



## Transition Policy

Created: Sept 2016

Reviewed: Autumn 2022

Review by: Autumn 2024



### Statement of Intent policy

The Transition Policy represents a joint agreement between the following schools in the Liverpool Diocese St Mary's Catholic Schools Cluster:

St Mary's Catholic High School Leyland.

St Anne's Catholic Primary School, Leyland.

St Catherine's R C Primary School, Leyland.

St Mary's Catholic Primary School, Euxton.

St Mary's Catholic Primary School, Leyland.

SS Peter and Paul Catholic Primary School, Mawdesley.



We believe that a pupil's ability to enjoy and achieve is best enhanced by a smooth transition between Key Stages. We need to sustain in our young people, an enthusiasm for learning, confidence in themselves to develop as learners and an innate drive for achievement and purpose. It is therefore imperative that transition is well planned, as we should not expect new pupils to have to cope with the huge change of a teaching organisation and style all at once.

St Mary's recognises the important need to progress further on the foundations our pupils' have already successfully built and achieved in their beloved primary schools. We also recognise how vital it is that our pupils are able to continue attending a school within their own community – allowing for a further enhancement of strong faith links. Through building relationships and improving communication with our partner primary schools we are inevitably also nourishing and expanding the size of our learner population in our catholic community.

We aim to ensure a smooth and effective transition from primary school to St Mary's Catholic High School, Leyland for all pupils, in order to help the young people entrusted in our care to feel safe and happy, to have their needs met and to ultimately fulfil their true potential.

## 2. Our aims

- ✓ To promote the continuity of education between the Key Stages;
- ✓ To promote and support cross phase work;
- ✓ To prepare Key Stage 2 pupils for the transfer to Key Stage 3 experience;
- ✓ To identify and target specific support for those pupils considered to be vulnerable;
- ✓ To ensure pupils are nurtured, stretched & challenged to achieve their fullest potential;
- ✓ To ensure proper availability and use of pupil transfer data;
- ✓ To ensure parents/carers/families are fully informed of the transfer process.

The aims of this policy will be met by:

- Offering staff and students in feeder primaries a range of opportunities to visit St Mary's.
- Increasing the opportunities for our teaching staff to visit primary schools in order to build trust, share information and improve continuity and progression in the curriculum.
- Ensuring the swift and efficient transfer of data and information from the primary schools and its dissemination to all appropriate St Mary's staff before the start of the academic year.
- Ensuring that data is used by St Mary's staff to plan provision, set targets, monitor progress, support and intervene where appropriate.
- Ensuring parents have named contacts and built in opportunities to communicate with tutors to identify any problems or concerns.
- Listening to student and parent voice through the use of questionnaires and focus group interviews.

## 3. Roles and Responsibilities

The governing body is responsible for:

- Designating an appropriate member of staff to be the SENDCO and having responsibility for coordinating provision for pupils with SEND.
- Ensuring the school has a designated member of staff who is responsible for the coordination of transitions.
- Liaising with the headteacher with regard to the transition procedure, ensuring that it is robust and offers the essential support that pupils need to cope with the change.
- Promoting the importance of parental engagement during the transition process.
- Receiving reports from the headteacher with regard to the success of the transition procedure.

The headteacher is responsible for:

- Appointing a pupil transition coordinator who will take lead responsibility for the transition procedure and activities.
- Liaising with the governing body and reporting back the successes and challenges of the transition process.
- Liaising with the governing body on pupils entering and leaving the school and the measures in place to accommodate for these new pupils.
- The overall implementation of the Transition Policy.
- Reviewing this policy in conjunction with other relevant policies,.
- Liaising with primary schools to coordinate transitions between schools.
- Being the face of the school's transition procedure, ensuring a welcoming atmosphere is adopted throughout the school.
- Meeting with parents to welcome them and their children to school and answering any queries they may have.
- 

The SENDCO will be responsible for:

- Liaising with relevant members of staff, e.g. the headteacher of a pupil's previous setting, to ensure pupils with SEND receive the essential support they require.
- Liaising with pupils' parents to ensure measures are put in place to make the transition for their child easier.
- Meeting with pupils to ensure they are happy and feel supported during the transition period.
- Reporting successes and challenges back to the headteacher where necessary to help inform future transition programmes.
- Having due regard to the Special Educational Needs (SEND) Policy when implementing support for pupils with SEND during transition periods.

The pupil transition coordinator is responsible for:

- Ensuring that pupils receive the required support when going through transitions of education.
- Liaising with staff and senior leaders of primary schools to ensure there is a smooth transition to and from the school.
- Having due regard to the school’s Child Protection and Safeguarding Policy and the Health and Safety Policy when organising transition days and activities.

**All other staff are responsible for:**

- Adopting a warm and welcoming atmosphere for new pupils.
- Offering support for all pupils but having particular regard for pupils who are struggling to adjust to a transition.
- Conducting taster sessions with their new class during the summer term prior to the transition.
- Participating in transition activities.
- Identifying suitable pupils to be part of a ‘Guardian Angel system’ for pupils entering the school during an academic year.

#### 4. Definition

For the purpose of this policy, **“transition”** is the movement that takes place between one setting, year group or key stage, and describes the practice that is adapted to support pupils in settling into their new learning environment in preparation for future learning and development.

#### 5. Transition from Year 6 to Year 7

Our partner schools are St Mary’s Catholic Primary School Leyland, St Anne’s Catholic Primary School, Leyland, St Catherine’s R C Primary School, Leyland, St Mary’s Catholic Primary School, Euxton, SS Peter and Paul Catholic Primary School, Mawdesley.

Year 6 teachers from the primary school will visit for a transition day every July to pass on relevant information to Pastoral Leader, SENDCo, DSL

The Headteacher and or Transition Co-ordinator along with pupil leadership will visit the schools at assembly time or parent information evenings.

Year 7 teachers from the secondary school will meet with the Year 6 teacher to discuss the incoming pupils, including reasonable adjustments required for pupils with SEND, favourable pupil groupings and any challenging pupils.

There will be one designated visit days for Year 6 pupils during the summer term – more can be arranged for pupils with mobility or visual impairments or other identified educational needs to help them become familiar with the new school layout.

All records from the school are passed on to the secondary school as required in line with the school's Records Management Policy and Data Protection Policy.

Pupils will be provided with an induction booklet for their new school; this will include:

- A map of the grounds
- Their timetable
- Any other useful information.

Any pupils who may require additional support, such as those with SEND, will receive this both before the transition in order to prepare, and after the transition to ensure they are coping well.

## **6. Transition into the school**

Individual tours are arranged for all incoming parents and pupils, and the pupil is offered time to stay with their prospective class.

Parents will receive a 'Welcome Pack', including information about the school and the curriculum.

New pupils joining the school are assessed by their Pastoral Leader and other necessary members of staff, such as the SENCO, to ensure that any additional needs are accommodated for.

A 'Guardian Angel system' is established for the pupil; this will involve pairing the new pupil with a current pupil. The current pupil will have an excellent behaviour record, and will be consulted with prior to new pupil joining the school so that they are aware of what is expected of them.

Records are obtained from the previous school and are made available to the pupil's class teacher.

Data transfers are made in line with the school's Data Protection Policy.

## 7. Transition activities

The headteacher is responsible for appointing a pupil transition coordinator. The pupil transition coordinator is responsible for ensuring that pupils receive the required support when transitioning:

- From Year 6 to Year 7
- To the school during the academic year

The pupil transition coordinator will liaise with staff and senior leaders of primary schools to ensure there is a smooth transition to and from the school.

The pupil transition coordinator will have due regard to the school's Transition Activities Policy.

Transition activities are designed to encourage communication between pupils, supporting connections made between peers.

Activities will vary and include visits to pupils' new school or class, practice sessions with new teachers and games.

Games will be interactive, age appropriate and encourage pupils to introduce themselves to their class teacher and peers.

The pupil transition coordinator will have due regard to the school's Child Protection and Safeguarding Policy and the Health and Safety Policy when organising transition days and activities.

Visits to new schools will expose pupils to the daily life within their new schools; they will experience various taster classes, assemblies, and breaktimes.