**Blackpool Aspire Academy - KS4 to KS5 Transition Policy 2025-2026**

### **Purpose of the policy**

The purpose of this policy is to ensure that all students at **Blackpool Aspire Academy** experience a structured, supportive and effective transition from Key Stage 4 (KS4) to Key Stage 5 (KS5). The Academy is committed to providing high-quality information, advice and guidance, alongside academic and pastoral support, so that every student can progress onto a suitable and aspirational post-16 pathway.

Particular emphasis is placed on supporting students at risk of becoming NEET (Not in Education, Employment or Training) and those with Special Educational Needs and/or Disabilities (SEND), ensuring that no student is left without a positive progression route.

The policy aims to:

* To deliver impartial, high-quality careers education, information, advice and guidance (CEIAG) to support all students in making informed post-16 choices.
* To ensure students are appropriately matched to courses or pathways based on prior attainment, interests, aspirations and support needs.
* To provide structured transition support, with targeted intervention for students at risk of NEET or with SEND.
* To work in close partnership with parents, carers, post-16 providers, external agencies and local authorities.
* To monitor student destinations and use data to improve the effectiveness of the transition programme.

### **Roles and Responsibilities**

**Senior Leadership Team (SLT):**

* Oversee the transition process and ensure alignment with the school’s strategic priorities.
* Monitor the effectiveness of transition arrangements.

**Careers Lead:**
The Careers Leader plays a central role in coordinating and delivering effective transition support at Blackpool Aspire Academy. Their responsibilities include:

* **Strategic Leadership:** Lead the Academy’s CEIAG programme, ensuring it meets statutory requirements and the Gatsby Benchmarks.
* **Transition Coordination:** Oversee the entire KS4 to KS5 transition process, ensuring students receive appropriate information and guidance at every stage.
* **Provider Engagement:** Liaise with local sixth forms, colleges, apprenticeship providers, training organisations and employers to secure opportunities for all students.
* **Targeted Support:** Work with the SENDCo, pastoral teams and Careers Adviser to identify students at risk of NEET or with SEND and ensure they receive personalised transition plans.
* **Parent and Carer Involvement:** Facilitate information events and maintain clear communication with parents and carers throughout the transition process.
* **Destination Tracking:** Monitor and track student destinations, intervening promptly where students are without a confirmed post-16 offer.
* **Continuous Improvement:** Analyse transition and destination data to inform annual reviews and improve provision.

**Careers Adviser:**

* Deliver impartial, one-to-one careers guidance interviews to all students.
* Provide targeted, intensive support for students with additional needs or at risk of NEET.
* Offer follow-up guidance during results day and enrolment.
* Maintain knowledge of local labour market information and post-16 options.

**KS4 Form Tutors, Heads of Year, PSHE and Subject Teachers:**

* Provide accurate information on student progress and predicted grades.
* Offer guidance on subject suitability and progression pathways.
* Support students through the application process.

**KS5 Team / Sixth Form Leadership:**

* Organise taster days, induction events and bridging activities.
* Process applications and conduct guidance interviews.
* Communicate entry requirements and expectations clearly.

**SEND Team / SENDCo:**

* Ensure that students with SEND receive tailored support throughout the transition process.
* Embed transition planning into EHCP reviews and liaise with post-16 providers to secure appropriate support.
* Work with the Careers Leader and Adviser to ensure careers information and opportunities are accessible.

**Students:**

* Engage fully with transition activities, careers interviews and application processes.
* Complete bridging work and attend induction events.
* Take responsibility for meeting deadlines and entry requirements.

**Parents and Carers:**

* Support their child in exploring and evaluating post-16 options.
* Attend careers information events and provider meetings.
* Encourage engagement with bridging work and transition activities.

### **Support for Students at Risk of NEET**

Blackpool Aspire Academy identifies students at risk of NEET early and provides targeted intervention, including:

* Regular tracking through attendance, academic and pastoral data.
* Priority access to careers guidance and follow-up meetings.
* Personalised transition plans coordinated by the Careers Leader.
* Additional visits to providers, supported introductions and mentoring.
* Close collaboration with external agencies and the local authority to secure destinations.

### **Support for Students with SEND**

The Academy ensures that students with SEND receive tailored transition support, including:

* Transition planning through EHCP reviews from Year 9 onwards.
* Individualised careers guidance in partnership with the SENDCo.
* Supported visits to post-16 providers and liaison with their SEN teams.
* Adjustments to careers activities to ensure full inclusion and accessibility.

### **Transition Timeline**

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| **Timeframe** | **Activity** |
| **Autumn Term (Year 11)** | Careers interviews begin; Post-16 provider talks; Identification of NEET risk and SEND transition planning; Parental information events. |
| **Spring Term (Year 11)** | KS5 taster sessions; Applications submitted; Additional guidance for at-risk and SEND students; Careers Leader coordinates provider engagement. |
| **Summer Term (Year 11)** | Conditional offers confirmed; Bridging work set; Induction days; Personalised support for targeted students. |
| **Results Day & Enrolment** | Careers Adviser available for immediate guidance; Careers Leader monitors destinations and intervenes for students without confirmed offers. |
| **Autumn Term (Year 12)** | Ongoing tracking of destinations; Continued support for students who have experienced challenging transitions. |

Entry Requirements to College courses

Each KS5 course has clear academic entry criteria to ensure students are placed on courses where they can succeed.

Requirements are published annually and communicated to students and parents. Where a student does not meet the entry criteria, alternative pathways or support will be discussed during enrolment.

### I**nduction and Bridging**

All students are expected to:

* Attend induction days at their chosen provider.
* Complete subject-specific bridging work.
* Participate in sessions on study skills, wellbeing and progression planning.

Students at risk of NEET or with SEND receive additional preparation and follow-up support to help them adapt successfully.

### **Monitoring, Evaluation and Review**

* Student destinations are monitored closely to evaluate transition effectiveness.
* NEET figures, SEND progression data and student feedback are analysed annually.
* The Careers Leader leads the review of this policy with input from SLT, SENDCo and the Careers Adviser.
* Findings inform improvements to the careers and transition programme.

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

**Last reviewed September 2025.**