

Transitions: Working Together as a Community

Community Pledge: Five Principles for a 'Good' Transition

- 1. Children, young people, and their families are at the heart of a person-centred transition.**
- 2. Transition is an ongoing process last several years, which does not end at the start of secondary school.**
- 3. Positive relationships (with both school staff and peers) are essential for good transition.**
- 4. Schools should work together to share information, knowledge and good practice.**
- 5. Schools should ensure that time and support are made available for both universal and enhanced transitions on a whole-school level.**

(developed in collaboration with schools within the Bury & Central Community).

‘Good’ Transition Guidelines

The transition to secondary school is a significant event for all children, young people and their families, and for many this brings increased anxiety, distress and uncertainty. This is especially true for those with additional needs, disabilities, or for those who find school difficult to manage.

Below are some guidelines to promote a whole-community approach to ‘good’ transitions. It is hoped that these, combined with the transitions checklist included below, schools and families can collaborate to support children and young people at the centre of this process.

Start Early

It is never too early to begin planning for secondary transition.

Early transition activities may include:

- Introducing the concept of secondary school to CYP and their families.
- Gathering parent and pupil views.
- Communicating with parents and drawing together relevant information to be shared with the future setting.
- Organising any Annual Review meetings early (ideally in the Autumn Term of Year 6), and inviting the future setting along to this where possible.

Work Together

Both the current and future setting should take responsibility for managing a successful transition. Regular meetings to discuss individual pupils, transition support and to promote information sharing is recommended. This includes SEND and pastoral leads, as well as Heads of Year, Attendance Teams and Tutors where available.

- Effective and consistent systems of information sharing will be important, both on a universal and individual level (pupil passport).
- Sharing information around the curriculum (especially within PSHE and emotional literacy/wellbeing) to support effective planning of Year 7 curriculum and intervention.

- Agreeing consistent dates for visits, transition events and meetings as a community early in the year will be important to promote a 'whole-community' approach.

Whole-School Support

All children and young people will benefit from a 'good' transition, and these are more likely to be successful when delivered as part of a 'whole school' approach. All staff should be involved in supporting a successful transition and share a collective responsibility.

- Ensure that new members of staff are aware of transition guidelines and approaches and have access to relevant information shared by the primary settings.
- Ensure that information around children with additional needs has been shared with all relevant staff members, rather than the SEND and pastoral leads only. This includes any assessment information, EHCP documentation as well as pupil and parent views and concerns.
- Many pupils will require a more gradual approach, with support required well after the beginning of secondary school. Offering routine check ins, opportunities to gather their views and a chance to share their worries will be important to promote a supportive ethos.
- Having a consistent process and approach (including shared documentation) with all feeder schools will support effective information sharing and understanding of individual pupils.

Transition Checklist: A Tiered Approach



Most children will experience a successful transition with the support of universal or ‘whole-school’ approaches and activities. Others will require a more supportive approach, with a small proportion requiring an ‘enhanced’ transition package. Below is a checklist of activities to guide your whole-school and individual action planning in line with this tiered approach.

This checklist should be shared with members of the Senior Leadership Team, as well as the SEND/Pastoral Teams and those involved in supporting transition and completed collaboratively across the school year.

Universal Checklist: Supporting transition for all pupils

	Completed/ already in place	In progress	Area for Development
Does your setting have a dedicated transition lead responsible for co-ordinating transitions?			
Are there existing links between your setting and others involved in the transition process?			
Has the concept of transition been introduced early in the year?			

Have pupils had the opportunity to ask questions and share worries/ excitement about transition using clear systems or within a dedicated session?			
Have families had the opportunity to ask questions and share worries? Is there a clear process in place to support this?			
Have meetings between the current and future settings taken place that involve: <ul style="list-style-type: none"> - SEND/ Pastoral teams? - Attendance teams? - Heads of Year? 			
Have transition dates been confirmed? Does this align with other settings in your local community?			
Have secondary staff organised routine transition visits to the primary school?			
Have pupils completed a 'Pupil Passport'?			
Have key dates, events and information been shared with families?			

Supported Transition Checklist: For those pupils who need more targeted support

	Completed/ already in place	In progress	Area for Development
Have all activities in the Universal checklist above been completed?			
Have pupils and parent views been gathered to identify the support needed for transition?			
Has relevant information (e.g. EHCP/ Annual Review paperwork/ assessment information) been shared with the new setting ahead of time?			
Have SENDCos from both the current and future setting held a 'supported transition meeting' to discuss pupils that may require further support?			

Have additional visits or communication been arranged for pupils who require a supported transition? E.g. additional visits, letters and emails, sharing One Page Profiles			
Has the pupil had additional opportunities to ask questions, share worries and discuss transition in a dedicated and supported space? (e.g. access to a transition group).			
Does the pupil have access to a buddy group to provide peer support before and after transition?			
Have parents been given a named contact at the future setting to ask questions and share worries ahead of transition?			
After transition events/visits, does the pupil have opportunities to reflect upon this with a trusted member of staff and ask any additional questions?			
Have the SEND/ Attendance/ Pastoral teams been made aware of pupils who may require additional support during transition?			
After the transition the secondary school, has somebody taken responsibility to check in and monitor the wellbeing of pupils who need additional support during this time?			

Enhanced Transition Checklist: For pupils who require the most support

	Completed/ already in place	In progress	Area for Development
Have the activities in the Universal and Supported checklists above been completed?			
Have you gathered the most up to date information from involved			

professionals? Is any further information needed?			
If relevant, have you held the Annual Review of the pupil's EHCP in the Autumn Term ahead of transition?			
Have you shared resources and information with the pupil's family that can support conversations about transition at home?			
Have individual visits or communication to/from the new setting been organised for the pupil?			
Does the pupil and their family have a consistent point of contact from both settings to support them through the transition process?			
Has a joint meeting between the new and current SENDCos (plus relevant staff members) taken place?			
Have staff at the future setting given consideration to the pupil's needs and environment? (e.g. has a safe space/ action plan been implemented?)			
Have relevant risk assessments been completed?			
Has the pupil been introduced to SEND/ Pastoral members of staff? Can an ELSA support in the transition process?			
Have photographs, timetables, staff members etc been shared with the young person? Can they access this ahead of transition when needed?			
Have the young person's strengths and aspirations been included in collaborative action planning? Has a PATH/ Mini-PATH taken place?			
After transition: Have the pupil's views been gathered as part of timetabled check ins to explore any worries/ concerns/ positives?			

After transition: Has a joint meeting between the family and school staff been organised to review transition and answer any further questions (October).			
Is there a plan/process in place for the pupil, family or school staff to continue monitoring the success of the transition and to raise any concerns in future?			

Useful links and resources:

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