	<p>Year 6 T+2 and T+3 pupils</p> <ul style="list-style-type: none"> • Check with receiving secondary SENCO that enhanced transition meetings and visit arrangements have been planned and linked professionals included in arrangements. 	<p>Year 6 T+2 and T+3 pupils</p> <ul style="list-style-type: none"> • Plan arrangements for transition meetings and visits. Some T+3 transition meetings may be already ongoing.
June / July	<p>Year 6 T+2 and T+3 pupils</p> <ul style="list-style-type: none"> • Attend transition meetings. • If Professionals' Discussion Tool is to be used, complete 'current setting' section prior to meeting with secondary staff. • Monitor pupils, liaising with primary and secondary colleagues and parents or carers, as needed. • Handover information to the secondary school. <p>Year 5 T+2 and T+3 pupils</p> <ul style="list-style-type: none"> • Discuss support needed by parents on receipt of the 'Next Steps' leaflet and raise their awareness of secondary school summer open events. 	<p>Year 6 T+2 and T+3 pupils</p> <ul style="list-style-type: none"> • Enhanced transition meetings for individuals take place. Transition plans are completed during the transition meeting (chaired by receiving school). • Enhanced visits take place. • Copy of completed transition plan signed by parent and provided to all attendees. • Professionals' meetings to discuss pupils take place, chaired by secondary school. If using Professionals' Discussion Tool, chair completes this in the meeting. • Discuss transition plans with secondary staff.

SECTION 9 – EVALUATION OF TRANSITION PROCESS

As well as reviewing the individual CYP's outcomes detailed in the enhanced transition plan, it is important to evaluate the whole school transition process to inform future transition planning. A tailored approach should be used to enable the CYP to express their views. The information obtained should highlight what has worked well and identify any actions needed to enhance practice. Issues identified should be reviewed within the school and with feeder settings and other agencies. The following CYP and parent or carer optional transition questionnaires may be helpful to support this evaluation. These should be adapted where appropriate and completed prior to the six week review. Electronic versions are available at:

<http://web.plymouth.gov.uk/homepage/staffroom/schoolroom/usefuldocuments/sendsas/sendsassenco/enhancedtransitionframework.htm>.

Example Transition Questionnaire for Child / Young Person

1. Which setting / school did you attend?

2. How well prepared did you feel to join our setting / school? (Please tick)
 - Very well prepared, I was excited
 - Prepared but a little nervous
 - Ok, but a bit confused about what was going to happen
 - Not at all prepared, I knew nothing about this setting / school

3. Which transition events did you attend? (Please tick)
 - Meeting at your setting / school
 - Induction day
 - Social event
 - Any other (Please add)

4. Please rate the transition events you attended (Please circle)

Meeting at your setting / school



Induction day



Social event



Other? (Please add) _____



Please make comments below, if you want to.

5. What else could have been done to help you be prepared for the move?

6. What are the two best things about our setting / school?

7. What are the things that you don't like about school?

8. If you could change anything about our setting / school what would it be?

9. Have you had problems making friends?

10. How do you find moving between classes?

Thank you for completing this questionnaire. Please return by (date):

Example Transition Questionnaire for Parent/ Carer

1. Name of child / young person (optional)

2. What was their previous setting / school:
Please rate the transition events you attended (Please circle):

Meeting in your school / setting



Induction day



Social event



Other? (Please add) _____



Please make comments below, if appropriate.

3. How well prepared do you think your child was for the transition to setting / school (please tick ✓):
 - Well prepared
 - Quite well prepared
 - More preparation needed

4. How well prepared were you for your child / young person's transition to setting / school (please tick ✓):
 - Well prepared
 - Quite well prepared
 - More preparation needed

5. What else could we have done to make the transition easier for your child / young person?

6. What else could we have done to make the transition easier for you?

7. Did you receive enough information about the transition process?

Yes No

If the answer is no, what else would you have liked?

8. How well has your child settled at this setting / school? (Please tick ✓)

- Very well - they are happy and doing well
- Everything seems ok
- I have a few concerns
- My child / young person is not happy

If you have any concerns, or your child / young person is not happy, please add your comments below:

9. Is there anything more that could have been done to help your child / young person settle in?

How is your child / young person finding the activities / work in lessons? (Please tick ✓)

- Too difficult
- Appropriate to their need
- Too easy

How do they find lunch and break times?

How are they finding the journey to and from school?

Have they formed friendships and joined activities / clubs?

Any additional comments:

10. Are you happy with the amount of home learning your child is receiving? (Please tick ✓)

- Yes, enough to challenge but not over the top
- OK, most weeks home learning is about right
- No, my child is struggling to keep up with the amount given
- No, I see very little home learning
- Not applicable

Any other comments:

Thank you for completing this questionnaire. Please return by:

SECTION 10 – USEFUL WEBSITES

Below are a range of local and national websites that contain useful information and resources

Website with Plymouth Specific Information:

Plymouth Safeguarding Children Board <http://web.plymouth.gov.uk/localsafeguardingchildrenboard>

Plymouth Assessment Framework & Threshold Guidance for Safeguarding Children, Young People and their Families

http://www.plymouth.gov.uk/sites/default/files/PlymouthAssessmentFrameworkThreshold_0.pdf

Plymouth School Admissions <http://www.plymouth.gov.uk/schooladmissions>

Plymouth Online Directory <http://www.plymouthonlinedirectory.com/kb5/plymouth/pod/landing.page>

Plymouth Information, Advice and Support for SEND (PIAS) <https://www.plymouthias.org.uk/>

Plymouth SEND

<http://www.plymouth.gov.uk/childrenandfamilies/schoolsandeducation/specialeducationalneedsanddisability>

Plymouth Early Years Inclusion Service

<http://web.plymouth.gov.uk/homepage/education/schools/educationsupport/chids/chidseis.htm>

Plymouth Special Needs and Disability Strategic Advice and Support (SEND SAS)

<http://web.plymouth.gov.uk/sendsas>

Information about Person Centred Approaches:

<http://web.plymouth.gov.uk/homepage/staffroom/schoolroom/usefuldocuments/sendsas/sendsaspcp.htm>

Websites for parents, carers, young people and professionals:

Early Years

Being School-Ready <https://www.pacey.org.uk/working-in-childcare/spotlight-on/being-school-ready/>

Primary and Secondary School:

Moving on to Secondary School <http://www.learningdisabilities.org.uk/our-work/employment-education/moving-on-to-secondary-school>

Word Up

https://www.thecommunicationtrust.org.uk/media/378723/tct_cl_secondary_2015_final_.pdf