

MAYFIELD SCHOOL

Transition Policy



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1. Introduction

Transitions are landmark events for children and have a definite impact on their emotional and academic development. They are times of exciting change, new opportunities and growth for every child. However, they can also be times of uncertainty where surroundings, expectations and procedures are different and key people unfamiliar. Getting transition right is vital for every child and should be seen not as an event but a process that involves children, practitioners and parents together. At Mayfield school we acknowledge the importance of ensuring transition procedures are flexible and meet the unique and individual needs of children and their families.

All pupils admitted to Mayfield School will have an Education Health Care Plan (EHC). Agreement on admission will be subject to availability of resources to accommodate the needs of a pupil. At Mayfield School we cater for the needs of students ranging from the age of 3 up until the age of 19 years old.

This policy has been devised to ensure that pupils transfer seamlessly through each phase of their education; thus, contributing to a positive learning experience for every child. Children will be supported equally, according to their needs and no discrimination will take place regardless of race, gender or disability. Parents are welcome to visit the school prior to contacting the Local Authority's Special Educational Needs Assessment and Review Service (SENAR) to request for a placement. However, the school is not able to offer a place to students unless they have been referred through SENAR.

2. Definition of Transition and Key Transition Points

In this policy, the term 'transition' is used to describe the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development. Practical transition arrangements sit alongside the statutory requirement that

'An EHC plan must be reviewed and amended in sufficient time prior to a child or young person moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new institution. The review and any amendments must be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools. 'DfE and DH (2015) SEN and disability code of practice: 0-25 years, para 9.179/

At Mayfield School, pupils will experience many different transitions including

- Entry to Foundation Stage
- Moving from Foundation Stage into Key Stage 1
- Moving from Key Stage 1 into Key Stage 2
- Moving from one class to another
- Moving from Year 6 onto Secondary School
- Moving from KS4 to a Post- 16 Provision
- Moving from Secondary School to a Post 19 provision or work.

Each of these transitions is a unique phase which has its own challenges and expectations. This policy addresses issues of transition at all stages from entry to Nursery and Primary school to leaving secondary education.

3. Aims:

At Mayfield School we will:

- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and for the transition to each new year group.
- Make a happy and seamless transition for all students of different transition points and ensure continuity of teaching and learning
- Support all children towards independence and develop their confidence and ability to cope with change.
- Give pupils a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon, particularly in regard to children with Special Educational Needs or English as an Additional Language.
- Encourage more governor involvement in the transition process

4. Key principles which underpin our policy:

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents, existing staff, receiving staff and, if cognitively and age-appropriate with the child.
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement. i.e. routines, interests, family unit, relevant medical information alongside any additional needs.
- Timescales for transition are variable to meet the individual needs of the child.
- Other relevant information e.g. social care issues, special educational needs, looked after child etc. (all compliant with Data Protection Act.) will be shared on a 'need to know' basis, as per Child Protection Policy.
- Educational Health Care Reviews will be facilitated and concluded in sufficient time prior to a student moving between key stages of education.
- Pastoral support will be provided through strong communication links with families to reduce feelings of uncertainty and anxiety for both pupil and parent

5. Resource Implications and Key Staff Connected to Transition

Resource implications may include release of necessary staff to attend meetings and associated cover costs, as well as sharing of resources to support the raising of standards, curriculum continuity and to avoid unnecessary duplication.

While all of the staff must be involved in some way to support the effective and smooth transition of all students across different transition points, key personnel will include:

- The Head teacher
- The Deputy Head Teachers
- The Assistant Head Teacher
- The Link Governor
- The Primary and Secondary School Key stage leaders
- Teachers of different classes and key transition points

6. Transition from Home and/or Pre-School to Foundation stage

(Responsibility: SLT, EYFS Lead)

The following steps are taken to ensure that both the child and parents are confident, informed and happy about the school upon transition to EYFS:

- Tours of the school are offered to all incoming parents and children. These may be led by SLT and/or the EYFS Lead.
- Home visits will take place during the summer term to meet new intake children and parents and to observe the child in familiar surroundings.
- Mayfield School will liaise with external professionals or stakeholders involved in the education and/or care of children to discuss how the school may best meet needs.
- Parent Information meeting with SLT and EYFS staff are organised in the summer term prior to the child starting school. During these sessions, the EYFS curriculum is introduced and parents are provided with practical information such as school times, and how they may help their child settle in school as quickly as possible.
- Parents receive an information pack which includes a school prospectus and *curriculum information* as well as reference to core policies as included in the school website (e.g. Safeguarding Policy, Behaviour Policy, Health and Safety Policy, Educational Visits Policy, Transition Policy, etc.) A welcome letter will be included with the photographs, names and roles of the class team that the child will be working with.
- Parents may ask to attend individual induction meetings prior to their child starting school (These will be facilitated as appropriate at beginning of the Summer Term).
- Children will attend an induction day with opportunities provided for additional taster sessions and/or transition mornings/afternoons. Opportunities may be offered for a staggered intake for the first 2 weeks to allow children to settle.
- For students transitioning from nursery to reception close links and meetings between reception and nursery staff will support the exchange of information and records.

7. Transition from Foundation Stage into Key Stage 1:

(Responsibility: SLT, EYFS Lead, KS1 Lead)

The Key Stage 1 curriculum builds on and extends the experiences that children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, 'hands on' opportunities. Before the children move into Key Stage 1, teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the future teacher of academic abilities, special educational needs and any other information relevant to the individual child's well-being and development. Information is also used to group pupils, personalise the curriculum and set future targets.

The responsibility for addressing transition issues is a shared venture between Early Years and Year 1 practitioners, school leadership teams, parents and children where the focus is:

- preserving the best of foundation stage practice
- recognising that Key Stage 1 is different, while not making it different too quickly
- maintaining a smooth transition where children feel secure, comfortable and successful, and change is introduced gradually
- making sure that vital information is transferred
- providing support for vulnerable children
- making sure that parents and children are involved in the process
- recognising the different learning styles of different children and of girls and boys

8. Strategies used to support transition to Year 1 include:

- Use of the Foundation Stage Profile data to inform planning in Y1
- Use of Early Learning Goals not achieved as a starting point for learning in Y1
- Use of a thematic approach for Reception/KS1 with opportunities for child - initiated, play- based learning in Y1
- Opportunities for children to mix socially between year groups at mealtimes and participate in joint activities between year groups; shared reading, trips, events.
- Opportunities for children to access a transition booklet which they may share with their teachers and parents as well as opportunities to communicate their feelings about transitions.
- Arrangement for Reception and Y1 teachers to work together and consider practices and expectations.
- Organisation of transition days/sessions for children to meet new teacher and visit new classroom but also for Reception parents to meet Y1 teachers in the summer term
- Opportunities for parents and staff to communicate their views on transition through questionnaires/meetings/discussions (consultation about what went well when their child transferred and what could be improved)

9. Transition to Secondary Education

(Responsibility: SLT, KS2 Lead, KS 3 Lead)

Children transfer to secondary education at the end of Year 6. Most of our students remain at Mayfield School and are effectively supported to transition to Year 7. However, some children transfer into Mayfield Secondary School at Year 7 either from other special schools or from mainstream schools around the city.

For Students moving into Secondary Education, transition not only involves moving to a new classroom but moving into a new building altogether. We recognise that this is often a source of anxiety for many of our children and their parents.

To support the smooth transition of Year 7 Intake Students:

- Children and their families are invited to open evenings to enable them to find out about our ethos, facilities and provision. Tours of the school will be

carried out as part of the event and staff and students will be on hand to answer any questions.

- Members of staff supporting the transition process will visit students at their primary school to meet the children and learn about their needs, interests and likes. Key Staff may introduce information of life in "big school", may lead curriculum activities, etc.
- Opportunities for year 7 pupils to share their experiences of the transition process and of life after transition will be promoted (e.g. via writing letters to year 6 students)
- During the Summer Term, Year 7 intake students are invited to attend a transition day at the secondary school. This is to gain experience and to familiarise themselves with their new school environment and surroundings.
- Bespoke transition programmes may be developed for students deemed to be more vulnerable and may require additional support to prepare them for life at Secondary school. This group of children are provided with opportunities to have additional taster sessions and spend additional time at their new school during the Summer Term prior to the main transition day.
- Individual parent/carer consultation transition meetings may be held if families feel that they would benefit from a more personalised approach to transition.

For student remaining at Mayfield School:

- Opportunities for year 6 and year 7 classes to engage in collaborative working in the year of transfer will be promoted (e.g. opportunities to attend joint assemblies, celebration events, etc) with the aim of enhancing the progressive familiarisation and effective transition to KS3.
- The Year 6 and 7 teachers liaise as appropriate and individual student information and assessment data is shared.

10. Transition to Post 16 Provision

(Responsibility: SLT, KS 5 Lead, KS 4 Lead)

KS4 staff work closely with KS5 staff to ensure that students have a smooth transition into our Post 16 provision. Year 10 and 11 students participate in joint Curricular Activities with KS 5 students including Arts Awards options and DofE and join their Post 16 peers in the dining hall at lunchtimes to encourage integration.

To support a smooth transition process from KS4 to KS5:

- Parents will be invited to a Post 16 evening (Spring Term) and will be provided with opportunities to find out information about the Post 16 provision and offer, meet with KS5 staff and talk to current students and learn about their experiences.
- Students are encouraged to express their aspirations and may attend individual interviews/meetings to discuss options and personalised learning programmes post 16.

The journey for every young person is different and there is support available throughout to guide young people and their parents/carers through the process. Chosen Post-16 courses are accredited through a range of exam boards including ASDAN, AQA, Duke of Edinburgh and Sports Leaders UK.

11. Transitions for students leaving school

During their time in Post 16 all our students engage in a range of transition experiences including visiting colleges, undertaking work experience, discussing their interests and future options and lessons about moving on after school. Staff spend time helping students understand what Post 19 will mean to them on an individual basis and work with other professionals to prepare students and their families for the future and all those involved are invited to the students' annual review meetings. Students and parents are a vital part of transition reviews and the Education, Health and Care Plans (EHCPs) are designed to provide holistic and support along with the information contained on the local offer website.

Our Careers advisor provides students and their parents/carers with support during transition times. Students are encouraged to explore options to continue their development, participation and attainment through a range of local providers. Staff work with professionals from colleges and other Post 19 service providers to ensure smooth, calm and positive transition for our students. Information is passed on to relevant establishments through reports, observations, meetings, statements, assessments and transition and/or communication passports. Open Days and Taster Visits are arranged to introduce students (and families) to the new provision and staff come into school to get to know the students prior to the summer break.

12. Transition from one class to another.

(Responsibility: SLT, Key Stage Leads and teachers)

- Throughout the year, opportunities are given for year groups to work together e.g. curriculum visits/visitors, assemblies and curriculum days.
- Each child has their own electronic portfolio which captures information on progress and attainment data, behaviour needs, intimate care needs, etc. Information is shared and accessed appropriately prior to transitions taking place.
- Class teachers attend handover meetings and discuss individual children before the children visit their new class. If the children have any therapies, the new class teacher will make arrangements to talk to the professionals involved with the child.
- If applicable, class teachers arrange to spend some time in the current classes of their new children to observe strategies that are used by the teachers and teaching assistants. If possible, Teaching Assistants should also spend some time in the children's current class.
- To minimise the amount of changes a child will experience -whenever possible- children will remain in their class groups. Therefore, the children will only experience the change of classroom and adults. If this is not possible then careful consideration will be given to the groupings of children to ensure that children remain in friendship groups.

- In the summer term, parents will be invited to an open evening which will give them an opportunity to visit the new classroom and informally meet the class teacher.
- All children will be provided with a transition book to take home and share with their parents, containing photographs of the classroom, their class teacher and teaching assistants.
- All children will visit their new class for a morning at the beginning of July.
- During PSHE lessons in the summer term class teachers will ensure issues around transition and children's concerns are addressed.

It may be necessary on rare occasions for children to transition from one class to another during an academic year. Every effort will be made to avoid these situations. If it is absolutely necessary for a child to transition during the year to another class, the school's transition processes will be followed.

13.Children joining at different points in the year -this should be read in conjunction with the In -Year Admission Guide:

https://www.birmingham.gov.uk/info/20119/school_admissions/587/in-year_school_admissions

- Parents receive a prospectus/Parent pack with information about the school.
- Parents and children are invited to tour the school and discuss any issues with a member of the SLT
- New children are assessed promptly by their class teacher.
- Records from previous schools are made available to the receiving class teacher
- Where appropriate any new children are assigned a peer 'buddy' to help them settle into their new class and routines.

14. Children leaving at different points in the year:

- Parents are invited to a meeting with a member of the SLT.
- All records are passed on promptly – including SEN records and any information related to safeguarding.

15.Transition to Mayfield School – Short notice of placement.

Occasionally Mayfield School will not receive enough notice that a child has been allocated a place at the school to carry out a full transition programme prior to the child starting. In these situations, Mayfield School will endeavour to delay the start of the child to ensure a full transition programme can be implemented to meet the needs of the child. If this is not possible the parents will be offered the option of their child only spending the morning and lunch at school on their first day. Children will be provided with a transition book to take home and share with their parents, containing photographs of the classroom, their class teacher and teaching assistants.

Prior to a child starting at Mayfield School, parents should be invited to a meeting with the child's class teacher to share information about their child. This can take place at school or in some circumstances will take place at the child's home.

16. Monitoring & Evaluation:

The transition procedures are the collective responsibility of SLT, Key Stage Leads and the teachers relinquishing and receiving the relevant pupils. The effectiveness of the transition phases is closely monitored by the Senior Leadership Team and by the AHT with responsibility for whole school transition. The views of parents and pupils regarding transition arrangements will be sought via the administration of annual questionnaires.

Appendices:



Checklist of Transition Procedures for new pupils

Name of Student:	
Date of Birth:	
Proposed Start Date:	
Year Group/ Proposed Class:	

Transition Procedures	Completed (Yes/ No/ Not applicable)
Member of staff visited child in current setting/at home.	
Copy of Educational, Health, Care Plan and/or other relevant documents e.g. Behaviour Plan, IEP, etc. received <i>(please specify)</i> .	
Parents were invited to visit and given a tour of the school and were provided with the opportunity to ask questions regarding the school's provision and curriculum offer.	
Information on School's transition processes shared. Parents were signposted to School's key policies.	
Parents attended multi-professional admission/transition meeting and information of child's needs, strengths, medical needs, dietary needs, etc. obtained.	
Summary of child's needs and relevant information distributed to class staff to support planning a smooth transition for the child.	
Arrangements made for child to visit new setting before starting full time.	

Name of Staff completing checklist:

Signature:

Date:



Mayfield School- Initial Transition Visit/ Meeting at Child's Setting Form

Information from observation and discussion at child's current setting

□ Information from meeting with parents

(Tick type of meeting as appropriate)

Child's Name:	
Date of Birth:	
Gender:	
Parent (s)/ Carer (s) Full Name (s):	
Present/ Previous School Information:	
Key School Contact Name (s):	

What does the child like doing?	
What are the child's key strengths?	
What does the child find difficult or dislike?	
How does the child communicate (What are his/her preferred means of communication?)	
Does the child display any behaviour? If yes, what is the perceived function and what strategies are currently being used to address behaviour?	
What does the child perceive as especially rewarding? (e.g. special privileges, etc.)	
Medical information including allergies, personal care, toileting, and dietary issues.	

Other Professionals currently involved:	
Language(s) spoken at home:	
Any other relevant information:	
Other observations (if applicable):	

Transition information will be collated and used to guide and support a smooth transition for every new student of Mayfield school. Parental involvement and other professional contributions will be fostered and welcomed to enable us to work together in partnership and support the best start and future outcomes for all students.

**** Where relevant attach documents /reports to support the transition information process***



Mayfield School

Dear Parents

We value your ideas about the transition processes of Mayfield School.....

At Mayfield School we work with pride as a committed team to create a progressive, safe and child-centred educational community, which promotes respect, dignity, honesty and excellence in all areas. We aim to continuously improve our practice and processes and build on our successes and we value your ideas about how we can do this. Please return your views on our transition support procedures as well as on how we may further improve these to effectively support your child. Please return this questionnaire by

What are we doing well?

What could we do better?

What more could we do?

Please note that we will let you know about everyone's ideas via our school newsletter.

Senior Leadership Team



Mayfield School-Audit of Transition Practice

What procedures do we already have in place to support transition?

-

What is my role in these procedures?

-

What areas would we like to improve?

-

What strategies could we introduce to make transition more effective?

-