



Transition Policy

“Transition is a process not an event.”

Introduction

Throughout this policy ‘Transition’ describes 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 and young people in settling in to their new learning environment, in preparation for future learning and development. Care and attention is given to each stage.

Aims

We want our children and young people to experience a smooth educational and emotional transition, throughout their learning, to ensure the very best progress.

Principles

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class/setting.
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase/ key stage.
- There is a professional regard for the information from the previous setting/key stage.
- Our children and young people are able to experience new approaches at transition.
- Transition motivates and challenges our children and young people.
- Staff allocation gives particular attention to particular needs.

Equality, diversity and inclusion

Measures are taken to ensure all children and young people and their families are given the opportunity to experience a similar ease of transition. Children and parents of St Giles’ are actively involved in all transition processes that take place and their perceptions about transition are explored and valued. We value the diversity of individuals within our school and do not discriminate against anyone because of ‘differences’. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best, by taking account of our children’s range of life experiences, when devising and implementing school policies and procedures.

The Transition Processes

Pre-school to Nursery / Reception

'Early interactions to build positive relationships'.

- Key personnel work together with the family throughout the transition process - Family Support Worker, Early Years Head of Department, Early Years Class Teachers, therapy and nursing staff, external agencies .
- Pupils are identified by the Local Authority.
- Individual tours of the school are offered to all incoming parents and children.
- Visits are made to current settings by the Family Support Worker and Head of Early Years.
- Joint working is started with the Early Support Team (where applicable).
- Relevant safeguarding information is transferred on.
- Transition meetings are held with the family, relevant professionals and current setting during the summer term prior to admission.
- Records are passed on promptly and information gathered is collated for class staff and therapists.
- New parents 'Information Evening' gives families a chance to meet their child's class teacher and receive general information to help with the transition process.
- Home visits are carried out in September, immediately prior to starting school.
- School hours are built up at an individual pace in partnership with the family.
- Through observations a base line record is completed within the first half term of entry to the Foundation Stage.
- Families requiring additional support are identified.

Class to class transition

Children normally move class at the end of the school year after spending 1, 2 or 3 years in a class.

Teaching staff meet to discuss progress and levels and any other information relevant to the wellbeing and development of the child.

Information passed onto the next class includes:

- Assessments
- Topic Books
- Red current information files, including Behaviour plans, Access needs, Moving & Handling guidelines, Eating & Drinking guidelines, Therapy Plans
- Blue long term information files
- Safeguarding information

The new teacher will carry out class based observations in the term prior to transition. Pupils will have the opportunity to spend sessions in their new class which will include playtime and lunch sessions.

Transition to another school

Some pupils move schools because they move house or they require different provision for the next phase of their education.

We will

- encourage parents and carers to visit settings to inform them about their options, (with support from St Giles' staff if necessary),
- invite the new school to observe the pupil at St Giles',
- meet with the new school to discuss the pupil's needs and to pass on all information,

- take the pupil to the new school for transition visits, (risk assessments will be carried out prior to a visit),
- create a photo/social story about the new school with the pupil,
- arrange for the transfer of specialist equipment if applicable.

A few children may move school because they move into foster care or move to live with an adoptive family. The Designated Teacher for Children Looked After will work alongside the social worker to implement a transition plan e.g. to host meetings between prospective foster or adoptive parents and school staff.

Transition from St Giles School at the end of Year 11 and Year 14

- Planning for Year 11 and Year 14 transition from St Giles' starts at the Year 9 Annual Review. This planning supports the young person until adulthood, is student led, and centres on the young person's aspirations and ideas for the future.
- Parental expectations for their child's future are included, as well as aspects such as health needs, personal and social development, training and employment, transport, independent travel, housing and leisure.
- Pupils with profound and multiple learning difficulties have the opportunity to stay at St Giles for a further 3 years until the end of Year 14. They then transfer to adult provision.
- At the year 9 review a Transition Plan is agreed. This plan is reviewed annually and is linked to the Education Health Care Plan (EHCP.)
- The Transition Plan is actioned by the Key Stage 4 Transition Support Advisor or the Post 16 teacher who oversee the delivery of the transition plan ensuring a smooth transition to Key Stage 5 at the end of Year 11 or adult provision at the end of Year 14.
- In preparation for the annual review the young person prepares a presentation with their class staff. This presentation includes their progress since the last review, their likes and dislikes, any difficulties they experience plus their hopes and dreams for the future. The young person may also request key persons to act as an advocate in the meeting, e.g. teaching assistant. For pupils living outside of the Croydon borough the transition advisor from the relevant local authority will be invited to attend the review.

Applications to post 16 placements at the end of Year 11

The role of the Transition Support Advisor is to source and support the parents and young person with their choice of relevant post 16 placements at either a specialist sixth form or mainstream college.

Specialist sixth forms are available in Croydon at Priory School (SLD) and Bensham Manor(MLD) and in Surrey at Clifton Hill School (SLD).

Croydon College, NESCOL, Carshalton College and the Nido Volans Centre attached to Bromley College offer Entry Level and Level 1 courses. The courses are centred around life skills and transition to employment with a wide variety of study options.

Valence and St Piers also offer specialist facilities, but these are independent, out of borough settings.

- Funding is only available for an independent specialist sixth form if needs cannot be met locally.
- Valence only offers residential placements in the sixth form and these are less likely to be funded by Croydon. Joint funding may be requested from social care but will only be agreed if the funding falls within Fair Access to care eligibility criteria and is affordable under personalisation.

The Transition Advisor liaises with local colleges to arrange assessments at St Giles' to see if the students' needs can be met locally within Croydon.

St Giles' Open Evening event is held in October; post 16 settings are invited to attend the evening enabling parent/carers to meet and discuss future placements and gather literature.

Sixth forms and colleges have open days and evenings throughout the year. Parents and pupils are encouraged to visit colleges to see if they have the facilities required and suitable courses. Appointments can also be made directly to visit placements and the KS4 Transition Support Advisor is available to attend these visits if necessary.

Applications are generally made directly to the college, though in some cases this arrangement will differ so advice should be taken from the college. A form is sent to the family from the local authority to state their choice; comments can be added to this form to give further reasons for choice of placement.

Once Key Stage 5 placements have been confirmed (generally during the summer term), transition visits can be organised and carried out during school time. Class staff from St Giles' attend transition visits with the pupils.

St Giles' liaises with the new placements to ensure that the correct provision is in place for the pupils, this includes Medical, Physiotherapy, Occupational Therapy, Speech and Language Therapy, the transfer of notes and equipment.