**Blackpool Aspire Academy: KS2 to KS3 Transition Policy**

**Introduction**

At Blackpool Aspire Academy, we understand that the transition from primary to secondary school is a significant milestone for both students and their families. Our comprehensive and carefully planned transition policy is designed to ensure that every student feels welcomed, prepared, and confident as they begin their journey with us. Our goal is to make the move from Year 6 to Year 7 a smooth, enjoyable, and successful experience, laying the foundation for a positive and productive secondary school career.

### ****Aims and Objectives****

The aims of this policy are to:

* Ensure all pupils feel supported, valued and prepared for their move to secondary school.
* Provide clear information, structured activities and opportunities that reduce anxiety and build confidence.
* Maintain curriculum continuity through effective sharing of information between primary schools and the Academy.
* Identify and support vulnerable pupils and those with SEND, ensuring they receive personalised transition support.
* Establish strong partnerships with parents/carers and feeder primary schools.
* Introduce early careers awareness to raise aspirations and support long-term progression planning.
* Embed pupils quickly into the Academy’s culture, routines and expectations to promote academic and personal success.

### ****Roles and Responsibilities****

**Senior Leadership Team (SLT):**

* Oversee and evaluate the transition programme to ensure it aligns with Academy priorities.
* Allocate resources and staffing to support transition activities.
* Ensure compliance with statutory requirements for SEND and safeguarding.

**Transition team (KS2–KS3)**

* Lead and manage the transition programme.
* Liaise with primary schools to gather academic, pastoral and SEND information.
* Coordinate visits, induction events and enhanced transition activities.
* Identify pupils requiring additional support and plan interventions with relevant teams.
* Act as the main point of contact for primary colleagues and parents.

**Pastoral Team / Head of Year 7:**

* Provide pastoral support throughout the transition process.
* Lead induction activities, assemblies and wellbeing sessions.
* Monitor attendance, behaviour and wellbeing closely during the first term.
* Communicate regularly with parents/carers.

**SENDCo and SEND Team:**

* Liaise closely with primary SENDCos to plan tailored support for pupils with SEND.
* Attend EHCP reviews and arrange additional visits for vulnerable pupils.
* Ensure support strategies are in place before the pupil starts.
* Provide training and information to staff on pupil needs.

**Primary Schools:**

* Share accurate and comprehensive academic, pastoral and SEND information.
* Identify pupils needing additional support and contribute to personalised transition plans.
* Support positive messaging and engagement with Blackpool Aspire Academy.

**Parents and Carers:**

* Engage with transition events and meetings.
* Share relevant information with the Academy.
* Support their child in preparing for the move to secondary school.

**Students:**

* Participate actively in transition activities.
* Communicate any concerns to staff.
* Embrace new routines and opportunities to settle successfully.

### ****Support for Vulnerable Pupils and Those with SEND****

Blackpool Aspire Academy recognises that some pupils require additional support during transition. This includes pupils with:

* Education, Health and Care Plans (EHCPs)
* Identified SEND needs
* Social, emotional or mental health needs
* Safeguarding or attendance concerns
* A history of mobility or challenging transitions

Additional support may include:

* Extra or personalised transition visits
* Individual transition plans developed collaboratively with parents, primary colleagues and the SEND team
* Gradual introductions to key staff and spaces
* Liaison with external agencies where appropriate
* Attendance at Year 6 EHCP reviews by the Academy SENDCo

### ****Curriculum Continuity****

* Subject leaders and Year 7 teachers receive prior attainment and curriculum coverage information from primary schools.
* Baseline assessments in core subjects are conducted early in Year 7 to inform planning.
* Transition or bridging units are used in some subjects to ensure progression and avoid unnecessary repetition.
* Teachers build on pupils’ existing knowledge to ensure a smooth academic transition.

**Primary School Outreach and Visits**

A senior member of our staff, typically the **Head of Year 7** or a dedicated Transition Coordinator, will undertake a series of visits to our partner primary schools during the spring and early summer terms. These visits are not just about meeting students; they are about fostering a two-way flow of information to ensure a seamless academic and pastoral handover.

**Purpose of Visits:**

* **Relationship Building:** The Head of Year 7 will spend time in the classrooms to establish a personal connection with the students and their teachers in a familiar environment. They will also lead small, informal group sessions to get to know the children, discuss their interests, and answer initial questions about life at the academy.
* **Information Gathering:** We will work closely with Year 6 teachers to collect crucial academic, social, and pastoral information. This includes a review of each student's academic progress, their most recent SATs data, and information on their individual learning styles and any specific educational needs. We will also gather information on friendship groups and any pastoral concerns from the primary school staff. A detailed transition form will be completed for each student, allowing us to build a comprehensive profile and ensure appropriate placement in a form group that supports their learning and well-being.
* **Q&A Session:** A formal question-and-answer session will be held with the Year 6 cohort. This provides students with an opportunity to ask direct questions about the school day, timetables, subjects, and extracurricular activities. We aim to address common concerns and alleviate any anxieties they may have about the change.

**Transition Day**

A dedicated Transition Day will be held at Blackpool Aspire Academy during the summer term, typically in late June or early July. This day is compulsory for all students who have been offered a place at the academy and serves as a vital 'dress rehearsal' for their first official day.

**Objective:** The primary objective of the Transition Day is to immerse students in the daily life of Blackpool Aspire Academy and to introduce them to our core school culture, which is built on the principles of **'Be Ready, Be Respectful, Be Safe.'**

**Transition Day Schedule:**

* **Welcome and Orientation:** Upon arrival, students will be welcomed by our student prefects and staff. They will be given a welcome pack containing a personalised timetable for the day, a map of the academy, and a lanyard with their new form group name. They will be taken on a detailed tour, locating key areas such as their form room, the main school hall, the library, and the dining facilities.
* **Taster Lessons:** Students will participate in a series of engaging, 30-minute taster lessons designed to introduce them to new subjects and teaching styles. For example, they might use Bunsen burners in a Science lesson, analyse a poem in English, or solve an algebra problem in Mathematics. These lessons are designed to be interactive and fun, showcasing the dynamic nature of secondary school learning.
* **Form Group Introduction:** Students will be introduced to their new form tutor and their future classmates. They will spend time participating in carefully planned team-building activities, such as collaborative problem-solving challenges, that are designed to help them forge new friendships and feel comfortable with their peers and tutor.
* **Lunch Experience:** Students will have the opportunity to experience the academy's canteen, navigating the lunch queue, paying for their meal using our cashless system, and choosing from the full menu. This practical experience helps to familiarise them with a key part of the school day.
* **Culture Session:** A dedicated assembly and a subsequent form-time session will be held to discuss our school values in detail:
	+ **Be Ready:** This is about having the correct uniform, being on time for every lesson, and having all necessary equipment. We will teach them how to pack their bag the night before and show them what a well-equipped pencil case looks like.
	+ **Be Respectful:** We will explain how to show respect for all staff, peers, and the academy environment. This includes things like greeting staff, using appropriate language, listening attentively when others are speaking, and keeping our academy clean and tidy.
	+ **Be Safe:** This means following all school rules, understanding the importance of personal safety online and offline, and knowing who to talk to if they have a concern. We will show them how to navigate the busy corridors safely and explain the school's policy on mobile phones and other personal devices.

**Parents' Welcome Evening**

An exclusive Parents' Welcome Evening will be held in the evening following the Transition Day. This is a crucial event for parents and carers of all students who have been offered a place at Blackpool Aspire Academy.

**Objective:** To provide families with the necessary information and reassurance to support their child's successful transition and to build a strong home-school partnership from the very beginning.

**Agenda for the Evening:**

* **Headteacher's Welcome:** A formal welcome from the Headteacher, who will present the academy's vision, ethos, and commitment to academic excellence and holistic pastoral care. This will also include an overview of the curriculum and key academic targets.
* **Meet the Head of Year 7:** The Head of Year 7 will deliver a comprehensive presentation on the pastoral support system, including the role of the form tutor, the behaviour policy, and the rewards system. They will also cover daily routines, attendance expectations, and key dates for the upcoming school year. This is a crucial opportunity for parents to connect with the person who will be their primary point of contact for the next five years.
* **Information Stations:** Key staff from various departments will be available at dedicated stations to answer specific questions. This includes:
	+ **SENDCo:** For parents of students with Special Educational Needs and Disabilities.
	+ **The Pastoral Team:** To discuss welfare and support systems.
	+ **Uniform Shop:** To provide fitting and ordering information.
	+ **IT Support:** To discuss the school's online learning platforms and communication systems.
	+ **Catering Team:** To talk about menu options and the cashless payment system.
* **Question and Answer Session:** A formal Q&A session will be held with the Headteacher and Head of Year 7, allowing parents to raise any final queries or concerns in a public forum.

**Ongoing Communication**

Following the Transition Day and Parents' Evening, families will receive a comprehensive Transition Information Pack via email. This pack will contain all the key information discussed, including term dates, uniform lists, a welcome letter from the form tutor, and a dedicated contact person for any queries over the summer holiday. We also provide a pre-start summer reading list and a series of optional fun activities to help students feel academically and socially prepared. Our commitment to a smooth transition extends right up to the first day of the new school year.

Supposed to have this in the transition policy, but it is in its infancy for us

### ****Careers Awareness and Raising Aspirations****

Blackpool Aspire Academy believes that **raising aspirations starts early**. During the KS2–KS3 transition phase, the Academy begins to build a **careers-aware culture** through:

* **Early Aspirations Activities:** Delivered in collaboration with primary schools to encourage pupils to think about their strengths, interests and future possibilities.
* **Transition Events:** Including workshops or assemblies that introduce pupils to the Academy’s careers programme, role models and inspirational alumni.
* **Year 7 Curriculum Links:** Subject teachers begin to make links between curriculum content and future careers, supporting Gatsby Benchmark 4 (“Linking curriculum learning to careers”).
* **Pastoral Sessions:** Tutors deliver introductory sessions on goal setting and exploring different pathways in a fun, age-appropriate way.
* **Parental Engagement:** Parents are informed about the Academy’s careers education offer, highlighting the long-term support available through Years 7–11.

This early careers’ awareness work is coordinated by the **Careers Lead** in collaboration with the Transition team, ensuring a clear link between early aspirations and future progression planning.

**This policy is reviewed annually for the start of each academic year.**

**Last reviewed September 2025**