



Transition policy

**Holman Way
Nuneaton
CV11 4PN**

What is transition?

In this policy the term “TRANSITION” refers to a life change that students will go through when they leave the ALP Nuneaton to attend another educational setting.

Aim of this policy

This document focuses on the transition from one educational setting to another. It is defined as the process where policy and practice has been adapted to support students in settling into their new learning environment in preparation for future learning and development.

We understand the importance of ensuring transitions procedures are flexible and meet the individual needs of our students. At ALP Nuneaton we want our students to experience a smooth transition to their next provision. We recognise that students can be vulnerable at stages of transition and so we implement a range of strategies and activities to ensure a smooth and happy transition. We will make every attempt to ensure that parents are involved at every stage of their child’s transition to other provisions.

Moving from one school or setting to another can be stressful, and while all children and young people benefit from positive experiences of transition, some require additional support.

Children and young people with special educational needs and disabilities (SEND) often find transition more challenging than their peers. This quick guide has some suggestions for what ‘feeder’ and ‘receiving’ settings can do to ensure that the transition is as smooth as possible for this group.

Discussions and the collection of information will focus on the whole child and not just child development or academic achievement e.g. routines, interests, family circumstances, relevant medical information, alongside any additional needs.

Transition Support

All students will be supported throughout the transition plan. The use of in house support will be offered regularly and all students will be supported by relevant external agencies with regards to EHCP and, where required, early meetings will be convened to enable a smooth transition.

A 'Transition Pack' offering external support services will be given to students before they leave.

Transition Support for Looked-after Children

When a Looked-after child moves from ALP Nuneaton to a different school the designated teacher and Careers adviser should meet with the new school to start the transition. An introduction to that pupil should be given to the new designated teacher at the school or college and any support staff that will be involved with the transition. Once the initial visit has been done the ALP Nuneaton designated teacher will do an introduction email to the looked-after child's IRO, Social Worker, Carers and the new designated teacher. This email will include an invitation to the looked-after child's last PEP and LAC review that will be held by ALP Nuneaton, they will also be invited to a transition meeting. Taster days for the looked-after child should be set on a child by child basis, the support given will depend on the child and their needs which will be decided by the designated teacher and the careers adviser.

Transition after care

Staying in touch days will play a massive role in the looked-after child's transition, ensuring any sense of rejection is limited. Up to 6 staying in touch meetups will be on offer to the child once they have moved to their new school or college, when, where and who will attend them will be decided between SMT and the designated teacher, they will also be child dependent. The designated teacher will attend the first PEP at the new school or college and will provide email or telephone support to the new school or college for the first term to ensure a successful transition.

Transition time-line

Timescales are variable in order to meet the individual needs of the child.

Please refer to ALP Nuneaton Transition Plan Timeline document.

Key principles for effective transition

This section outlines the key principles underpinning effective transition for children and young people with SEND.

These will apply at any transition point.

- Make sure that the 'receiving' setting is accessible.
- Educational settings are subject to the Equality Act 2010. This has placed duties on establishments not to treat disabled people less favourably and to make 'reasonable adjustments' where disabled students are placed at a 'substantial disadvantage'. The duty is anticipatory, i.e. it does not only arise when a disabled pupil/student is about to join; instead, educational settings should anticipate the requirements of disabled pupils/students and make, in advance, the adjustments they are likely to need.
- As defined by the Gatsby Benchmark criteria, Transition support is tailored to what the student wants to achieve and identifies what practical help is needed in order to do this. Schools should keep systematic records of individual advice given to each student and the subsequent agreed decisions.
- Raise awareness and understanding about particular special needs and disabilities, especially those that are not visible, such as autism.
- Designated teacher to follow the Designated Teacher Policy (transitions and transition after care) to ensure the looked-after child is fully supported through any transition.

From secondary school onwards, schools should help pupils to start planning for their future adult life as early as possible, and by Year 9 at the latest. This should go beyond thinking simply about the transition to post-16 education and training. Schools should focus on raising

aspirations and supporting pupils to achieve the best possible outcomes in education, employment, independent living and participation in society.

Schools should help learners and parents to understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

For learners with EHC plans from Year 9 onwards, it must be considered what provision is required to assist them in preparing for adulthood and independent living.

Education providers and local authorities should support young people in a smooth transition to adulthood so that they:

- are prepared when their EHC plan ends
- understand what support is available after they complete their studies
- are helped to prepare for employment or independent living

Transition Process

Please refer to ALP Nuneaton Transition Plan Timeline document