

Frank Barnes School for Deaf Children

Secondary Transfer Policy



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Aim of Secondary Transfer Policy

At Frank Barnes School, we start the secondary transfer process when the children are in Year 5. This allows parents sufficient time to consider all the secondary school options available to them. Parents can then arrange visits to go and see those schools that are of interest and then make informed choices regarding the secondary school that best meets their child's needs.

1. SECONDARY TRANSFER PROCEDURES

1.1. Secondary Transfer Information Session for Parents

Early in the Spring Term of Year 5 parents are invited to attend a presentation and information sharing session on the Secondary Transfer process. This is led by a parent advocate from the NDCS (National Deaf Children's Society), supported by the school SENCO.

The LA (Local Authority) Teacher of the Deaf or Education Health Care Plan Co Ordinator will also be available to answer any questions parents may have regarding the Secondary Transfer process. They can be contacted via email or telephone.

The school SENCO can be contacted at senco@fbarnes.camden.sch.uk

1.2 Year 5 EHCP Annual Review/Secondary Transfer Meeting

When the child starts Year 5 an EHCP Annual Review/Secondary Transfer meeting will be arranged and held early in the Spring/Summer Term of Year 5. At this meeting the SENCO responsible for Secondary Transfer will raise the issue of secondary transfer and share details of the process. Any visits to potential secondary schools that have taken place, and the progress of the parent's and pupil's decision regarding preferences will be discussed. The EHCP (Education Health Care Plan) officer attending the meeting will share with parents the deadline date when parents must submit their secondary school preference to their Local Authority.

1.3 Visits

We do strongly recommend that parents go and see the different secondary schools before they submit their preferences. The SENCO will arrange dates for Year 5 pupils and parents to visit a selection of schools within the London area. Parents will need to arrange visits to any other schools they are interested in. In some cases, Frank Barnes School may be able to provide someone to accompany parents on a visit to a Secondary school. It is always worth parents contacting the schools that they are considering as school may organise open days and special

events that prospective parents are able to attend. It is advisable for parents and child to visit a range of schools, including Deaf secondary schools and the Local Authority provision for Deaf pupils closest to the child's home address. Parents will then be able to make an informed choice about the school they feel will best meet their child's needs for their secondary education.

Before visiting a school, it can be helpful if parents write a list of questions in advance of the visit. It is easy to forget important questions when in a new situation, although it is possible to telephone or email schools with queries after a visit. Later on in the booklet we have outlined some points to consider which could be used as a basis for a list.

1.4 Decision Making

When parents and their child have made their decision about the best school for the child's needs, they will need to inform their LA (Local Authority) SEN (Special Educational Needs) department in writing, stating which school they wish to be named on the child's Education Health Care Plan (EHCP).

Parents can inform their LA in two ways:

- Parents can complete the 'Preferences for Secondary Transfer' form sent to them by their LA. The form might be sent to parents via post, or increasing an email with a link to an online preference form is sent to parents.
- Send preference via email to the special educational needs department at the child's LA

When parents inform their LA of their preferences for Secondary School, they must also give clear reasons as to why they have chosen the school. If required the child's EHC officer is able to support parents with explaining their reasons.

1.5 LA Procedures

The child's LA will then 'consult' (send the Child's EHCP with a request for a place) to the schools' parents have given preference to. The LA might also consult with the local Deaf Secondary Provision (if there is one). Consulting with the local provision is sometimes done as a matter of course. The schools will view the child's EHCP, they may ask to meet the child and then they will respond to the child's LA whether they can offer a place. It is then the decision of the LA, which Secondary School they agree to fund and name on the child's EHCP, ready for starting Secondary.

Secondary School placements are usually announced for pupils with an EHCP by 15th February of Year 6. If the first choice is not agreed and parents disagree with the name of the Secondary School in the child's EHCP, parents have the right to appeal. The LA will support parents with the appeals process.

1.6 Contact with the Secondary School

Once the child's secondary school place has been confirmed it is useful for parents to keep in contact with the secondary school. Parents will need to find out information about uniforms and starting dates, etc., which are normally included in the school's brochure or prospectus and the school website

1.7 Transition

Frank Barnes and the child's new secondary school will work together to ensure there is an appropriate transition period for the child, this will usually take place during the Summer Term of Year 6. The transition will involve visits to the new school, possibly creating an all about me book to share with the new school and ensuring the child feels well prepared and ready for their move to Secondary School.

2. SECONDARY TRANSFER ISSUES

In order to ensure that secondary transfer arrangements go smoothly, it is important for parents to be aware of the following issues:

2.1 Limited places in Schools

Some schools have a limited number of places for each group. Parents do need to make sure they complete the Preferences for Secondary Transfer form and return it to their LA promptly. LAs normally give a deadline for responses.

2.2 Entrance Examinations

Mary Hare Grammar School has an entrance exam. Children's names need to be put down for the entrance exam in the autumn term when they are Year 6, for the actual exams in November.

2.3 Entrance Interview

All schools have a formal or informal assessment system. At this assessment, they may decide whether they will accept a child into the school, or not. This is based on whether they can meet the child's needs.

2.4 Specific School Requirements

Some schools have very specific admissions criteria requirements and may not accept all deaf children, e.g. some children with specific additional needs.

3. CHOOSING A SECONDARY SCHOOL

It is important that each child's needs are assessed individually and the school choice is made on that basis.

When considering the range of secondary schools that are available – it may be helpful for parents to think about the following points:

3.1. Child's Future

- What does the child wish to do for a living for the future?
- Does the child have a special interest or skill, which parents/they would like to develop?
- Will the child want further education after 16?

3.2 Child's communication needs

- Does the school use signing (BSL)? If yes – what sort? When? How much? What is their communication policy?
- How skilled are the teachers in sign language? What qualifications and experience do they have?
- Is there speech therapy available? What is the policy? Do all children receive speech therapy and how often?
- Does the school develop the students' spoken language?
- If the students are integrated with hearing children, what level of support is offered? Who offers the support? What training have they received?
- Are the students expected to cope without support? If so, in what situations? What percentage of the week?
- If the School follows the aural/oral method, what visual support do they provide?

3.3 Travelling

- What is the journey time between home and school?
- How will the child travel to /from school?
- Is it possible to travel to this school on public transport when the child is older?
- How easy is it for parents to visit the school?
- Will the child require an escort for travelling to the school?
- Will parents need to state the sex of the escort?
- Does the escort sign? Are they willing to learn?

3.4 Residential or Day School

- How do parents make this decision?
- What does the child want?
- What are the benefits of residential school?
- What are the benefits of day school?
- Do parents want this as a possible choice for the future?
- Will the school consider a part-time residential placement?

3.5 Educational Provision

- What examinations and qualifications do they offer?
- What grades do students achieve in which subjects?
- What career support/guidance does the school offer?
- What post 16 provision does the school have?
- What are the integration possibilities?
- What is the range of specialist teachers? e.g. Design and Technology, Science, Art etc.
- What is the school's communication mode for learning?
- How are children with additional needs supported?
- How does the school work in partnership with parents and multi-agency?

3.6 School Environment

- Is the environment suitable for the deaf child?
- What is the behaviour policy in the school?
- Do they have a school uniform or dress code?
- Is the school well equipped?
- Does the school have the cultural and ethnic mix to meet the child's needs?
- Do they offer interpreters for parents if you need one?
- Do parents feel comfortable talking to staff?
- Did the school make an effort to make parents and child feel welcome?
- What out of school activities does the school have?
- Does the school link with local deaf clubs/deaf adults?
- What is the class size?
- How are the children grouped?
- What home/school links are established?
- Are there parents' groups/parent associations/parent evenings?
- What provision is there for children with additional needs?
- Are there Physio/OT provision?

4. LIST OF SECONDARY SCHOOLS

4.1 We have compiled a brief list of secondary schools and units for parents' information. We have also tried to summarise the type of provision they offer. More information can be found in their individual brochures which they will send out if parents contact them yourselves. Further secondary placements can be found in the NDCS directory.

Blanche Nevile School

Blanche Nevile is a secondary school for Deaf children in Haringey LA that shares a site with a mainstream school (Fortismere secondary school) Children are integrated if they are able, but predominantly taught at the Deaf school. They use a mixture of BSL and English. There is no residential/boardings provision.

Blanche Nevile School, Secondary Department, Burlington Road, Muswell Hill, London N10

Tel: 020 8442 2750 SMS: 07981 898 976 email: admin@blanchenevile.org.uk

Hamilton Lodge

Grant Maintained School for deaf students. Use of signing. Day and Boarding.

Hamilton Lodge School for the Deaf: 7 – 9 Walpole Road, Brighton BN2 0LS

Tel: 01273 682 362 Minicom: 01273 682 362

Email: admin@hamiltonlsc.co.uk

Heathlands School

Total communication philosophy, using BSL and English. Sometimes a limited number of places for non-Hertfordshire students. Day and Boarding. Students can travel on daily basis from London. Hertfordshire LA

Heathlands School for Deaf Children:
Heathlands Drive
St Albans, Herts AL3 5AY

Telephone: 01727 807807
Text Number: 07860 004370

Email: admin@heathlands.herts.sch.uk

Kingsbury High

Integrated unit in a mainstream school. Use of signing. Brent LA

Kingsbury Upper School, Princes Avenue, Kingsbury, London NW9 9JR

Tel: 020 8206 3000

Website: www.kingsburyhigh.org.uk

Email: school@kingsburyhigh.org.uk

Oak Lodge School

Secondary school for deaf students. Mixture of signing, oral/aural. Day and Boarding. Students can travel on a daily basis from around London. Wandsworth LA Strong links with Further Education Institutes and local colleges.

Oak Lodge Secondary School: 101 Nightingale Lane, London SW12 8NA.

Tel: 0208-673-3453

Email: info@oaklodge.wandsworth.sch.uk

The Royal School for the Deaf, Derby

Grant Maintained School. Day and Boarding. Use of signing. Feeds into a full FE college 16+ provision.

The Royal School for the Deaf: Derby, Ashbourne Road, Derby DE22 3BH.

Tel: 01332 362 512

Email: enquiries@rsdd.org.uk

Mary Hare School

Entrance by successful results in an Entrance Exam and face-to-face assessment. Day and Boarding. Oral/aural communication approach used.

Mary Hare Grammar School: Arlington Manor, Snelsmore Common, Newbury,
Berks RG16 9BQ.

Tel: 01635 244 200

Email: enquiries@maryhare.org.uk

5. SECONDARY TRANSFER APPEAL INFORMATION

5.1 If the child's LA does not agree to name the school of parent/child choice for secondary transfer, parents will need to follow these appeal procedures:

A. Parents will need to write a letter of appeal to their LA to reconsider their decision. Parents can ask for support with this process from a parent advocate from either:

- Their s LA's Parent Partnership department
- NDCS, Ground Floor South, Castle House, 37- 45 Paul Street, London EC2A 4LS Helpline Tel: 0808 800 800 Text: 0207 490 8656 Fax: 0207 251 5020
- Tel: 020 7490 8656 Email: ndcs@ndcs.org.uk
- Independent Provider of Special Education Advice (IPSEA), 24-26 Gold Street, Saffron Walden, Essex, CB10 1EJ. Tel: 01799 582 030 (Mon to Fri 9am to 5pm)

It would be helpful for parents to contact us at Frank Barnes School, to let us know which advocate you will use to support your appeal and give us a copy of your appeal letter.

Frank Barnes School is available to support parents with completing a letter of appeal.

- B.** If the child's LA considers the appeal and does not uphold it, parents can then go through the Disagreement Resolution Service. The LA can give parents the contact information for this service. They will arrange a mediation session with the parent and the LA.

**As this process takes a minimum of 6 weeks, it is recommended that parents contact the SEN tribunal and send their completed letter of appeal while they wait. If parents are successful at the mediation meeting, they can then phone and cancel their appeal to the SEN tribunal.*

- C.** If the LA still does not uphold it, parents then can take their appeal to the First-tier Tribunal (Special Educational Needs and Disability Tribunal). SENDIST is based at 1st Floor, Darlington Magistrates Court, Parkgate, Darlington, DL1 1RU.

Tel: 01325 289 350

Email: send@justice.org.uk

They will arrange a Tribunal hearing and parents will be required to prepare their appeal statement and any supporting evidence in advance, and call witnesses to support their case. It is usual to call a witness from the school parents wish their child to attend. The parent's representative from the NDCS will support with this process and also represent parents at the hearing. Once the SEN tribunal have made their decision it will be final and no further appeals will be possible.

6. Document Control

This is Frank Barnes School's Secondary Transition Information for Parents Policy as at September 2022. This policy will be reviewed every 2 years in line with any legislative changes.

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Learn, grow and flourish

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