

Birkdale High School



Birkdale
High School

Aspire - Thrive - Succeed

Primary and Secondary Transition Policy



Birkdale High School/SLP Primary and Secondary Transition Policy

Date of Policy: September 2016

Member of staff responsible: Headteacher

Review date: September 2017

SLP Primary and Secondary Transition Policy **'Preparation for the next stage'**

1. Defining the Terms

In this policy, 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

Care and attention is given to each stage of the individual's transition to, through and beyond the school.

All SLP schools will make a commitment to provide transition activities that meet the needs of their children and support the inter school liaison and staff development.

2. Aims of This Policy:

Entering a new situation (e.g. a new school, classroom and a new teacher) can be a stressful time, particularly at key points of transition, e.g. EYFS to KS1, KS1/2, KS2/3, KS3/4 and at Post 16. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive. Furthermore without the appropriate advice and guidance they may make the wrong decisions when preparing for the next stage of their education. The SLP schools help transition to the next stage by annually developing a programme of activities that support pupils, parents and schools.

- Promote the effective transition of children at the start of each new setting
- Prevent and alleviate stress in children
- Promote the continuity of teaching and learning
- Provide appropriate advice and guidance
- Address issues of planning and assessment as well as whole class organisation and teaching styles
- Promote the sharing of good 'transition' practice between SLP schools

3. Principles that Underpin the Policy

- 3.1 The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents/ carers, existing staff, receiving staff and, if age appropriate, with the child.

- 3.2 Discussions and collection of information will focus on the whole child and not just child development or academic achievement eg Routines, interests, family unit, relevant medical information alongside any additional needs.
- 3.3 Timescales, strategies and activities are variable to meet the individual needs of the child.
- 3.4 Other relevant information eg. social care issues, special educational needs, looked after child etc. (all compliant with Data Protection Act) should be shared with appropriate staff in accordance with school and statutory guidance.
- 3.5 Approaches to teaching and learning are harmonised at the point of transition including curriculum workshops
- 3.6 Planning is based upon assessment information from the previous class/setting including subject age related expectations moderation exercises
- 3.7 Styles of teaching and learning meet the needs of the children and are not preconceived notions of what are appropriate skills for the next phase/ Key Stage meeting age related expectations.
- 3.8 Children are able to enjoy new approaches at transition by participating in SLP organised activities as well as from other providers.
- 3.9 Transition motivates and challenges children including pupils with SEN/D and the more able.
- 3.10 Staff allocation gives particular attention to the particular needs of the children

4. Provision (This section is specific to each school)

Year group	School 'Preparation for the next stage' Provision
Y6	Personalised tours for prospective pupils from yr5 and yr6 Open Evening Confirmation letters for place Invitation to Induction day and evening Primary visits to meet staff and pupils Forms built on friend requests where possible Enhanced transition for vulnerable pupils Transition booklet – formal and informal one for pupils Peer mentors in place with each form to support first 2 weeks in school Transition Parents evening – settling in review after first half term with parents and FT only Bikeability offered to all year group Safety assembly from Sefton Weekend away team bonding
Y9	Options Evening Parents' Evening Information Assemblies (pathways, process) 1-to-1 discussion Year 8 college visits Sign posting providers College activities on PSHCE days Departmental preparation Careers Day, CEIAG in form time, CEIAG booklets
Y11	Visits to Southport College, KGV and Runshaw College for Taster Days. Individual visits to other colleges. Year 10 Southport College group (Wednesday pm offsite) Careers interviews with Careers Connect. Extra meetings for certain pupils deemed in need including LACs, PP students, SEN. Apprenticeships workshops to get registered with national website. Subject specific Masterclasses by colleges coming into BHS to deliver sessions. Assemblies delivered by number of KS5 providers CEIAG guidance from JCB throughout KS3/4.

SLP KS2/3 Transition Form

PRIMARY SCHOOL:		
PUPIL'S NAME:	DOB:	
CLASS:	PP: Yes / No	
Date Started at current primary:		
In-year transition?		
KS2 ASSESSMENT:		
Raw score:	Scaled score:	National Standard: Yes/No
ATTENDANCE: %		
Comment:		
PUNCTUALITY: %		
Comment:		
MOST ABLE: Yes /No		
Details if applicable		
SEN: Yes / No		
Details if applicable		
LAC: Yes / No		
Details if applicable		
DISADVANTAGED: Yes / No		
Details if applicable		
LEARNING:		
no adjustment needed / concerns 1 2 3 4 5 6 7 8 9 10 Major adjustments needed / concerns		
Comments/Concerns:		
BEHAVIOUR:		
no adjustment needed / concerns 1 2 3 4 5 6 7 8 9 10 Major adjustments needed / concerns		
Comments/Concerns:		

Exclusions:

SOCIAL / EMOTIONAL, INTERACTIONS WITH PEERS/ADULTS:

no adjustment needed / concerns **1 2 3 4 5 6 7 8 9 10** Major adjustments needed / concerns

Comments/Concerns:

INTERVENTION: Live/Historical

Impact:

SAFEGUARDING/SOCIAL CARE: Live/Historical

Impact:

CPOMS REPORTS

FRIENDSHIP GROUPS