



Transition Policy 2024

Introduction

For the purposes of this policy, “transition” describes the movement that takes place from one familiar setting (home, year group, school phase, department, adult life) to another. It is defined as the process where policy and practice has been adapted to support pupils in settling in to their new learning environment in preparation for future learning and development.

Principles

The pupils at John Chilton School all have an Education and Health Care Plan (EHCP); all pupils have a moderate to severe learning difficulty as a primary need or as a dual diagnosis to their medical and/or physical needs. Increasingly pupils have more complex and multiplicity of need, including social, emotional and mental health difficulties; these all impact on their need for stability and consistency. We want our pupils to have a smooth transition throughout their school experience, so that the pace and quality of learning and development are maintained to ensure that pupils continue to make the very best possible progress. There are many professionals involved in the lives of our pupils, along with much important equipment and information that needs to be disseminated with other setting at appropriate stage. This is to ensure clear communication and continued input to meet the needs of all pupils. This includes pupils moving to a different borough.

Aims

The practices in place are adapted as and when necessary to ensure that each individual pupil’s needs are met, ensuring that all pupils have the opportunity to learn and develop in an enabling environment.

This policy aims to:

- promote continuity and progression in learning across the curriculum by ensuring that the skills, knowledge and understanding gained in each phase; are built on and developed
- help to raise standards through effective planning based on previous assessments and information
- increase pupils’ confidence and self-esteem
- encourage partnership between schools and other providers at transition
- improve consistency in assessment, tracking and moderation of pupils
- evaluate impact on standards
- ensure that staff allocation gives particular attention to the particular needs of the pupils at appropriate stages in their education
- promote inclusion and integration as far as possible for the benefit of the pupils

Management of pupils’ needs

The needs of the pupils and their families are paramount at transition times. We ensure that the school is as accessible as possible for parents and carers by providing alternative times and dates for meetings, workshops and coffee mornings.

Transition between all phases includes:

- Parents’ meetings in the first couple of weeks of the new school year with Admissions Team and potential new teacher, where possible
- Structured meetings with new families and school Administration Team/ Family Worker as part of admissions process- this includes admin collating all relevant info and sharing with other staff
- New Year 7 plan of activities that includes pupils and parents new to the school. This involves weekly sessions with the secondary staff and lunch in the canteen

- All pupils visit new classes and work alongside new teachers for Transition sessions in the summer term. Teachers visit current educational settings for handover (learning, SEMH, therapy, family, etc)
- Therapy and Health Care Teams involved at early stages to ensure dissemination of information, programmes, equipment. This is shared with appropriate teams
- Moving and Handling needs are communicated at each transition point in and out of JCS
- Three transition events for parents, carers and pupils in the Secondary Department for moving on from JCS. This includes visiting colleges attending school and pupils attending relevant events at other settings, facilitated by school.
- Teacher and staff handover meetings focusing on:
 - assessment data
 - curriculum
 - social and personal development
 - intervention programmes and individualised resources
 - Safeguarding
 - Equipment, therapies, programmes, Manual Handling
- Aspects of teaching and learning shared across phases especially in topics/units within maths and English
- EHCP outcomes that are set and broken down annually and reviewed regularly during the year
- From year 7 pupils work on a personal profile to support them in making decisions about their future post JCS. Transition is built into the curriculum at all stages
- A full transition meeting with all professionals involved with pupils is held in Y10 and 12 to support transition post JCS. This results in whole team amending the EHCP to make appropriate amendments to provision and outcomes
- Social stories and additional classroom visits for vulnerable pupils or those with more complex special educational needs
- Collaborative moderation of work to agree levels of attainment, where possible and appropriate
- Transition packs for parents/carers and pupils in year 6 and other year groups where necessary
- Bespoke transition work with many pupils who have additional SEMH, use of symbols, photos, session linked to emotions and coping strategies
- If a pupils transitions between boroughs: Therapists and School Business Manager liaise about funding and a transition time-frame is agreed between boroughs to maintain care and provision
- Annual reviews at transition stages include explicit discussion about transition issues. EHCPs are carefully amended at this stage to ensure all up to date needs, equipment, outcomes are clearly documented. Teachers are asked to adapt EHCPs every year, if required (even if not a transition stage) to reflect changing needs
- Any safeguarding issues or files are transferred to next setting as appropriate

Transition from Home to the Early Years Foundation Stage/Year 1:

- Individual tours offered to all incoming parents and pupils
- Parents/carers receive an 'information pack' with information about the school
- Clear admissions processes, information sharing
- Through observations a base line record is completed within the first few weeks of entry to the Foundation Unit. This will also highlight the needs for any early intervention
- The Foundation Unit staff team is available to parents to discuss children's needs as requested. They are proactive in talking to parents about issues that may arrive with individual pupils
- An Open Afternoon is held for all new EYFS pupils and their parents
- All pupils are visited by a member of the EYFS staff, either at home or at their present setting before they start at John Chilton School
- Handover with any other setting and professional, including therapists and Health Care Team
- At the start of the year EYFS arrange a staggered intake
- *Stay and Play* sessions from Summer term to help handover and familiarisation, therapists attend where possible

Pupils Joining from Y1 to Y6

- Individual tours offered to all incoming parents and pupils, time for the pupil to stay with the current class is also offered to help get them acquainted with their new surroundings
- Parents receive a 'Parents' Pack' with information about the school
- New pupils assessed quickly by class teacher and multidisciplinary team where appropriate
- Records from previous school made available to class teacher
- Pupils arriving from local schools are visited by the prospective teacher or Phase Leader in their current school
- Assemblies three times a week enable all pupils to become familiar with other classes, staff and curriculum activities
- Handover with therapy information
- Assessment to determine which appropriate pathway
- Observation by Therapy team, Health Care team involved if necessary

Transition from John Chilton School to another

- Pupils transferring to a local school will be supported by visits with a member of staff from John Chilton School
- Thorough reports and records are transferred to the new school, including Safeguarding and therapy information
- A "Goodbye" pack with photographs and memorabilia are given to the pupil to support the move where necessary
- Safeguarding information is shared as appropriate

Y6 to Y7

- Tours offered to all potential new pupils
- Identified pupils with complex needs receive additional support before and after transition
- Parents'/Carers' transition evening held annually with representatives and presentation from Secondary Department
- Year 6 pupils attend the John Chilton School secondary department for a Transition Day during the summer term
- During the summer term in Year 6 pupils begin to have lunch in the new secondary dining area once a week.
- Support is given to pupils transferring to a different local high school
- Full handover between schools
- Full Transition programme in curriculum
- Assessment to determine which appropriate pathway
- Therapy Team liaises for handover for therapies and equipment well in advance of transitions, where possible

Secondary Department

- There are three transition events each year to inform pupils in the secondary department and families about the options for work, leisure, social activities and adult services
- Support is given to the school by Connexions. Individual support is offered to pupils and the Connexions Worker provides support to, and is invited to attend all pupils' annual reviews of special educational needs from 14+ onwards, therefore contributing to "Transition Plans" and helping them identify life choices for when they leave the school. Connexions also complete form S139a for students going on to college

Phase 4

The school aims to ensure all pupils achieve to their full potential academically, pastorally and in terms of independence to prepare them for life after Year 11

- There is an enriched, thorough curriculum centred on Foundation Learning for Phase 4 students which aims at further developing functional and practical skills across all subject areas
- Pupils are supported, where appropriate, towards independent travel. This can involve work with Essex Travel Training / externally agreed provider and the use of their specialist team of assistants
- Pupils at P4 are supported by school staff to visit potential 6th form and college placements (open evenings etc.)
- Customised transition procedures are formulated to help a pupil move to another school or provision
- Three events are held at school where local providers of education and leisure services along with other interesting establishments attend and meet pupils in P4 and their parents
- Handovers to any next settings are arranged, Phase 4 Senior Leader takes responsibility for this

Leavers at year 11

- Some pupils stay at JCS into Year 12 to further extend their options at Post 16. There they have access to a bespoke curriculum that supports them in skills for work, leisure and functional skills. Pupils staying have access to a college placement weekly to support a move in Year 12.
- Staff and therapists liaise with post school placements where necessary
- Parents and pupils are supported by joint visits to prospective placements if local
- Where appropriate a transition plan is made and a transition document including photographs, books and an introduction to new staff
- Safeguarding information is shared as appropriate

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Aidan Meech