



### Timetable of the Secondary Transfer Process for pupils with EHCPs

Dear Parent / Carer,

As you are aware the process for choosing secondary schools for pupils with EHCPs is different from the general process for those without EHCPs.

Below I have detailed an estimated timeframe, based on last year's process, of what will happen at each stage of the secondary transfer process.

It is advised that you start making arrangements to speak to schools that you are interested in and would like to view (if possible due to current circumstances) as it can be very difficult to change your choices later on in the process, especially if you decide at a later date to apply for a specialist school setting.

Please read the information below carefully so that you can plan your visits accordingly.

W/C 21st September	HLT send out preference forms to parents/carers
Mid October	Deadline for the return of parents/carers preference forms
Early November	HLT consult secondary settings for all preferences
Early January 2021	HLT confirms final allocations for Secondary Transfers 2020
January	HLT amend final EHC plans naming secondary school for September 2020 HLT issues amended final EHC plan naming secondary school to parents/carers and schools

For your information, there are the following Specialist Settings in Hackney for Secondary pupils.

### **The Garden School**

The Garden School is an Ofsted Outstanding Special School in Hackney taking children aged 2-16 years old.

All pupils at the school have a diagnosis of autism (ASD)

The Garden school is suitable for robust and mobile children and young people with a diagnosis of Autism who have severe learning difficulties.

These pupils are able to benefit from the highly specialist nature of the provision which includes:

- A bespoke curriculum which addresses the core challenges of students who have Autism ie difficulty with social communication, flexible thinking and understanding and regulating emotions.
- Specialist pedagogical and assessment strategies which address the learning and communication needs of this group of students eg TEACCH, PECS, SCERTS, Attention Autism and Intensive Interaction.
- A tailored learning environment which includes highly structured and low arousal classroom spaces and a total communication approach.

The attainment of both primary pupils and those on entry to secondary is in most cases assessed as being between P4 and P8 on the P scales.

### **Ickburgh School**

Ickburgh School is a Special School providing enhanced support for children and young people who have special educational needs and disabilities (SEND).

The school caters for pupils between the ages of 3 to 19 years of age. All students attending the school have Education, Health and Care Plans in place.

The school's provision is divided into three Pathways designed to meet a range of needs. Classes in each Pathway run across Early Years, Primary, Secondary and Sixth Form.

- Connecting Learners - For learners with severe learning difficulties and Autism
- Active Learners - For learners with severe learning difficulties
- Sensory Learners - For learners with profound and multiple learning difficulties, many of whom have physical disabilities, visual and hearing impairments and complex medical needs

### **Stormont House**

Stormont House is a mixed day community special school for up to 100 pupils aged 11-17 who have complex and inter-related:

- social and emotional
- social communication or
- mental health needs

Most pupils live in Hackney, but there are currently pupils on roll from other boroughs across London.

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Executive Headteacher: Jenna Clark  
Deputy Headteacher: Rachael Alexander-Gordon



Below are some questions you might want to ask during your visit to support you with gaining a better view of how the school will meet the needs of your child.

- How many children are there in each class? How many staff - Teachers, TA's?
- How does the school communicate with families?
- How much time is spent in the classroom vs. removal for group or 1:1 sessions? Who provides extra support for children with SEND?
- If there is a Speech Therapist or Occupational Therapist on site, how much time do they spend there each week and which children qualify to be seen?
- How would you ensure that my child has access to the National Curriculum and also appropriate differentiation?
- What visual strategies do you use in school?
- What support do you get from outside agencies? How do you deliver/ follow through the advice/ programs from these professionals?
- How is behaviour managed and how is this communicated to parents?

The most important factor is how you feel about the school. Can you picture your child there? It may not be the school friends / family recommended or chose, but is it right for your child and your family?

If you need any further support or have any questions please do not hesitate to contact me.

Rachael Alexander-Gordon

Deputy Headteacher: Inclusion Manager