**Story of Implementation**

Setting Name: Swanshurst School

This project focused on supporting the transition of Year 6 students into Year 7 at our school, with particular emphasis on students with Special Educational Needs (SEN). Transition can be an especially challenging time for students and their families, often increasing anxiety and uncertainty about continuity of support. Our school is large in number, and our site crosses several school buildings so the change from a small primary school is significant.

With the support of LLSS, we identified two local primary school feeders to work with on the OAG project. However, the level and nature of need within the current intake differed from previous years. For example, the preceding cohort included four girls with Education, Health and Care Plans (EHCPs), whereas there are none in the current Year 7 cohort.

Some things noted from previous transitions were:

* High levels of parental anxiety surrounding transition
* Concerns about whether student needs and strategies would be fully communicated and continued at secondary level
* Inconsistencies in how student information was transferred between settings

The key objectives of the project were to:

* Improve the transfer of accurate SEN information from primary schools to our setting
* Ensure provision and strategies were continued from the start of Year 7
* Increase parent confidence, engagement and reassurance during the transition process

The main activities included:

* Made visits to feeder primary schools to meet the children and key staff.
* Reviewed OAG documentation to identify how this could be shared with Year 6 SEN students and their parents.
* Liaised with primary schools and outside agencies to ensure that key reports, strategies, and recommendations were received and understood.
* Shared relevant information with staff to allow for continuity of support from the beginning of Year 7.
* Supported the transition process for parents through communication, resources, and explanation of how information would be used.
* Ensuring that all student information was accurate in order to create the SEN register, update records on SIMS, and produce One Page Profiles for early sharing with staff.

Throughout the project, I reflected regularly on the effectiveness of these actions. In response to early challenges (such as delays in receiving documentation), I adapted the process by actively following up with schools and agencies.

Overall, the actions taken remained closely aligned with the original phase of the action plan and focused strongly on communication, consistency, and engagement opportunities.

As part of the final evaluation phase, LLSS worked with students from the two named primary schools to collate feedback to assess the impact of the project.

It is hard to measure the experience parents had due to the personalised nature of transition and it not being repeated for their child for a number of years (most since primary school Reception).

We felt the main takeaways were:

* Parents felt reassured that their child’s needs were understood.
* Communication between school and families had improved.
* OAG Information was shared via the school website and at the in-person Parents’ Evening (held on the evening prior to the main Transition Day).

In terms of student outcomes, it was observed that:

* SEN students settled more quickly into Year 7
* Staff had a clearer understanding of student needs from the outset
* Provision was implemented earlier and more consistently
* Any learning or next steps you’re taking forward (reflections)

This project provided valuable learning about the importance of early information sharing, consistency of provision, and parental communication during transition. One of the key lessons learned was that anxiety can be significantly reduced when families feel informed, listened to, and reassured.

Through this process, we developed:

* A stronger understanding of transition as a critical point for SEN students.
* Improved confidence in working with OAG documentation.
* Greater awareness of the importance of multi-agency collaboration.
* Additional transition time/ periods in school for SEN children but also vulnerable children with SEMH needs through our Pupil Support Hub.

Next steps:

* Continue to embed the use of OAG documentation into the transition process each year.
* Strengthen early communication with primary schools and agencies.
* Host EHCP/ SSPP reviews in Summer 2026 for Year 6 students.
* Explore opportunities for additional parental support sessions during transition.