



WOOLGROVE SCHOOL TRANSITION POLICY



Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school'.

Transition Policy.

There is an increasing interest in educational transitions because the level of success during transition to school or transfers between phases of education or schools, both socially and academically, can be a critical factor in determining children's future progress and development.

Gaye and Pascal 1989

At Woolgrove we recognise the importance of ensuring smooth transitions for children joining our school, moving classes within our school and moving onto alternative provision. We understand the importance of ensuring transition procedures are flexible and meet the unique and individual needs of children and their families. Woolgrove will make every attempt to ensure that parents are involved at every stage of their child's transition to the school and future transitions.

Children cannot play or learn successfully if they are anxious and unhappy. Settling in procedures should aim to help parents to help their children to feel comfortable in the school.

Dukes and Smith 2007.

Transition to Woolgrove.

When Woolgrove School are informed that a child has been allocated a place at the school, parents will be contacted to arrange a suitable time for them to have a tour of the school, if required and to meet with the class teacher. Appendix 1.

Children who are moving from a nursery or preschool setting will be given the option of attending mornings and lunch only for the first week and increase to full time for the second week. Children will need to be collected by their parents as transport will not be available for a midday pick up.

The office staff will obtain records from the child's current setting and a copy of the child's Statement of Special Educational Needs will be given to the class teacher.

Following discussion with the child's current setting and parents it may be decided that it is necessary to write an individual transition plan to decide how to meet the child's complex needs and any staff training that is necessary because of these needs. (Appendix 4)

Prior to the child starting at Woolgrove or shortly after their start, a brief outline of the child's needs including any information about dietary and medical needs with a photograph will be produced by the class teacher and distributed to staff including MSA's.

September Admissions .

Children who will be moving from their current setting to Woolgrove School at the beginning of an academic year will be invited to spend a morning with their new class and class teacher at the beginning of July. During this visit parents will be invited to a welcome meeting where they will have the opportunity to meet the Headteacher and Family Link Worker, learn about the school, complete contact forms, purchase uniform and meet their child's class teacher. An information pack about the school will be given to parents at the meeting.

Vicky Litchfield
September 2015.

The Class Teacher or class Teaching Assistant will visit the child in their current setting prior to the child's visit to their new class. (In some circumstances this will not be possible but a visit should take place after the child's visit and before the start of the new term.) During this visit the information form will be completed. (Appendix 2) The class teacher should also attend any meetings at the current setting for example TAC or TAF meetings.

Parents will be offered prior to the welcome meeting an opportunity to speak to the class teacher to discuss the transition procedures and share information about their child. This can take place at school or in some circumstances will take place at the child's home. (In some circumstances this will not be possible but a meeting should take place after the welcome meeting and before the start of the new term.) Reception parents will be offered a home visit for staff to meet the child and parents. Infant aged children will also have a home visit if possible. (Appendix 3) During this meeting a transition plan may be completed if necessary. (Appendix 4.)

Children will be provided with a transition book to take home and share with their parents, containing photographs of the classroom, their class teacher and teaching assistants.

After two weeks the class teacher or Family Link worker will contact the child's parents to discuss how the child has settled and if any problems have occurred. (Appendix 5)

Admissions during an academic year.

Prior to starting at Woolgrove the child will be invited to spend a morning with their new class and class teacher. During this visit parents will have the opportunity to meet the Headteacher and Family Link Worker, learn about the school, complete contact forms, purchase uniform and meet their child's class teacher. An information pack about the school will be given to parents.

The Class Teacher or class Teaching Assistant will visit the child in their current setting prior to the child's visit to their new class. (In some circumstances this will not be possible but a visit should take place after the child's visit and before the child starts at the school.) During this visit the information form will be completed. (Appendix 2) The class teacher should also attend any meetings at the current setting for example TAC or TAF meetings.

Parents will be offered prior to the visit an opportunity to speak to the class teacher to discuss the transition procedures and share information about their child. This can take place at school or in some circumstances will take place at the child's home. (In some circumstances this will not be possible but a meeting should take place after the visit and before the child starts at the school.) (Appendix 3) During this meeting a transition plan may be completed if necessary. (Appendix 4.)

Children will be provided with a transition book to take home and share with their parents, containing photographs of the classroom, their class teacher and teaching assistants.

After two weeks the class teacher or Family Link worker will contact the child's parents to discuss how the child has settled and if any problems have occurred. (Appendix 4)

Transition to Woolgrove from a Special School setting.

For children moving from Special Provision to Woolgrove the transition procedures outline above for new admissions will be followed.

Transition to Woolgrove from an out of County Special or Mainstream setting.

Some children may move to Woolgrove from an out of County setting. For these children it is likely that they will not be attending school whilst a placement is being arranged. Therefore it may not be possible for school staff to visit the child in an educational setting. Parents should be offered the opportunity for school staff to visit the child at home before they visit the setting.

Wherever possible the child should spend a morning with their new class and class teacher before starting full time at Woolgrove. Parents should have a meeting to speak to the class teacher to discuss the transition procedures and share information about their child.

Children will be provided with a transition book to take home and share with their parents, containing photographs of the classroom, their class teacher and teaching assistants.

After two weeks the class teacher or Family Link worker will contact the child's parents to discuss how the child has settled and if any problems have occurred. (Appendix 5)

Transition to Woolgrove – Short notice of placement.

Occasionally Woolgrove School will not receive enough notice that a child has been allocated a place at the school to carry out a full transition programme prior to the child starting. In these situations Woolgrove will endeavour to delay the start of the child to ensure a full transition programme can be implemented to meet the needs of the child. If this is not possible the parents will be offered the option of their child only spending the morning and lunch at school on their first day.

Children will be provided with a transition book to take home and share with their parents, containing photographs of the classroom, their class teacher and teaching assistants.

Within the first two weeks after starting at Woolgrove, parents should be invited to a meeting with the child's class teacher to share information about their child. This can take place at school or in some circumstances will take place at the child's home. (Appendix 3)

Transition from one class to another at Woolgrove.

At Woolgrove we recognise the negative impacts that transitions can have on children and will endeavour to minimise these impacts. To minimise the amount of changes a child will experience whenever possible children will remain in their class groups. Therefore the children will only experience the change of classroom and adults. If this is not possible then careful consideration will be given to the groupings of children to ensure that children remain in friendship groups.

In the summer term, parents will be invited to an open evening which will give them an opportunity to visit the new classroom and informally meet the class teacher.

Class teachers should arrange to spend some time in the current classes of their new children to observe strategies that are used by the teachers and teaching assistants. If possible Teaching Assistants should also spend some time in the children's current class.

Class teachers should also arrange a time for their new class to visit with their current class, to give the older children the opportunity to show where the equipment is kept in the room and talk about the expectations in the class.

Class teachers and Teaching Assistants will meet to handover paperwork and discuss individual children before the children visit their new class. If the children have any therapies the new class teacher should make arrangements to talk to the therapists involved with the child.

All children will visit their new class for a morning at the beginning of July and have a story session before the end of the summer term.

All children will be provided with a transition book to take home and share with their parents, containing photographs of the classroom, their class teacher and teaching assistants.

During PSHEC lessons in the summer term class teachers will ensure issues around transition and children's concerns are addressed.

It may be necessary on rare occasions for children to transition from one class to another during an academic year. Every effort will be made to avoid these situations. If it is absolutely necessary for a child to transition during the year to another class a transition plan will be written (Appendix 4). The child will have several visits over a three week period to gradually build up the time they are spending in their new class until they are attending full time in the class.

Transition from the Infant Department to Junior Department at Woolgrove.

Children moving from the Infant Department to the Junior Department will follow the same transition procedures as outlined above.

After beginning in Year 3 the children will have the opportunity to spend their playtimes with a familiar adult in the Sensory Garden which will only be available for the Year 3 children at this time. Some children may choose to join the rest of the junior department on the junior playground.

In the summer term the Year 3 children will move from the Infant playground during the lunch time and spend their lunch play on the junior playground.

During PSHEC lessons in the summer term class teachers will ensure issues around transition and children's concerns are addressed.

During the second part of the Summer term when classes have been decided Year 2 TA's will swap with the Year 3 TA's for at least one session to allow the Year 3 TA's to meet the children and see how they work and behave in their current classes. The Year 3 teachers will make at least one visit to the Year 2 classes during their PPA time.

Transition from Woolgrove to an alternative provision.

Sometimes a decision is made that a child should return to a Mainstream setting or an alternative Special School. This decision is usually made during the Annual Review of the Statement of Special Education Needs.

Mainstream setting.

Once a decision has been made that a child should return to Mainstream Provision the Outreach team will support the parents to make a decision about which school to send their child to. Ideally this decision should be made before the annual review to give the opportunity for the Mainstream School to attend the review.

The current class teacher will meet with the Mainstream settings school staff. The Outreach department will also establish a link with the setting and visit the setting with the parents and on some occasions the child. Outreach staff will take photographs of the setting so a Transition book can be produced. (Some Mainstream Settings may produce their own book, the class teacher should ensure that if this is not the case that a Transition book is provided) If the children have any therapies, if possible the therapists will meet with staff from the new setting to provide a handover.

If necessary, Outreach will provide emergency training to support the staff at the Mainstream setting.

The child will visit the new setting with a familiar member of staff and spend some time in the setting.

During the first three weeks support from the Outreach department or a familiar Teaching Assistant will be given during the morning sessions to support staff in the Mainstream setting.

The child will remain on Woolgrove Schools roll until an early review takes place at the Mainstream setting in the autumn term to ensure that the placement is right for the child.

The Outreach Department will provide ongoing support to the school and to future placements and attend Annual Statement Review meetings.

Transition from Woolgrove to a Special School Setting.

The current class teacher will meet with school staff from the new setting. The class teacher or teaching assistant will visit the new setting and take photographs of the setting so a Transition book can be produced. (Some Special School Settings may produce their own book, the class teacher should ensure that if this is not the case that a Transition book is provided) If the children have any therapies, if possible the therapists will meet with staff from the new setting to provide a handover.

The child will visit the new setting with a familiar member of staff and spend some time in the setting.

If required a teaching Assistant will spend the morning sessions for up to three weeks with the child in the new setting to support the staff.

Transition to Secondary Provision.

Parents of children in Year 5 will be invited to a talk with the Headteacher from the local MLD Secondary School to discuss secondary provision towards the end of the summer term. During this meeting transport arrangements for Secondary aged pupils will be explained to the parents as well as other differences that may occur between the primary and secondary provision.

Children transitioning from Woolgrove to secondary provision will be given the opportunity to visit their new school on at least one occasion. Some children may require more than one visit to the new setting; these children will be given additional opportunities to visit with a familiar member of staff. Children with their parents are encouraged to visit the MLD Secondary school during the day so that they can see the school in action.

Staff from the secondary school will be invited to meet the children, spend some time in the child's current class and talk to the class teacher. The Year 6 class teacher or Teaching Assistants should spend some time in the Secondary setting and take photographs of the setting to produce a Transition book. (Some Secondary Provision may produce their own book, the class teacher should ensure that if this is not the case that a Transition book is provided) If the children have any therapies, if possible the therapists will meet with staff from the new setting to provide a handover.

Parents are encouraged to attend an open evening at mainstream secondary schools so that they are able to judge for themselves what their child will be expected to cope with if mainstream were chosen instead of MLD provision.

During PSHEC lessons in the summer term class teachers will ensure issues around transition and children's concerns are addressed.

Due to children's and their families unique and individual needs some or all of these transition procedures may not meet their needs. In these circumstances an individualised transition plan will be put into place to ensure that the child's needs are met.

Checklist of Transition procedures for new pupils.

Received copy of statement.

Member of staff visited child in current setting / at home.

Child visited setting for a morning or afternoon before starting full time.

Class teacher met with parents, complete forms and intimate care form if necessary

Transition plan completed if necessary.

Transition book provided.

Summary of child's needs, strengths, medical needs and any dietary needs written with a photograph and distributed to staff

Parents contacted by telephone after two weeks. Follow up meeting if necessary.



HERTFORDSHIRE COUNTY COUNCIL

WOOLGROVE SCHOOL

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Acting Headteacher

Mrs Susan Selley, Dip(SpLD) B.A(Hons) M.Ed (SEN)



INVESTOR IN PEOPLE

Dear

We are pleased to be able to offer a place at Woolgrove School.

We feel that it is important that we work together to ensure that the transition for will be a smooth and successful one. Therefore we would like to arrange for you to meet with the class teacher to talk about needs and any concerns you may have.

This meeting can take place at the school or alternatively two of the school staff can visit you at home. We would like to carry out this meeting on at

If you choose to have a home visit we would like to do this when your child is at home. This will allow the class teacher to introduce themselves to your child in their own environment where they will feel most comfortable. A home visit allows one-on-one time for you to get to know the teacher and vice versa. Please explain to your child that their new teacher is coming round to say hello and encourage them to get a favourite toy out to show them. It would also be helpful for the TV to be turned off. Your child is unlikely to bond with the teacher if they're distracted by goings on, on CBeebies. We would appreciate if the room where you will be meeting can be a smoke free environment and dogs can be in another room during the meeting. Please use the home visit or school meeting to raise any concerns you have, eg., worries about toileting, medical issues and development.

We would also like to invite you for a tour of the school if you haven't previously visited the Woolgrove and for to spend some time in their new class. We would like this to take place on at

Please can you contact the office on the above telephone number to confirm that these date and times are suitable and if you would like the meeting to take place at home or school.

Yours Faithfully,

Vicky Litchfield
September 2015.

Appendix 2

Information from observation and discussion at child's current setting.

Name of child

Name of setting

Name/s of staff at setting

What does the child like doing?	What are the child's strengths?
What does the child find difficult?	Behaviour.
Medical information including allergies, toileting and dietary issues.	Any other relevant information.

Appendix 3

Information from meeting with parents.

Name of child

Name/s of parents at meeting

1. Other playgroups/pre-schools/schools the child has been to;

2. What does like to do?

- 3.. What are favourite toys/games?

4. What does dislike? Or find difficult?

5. What is ... good at?

6. Who is in ... family? Have got any brothers or sisters? How old are they?

7. Is there any other important people that may talk about at school? Have they got any nicknames they might use?

8. What food does ... like/dislike?

9. Have you got any pets?

10. Languages spoken at home;

11. How does ... communicate (please list Makaton, PECS, etc.):

12. How will we know if your child is ill/upset etc? What will help ... when they are upset?

13.. Does ... need help with:

Speech

Toileting

Vision

Hearing

Walking

Behaviour

Other (Sensory)

14. Does have:

Allergies

Asthma

- Epilepsy

Dietary requirements (please outline)

Other needs (please outline)

15. Does regularly take any medicines?

16. Is there any other important medical information that we need to know?

17. Is there anything else you think we should know or want to talk about?

For Reception aged children;

Would you like to come to school part time for the first week or start full time straight away?

Personalised Transition plan

Child's name

Childs needs	What do I need to find out?	Action plan.
What can we do to support the child?	What extra skills will we need?	Action pan
Difficulties the child may have with transition?	How can we support the child/parent to move to Woolgrove?	Action plan

Appendix 5

Information from Phone call, two weeks after child starts at Woolgrove.

Name

Date of call

Name of staff making the phone call;

Who did you speak to

How has settled at school?
Have you got any concerns?
Have you noticed any changes since ... has been coming to Woolgrove?
Is there anything else we can do to keep you informed about how is doing or to meet his/her needs?
Is there anything else you think we should know about or you would like to tell me?
Follow up Action

Transitioning a new child to Woolgrove.

Summary – Please read the full transition policy for more details.

Stage 1 – consultation

- Statement of ECHP received at Woolgrove.
- Member of SLT (or a class teacher if necessary) visits school to see child.
- Child is observed in setting. (Current setting is informed this is a consultation visit to check that Woolgrove is the right setting)
- If observation highlights Woolgrove may not be right, a summary of what has been seen and the reasons why Woolgrove wouldn't be right is written and given/emailed to Sue.

Stage 2 – transition.

- ECHP plan/Statement given to new class teacher.

New class teacher;

- Visits child in current setting during PPA time.
- Arranges child to visit new class.
- Arranges to speak to parents either during the visit or before the visit and complete the questionnaire with them (see transition policy) this is a very important meeting as parents can give you a lot of information about their child. (Reception parents offered a home visit to complete this questionnaire. Infant parents can also have a home visit if possible.)
- Some children may have complex needs or have had issues attending full time at their previous setting in these cases it may be necessary to write an individual transition plan with the parents. (Consideration should be given to gradual transitions)
- Arrange for parents to be introduced to Anne and discuss transport and medical needs if necessary.
- If necessary arrange a meeting with Herts Catering regarding dietary needs with parents.
- When the child visits they are given a transition book to take with them.
- Some children may need more than one visit this should be arranged with parents.
- Arrange a start date, ensuring arrangements are in place if transport is not ready, i.e. waiting for transport or parents bringing and collecting.

Stage 3 – child starts at Woolgrove

- Ensure home school book is completed regularly to inform parents about how their child is settling. If there are any problems a phone call can be made.
- After two weeks call parents and give them an update of how their child has settled. Complete record of telephone call (see transition policy.)