



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 2008

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 and to meet with the class teacher

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 EHCP 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 5).

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 MSAs.

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

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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.

The Head of Department, 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 1). 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.) (Appendix 2) Parents will also be provided with a form, to share additional information that they were not able to share at the meeting (Appendix 3) to complete and return to the class teacher. 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)

For children entering the Reception class, a home visit will be offered. The class teacher and Family Link Worker will visit the child and parents/carers at home to gather information about the child and discuss the transition procedures. Children who are due to start in Reception will be offered extra transition drop in visits to their class. This is an opportunity for the child to visit with their parents/carers or support worker from their current setting. In September the Reception children will have staggered entry to the Reception class to ensure that a smooth transition for each child is possible.

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.

Prior to the visit parents will be offered 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 5.)

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 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 6).

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 5). 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 KS1 to KS2 at Woolgrove

A transition meeting will be held with parents of children in Year 2 in the summer term to outline differences between the Infant and Junior areas and answer any questions.

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.

In the summer term the Year 2 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.

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 Education Health Care Plan.

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 an individual transition plan will be completed.(Appendix 7).

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 School's 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 (unless the child has moved into Year 7).

The Outreach Department will provide ongoing support to the school and to future placements and attend Annual EHCP 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. If necessary an individual transition plan will be completed (Appendix 7).

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 at the beginning of the autumn term. During this meeting parents will be given information regarding the decisions they need to make for the future of their child's education including considering mainstream provision. Transport arrangements for Secondary aged pupils will also be explained to the parents as well as other differences that may occur between the primary and secondary provision. Parents will be encouraged to visit Special and Mainstream secondary Provision in order to make an informed decision and outline this decision at the Year 5 annual review in the Spring term. Parents will be provided with an information sheet to support them to gather information at their visits to secondary provisions (Appendix 8).

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.

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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 7 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. If necessary an individual transition plan will be written (Appendix 7)

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 EHCP.

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.

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.

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?

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

8. 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 they 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

14. Does have:

Allergies

Asthma

Dietary requirements (please outline)

Other needs (please outline)

15. Does regularly take any medicines?

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

18. 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?

Appendix 4

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 plan
Difficulties the child may have with transition?	How can we support the child/parent to move to Woolgrove?	Action plan

Appendix 5

Name

How has your child settled at school?
Have you got any concerns?
Have you noticed any changes since they have been coming to Woolgrove?
Is there anything else we can do to keep you informed about how your child 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 to be completed by class teacher

Appendix 6

Transition Plan for children moving from Woolgrove.

Name;

Needs.

Issues to take into consideration.

Action	Who?	When by?
Arrange for new setting to email transition book or timetable and photographs of class teacher, support staff, classroom, dining room, school etc to		
Arrange a meeting with the new school with class teachers,		
Arrange dates for to visit setting with TA if possible or		
Outreach to arrange/provide support for the first three weeks, mornings only or (If school is out of county) email/telephone or in school support for the next term.		
..... to be provided with a goodbye book which includes a section on his transition.		
..... to be given an opportunity to say Goodbye to his peers and staff at Woolgrove.		
..... reports and work to be passed onto new setting.		

Appendix 8

Guidance for parents/carers considering mainstream secondary provision

Ideally allow lots of time to visit plenty of schools, not just the one nearest to where you live. Remember that children with Education Health Care Plans or Statements appear further up the list of admissions criteria so you will have more choice than most. Full details of specific admissions criteria will be available on the schools' websites and direct from the schools themselves.

It is important to visit the schools in person and talk to staff to get an idea of whether they will be able to meet your child's needs effectively and if it is the right school for your child. When you arrange the visit explain your situation and that your child is currently at Woolgrove Special School. Make an appointment to meet the Special Needs Coordinator (SENCo) or Inclusion Manager to discuss your child in more detail. On your visit take along a copy of your child's EHCP/statement and any other relevant paperwork or information to share with the SENCo. These are the sort of questions you may wish to ask staff on your visit:

- Have you any other pupils with similar needs to my child? How many children with statements do you currently have in the school? Have any of your pupils come from special primary schools?
- Have your staff got experience in or had training on ... autism, visual impairment, etc? (or anything else that would be relevant to your child).
- What sort of support would my child receive if they were to come here?
- Would they get 1:1 support from a teaching assistant? If yes, how many hours a week?
- What are the year group/class sizes?
- How would my child be supported to enable him/her to get round the school and arrive in different rooms at the right time for lessons?
- Do you have any lunch-time or after school clubs that my child would be able to attend?
- Would the homework be adapted and differentiated to the correct level for my child?
- What support do you offer for parents/carers of children with SEND?
- How would you liaise with me about my child e.g. their learning and social aspects? Would there be a key person with whom I could have regular updates should I require it?

Use your visits as an opportunity to get a feel for whether the school is the right choice for your child. If in doubt, request another visit. Any more queries please feel free to contact the outreach coordinator or your child's class teacher at Woolgrove.

