

# ALP NUNEATON

# TRANSITION POLICY & TIMELINE

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## 1. What is Transition?

In this policy, the term **transition** refers to any significant change in a learner's educational experience. This includes:

- Transition **into ALP Nuneaton**
- Transition **within ALP Nuneaton** (e.g. between classes, teachers, timetables or phases)
- Transition **from ALP Nuneaton** to another educational setting, training, employment or provision

Transitions may be short-term or long-term and can be academic, social, emotional or environmental in nature.

## 2. Aim of the Policy

This policy sets out how ALP Nuneaton supports learners through transitions by adapting policy and practice to meet individual needs and reduce anxiety, ensuring learners feel safe, understood and prepared for future learning and development.

We recognise that transitions can be a period of increased vulnerability, particularly for learners with SEND. Our approach is therefore **bespoke, flexible and child-centred**, with a strong emphasis on preparation, communication and continuity of support.

Parents and carers will be involved at every stage of a learner's transition wherever possible.

## 3. Principles Underpinning Effective Transition

At ALP Nuneaton, effective transition is underpinned by the following principles:

- Transitions are **planned early** and reviewed regularly
- Support is **individualised**, not standardised
- Information sharing focuses on the **whole child**, not solely academic progress
- Familiarity, predictability and routine are prioritised
- Learners' voices are listened to and respected
- Transitions are supported emotionally as well as practically

Information gathered to support transitions may include routines, interests, sensory needs, communication preferences, family circumstances, medical information and any additional needs.

## 4. Supporting Transitions Within School

Transitions within ALP Nuneaton are recognised as equally important as transitions between settings. These may include changes of class, teacher, timetable, learning space or support staff.

Support strategies may include:

- **Advance preparation**, including social stories, visual timetables and clear explanations
- **Transition support packs**, which may include photographs, staff profiles, maps, routines and key expectations
- **Gradual transition plans**, such as phased introductions or shared sessions
- **Planned handovers** between staff, ensuring consistency of approach and understanding of need
- **Regular check-ins** with a trusted adult, bespoke to the individual learner
- **Parent/carer communication**, particularly where transitions may impact emotional regulation or attendance

Transition support will be adapted based on the learner's age, needs, communication style and previous experiences of change.

## 5. Supporting Transition Into ALP Nuneaton

When learners join ALP Nuneaton, transition support may include:

- Pre-start visits or virtual introductions
- Individual transition plans agreed with parents/carers and professionals
- Welcome packs tailored to the learner
- Consistent points of contact for families
- Close liaison with the previous setting and external agencies

The pace and structure of transition will always be responsive to the learner. A **Transition Pack** signposting will be provided prior to start.

## 6. Supporting Transition Out of ALP Nuneaton

All learners leaving ALP Nuneaton will be supported through a structured transition process.

Support may include:

- Careers guidance and preparation for adulthood
- EHCP reviews focused on next steps
- Supported visits and taster days
- Liaison with receiving settings
- Transition packs shared with learners and, where appropriate, receiving provisions

## 7. Transition Support for Looked-After Children

When a Looked-After Child transitions from ALP Nuneaton, the **Designated Teacher** and Careers Adviser will work closely with the receiving setting.

This will include:

- Early communication with the new Designated Teacher
- Information sharing with the IRO, Social Worker and carers
- Attendance at the final PEP and LAC review at ALP Nuneaton
- Transition meetings involving all key professionals
- Bespoke planning of visits or taster days

### Transition After-Care for Looked-After Children

To reduce feelings of loss or rejection, staying-in-touch sessions will be offered following transition, tailored to the child's needs and agreed by SMT and the Designated Teacher.

The Designated Teacher may attend the first PEP at the new setting and, where appropriate, remain available for email or telephone support during the first term.

## 8. Legal and Statutory Framework

Transitions are supported in line with:

- **Equality Act 2010** – ensuring reasonable adjustments and anticipatory duties
- **EHCP statutory processes**
- **Gatsby Benchmarks** – ensuring transitions align with learners' aspirations
- **Preparing for Adulthood** guidance from Year 9 onwards

Learners and families will be supported to understand how provision and support may change as they move between settings.

## 9. Monitoring and Review

The effectiveness of transition support will be monitored through:

- Learner feedback and wellbeing indicators
- Parent and carer feedback
- Attendance and engagement following transition
- Liaison with receiving provisions
- Review at SMT level

This policy will be reviewed regularly to ensure it reflects best practice and the needs of our learners.

## 10. ALP Transition Plan Timeline

### Spring, 1 Year before the learner leaves

What happens	By whom
Identify learners who will be leaving ALP the following academic year	<b>Head and Assistant Head pass information on to Careers specialist/ Careers coordinator, EHC coordinator, teacher</b>
Learners to be offered support	<b>School counsellor, teacher, Head and Assistant Head, Careers specialist, Careers coordinator</b>
Give learners, parents and carers Transition Plan Timeline	<b>Careers specialist, Careers coordinator</b>
Book EHC for Autumn term -	<b>EHC coordinator</b>

### Summer 1 and summer 2

What happens	By whom
Learners to have a careers interview review	<b>Careers advisor</b>
Look at different options, college, apprenticeships etc.	<b>Careers specialist/career coordinator, teacher</b>
Attend open days at potential placements or go 1:1	<b>Careers specialist/career coordinator, teacher</b>

## Autumn 1

What happens	By whom
Early EHC to ensure smooth transition	<b>Head/assistant head, EHC coordinator, Careers Leader, teacher</b>
Learners to be offered support	<b>School counsellor, teacher, Head and Assistant Head, Careers specialist, Careers coordinator</b>
Application forms to be started for college, apprenticeships, employment and university	<b>Careers specialist, careers coordinator, Teacher</b>
Regular transition reviews between Dec/July -	<b>School counsellor, Head/Assistant head, careers specialist, careers coordinator, teacher</b>

## Autumn 2

What happens	By whom
Regular transition reviews between Dec/July -	<b>School counsellor, Head/Assistant Head, careers specialist, careers coordinator, teacher</b>
Learners to be offered support	<b>School counsellor, teacher, Head and Assistant Head, Careers Leader</b>

## Spring 1

What happens	By whom
EHC review, transition meeting, invite provisions, parents, Connexions etc	<b>Head/Assistant Head, Careers Leader, teacher</b>

## Summer 1

What happens	By whom
Attend 'taster' days if attending college or university, meet with SEN coordinator from college	<b>Careers Leader, Teacher</b>
Attend regular visits to employers if starting employment	<b>Careers Leader, Teacher</b>
Reduce timetable after exams in preparation for leaving ALP	<b>Head/Assistant Head,</b>

## Summer 2

What happens	By whom
Transition packs given to learners on their last day - ensure everyone says goodbye and good luck to learners	<b>Head/Assistant head, careers leader, teacher, all staff</b>

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