

Transition Window Noticeboard: supplementary information

This noticeboard item provides supplementary information that may be useful at different points in the transition process, or in specific circumstances where schools, settings, children, young people or families may need additional guidance or signposting. It sits alongside the wider transition documents, guidance and resources available in the Transition area of Inclusion House.

Admissions and Applications

The Admissions Team supports the transition process by monitoring applications, sharing key information and helping schools and families to understand what needs to happen and when.

- Two weeks before the application deadline, Year 6 pupils who have not applied are flagged to schools by the Admissions Team.
- Regular reminders are sent to schools throughout the process about application deadlines.
- The Admissions Team in Birmingham City Council coordinates the transfer of information involving independent schools.
- The Admissions Team tracks the acceptance and decline of offers and refers to relevant local authority services where required.
- The Admissions Team contacts families where applications have been started but not submitted.
- Birmingham City Council communicates important information and key dates about transition through local media, social media and letters sent to parents and carers.
- The Admissions Team may attend drop-in sessions held by other services, for example Birmingham Virtual School.
- Families may be able to use libraries for IT access to complete school applications.

- Where authorisation has been given, the Admissions Team can liaise with another adult to support the child, young person and family through the transfer process.
- Birmingham Admissions shares information about transfer into Year 9+ settings by letter.

Admissions contact details

Each school has a named Admissions Adviser. Schools can contact the Admissions Team using the details below.

Telephone: 0121 303 1888

Email: admissions@birmingham.gov.uk

Early Years

Early Years transition arrangements can include support from Early Years providers, Area Special Educational Needs Coordinators (Area SENCOs), speech and language therapists and the Early Years Support Service.

- Early Years providers can attend transition events in districts to share information with schools.

Area Special Educational Needs Coordinators (Area SENCOs) and some speech and language therapists attend these events.

- The Early Years Support Service will contact settings if parent carers report that they are on a waiting list for a school place.
- Where parent carers would like this support, the Early Years Support Service can refer into Early Years Consultants for brokerage of a childcare place.

Multi-Agency Working

Schools may draw on a range of local and multi-agency support to help plan effective transition for children and young people with additional needs.

Local Special Educational Needs Coordinators (SENCO) consortia groups provide peer-to-peer support on a range of topics, including transition.

Person-centred tools can support transition planning, for example person-centred reviews and Planning Alternative Tomorrows with Hope (PATHS).

Multi-Agency Planning Meetings (MAP meetings) can support planning with local authority partners.

Special Educational Needs and Disabilities Advisory and Inclusion Service (SEND Advisory and Inclusion Service/SAIS) teams and Health partners, such as occupational therapy (OT), speech and language therapy (SaLT) and physiotherapy (Physio), transfer files for pupils who are moving schools within their services. They may also support receiving settings where required, for example through workforce training, environmental audits or equipment loan.