

SEND Transition Readiness

Checklist

How do you ensure that every member of staff who will be working with a child who has an additional need has the essential information they need from day one?

We know that successful transitions are about far more than visits and meetings. Even when all the planning has taken place, pupils can still experience a "transition dip" if vital information doesn't reach the adults supporting them in the classroom.

As the start of the new year approaches, it may be worth reflection on one final step:
Have we effectively shared the right information, with the right people, at the right time?

Before students arrive in September, have you ensured that:

- ☐ All teaching staff have access to and have read pupil profiles/passports
- ☐ Key strengths, interests and motivators have been shared with staff, not just needs and barriers
- ☐ Reasonable adjustments and classroom strategies are clearly identified
- ☐ Medical, sensory, communication and wellbeing needs have been highlighted
- ☐ Teaching assistants understand their role in supporting individual pupils
- ☐ Staff are aware of any potential triggers, anxieties or transition concerns
- ☐ Information from parents and carers has been shared appropriately with relevant staff
- ☐ Timetables, classroom locations and routines have been considered for pupils who may find change challenging
- ☐ Subject teachers understand how needs may present differently in their lessons
- ☐ A named key adult has been identified where required
- ☐ Plans are in place to check in with pupils during the first few weeks
- ☐ Early review dates have been scheduled to identify any emerging concerns

