

**Transition Policy**

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| Approved By : Headteacher | Headteacher |
| Approved By : Chair of Governors | Matt Walker |

**EQUALITY AND DIVERSITY STATEMENT**

**Hope High School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.**

**POLICY REVIEW**

**To ensure that this policy is relevant and up to date, comments and suggestions for**

**additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.**

**Transition Policy**

Transition is defined as liaison between members of staff at specific intervals in a child’s school life. This liaison can be between members of the teaching staff, but liaison meetings could include parents, Teachers, TAs, Access to Learning or outreach Support Teachers/staff e.g. CAMHS, Family workers, staff from the Pupil Referral Unit Service and other bodies that have an interest in a particular child or children.

The transition from primary to secondary can be a stressful event for all students and their parents, and this can be compounded for a student with medical or mental health needs. To minimise potential difficulties transition begins in the Spring term with NPV visits followed up by home visits as soon as school placements have been allocated and pupils’ Education, Health and Care Plan (EHCP) has been received from the Local Education Authority (LEA).

**Aims**

Our aims for transition are to ensure that:-

* When children enter the school at Year 7, they do so happily and with confidence
* Transition causes minimal interruption to pupil education
* Transfer is tailored to the needs of the individual child and involves full consultation with parents, carers and other support services
* Pupils are well prepared for their transition from primary to secondary school so that they can meet new challenges
* Parents are happy with their children’s progression from home to school and from primary to secondary school
* All records and other information are transferred successfully
* Curriculum continuity and progression is maintained across all phases
* To ensure the safety and well-being of any children on the child protection register who move schools.

**Principles**

* Effective communication between teachers on each side of the transition.
* Planning is based upon assessment information from the previous class / setting
* Styles of teaching and learning meet the needs of the children
* There is a professional regard for the information from the previous setting / class
* Children are able to enjoy new approaches at transition
* Transition motivates and challenges children
* Staff allocation gives particular attention to the particular needs of the children
* Effective transition takes time, and is a process rather than an event
* Feedback from children and parents is encouraged and valued.

**Consultation & Transition**

Our SENCo (Mrs Granite) will take part of planning meetings with Lancashire SEND to ensure that the needs of any child with Special Educational Needs can be met as fully as possible. Mrs Granite will also liaise with prior setting staff to gain an insight into academic and pastoral support that works well in their prior educational setting.

Pupils undergoing transition will be provided with an interactive transition book to help introduce pupils to Hope High School Staff, building lay out, school systems and health and safety routines. It is interactive so that pupils can inform staff how they are feeling, systems, practices they use, or any concerns they may have.

Any transfer will involve full and frank discussions between parents, Form Tutor, Headteacher, SENCo and Educational Psychologist. School visits and liaisons between professionals occur prior to transition taster days to help us to develop an appropriate programme of education and enable us to benefit from previous knowledge of the child. Planning meetings ensure that the needs of any child with Special Educational Needs can be met as fully as possible. Regular reviews will be held to monitor the progress of children.

**Information Sharing**

Formal liaison between year-group class teachers is organised towards the end of the school year, when reports have been written and individual Records of Achievement and Records of Assessment are up to date. The following documents are transferred:

* copy of each child’s EHCP
* copy of each child’s last Annual Report
* some samples of work if applicable
* Individual Pupil Tracking sheet.
* Individual pupil data sheets

Other written information to be transferred might include comments from the SENCo, medical plans, Access to Learning /Outreach Support Teachers, etc. Pupil Passports are created and made available to all staff.

Key staff organising transition will complete home visits early in the summer term to introduce themselves and explain school systems and routines. Parents and Carers will be provided with transition documentation such as medical and consent forms, transport access arrangements and Transition literature.

Teachers hold a parent coffee morning/session to outline transfer procedures, class expectations and routines and discuss any concerns and questions parents may have. New pupils are also invited to view the school and meet some of the staff.

Towards the end of the summer term, the Year 6 pupil will spend a week of transition taster days in the school. These tend to be timetabled for after exams are finished so class space is available for the new incoming group. Pupils will be provided with taster lessons across the curriculum, will meet all the teachers and TAs and will engage in enhanced curricular activities with the pastoral team.

**Equal Opportunities**

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, race, sexual orientation, faith, ethnicity, gender, appearance, language, disability or additional learning need. Promoting British Values, and developing positive relationships between pupils of all backgrounds, is an essential aspect of the work of the school. Staff are committed to ensuring that all pupils achieve the highest possible standards in an inclusive environment.