SENCo Briefing

March 2025

Agenda

- Using the Ordinarily Available Guidance - practitioner experience:
  - drb Ignite - Multi-Academy Trust
  - Wyndcliffe primary school

- Preparing for Transition:
  - Good Practice from Schools and Settings
  - Transition Framework
  - Phase Transition projects next term
  - Every Child Deserves a Good Start

OAG – how we used it

Context:

- 12 primary schools across drb Ignite Multi-Academy Trust, (8 Birmingham, 4 Dudley), high PPG, high SEND.
- OAG project aligned with Trust vision and values of inclusion and would support alignment across
- Initially the assessment identified some inconsistencies in provision across the Trust.

Using the OAG:

- Focused on aligning the graduated approach across the Trust using the OAG, through collaboration
- Used OAG to support curriculum development with subject leaders, SENCos and Trust Inclusion Leads.
- Provided CPD to all staff on the OAG, linked to aligned graduated approach and curriculum.
- Audit of resources, knowledge and expertise across Trust.

Impact:

- OAG post measures identified improved awareness of OAG.
- 100% of pupils with SEND made progress from baseline assessments in reading, writing and maths.
- Ofsted reports recognise strength of curriculum, provision and adaptations.

Next steps for us in using the OAG:

- Continue to work with parents / carers in collaboration with Birmingham PCAF.
- Continue to develop implementation of OAG, develop shared resources across the Trust including adaptive and assistive technology.

'All pupils achieve the highest standard of educational outcomes regardless of circumstance or background'

OAG – Reflections

What worked:

- Significant improvement in awareness of OAG.

- Alignment of graduated approach and improved provision for pupils.

- Collaboration key – all leaders are leaders of SEND.

- Positive and inclusive mindset – putting the pupils at the centre.

Challenges:

- Supporting some staff with their mindset and understanding.

- Resourcing provision can be a challenge but creativity and working across the Trust supports.

- Developing the expertise of some staff, supported by working with external agencies to provide this.

Questions

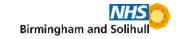Ali Quinn (Trust Inclusion Lead): aquinn@drbignitemat.org

Changing lives together

One Trust One

Organisation

OAG – how we used it

Context:

- Wyndcliffe Primary School.
- Resource Base with 46 young people with EHCPs
- Currently working with 150 families CYP on SEND Register

Using the OAG:

- Ordinarily Available Provision Guidance OAG towards Inclusion Quality Mark

Action:

- How confident are teachers in understanding and removing barriers to learning needs within WPS setting?
- Are teachers working in partnership with parent / carers to understand needs of CYP and to plan and review support strategies within the Graduated Approach?
- Co-Production events outside agencies

Impact:

- Greater support for our students with ASC
- Staff Training to raise HQT and pupil progress

OAG – Reflections

Next steps for us in using the OAG:

- Staff training

What worked:

- Inclusion Quality Award Centre of Excellence
- Outstanding OFSTED
- Good review for Resource Base
- Parents support
- Senior Leadership team

Challenges:

- Staff reading OAG and understanding
- Focus towards parents of ASC pupils
- Parents language needs
- Outside agency sign off of paperwork within timescales

Using the OAG – support to schools

How are you using the OAG in your school?

Have you experienced any barriers in using this?

Is there anything you think that could help you in overcoming these barriers?

Survey link to share your views

Transition – Ordinarily Available Guidance

Supporting transition across whole life course
Expectations: Schools will have ongoing robust processes that support the successful transition and transfer for pupils with SEND, including liaison and involvement of Children and Young People & Families and other settings. **Strategies & Resources:** • City-wide transition days • Reference to transition frameworks • Local Offer transition frameworks

Transition OAG

Transition

Expectations

Schools and settings will have ongoing robust processes that support the successful transition and transfer for pupils with SEND, including liaison and involvement of Children and Young People & Families and other settings. Transition includes Children and Young People who are new to settings, phase transfers and movement within settings.

Most Children and Young People's needs can be met through the universal transition offer. However, some pupils may require more targeted support.

Specialist

Targeted

Universal

Transition OAG – General Resources

Resources, Information and Advice

General Universal Resources and Information:

Settings:
Example One Page Profile - https://www.localofferbirmingham.co.uk/wp-content/uploads/2024/11/One-page-profile-template.docx
The Teacher toolkit- 10 Tips For Successful School Transitions - TeacherToolkit
The EEF Transition tool- EEFn Blog: Supporting pupils through Transitions
Social Stories and Comic Strip Conversations - Social stories and comic strip conversations
Preparation for Adulthood - Transitions and Preparing for Adulthood - Local Offer Birmingham
National Development Team for Inclusion (NDTi) – Preparation for Adulthood - Preparing for Adulthood: All Tools & Resources - NDTi
Together Matters – Tools and ideas to support planning for work and adult life - https://www.togethermatters.org.uk/
Autism Education Trust - Autism Education Trust
Developing Access and Accessibility - Accessibility Toolkit – pdnet

For Further Information/ Training:
Person Centred Training (PCR)– Pupil and School Support - Pupil and School Support - Local Offer Birmingham
Autism Education Trust - Autism Education Trust
Pupil and School Support training - Pupil and School Support - Local Offer Birmingham
Communication and Autism Team training - Communication and Autism Team - Local Offer Birmingham
ERIC – Intimate Care Policy - Intimate care policy for nurseries, school and colleges - ERIC

Transition – OAG Phase Transfer

Phase Transfer Resources and Information:

Nursery to Reception
Dingley's Promise — EYFS to school - Early Years SEND Transition Training Course - Dingley's Promise
NASEN Supporting transition in EYFS: Understanding and supporting transitions | Nasen
RNIB - Choosing a school for a child with vision impairment | RNIB
Birmingham Early Years Network — Ready, Steady, Reception! - Birmingham Early Years Networks | Transitions and Birmingham Early Years Networks | Transition: Practitioner resources

Primary to Secondary:
BBC Bitesize - Starting secondary school with SEN BBC Bitesize and Starting secondary school - BBC Parents' Toolkit - BBC Bitesize
Anna Freud — Moving Up! - Moving up! The transition to secondary school | Anna Freud
Find Your Feet Y6-7 - Supporting school transitions | Resources | YoungMinds
BBC Preparing for transition to Secondary - https://www.bbc.co.uk/teach/articles/zkc9pg8
RNIB - Choosing a school for a child with vision impairment | RNIB

Secondary to Post-16:
Birmingham Careers Service — Post 16 transition - SEND — Birmingham Careers Service
Transition into adulthood - Council for Disabled Children - Transition Guides
National Development Team for Inclusion (NDTi) — Preparation for Adulthood —
Preparation for Adulthood - Transitions and Preparing for Adulthood - Local Offer Birmingham
National Development Team for Inclusion (NDTi) — Preparation for Adulthood - Preparing for Adulthood: All Tools & Resources - NDTi
National Deaf Children's Society — Next steps: Supporting successful transitions into post-16 education and employment for deaf young people in England | National Deaf Children's Society
Mencap — Preparing for transition into Adulthood - Transition into adult services | Mencap
Together Matters — Tools and ideas to support planning for work and adult life - https://www.togethermatters.org.uk/
Dyscalculia —Access to Work - Dyscalculia, Maths Difficulties and Access to Work - Dyscalculia Network
National Careers Service - Careers advice - job profiles, information and resources | National Careers Service

Transition OAG – Parent/ Carers

Parents, Children and Young People:

Birmingham Admissions - School admissions | Birmingham City Council

Example One Page Profile - https://www.localofferbirmingham.co.uk/wp-content/uploads/2024/11/One-page-profile-template.docx

Birmingham SENDIASS - Birmingham SENDIASS Homepage — Birmingham SENDIASS

British Dyslexia Association - Preparing for 'Back to School' - British Dyslexia Association

RNIB - Education and learning tools for visually impaired children | RNIB
- Choosing a school for a child with vision impairment | RNIB

The ADHD Foundation - Considering-transitions-within-an-EHC-Plan-Alison-Halliwell.pdf

Autism Education Trust - https://www.autismeducationtrust.org.uk/resources/parent-guide-working-together-your-childs-school

Downs Syndrome Association — Transitions - Transitions - Downs Syndrome Association

Birmingham Speech and Language Therapy - Getting School Ready — Parent School_Readiness_Leaflet_Updated.pdf - Google Drive

Birmingham Early Years Network - Ready, Steady, Reception! - RSR - Parent Copy

National Deaf Children's Society - Starting primary school | National Deaf Children's Society

Autism Education Trust — Early Years Transitions - Early Years Transitions Parent Guide - Part 1 | Autism Education Trust, Early Years Transitions Parent Guide — Part 2 | Autism Education Trust, Early Years Transitions Parent Guide — Part 3 | Autism Education Trust

Birmingham School Health Support Service - School Readiness - download.cfm

ERIC - School Readiness - Toilets-and-school-readiness.pdf

BBC Bitesize - Starting secondary school with SEN - BBC Bitesize and Starting secondary school - BBC Parents' Toolkit - BBC Bitesize

Transition Tips for Parents & Find Your Feet for young people Y6-7 - Supporting school transitions | Resources | YoungMinds

Autism Education Trust — School Transitions - School Transitions Parent Guide — Part 1 | Autism Education Trust, School Transitions Parent Guide — Part 2 | Autism Education Trust, School Transitions Parent Guide — Part 3 | Autism Education Trust

Dyslexia UK - Transition — Primary to Secondary transition tips | Dyslexia UK and Transition — Primary to Secondary transition tips - part 2 | Dyslexia UK

The Dyspraxia Association — Transitioning from Primary School to Secondary School - Dyspraxia Foundation

National Deaf Children's Society - Getting ready for secondary | Things to consider

Afasic (Speech, Language and Communication Needs) Primary to Secondary Transition Courses - Our projects & services - Afasic

Kids.org SEND — Tips for moving to secondary schools - Transitioning to secondary school - Kids

Transition into adulthood - Council for Disabled Children - Transition Guides

Birmingham Careers Service — Post 16 transition - SEND — Birmingham Careers Service
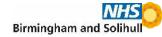
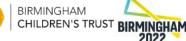The Dyspraxia Association — Leaving School and Starting Work - Dyspraxia Foundation

Together Matters — Tools and ideas to support planning for work and adult life - https://www.togethermatters.org.uk/

Question

- Is it helpful for the links for parents to stay in the setting's OAG document or be solely in a parent's OAG document?

Transition OAG – Parent/ Carers

Parents, Children and Young People:

Birmingham Admissions - School admissions | Birmingham City Council
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National Deaf Children's Society - Starting primary school | National Deaf Children's Society
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Birmingham School Health Support Service - School Readiness - download.cfm
ERIC - School Readiness - Toilets-and-school-readiness.pdf

BBC Bitesize - Starting secondary school with SEN - BBC Bitesize and Starting secondary school - BBC Parents' Toolkit - BBC Bitesize
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The Dyspraxia Association — Transitioning from Primary School to Secondary School - Dyspraxia Foundation
National Deaf Children's Society - Getting ready for secondary | Things to consider
Afasic (Speech, Language and Communication Needs) Primary to Secondary Transition Courses - Our projects & services - Afasic
Kids.org SEND — Tips for moving to secondary schools - Transitioning to secondary school - Kids

Transition into adulthood - Council for Disabled Children - Transition Guides
Birmingham Careers Service — Post 16 transition - SEND — Birmingham Careers Service
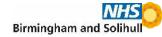The Dyspraxia Association — Leaving School and Starting Work - Dyspraxia Foundation
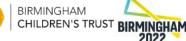Together Matters — Tools and ideas to support planning for work and adult life - https://www.togethermatters.org.uk/

Transition OAG – New to Setting

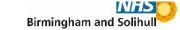| New to Setting Transition	
Transition good practice applicable across all settings/ age ranges	**For Children and Young People (CYP):** • Early communication with new setting identifying vulnerable CYP. Ensure change of contacts and details shared as soon as possible • Timely transfer of all information and documentation electronically if possible to new setting • Gain parent/ carer consent at start of transition process to share necessary information if required • Robust One Page Profiles/ Passports updated with CYP, parents and staff, shared with new setting • Individual person-centred transition meetings/ SEND reviews with new school staff and parent/carer in attendance • Transition Day/ events for new CYP (e.g., city wide Y6-Y7, stay and play sessions) • Additional bespoke transition visits to new setting before main transition day. Familiar adults may accompany initially • New setting staff/ Senco visit and meet new starters in familiar environment and meet with familiar staff • Workshops and sessions in school or delivered by outside agencies services e.g., to prepare for change, road safety • Leavers assemblies, activities and events • Transition booklet/ photo books/ videos for all CYP detailing new setting, environments, staff, key information shared and used over holidays • Co-produce new transition plans/ SSPPs/ with new setting • Contact previous setting as soon as possible when vulnerable CYP flagged by staff, applications or admission systems • SEND Advisory services deliver specific targeted support for key groups of CYP focusing on transition • New setting and staff will be trained and informed in order to meet the needs of new CYP ensuring they can start at the same time as peers • Buddy system for new starters • Welcome packs given with key information about setting and class • Sharing virtual tours of settings, pictures of uniform, key equipment needed and other key information • Accessibility planning updated to improve access for prospective CYP

Transition OAG – New to Setting
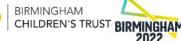
	For Parent/ Carers: • One Page Profiles/ Passports written with parent/carers and CYP shared before transition events • Welcome packs given with key information about setting, classes and timetables • Home visits by school staff to see new starters and meet parents • Leavers assemblies and events • Communication with parent/carers for open days/ events in new settings through newsletters or communication systems. Use of translators if required • Open days/ events/ additional visits in settings for prospective families and advertised through websites, social media and • Signposting to school websites and SEN Information Reports • Support offered to parent/carers to navigate application and processes • Support offered to parent/carers to participate in new setting transition events e.g., additional visits, open events, meetings • Induction meetings in new school • Welcome transition events/ meetings for new parent/carers • SEND coffee morning supporting transition • Individual person-centred transition meetings/ SEND reviews/ TAC meetings with parent/carers and key new school staff (e.g. Senco, Learning Mentor, HoY) • New setting shares main staff contact details to parent/parents and informs of any changes as soon as possible • Signposting to support from agencies and charities • Parent/carer meetings/ evenings in early Autumn term • Transition booklet/ photo books/ videos for all CYP detailing new setting, environments, staff, key information shared and used over holidays

Transition OAG – Phase Transfer

Nursery-Reception specific	**For Children and Young People (CYP):** • Setting staff to attend DLP EY Transition event to share information • Activities to prepare for new setting e.g., see uniform, practice using trays for dinner **For Parent/ Carers:** • Ready, Steady, Reception! (OT and Birmingham Early Years Network) • School Readiness (Birmingham School Health Support Service) • Getting School Ready (SaLT) • Stay and Play/ informal activities in setting • Invitation for new families to whole school events e.g. summer fayres • Share information on application deadlines • Sharing of key staff and contact details in new settings and inform with any changes as soon as possible
Y2-Y3 specific	**For Children and Young People (CYP):** • Previous CYP visits leaving cohort to share information **For Parent/ Carers:** • Invitation for new families to whole school events e.g. summer fayres • Share information on application deadlines • Sharing of key staff and contact details in new settings and inform with any changes as soon as possible

Transition OAG – Phase Transfer

Y6-Y7 specific	**For Children and Young People (CYP):** • Key secondary school staff meet with Y6s and discuss routines, key information and answer questions • Enhanced transition activities and sessions delivered by receiving schools targeted for those from lone schools • Previous CYP visits leaving cohort to share information **For Parent/ Carers:** • Sharing of key staff and contact details in new settings and inform with any changes as soon as possible • Share information on application deadlines

Transition OAG – Phase Transfer

Y8-Y9/ Y9-10 specific	**For Children and Young People (CYP):** • SEND team present at open events/ in interviews • Informal transition activities e.g. team building activities before starting new setting **For Parent/ Carers:** • Attend induction meetings and interviews with CYP • Share information on application deadlines • Sharing of key staff and contact details in new settings and inform with any changes as soon as possible
Y11 – Post 16 specific	**For Children and Young People:** • Mentoring for pupils at risk of NEET • Sending Exam Access Arrangement documentation to be shared with new setting with CYP at results day • Additional visits to Post 16 providers • Additional careers advice and interview support • Ensure CYP involved and give consent for transfer of information **For Parent/ Carers:** • Coffee mornings with agencies and Post 16 providers to support transition, pathways, careers and transport • Share information on application deadlines • Sharing of key staff and contact details in new settings and inform with any changes as soon as possible

Transition LAP Framework

Local Area Partnership Transition Framework Education, Health and Care

	Early Years – Reception	Y2-Y3	Y6-Y7	Y8-Y9/ Y9-10 (certain settings only)	Y11-Post 16
Universal	**Process:** RECTRAN - application & allocation Primary School admissions arrangements 2025 | Birmingham City Council City wide transition events Exchange of paperwork/ files/ UPN Birmingham Early Years Network Transition Approach DLP EY Transition events Setting to notify EHE team of parent's wishes to withdraw child to EHE. BVS Placement officers to support in identifying educational provisions and completing applications. **Supporting CYP/ family activities:** LA communication via local media, social media, letters sent to parents. Opportunities to use libraries to support with IT access. Open events & stay and plays Home visits Birmingham Early Years Network – Ready, Steady, Reception! SaLT 'Starting Primary' webinar. OT 'Getting school ready' leaflet and webinar. **Supporting setting activities:** Communication in Schools Noticeboard. Named Admissions adviser for school. Setting specific transition (receiving and sending settings) -OAG EYIS- Settings supported in transition process by Area SENCos/ ESS. SaLT & OT 'Ready, Steady, Reception!' Group. OT 'Getting school ready' webinar.	**Process:** Transfer application & allocation Exchange of paperwork/ files/ UPN Vulnerable CYP identified Setting to notify EHE team of parent's wishes to withdraw child to EHE. BVS Placement officers to support stakeholders in identifying educational provisions and completing applications. **Supporting CYP/ family activities:** LA communication via local media, social media, letters sent to parents. Opportunities to use libraries to support with IT access. Open events **Supporting setting activities:** Setting specific transition (receiving and sending settings) -OAG Communications in Schools Noticeboard. Named Admissions adviser for school.	**Process:** SECTRAN - application & allocation Two weeks prior to application deadline, Y6 pupils who have not applied are flagged to schools by Admissions City Wide Y6/7 transition day Vulnerable CYP identified City Wide Transition spreadsheet Exchange of paperwork/ files/ UPN Setting to notify EHE team of parent's wishes to withdraw child to EHE. BVS Placement officers to support stakeholders in identifying educational provisions and completing applications. **Supporting CYP/ family activities:** LA communication via local media, social media, letters sent to parents. Opportunities to use libraries to support with IT access. Open events SaLT 'Starting Secondary' webinar. OT 'Preparing for Secondary' webinar. **Supporting setting activities:** Setting specific transition (receiving and sending settings) -OAG Communications in Schools Noticeboard. Named Admissions adviser for school. OT 'Preparing for Secondary' webinar	**Process:** Transfer application & allocation Transition day Exchange of paperwork/ files/ UPN Vulnerable CYP identified Advertised by letter to all within this age group by Admissions Setting to notify EHE team of parent's wishes to withdraw child to EHE. BVS Placement officers to support stakeholders in identifying educational provisions and completing applications. **Supporting CYP/ family activities:** LA communication via local media, social media, letters sent to parents. Opportunities to use libraries to support with IT access. Open events **Supporting setting activities:** Setting specific transition (receiving and sending settings) -OAG Communications in Schools Noticeboard. Named Admissions adviser for school. OT champions training offer to work on independent living skills.	**Process:** Post 16 - application & enrolment Exchange of paperwork/ files/ UPN Vulnerable CYP identified Setting to notify EHE team of parent's wishes to withdraw child to EHE. BVS Placement officers to support stakeholders in identifying educational provisions and completing applications. **Supporting CYP/ family activities:** LA communication via local media, social media, letters sent to parents. Opportunities to use libraries to support with IT access. Post 16 setting open days/ events Independent careers advice BCS traded offer to settings support pupils and parent/carers on careers guidance and preparation for work. OT 'Moving on from Secondary' webinar **Supporting setting activities:** Setting specific transition (receiving and sending settings) - OAG. BCS traded offer to support pupils and parent/carers on careers guidance and preparation for work. OT 'Moving on from Secondary' webinar. OT champions training offer to work on independent living skills.

Transition OAG – Target Cohorts

Action Research Opportunity

• Identifying target phase transfer cohorts

• Settings across the city

• Using the Transition OAG at universal and targeted support

• Work with parent/carers, CYP and key staff

• From now until July with a follow up in mid-September

• Provide feedback on the draft Transition OAG – better if…

Transition

18th March '25 **By end of day**	**Register an Interest in project**
March 20th **via TEAMS** **1pm**	Briefing session for schools/settings involved Assessment Phase for settings Baseline Measures
24th March - 4th April 25	Planning meetings with LA leads Focus activity identified & Project Plans drafted
28th April – 18th July 25	Implementation Actions Post measure collection Reviewing and Reflecting & Preparing Stories of Implementation
5th – 16th May '25	Individual drop-ins for schools/settings with LA leads
w/c 15th September '25	Check-ins with receiving settings Check-ins with parents and CYP Review and Reflection

Transition – Contact Details

To express an interest please email both by Friday 14th March.

- Natalie Cooper – Natalie.Cooper@birmingham.gov.uk
- Heather Wood – Heather.Wood@birmingham.gov.uk

Every Child Deserves a Good Start

Rationale:

- Identification of pupils that require additional transition

- Improve information sharing between primary and secondary schools
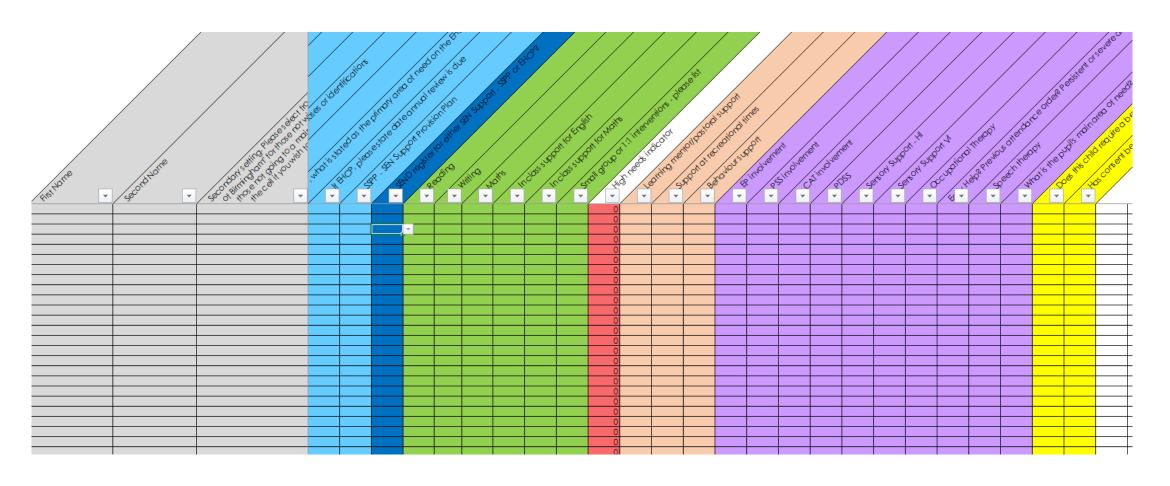
- Enabling secondaries to coordinate effective transition

Transition Spreadsheet

Impact:

- Consistent approach to sharing information
- Primary school workload
- Enables stake holders to identify pupils in need of additional transition.
- Early return enables secondary transition to be more targeted and successful.

  - *'Great initiative. Will help make things universal for all with no missed information hopefully'* **Primary SENCO**

  - *'I didn't realise how secondaries used the information before'* **Primary SENCO**