



Transition Guidelines

Definition.

In this guide the definition of 'Transition' describes the movement that takes place from one class to the next, and in particular from one phase or setting to the next including post school age (entry into and beyond school).

Aims

At The Grove we recognise the importance of managing transitions. This may be a stressful time for students, parents and carers, particularly students new to the school, moving between classes and key stages and beyond school age. We work hard to counter the potential for stress by systematically cooperating and engaging with all parties concerned.

Our aim is that students experience a smooth transition from one environment to another. This ensures the pace and quality of learning and support are maintained and the students continue to make progress and realise their potential.

Equal opportunities and inclusion.

Students, parents, carers and other professionals are part of the transition process and are consulted at each stage.

All students' needs are considered and appropriate strategies are considered to support the individual child.

Principles of transition

At The Grove we value the importance of consistency; this underpins our approach to transition.

We aim to ensure that;

- There is a professional regard for information from the previous setting
- Styles of teaching and learning should meet the needs of the child and not be preconceived notions of what is appropriate for that individual.
- Planning should be based upon assessment information from the previous setting
- students should enjoy and be motivated at transition
- Staffing and allocation of resources should reflect the needs of the students

Management of transition

Transition within the school

Teachers and staff have opportunities to share information at moderation meetings and scheduled handover meetings.

There is scheduled time at team meetings to discuss individual programmes and any therapy plans of students who are transitioning.

Sufficient time is built into the term preceding transition for the child to visit their new class / setting and meet staff. Individual students' needs are considered and programmes are tailored to meet their needs.

Parents / carers are invited in to meet new teachers and discuss any concerns.

All students have opportunities throughout their key stage to cross group. Staff move between classes so that the students are familiar with them.

Key stage transitions are discussed at annual review meetings and this may be highlighted in targets set for that year.

At KS4, person centred planning reviews (PCP) begin to identify skills needed to build upon for the future beyond school age.

Transition to and beyond The Grove.

There are programmes of transition for those individuals starting at The Grove.

Children join from a variety of settings and we aim to accommodate each individual transition into the school with sensitivity and support for the child and their parents / carers.

Information is exchanged (wherever possible) between settings prior to the transition including the SEN EHCP (or equivalent).

A parent/carer and child meeting with the school takes place prior to the child starting. A slow introduction to the school then takes place.

Information and a welcome pack are given to parents and carers prior to entry.

Parents and carers are encouraged to respond by visiting the school and sharing their expertise and knowledge. We encourage this partnership throughout the settling in process and hope that this lays the foundation for an on-going partnership throughout the time their child remains at the school.

During the first term, a baseline assessment takes place in all areas including therapies so that clear personalised programmes can be devised for each individual child. See Appendix 1 for a brief guide.

Teachers and the MDT work together to put in place the support and strategies that will form the basis of the teaching and learning profile for each individual child. Emphasis is placed on communication and providing the students with time to adjust to a new school.

As students rise to Key Stage 4 and Post 16, they will be preparing for transition beyond the school and into the next phase of their lives. This can be an extremely daunting process for both students and their parents and carers. In addition to following the above process of transition we also work

closely with outside agencies and colleges to support the transitions that take place.

The PCP reviews begin at 14 (year 9) and continue until students leave the school. The reviews begin to lay the foundations for the decisions that may consider opportunities for post school provision.

For our students who have a diagnosis of autism, transitions beyond school age will follow the guidelines above taking into consideration the guidelines from the Government paper from the Department of Health "Better Services for People with an Autistic Spectrum Disorder"

At all levels of transition for students, visual prompts, schedules and timetables will support the process.

Assessment.

Students' individual files are handed over to each form teacher at the scheduled hand over meetings. Included in this is information are;

- Pupil profiles
- PLPs and Records
- Therapy and or behaviour support plans/programmes
- Students' cumulative records
- All assessment data and levels of attainment
- Teachers are asked to write a brief overview of the child that gives a day to day guide of the needs, routines and interests of that child.

When teachers are leaving the school and handing over their class, they are given a checklist of information that needs to be in place. Prior to leaving they meet with their line manager or a member of the SLT who signs off the evidence.

Appendix 1

Brief Overview of transition Stages into the School Transitions

Half Term 1

- Parents / carers are invited to Heartlands to meet the team and look around the provision; they complete an information form and tour the provision. We aim to answer as many questions at this point to reassure our new families.
- Contact is made with the child's current educational setting for an initial visit; A member of the Heartlands team visits to gather relevant information.
- Heartlands and the current setting work together to create a transition plan.

Half Term 2

- The class teacher visits the child in their current setting.
- Parents or carers have a named contact at Heartlands who can answer any questions.
- The new student visits Heartlands for 'taster' sessions (this is bespoke to each child and may be as little as one visit or weekly visits for the rest of the term).
- An information booklet is sent home for the student to read over the summer holiday which has pictures and information about the provision.
- Phased transitions may be appropriate for some individual students at the start of the school year - this will be identified within the transition plan.

Appendix 2

Transition pack

Name of Child:

Documents included:

Parent visit:

Date:

Parent information and Questionnaire

School visit

Date:

School information

Transition plan

Follow up visit with teacher

Student visit to The Grove.

Date:

Consultation papers

EHCP

Home school agreement

Appendix 3
Transition Plan

The Grove Transition Plan

Name:		Date of Plan:
Transition Type:		Date of Transition:
Named persons involved with the transition		
School	Outside School	
Briefly explain how the transition will take place:		
When will the transition take place?		
What type of support does the pupil need?		
What will be different?	What will remain the same?	
Transition plan written by: Lisa Barker		
Signed by:	Signed by SMT:	
Signed by parent / carer:	Review Date:	
Contact details:		

* Please ensure you evaluate the transition after the process has taken place.

Appendix 4
Parent Transition Information

Home Transition plan (Parent/carer)

Name of child:

Name of person completing form:

Families and relationships <ul style="list-style-type: none">- Key named person- Who lives at home- Friendships (In and out of school)
Do you receive any respite? <ul style="list-style-type: none">- Any after school/ half term clubs attended- Favourite activities
Medical information <ul style="list-style-type: none">- Sleep pattern- Eating habit
Religion/ Culture <ul style="list-style-type: none">- Additional information
Home routine
What are your aspirations for your child?
Additional information