

Individual transition plan

Name:	Primary needs:	Cognition and Learning <input type="checkbox"/>
Feeder school:	Secondary needs:	Communication and Interaction <input type="checkbox"/>
Feeder SENCO:		Social, Emotional and Mental Health <input type="checkbox"/>
Child Protection involvement: Yes <input type="checkbox"/> No <input type="checkbox"/>		Physical and/or Sensory <input type="checkbox"/>
SEN support: Yes <input type="checkbox"/> No <input type="checkbox"/> Do they need/have an EHCP? Yes <input type="checkbox"/> No <input type="checkbox"/> Monitor <input type="checkbox"/> Annual review date for EHCP:		Caregivers actively involved? Yes <input type="checkbox"/> No <input type="checkbox"/>
Caregiver and child views: (Strengths, interests, aspirations, learning and challenges) Barriers to learning: Preferred approaches to learning: Effective interventions used to date: Approach to wellbeing:		Agreed reasonable adjustments with caregiver and child:
Diagnosed medical and/or learning needs:		
Professional involvement (AOT, paediatrician, CYPS, CAMHS, EP, language and learning, medical, Brain injury trust)		Available reports from other agencies:
Predicted SATS results Reading: Maths: Spelling, punctuation and grammar:		
Exam arrangements in place for SATS? (Small room, extra time, reader, prompt)		Primary SENCO actions: Secondary SENCO actions:
Additional transition meetings/arrangements Additional meetings <input type="checkbox"/> Visits <input type="checkbox"/> Photography book <input type="checkbox"/> Attendance at extra-curricular clubs <input type="checkbox"/> Other <input type="checkbox"/> (please specify)		
Any Child Protection concerns? (Current or historic)		Review date:
Any other comments:		

Table 12.4 reproduced from Martin-Denham, S. and Watts, S. (2019) *The SENCO Handbook*. London: Sage.