



LOCATION: SCHOOL HANDBOOK, SECTION I, DOCUMENT 14

TRANSITION ARRANGEMENTS

Date policy first adopted: October 1997

Date reviewed: November 2023

Reviewed By: SMT

Date ratified by Governing Body: n/a

Date of next review: Autumn 2025

I. Transition Procedure into the Primary Department

- I.1 Agreement to placement is made between school, parents and LA (via caseworker) after parents have visited the school.
- I.2 Key Stage Leader contacts parents/carers to set up a home visit normally accompanied by a member of the nursing team.
- I.3 At the home visit informal discussion with parents and observation of the pupil is undertaken. A Proforma is used to gather information in the following areas:-
 - Pupil's personal details and family information
 - Pupil's preferred method of communication
 - Personal Care needs (toilet, feeding, drinking)
 - Mobility
 - Play skills/Cognitive abilities
 - Medical needs (school medical form to be filled in if drugs are to be given at school)
 - Lunchtime meal requirements (packed lunch or school dinner/specialist diet/allergies)
 - Whether applications for FSM/Pupil Premium are needed

At the home visit provisional transition arrangements are discussed and agreed with the parents. The pupil information gathered on the home visit is shared with the senior team during the weekly leadership/SMT meeting to confirm appropriate resources are in place to allow a smooth transition and finalise arrangements. Parents are then informed of these arrangements.

N.B. The transition programme is normally for an agreed number of half or day visits per week in the half term prior to full-time placement. This is flexible according to the child's needs and current educational provision. The child may or may not be accompanied by parents. The aim is to ensure that the child feels comfortable and happy at Abbey Court as quickly as possible.

- I.4 The deputy headteacher informs LA of arrangements in writing to enable transport to be organised.

- 1.5 Details of transition placement is finalised with all parties. Key Stage Leader contacts previous placements to gather other information. e.g. details of assessments they have carried out and targets being worked on.
- 1.6 When the pupil first starts transition, the parents are invited to attend if they so wish, until we all feel the child is settled in the new environment. A transition booklet is given to the parents. This contains information for parents to inform them fully about the school and their child's day-to-day activities.
2. **Transition procedure into the Secondary Department from the Primary Department**
- 2.1 KS2 Leader will contact parents during Year 6 to remind them that their son/daughter will be moving into the Secondary department in September. This will have been discussed at the year 5 Annual Review.
- 2.2 KS2 Leader to liaise with KS3 Leader in the Spring Term. They will discuss the number of pupils involved and establish a series of transition sessions, to take place in Terms 5 and 6, appropriate to the needs of the pupils.
- 2.3 Sessions will take place during Term 6. Sessions will involve touring the new areas of the school building, together with activities in class and resources bases, and a lunchtime. Pupils will be introduced to their new classroom and, if possible, their new teacher as well as other staff including Teaching Assistants.
- 2.4 Arrangements will be made for the parents of the Year 6 pupils to attend a transition meeting during Term 5/6, held within the Secondary phase of the building at Cliffe Road. This will be led by Key Stage 2 and Key Stage 3 Leaders, together with the Deputy Headteachers.
- 2.5 KS3 Leader to organise activities in consultation with the Year 6 teacher to support the transition sessions.
- 2.6 KS2 Leader to arrange transfer of information and files to the appropriate KS3 leader, as well as Year 7 teachers, as per school procedures and date to be agreed annually.
- 2.7 Deputy Head at the Primary site to inform LA regarding the details of the pupils transferring to Year 7, to ensure that they adjust transport arrangements accordingly.
- 2.8 A transition booklet will be provided to give parents information specific to the Secondary Department.
3. **Transition procedure into the Secondary Department for pupils who are not currently at Abbey Court**
- 3.1 School office to liaise with KS3 Leader during the Summer Term to advise the contact details of pupils who will be new to Abbey Court in Year 7.
- 3.2 KS3 Leader to liaise with parents of prospective pupils and organise visits to the school. (N.B. Parents and the pupil will already have visited the school prior to placement)

- 3.3 KS3 Leader to liaise with staff at pupil's current school to arrange convenient times for prospective pupils to undertake transition sessions with a member of staff from their current school (as appropriate).
- 3.4 A visit to the pupil's current school may be necessary to see the pupil in their current educational setting.
- 3.5 A home visit will be undertaken to gather further information from parents/carers about the child's care needs.
- 3.6 A transition booklet will be provided to give parents specific department information.

4 Transition Procedure to 16 – 19 Further Education Department at Abbey Court School

- 4.1 Parents of Year 9 pupils at Abbey Court School are advised at the Transition Review to consider 16 – 19 education and to be aware that their son/daughter may wish to transfer to the FE department at the beginning of year 12. (Parents are invited to visit the FE Department to see the provision and discuss the curriculum offer).
- 4.2 Pupils in year 11 are invited to a series of transition sessions in the FE department, appropriate to their needs.
- 4.3 Sessions usually take place in Term 6 and will involve taster activities and familiarisation with the unit and facilities. However, transition opportunities can take place throughout KS4 e.g. being included in swimming.
- 4.4 Information regarding the FE curriculum is contained in the school prospectus. Additionally, a booklet about FE will be provided for all parents which provides further and specific details of the arrangements made in FE.

5. Transition Arrangements for students transferring from other Establishments

- 5.1 Once a placement is confirmed the relevant Key Stage Leader will contact the pupils at the current school/establishment to discuss in detail/or have access to, reports regarding previous education history. A visit to the establishment may be necessary to see the student in their present educational environment.
- 5.2 The Key Stage Leader will arrange for the pupil to attend transition session(s) in the Department prior to full-time placement. This may include support from the current placement in order to share information with AC staff. This will be negotiated with the parents, pupils, LA and the establishment the pupil is currently attending.
- 5.3 Parents will have attended the school prior to a place being offered and additional visits will be arranged as required.
- 5.4 Information booklets will be provided for parents to ensure they are fully informed.

6. Transition from F.E. Department to Post 19 Placement

- 6.1 In Year 9 parents and students are made aware of post-19 options available at the Transitional Review.

- 6.2 At the Year 12 Annual Review a post 19 placement is discussed with the parents and student in further detail. Parents will be advised to look closely at specific courses/establishments. The Medway 0-25 Disability Team will support this. The F.E. Leader will be available to accompany students and parents for interviews and to discuss the student's needs with a member of staff from the new placement, if requested.
- 6.3 A representative of the chosen post-19 provider will be invited to the student's Annual Review in Year 14 to discuss and agree on transition arrangements. This may include visits, spending a day (s) at the new placement, and travel training, depending on the needs of the student, throughout Year 14.
- 6.4 Transition arrangements will be documented and the parents advised.

Appendices

- Appendix 1: Home visit form
- Appendix 2: Key Stage 1 booklet
- Appendix 3: Key Stage 2 booklet
- Appendix 4: Key Stage 3 & 4 booklet
- Appendix 5: F.E. booklet

Appendix I

<u>ABBEY COURT SCHOOL</u> <u>PUPIL PERSONAL DETAILS</u>	
Where possible the wishes and views of the parents will be taken be in consideration when writing the health care and dysphagia risk assessment (if applicable) but medical advice is sought to confirm recommendations and must always be followed.	
<u>Date and time of home visit:</u>	
<u>Name:</u>	<u>DoB:</u>
<u>Other Input:</u>	<u>Start date:</u>
<u>Social worker:</u>	<u>Sessions Agreed:</u>
<u>Case Worker:</u>	
<u>Transport Required:</u>	
<u>Address:</u>	<u>Telephone No:</u>
<u>Name of Parents/Guardians/significant persons:</u>	
<u>Pertinent Family Information:</u> (e.g. Siblings, pets)	
<u>Pertinent Medical Information:</u> (e.g. Epilepsy, etc) <ul style="list-style-type: none">• Regular medication• Rescue medication• Allergies• Immunisations• Hearing/Vision concerns	
*The writing of the Health Care Plan will be completed by the nursing team.	

Eating and Drinking:

- How is food usually prepared for your child?
- What self-feeding skills do they have?
- Do they have any specialist feeding equipment?
- Have they ever had any difficulty swallowing or eating?

Personal Care Needs:

Mobility and equipment:

Communication:

Favourite Toys/Activities:

Likes/Dislikes:

Pertinent information: (e.g. behaviour support strategies)

Signed:

Date: