

ISSUE 10:

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**Parent Support Group Highlight – Wagonik
Integracyjny**

SENDIASS West Northants Information Bulletin

Topic 1: Transitions (Phase Transfer)

It is important to plan and prepare for transition as part of a child or young person's SEND support. Transitions should be planned for as early as possible so that all relevant information can be shared to prepare the new school or setting. The main educational phase transitions are:

- **early years to primary school**
- **primary to secondary school**
- **secondary school to further education (college/sixth form) or employment**

Schools and colleges have experience of planning transition and have tried and tested ways to prepare children and young people for the move. Some settings have a member of staff solely for planning transition and you can ask to speak with them directly. If your child has other professionals working with them, they could also be part of the transition planning.

Prepare:

The most important thing is to think about what your child will find most difficult (e.g. changes to routine, environment, or staff) and discuss ways they can be supported with this.

- Try to find out what your child is worried about and talk to them about what might make things better.
- Explain to your child what will be different.
- Seeing photos or a virtual tour of the class/school layout may benefit your child.
- Think about what has worked well in the past when you've helped your child prepare for a new experience.
- Reassuring your child with your calming responses reminding them that you and their school or college can support them in managing the changes.

Starting a new school:

You can contact the SENCO/SEN lead at the new school or college before your child starts to discuss their needs and to explore and agree a plan of support. There may be opportunities for a joint (virtual) meeting involving the current and new SENCO to:

- Find out names and roles of key staff you can contact at the new setting.
- Let the new school or college know about any signs to look out for that your child is anxious, and the best way to communicate with them.
- Ask if you can arrange a visit at a quiet time so they can familiarise themselves with the school surroundings.
- Enquire about any opportunities to meet with their teacher/tutor in advance (this can work just as well virtually).

Useful links:

[Transitions Guide for Parents and Carers](#) – from Anna Freud.

[Starting secondary school with Special Educational Needs](#) – from BBC Bitesize.

[Supporting school transitions resources](#) – from Young Minds.

Topic 2: Complaints

Complaints about the Local Authority:

If you wish to make a complaint about the Local Authority if they are failing in their duties – whether by failing to provide what they are legally required to provide, by causing significant delay, or by failing to comply with the law. You can make a complaint on their [comments, compliments and complaints](#) webpage. You can also access their [compliments, comments and complaints policy](#) this outlines the process and different stages of complaint.

The [Local Government and Social Care Ombudsman \(LGSCO\)](#) is an alternative way to seek a remedy against an LA without taking legal action. It is an independent body which deals with complaints about LAs and some private social care providers, relating to a range of issues including education and social care.

Complaints about Schools and Settings:

All complaints about a school or setting must go through the school or setting complaints procedure. The complaints procedure can be found on the school or academy's website. Typically, the complaints process is:

Informal contact - complaint heard by a member of staff (informal): Contact the school or setting and try to sort out the problem informally, speak to your child's teacher about your concern first.

Stage 1 - complaint heard by the head teacher (formal): If your concern can't be resolved informally, write to the head teacher. It will give the head teacher time to make enquiries if you include:

- brief details of what your concern is about.
- who you have spoken to already.
- if there has been a particular incident, when and where it happened and who was involved or saw it happen.
- what you expect the school to do in response to your concerns.

Stage 2 - complaint heard by chair of governors (formal): If you are still dissatisfied, or your concern is about the head teacher, write to the chair of governors. Their information can usually be found on their website.

Stage 3 - complaint heard by governing body's complaints appeal panel (formal): If you are still dissatisfied after the chair of governors has investigated your complaint you can write to the clerk to the governing body to ask for your complaint to go before the appeal panel.

Final stage: You can complain to the Department for Education (DfE) if:

- a child is at risk.
- a child is missing school.
- the school is stopping you from following its complaints procedure.

Complaining to Ofsted: Ofsted will not usually consider a complaint if the parent has not first followed the school or early years setting's formal complaints procedure and if they have not complained to the DfE. You can read guidance on how to [complain about a school](#) to see what complaints Ofsted can deal with. If your complaint can be dealt with Ofsted, you can follow their [complaints procedure](#) for the type of school or setting you are complaining against.

Parent Support Group Highlight – Wagonik Integracyjny

Who Are We:

Wagonik Integracyjny is a Polish support group for parents of children on the Autism Spectrum. The group has been operating since January 12, 2019, in Northampton.

Currently, it brings together nearly 30 families. The group meets regularly once a month on designated Sundays from 2pm to 5pm.

Wagonik welcomes children of various ages on the Autism Spectrum. At present, we conduct activities in two age groups. The organization does not primarily focus on therapy but rather on providing support through contact with therapists and incorporating some of their methods into activities. During meetings, we organize activities for children through play and peer integration. Parents benefit from the guidance and experience of therapists collaborating with Wagonik and spend time in conversations within their group, offering mutual support.

Wagonik organizes numerous charity events aimed not only at raising funds for its activities but also at promoting the support group and raising awareness about Autism. These events actively involve and engage the entire Wagonik community.

The organization is open to integration and building relationships with the broader community. We also provide advice and respond to inquiries via email, Facebook, and phone calls. To support more parents, we plan to expand this practice by introducing a new informational channel on our social media platforms.

Contact Details:

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