

Poole Transfer Reviews



Information for Parents,
Carers and Young People



What is a transfer review?

A transfer review is an annual review meeting at which statements of SEN can be transferred to become an Education, Health and Care Plan (EHCP). The review will incorporate an EHC needs assessment and, where necessary, additional or updated advice will be sought from people who are involved with your child. At the meeting, your child's needs, hopes and plans for the future will be discussed and outcomes and resources agreed for the next year.

The criteria for having an EHC Plan are the same as that for a statement. If children and young people are still eligible for a statement they will be eligible for an EHC Plan.

How does it work?

Before the review meeting

- The Borough of Poole SEN Statutory Services Team will write to you to invite you to the transfer review. This letter will also be copied to people who work with or support your child.
- The letter inviting you to the review will also ask you, and those involved in supporting your child, to send in your thoughts in writing to the school.
- The school will use this information to complete the first part of the form.
- The school will send out the completed first part of the form, and all the information sent in, to everyone involved.

The Review Meeting

- Someone from school will lead the meeting, usually the SENCO / INCO
- A representative from the SEN team at the Borough will attend the meeting and will be able to answer any queries or questions you may have
- The meeting is likely to last between 1 to 1 ½ hours
- The focus of the meeting is to discuss what is important to the child or young person, what is going well and what is not going well and to agree what help and support they need to make progress over the next year (see agenda)
- The objectives that are still appropriate are re-written as 'outcomes'
- New outcomes are discussed and an action plan is developed
- For young people in Year 9 and above, the young person's likely future educational, health and care needs are discussed as well as any preferred educational setting identified by the young person and/or their family
- You are welcome to bring a friend, relative or adviser (such as POPPS) to the meeting. If you decide to do this, please let the school know before the meeting

After the Meeting

- The school will complete Part 2 of the Transfer Review paperwork and send it to everyone involved.
- The Local Authority will consider the recommendations of the review and write to the parents, copying the letter to those involved. If it has been agreed to issue a statutory plan, a proposed EHC Plan will be included with the letter. If it has not been agreed to issue a statutory plan the letter will propose to end the existing Statement. If this happens the letter will say why, offer you (and/or your child) a further meeting and include your rights of appeal to SEND Tribunal.

How can I prepare? (Parents and Carers)

You can write about how things are going since the last review. This can include information on all sorts of things such as; your child's interests and any clubs they attend, friendships, their behaviour at home, their levels of energy and any health issues, their attitudes towards learning and their educational setting, their progress, and any key changes in family circumstances, that might have affected them. You may also like to comment on your long term hopes and goals. We have included a form which can help you record this. This information should be sent to the school or setting.

Please let us and the school know if you have any additional needs that we can support you with or which should be considered. You may also wish to seek independent advice and guidance from either The Rose Road Association or Poole Parent Partnership Service (POPPs). A supporter from either of these services can help you throughout the transfer process and you are welcome to bring them to the meeting with you as well.

You can think about the things that are going to be discussed (See Transfer Review Agenda on the back page). The grid below may be helpful in thinking about what is working and what's not working.

Area of child or young person's life	What is going well?	What's not going well?	What could be improved?
Education			
Health			
Home life / Care			
Friendships, Relationships and Behaviour			

How is the child or young person supported?

- Before the meeting the school work with the child or young person to find out their views about the topics to be talked about. Schools can use a range of methods for this, to suit the age and ability of the child or young person.
- The child or young person's views are likely to have been recorded on the 'All About Me' (for younger children) or 'This is my Life' form (for older children and young people) but can be recorded in all sorts of ways.
- If the child or young person has decided to come to the meeting, they may choose to state their views and can use their 'All About Me' or 'This Is My Life' form to remind them of what they wanted to say.
- The child or young person may choose;
 - to speak at the review and, if wanted, have a familiar adult to support them
 - to come to the review and just listen
 - come to part of the review
 - have a familiar adult from school come to the meeting on their behalf

Transfer Review Agenda

1. Introductions:

- The person leading the meeting welcomes everyone and explains how the review will be held
- Everyone introduces themselves and says how they are involved with the child or young person

2. Like and admire

- Everyone in turn says what they like and admire about the child or young person. This may include; strengths, personal qualities and talents

3. What is important to the child or young person now?

- The child or young person says what is important to them now or their recorded views are discussed
- Everyone says what they think is important to the child or young person now

4. What is important to the child or young person in the future?

- The child or young person talks about their goals, hopes and dreams - or their recorded views are discussed
- Family members, school staff and other people who know the child or young person are asked their views

5. What is important for the child or young person in order to stay happy, safe and to achieve?

- The child or young person says what they think is important for them to stay happy, safe and to achieve - or their recorded views are discussed
- Family members, school staff and other people present are asked their views

6. What significant achievements has the child or young person made?

- The child or young person talks about their successes or their recorded views are discussed
- Family members, school staff and other people present are asked their views

7. What is working well and what is not working for everybody

- The child or young person, family members, school staff and other people present talk about or write down what is working and not working from their point of view
- The person leading the meeting summarises the issues

8. Questions to answer and issues to sort out

- The issues that have come up are discussed.
- Lessons from what is working well are used to improve 'what is not working well'

9. Reviewing and Action Planning

- Progress towards previous statement objectives is discussed
- The objectives that are still appropriate are written as 'outcome'
- New outcomes are suggested
- Steps towards the outcomes are proposed
- An action plan is discussed

Any Questions?

If you have questions about the process please speak to your school or The SEN Statutory Services Team on 01202 262278. You can also contact POPPs or The Rose Road Association for independent advice and guidance.