

# **Children and young people moving schools with an education, health and care plan**

## **Guidance on phase transfers for parents and carers**

Dear parents and carers,

This guidance is for parents and carers of children and young people with an education, health and care plan (EHC plan). Moving to a new school is an exciting, but sometimes daunting prospect for all children, young people and their families. This document guides you through the school admissions process for children and young people with an EHC plan, because it is different to the usual admission process. All children and young people with an EHC plan are supported by an assessment coordinator from the Children and Young People Disability Service (CYPDS) through a phase transfer from pre-school to primary school, primary to secondary school and the middle school system all the way to post-16 education and training. The assessment coordinator will work together with you, your son or daughter and their current school to plan for the next phase of their education.

This guidance provides details of how the process works, with key dates and advice on how to successfully navigate the system.

If your child or young person is currently undergoing an assessment please follow the mainstream admissions process and your child or young person's education setting will be considered when the EHC plan is agreed. More information can be found on the Local Offer. [https://rbwm.afcinfo.org.uk/local\\_offer](https://rbwm.afcinfo.org.uk/local_offer)

For many children and young people with an EHC plan their needs can be met in their local mainstream school. All our mainstream secondary schools have a SEND department and have experience supporting children with a range of diverse special educational needs and disabilities. Details of what each school can offer will be found on the school's website, through the send information report or school SEND Local Offer.

Finally, I believe that by working together, we will ensure the best possible placement for your child or young person, so they will have every opportunity to make the best social, emotional and academic progress they can, enabling them to continue on their journey to achieve their aspirations and be as independent as possible.

Whichever school your child or young person transfers to in September, I wish them every success in their future education.

Yours sincerely,

**Alison Crossick**

**Director of Inclusion**

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## Section 1: Timeline for admission process for school phase transfer for children and young people (CYP) with an EHC plan

Type of school	Annual review held in summer term of penultimate year of school	Penultimate annual review	Consultation	New plans	Transition annual review	Transfer
Early Years provider (Windsor and Maidenhead)	Summer term of penultimate year of EY providers	At this meeting you will: review progress towards outcomes. Discuss and name parental preference/s for next setting. Local authority to send decision letter. We do not intend to amend, unless a substantive change of need, an increase of support necessary or an immediate change of placement, but the EHC plan will be amended later in the process to take account of school transfer.	The local authority will send out consultations to the next schools. The CYP's papers will be sent to all the school/s that the family expressed a preference for. The local authority may also approach the CYP's nearest appropriate school for a decision on whether they can meet the CYP's needs. In consultation with headteachers, the CYPDS team will make decisions on which school will be named on the CYP's EHC plan based primarily on which school can meet the needs of the CYP taking into account parent or carer preferences.	Final EHC plan issued by 15 February of the calendar year the CYP will transfer. The amended final EHC plan sent to parents and carers with next school place named and any necessary amendments made. Please note: This is the only notification parents or carers will receive of their CYP's school place. The current setting will know placement through the plan being final. The next setting will know placement as it will be issued a list of all placement CYP.	At this meeting you will: review progress towards outcomes plan transition to the next setting. Current setting to send annual review paperwork to the local authority. Local authority to send decision letter. We do not intend to amend, unless a substantive change of need, an increase of support necessary	End of Early Years setting into Reception
Infant (Maidenhead)	By or during summer term Year 1					End of Year 2 Transfer to Junior
Primary (Maidenhead)	By or during summer term Year 5					End of Year 6 Transfer to Secondary school
Junior (Maidenhead)	By or during summer term Year 5					End of Year 6 Transfer to Secondary school
First School (Windsor)	By or during summer term Year 3					End of Year 4 Transfer to Middle School
Middle School (Windsor)	By or during summer term Year 7					End of Year 8 Transfer to Secondary school
Secondary School (Maidenhead) Upper School (Windsor)	By or during summer term Year 10					End of Year 11 Transfer to post-16 setting

## Section 2

### The annual review process

This meeting needs to happen in the summer term of your child's or young person's (CYP) penultimate year at the school, eg, if your child or young person is leaving primary school to go to secondary school at the end of Year 6, this should happen in summer term Year 5.

### Before the review meeting

- The school must invite the local authority (Achieving for Children), parents, carers, your child or young person and any other professionals (for example, speech and language therapist, occupational therapist, educational psychologist and physiotherapist) currently working with your child or young person. The local authority is prioritising its attendance at this review and will attend as many as possible.
- Everyone invited (including parents, carers and child or young person) are asked for any advice and information to be given to school in writing. The school should send this advice to everyone at least two weeks before the meeting. You can request support from the school or external agencies should you need it.
- For looked after children, the social worker will also be invited. It may be appropriate for annual reviews to coincide with one of the reviews in their care plan. The Personal Education Plan (PEP) meetings serve to drive forward academic progress and enable students to close their gaps in learning.

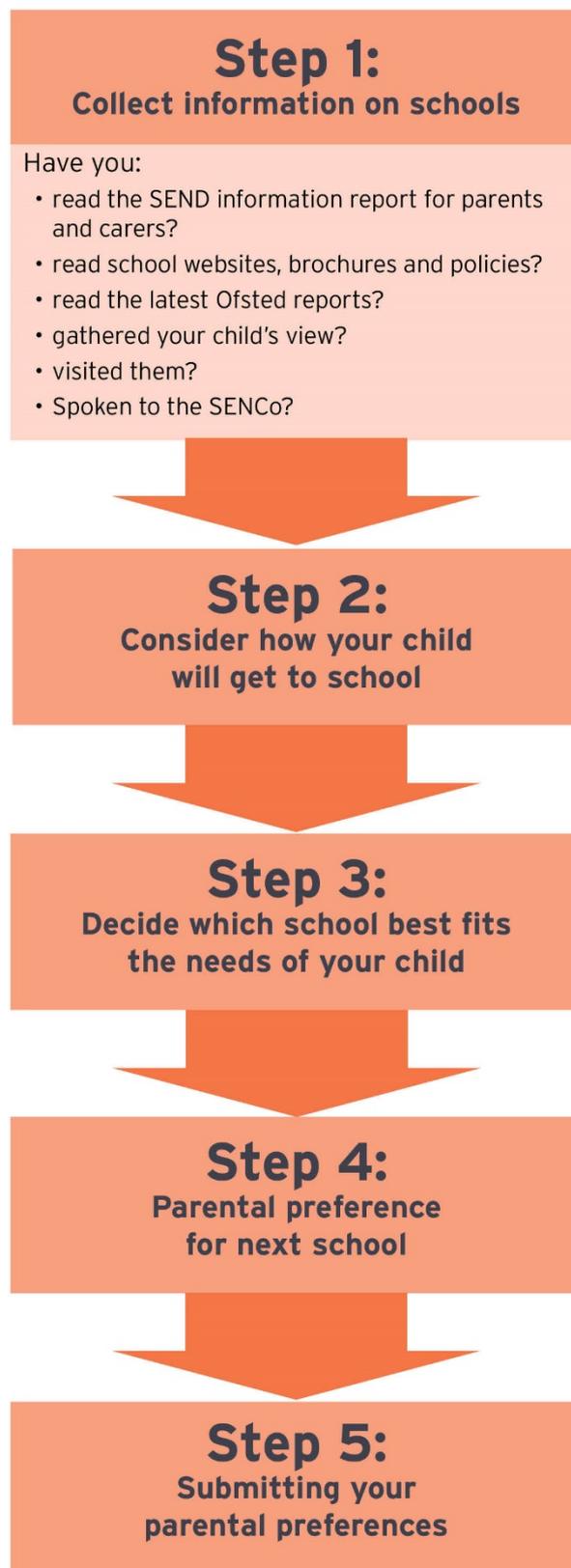
### At this annual review meeting

- Progress towards outcomes from the EHC plan should be reviewed. If any are no longer appropriate or have been met, suggestions and amendments can be made.
- The targets from the past 12 months should be reviewed and new ones set for the next 12 months.
- If you did not submit information when requested, your views of the year, progress, etc can be recorded at the meeting.
- The meeting will centre on your child or young person. The child or young person must contribute, their views must be sought and they may attend the meeting (this could just be part of the meeting) if appropriate.
- Review any health and social care provision and its effectiveness in good progress towards outcomes.
- A discussion should be held about your preference for your child's or young person's next school or college (post 16).
- The Review should involve discussion about what preparation can be done to support your child or young person to become a more independent learner, to begin preparing for the next phase of their learning and to make a successful transition.

## **Following the review meeting**

- **The school must send a report of the annual review meeting to the local authority and everyone who attended within two weeks of the meeting. Parents or carers should see and sign this before it is sent to everyone invited to the meeting.**
- **The local authority must send parents or carers a letter to say whether it proposes to amend, cease or maintain the EHC plan, within four weeks of the annual review meeting.**

## Section 3: Applying for your child or young person's next school place



## **Step 1: Collecting information on schools**

We recommend that you:

- read the SEND information report for parents and carers. All schools are required to publish a SEND information report outlining their approach to SEND on their website
- read school brochures
- look at school websites to find out their policies
- Speak to the SENCo
- read the latest Ofsted reports at [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- visit schools. For more details check the Local Offer: <https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/education>
- gather your child's or young person's view and consider your child's or young person's particular interests, abilities and needs.

## **Step 2: Consider how your child or young person will get to school**

Many child or young people with an EHC plan do not require specialised travel assistance from the local authority. Wherever possible, parents of children with special educational needs should make arrangements for their child or young person to attend school in the same way as parents of children without special educational needs.

The local authority recognises that a few children will require more support and we will ensure that travel needs are assessed on an individual basis and that any decision about travel assistance is based on the needs identified. However please note, if you express a preference for your child or young person to attend a school that is located further away than the nearest school that can meet your child's or young person's needs, then there is no legal requirement for Achieving for Children (AfC) acting on behalf of the local authority to offer transport assistance and it reserves the right to refuse transport assistance to that child.

If you think your child or young person may qualify for travel assistance please read the Royal Borough of Windsor and Maidenhead (RBWM) SEND Transport guidance at: <https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/education/sen-transport>

## **Step 3: Deciding which school best fits the needs of your child or young person detailed in the EHC plan**

Many child's or young person's needs can be met within maintained, academy, free and community schools in the RBWM. It is advantageous for your child's or young person's social, emotional and educational needs to attend the nearest local school so they understand and access their local community, maintain friendships out of school and limit the time spent travelling. For a small number of child or young person with an EHC plan more specialist provision may be required. This might be a specialist resourced provision or enhanced specialist teaching arrangement in a mainstream school or special school. This will be discussed at the annual review meeting.

## **Step 4: Parental preference for the next school setting**

Parents and carers of children who have an EHC plan have a right to express a preference for:

- a maintained school and any form of academy or free school (mainstream and special)
- non-maintained special school
- an independent school (where it has been approved, for this purpose, by the Secretary of State and is on the Section 41 list)

## **Step 5: Submitting your parental preferences**

You will receive a copy of your current EHC plan, plus a parental preference form from your assessment coordinator to return to [cypds@achievingforchildren.org.uk](mailto:cypds@achievingforchildren.org.uk). If you know which school you want, then please name it on this form.

### **Looked after children**

Children who are being accommodated, or who have been taken into care, by a local authority (under Section 20, or Section 31 or Section 38 of the Children Act 1989) are legally defined as being 'looked after' by the local authority. Where you have a child or young person who is looked after with an EHC plan, it is important to liaise with the social worker and/or the Virtual School, in addition to the assessment coordinator.

If you do not submit a completed preference form, the local authority will consult with your child's or young person's nearest appropriate school.

## **Section 4: The local authority process**

### **Step 1: Consulting the schools**

Once all preferences have been received from parents and carers, the local authority will consult all the maintained schools and independent special schools approved by the Secretary of State (Section 41 of the Children's and Families Act 2014) you have listed.

As part of the consultation process, the school may get in contact with you and your child or young person's current school to request that they visit your child or young person in that school. If you have not already visited the school, they may request that you and your child or young person visit. This request is most likely to come from maintained special schools and specialist resourced provisions (SRPs) but some other maintained mainstreams schools may also get in contact.

### **Step 2: The paperwork sent to schools**

The current EHC plan, appendices that were used to draft this EHC plan (Section K) and the most recent annual review documentation are all sent to the schools.

If there are any additional documents that you feel should be included, then you must let the assessment coordinator know before the consultations are sent. It is strongly advised

that you submit these additional documents when you submit your preferences, however if you submit documents at a separate point, please email them to the CYPDS Team.

### **Step 3: How places are allocated**

School places are allocated in accordance with the Children and Families Act 2014, which requires the local authority to take into account the child's or young person's special educational needs, parental preference and the formal view of the schools requested before making a decision.

Places will be allocated based on parents' preference wherever possible, unless:

- the school is unsuitable for the child's or young person's age, ability, aptitude or SEN
- the placement would be incompatible with the efficient education of others, or the efficient use of resources

If there are more applications than a certain school can accommodate, a number of factors will be taken into account when deciding on placements.

### **Step 4: Finding out what school your child or young person has been given**

Once a decision has been made about which school your child or young person will attend in September, a final amended EHC plan with this school named in Section I will be sent to you. This is confirmation of the school place and you will not receive further notification of this. Where possible the local authority will start issuing final amended EHC plans from the end of November, but must have issued them all by **15 February**.

### **Step 5: Appeals**

The local authority tries to comply with parental preference as well as taking the Children and Families Act 2014 into account so it hopes you will be satisfied with the school that is named in your child's or young person's final amended EHC plan. When you receive the plan, if you disagree with the school named in Section I, or the content in Sections B and F you can appeal to the special educational needs tribunal. If you decide to appeal you must do so within **two months** of the final amended EHC plan being sent. More details will be given in the letter you are sent with the EHC plan. However, we strongly advise you to continue to talk with your assessment coordinator before you submit an appeal.

### **Step 6: New plan issued by AfC by 15 February for schools and by 31 March for colleges.**

### **Step 7: Local authority informs school admissions service about confirmed places.**

## Section 5

### Schools in other local authorities

You can express a preference for schools outside the Windsor and Maidenhead area that are academies or are maintained by another local authority and we will consult with these schools as well as the authority that maintains them. You should find out as much about the school as you can, in the same way you would for a Windsor and Maidenhead school. We would also encourage you to discuss your preference with your assessment coordinator. Please note the timescale for this process may differ if you express a preference for a school in another authority, although it must be concluded by 15 February.

If you do decide to express preferences for schools that are maintained by another local authority we will also consult with appropriate maintained schools in the Windsor and Maidenhead borough. This is because there is no guarantee that a place will be offered at the school of your choice that is maintained by another local authority.

## Section 6

### Independent schools and non-maintained special school

You have the right to express a preference for:

- an independent school which has been approved, for this purpose, by the Secretary of State (Section 41 of the Children's and Families Act 2014). Parents and carers can access these lists online: [www.gov.uk/government/publications/independent-special-schools-and-colleges](http://www.gov.uk/government/publications/independent-special-schools-and-colleges)
- a non-maintained special school

The local authority must consult with this school and comply with this preference unless:

- the school is unsuitable for the child's or young person's age, ability, aptitude or SEN
- the placement would be incompatible with the efficient education of others or the efficient use of resources

You can also make representations for a place at an independent school that is not approved by the Secretary of State (Section 41 of the Children's and Families Act 2014). The local authority must consider your preference, but it is not under the same conditional duty to name this school.

However, the local authority must have regard to the general principle that children should be educated in accordance with their parents' wishes so long as the school is suitable and does not mean unreasonable public expenditure.

The local authority will consider your preference for an independent school, but will also consider other maintained schools. In line with the SEND Code of Practice (2015), any decision about whether to place a child or young person at an independent school will be made with consideration of the local authority's efficient use of resources.

**If you express a preference for an independent school, they may wish to invite your child or young person for a visit or assessment to decide whether they would be able to meet your child's or young person's needs and send parents or carers a letter offering a place. Please note that this does not guarantee that the local authority will name this school in Section I of your child's or young person's EHC plan.**

If you submit any preferences for an independent school, please attach a letter naming the school, stating its address and why you feel this school can meet your child's or young person's needs.

## **Section 7**

### **Advice or support**

You may wish to seek advice or support from the Information and Advice Service (IAS) 01628 683182 or any other independent parent or carer advocacy group. Further information can be found on the Local Offer: <https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/assessment-and-education-health-and-care-planning/information-advice-and-support-service-ias>

# Appendix: Types of schools

## Academies

An academy is a state-funded school that is run by an academy trust, funded entirely by central government and sets its own admissions policy.

## Free schools

Like academies, free schools are independent of the local authority and are funded directly by central government. There are two free schools in RBWM: Holyport College (secondary) and Forest Bridge (specialist).

## Types of schools in Maidenhead and Ascot

Within this local authority there are two types of school system. Maidenhead and Ascot use infant, primary, junior and secondary schools (more detail below).

### Infant schools

These are schools that cater for children aged 4 to 7 with classes from Reception to Year 2 (Key Stage 1 only). There are **three maintained** in this local authority: Alwyn Infant School, Boyne Hill CE VC Infant and Nursery and Furze Platt Infants, as well as **one academy**, Burchetts Green Infants.

### Junior schools

These are schools that cater for children aged 7 to 11 with classes from Year 3 to Year 6 (Key Stage 2 only). There are **three maintained** in this local authority: All Saint's CE Junior, Courthouse Junior, Furze Platt Junior.

### Primary schools

These are schools that cater for children aged 4 to 11 with classes from Reception to Year 6 (Key Stages 1 and 2). There are 25 in this local authority.

**There are 15 maintained:** Bisham CE Primary, Cheapside CE Primary, Cookham Dean CE Primary, Cookham Rise Primary, Holy Trinity CE Primary Cookham, Holy Trinity CE Primary Sunningdale, Larchfield Primary and Nursery, Oldfield Primary, Riverside Primary and Nursery, South Ascot Village Primary, St Michael's CE Primary, Waltham St Lawrence Primary, Wessex Primary, Woodland's Park Primary and Wraysbury Primary.

**There are 10 academies:** Braywick Court, Datchet St Mary's, Holyport CE Primary, Knowl Hill CE Primary, Lowbrook Primary, St Edmund Champion Catholic Primary, St Francis Catholic Primary, St Luke's CE Primary, St Mary's Catholic Primary, White Waltham CE

### Secondary schools

These are schools that cater for children aged 11 to 16 with classes from Year 7 to Year 11 (Key Stages 3 and 4). There are eight in this local authority. **Seven are academies** that also have a sixth form; Altwood CE, Charters, Cox Green, Desborough, Furze Platt Senior, Newlands Girls and Holyport College (free school). There is **one maintained** Secondary school that also does not have a sixth form which is Churchmead.

## Types of schools in Windsor

Windsor use a First, Middle and Upper school model. More detail below.

### First schools

These are schools that cater for children aged 4 to 9 with classes from Reception to Year 4 (KS1 and beginning of KS2). There are 14 in total in this local authority.

**There are twelve maintained:** Alexander First, Braywood CE First, Clewer Green CE First, Eton Wick CE First, Hilltop First, Homer First, Kings Court First, Oakfield First, St Edward's Catholic First, The Queen Anne Royal Free CE controlled First, The Royal (Crown Aided) and Trinity St Stephen CE Aided First

**There are two academies:** Dedworth Green First and Eton Porny First.

### Middle schools

These are schools that cater for children aged 9 to 13 with classes from Year 5 to Year 8 (end of Key Stage 2 and beginning of Key Stage 3). There are four in total in this local authority.

**One maintained:** St Edward's Royal Free Ecumencial Middle and **three academies:** Dedworth Middle, St Peter's Middle and Treveleyan Middle.

### Upper schools

These are schools that cater for children aged 13 to 16 with classes from Year 9 to Year 11 (end of Key Stages 3 and 4). There are **two academy upper schools** in this local authority: The Windsor Boys' and Windsor Girls. Both of these schools also offer a sixth form (16 to 18 years old, Year 12 and 13).

## Specialist provision serving all residents of Windsor and Maidenhead

### Specialist resourced provisions (SRP): only for children with an EHC plan

Within some maintained schools there is a provision specialising in supporting children with particular special educational needs. Children have access to additional specialist staff, learning spaces and personalised times which may include small group and individual work. There are usually only a few places per year group. There are four resource bases in Windsor and Maidenhead. These are: Riverside Primary: Speech and Language, Wessex Primary: Hearing Impaired, Furze Platt Secondary School: ASD and Charters Secondary: Physical Impairment.

### All through special schools: only for children with an EHC plan

Manor Green School (maintained by the local authority) and Forest Bridge (free school)

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