

*Individual Growth, Individual People'*

Head Teacher: Mrs M A Tyers



# Transition Policy

## Reviewed March 2024

# NEWARK ORCHARD SCHOOL TRANSITION POLICY

## OUR VISION

To provide a secure, happy and stimulating environment for all where extended learning opportunities are provided to develop emotionally, socially and intellectually.

### 1. DEFINITION

In this policy 'transition' describes the movement that takes place from one familiar setting (including the home) to another, transitioning through key stages and departments and finally transitioning to their final step in education, employment or training once students have turned 18. Care and attention is given to each stage for an individual, groups or cohorts of children to, through and beyond Newark Orchard School.

### 2. AIMS AND OBJECTIVES

- We want our pupils to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that pupils continue to make the very best progress.
- This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

### 3. EQUAL OPPORTUNITIES AND INCLUSION

- Staff, pupils, parents, governors, and other agencies are actively involved in the process and their perceptions about transition are explored and valued.
- Measures are taken to ensure all pupils are given the opportunity to experience a similar ease of transition.

### 4. PRINCIPLES

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class / setting.
- Styles of teaching and learning meet the needs of the pupils and not pre-conceived notions of what is appropriate for the next phase / key stage.
- There is a professional regard for the information from the previous setting / class.
- Pupils can enjoy new approaches at transition.
- Transition motivates and challenges pupils.
- Staff allocation gives attention to the needs of the pupils.
- Effective transition takes time, and is a process rather than an event.
- Transitions are not overlooked or left to chance, but thought about and planned.
- Feedback from pupils and parents is encouraged and valued.

### 5. PRACTICE

#### 5.1 Transition into Newark Orchard School

- Transition team leader observes pupil in current school setting, meeting with and discussing with current class teacher and / or support staff
- Individual transition packages are put together in liaison with current class teacher and / or parents / carers - typically a guided tour with parent / carers, 1 morning visit with current TA support followed by 1 morning visit with reduced levels of support in a class best suited to meet needs. These visits can vary depending on individual pupil need.
- Class list decided upon for upcoming academic year by SLT with discussion with transition team leader.

- New pupil information packs put together by the transition team and passed to relevant class team.
- New pupil parent information meeting held by the transition team to discuss school ethos, student placement and answer any questions.
- Pupil and parent information packs put together by the transition team and passed onto parents. Pack includes pupil welcome card and photo guide to Orchard, school prospectus and details on school day and routine plus emergency contact details and school permissions.
- Pupils experience new classes and staff on whole school transition day in summer term.

## **5.2 Transition between classes**

- Pupils are given opportunities where possible to integrate between classes / key stages throughout the year in order to mix with others and familiarise themselves with whole school staffing
- Whole school events encourage interaction and socialising throughout the year
- Opportunities are found for cross key stage work
- All About Me/ pupil passports are written by the current team in summer term and given to new team
- Pupils experience new classes and staff on whole school transition day in summer term

## **5.3 Transition from Key Stage 3 to Key Stage 4**

- In the summer term a letter is sent out by the Transition Team Lead and Careers Team Leader inviting parents to an information afternoon
- Parents / carers are given an opportunity to come into school to discuss Key Stage 4, Post 16 and beyond, see how the department is run and meet with Post 18 providers to map out a pathway for their young people
- Pupils transitioning into Key Stage 4 are advised of the options available on Vocation Days and given talks by staff or current Key Stage 4 pupils advising of what these courses entail
- Individual transition plans are organised and implemented if needed
- Pupils experience new classes and staff on whole school transition day in summer term

## **5.4 Transition out of Newark Orchard school to education, employment or training**

- Referrals to the Transitions Social Work Team are made by the end of KS4 (unless there are complex needs which require an earlier referral)
- Future placements are discussed in Y11 and Y12 EHC reviews
- EHC reviews are held in the Autumn term for Y13 students
- Regular college visits are started in Y12 - P16 classes visit different colleges in the local area
- College applications are to be made before the end of Autumn term if possible
- Support is provided for college interviews if needed
- Individual transition plans supported by staff are arranged between school and college on a case by case basis
- Transitions team will work with school to find alternate placements for days not at college once pupil turns 17 and a half

## **5.5 Transition during the school day (breaks, dinner time, assembly etc).**

- Classes utilise a visual timetable. Some identified pupils have access to now next cards and / or individual timetable strips where appropriate.
- Some classes use songs / rhymes to highlight changes and build in a daily routine.
- Known familiar staff escort pupils around the site during transitions.

## **5.6 Transition into new placements/ schools**

- Liaison and discussion with new placement and / or parent / carer to agree upon a timetable of transition to new setting.
- Class team to help prepare pupil for change as appropriate following discussions.

- Where appropriate, current familiar staff to accompany pupil on first visit to new setting taking pictures to help with future visits.

#### **5.7 Transition back into school following periods of lockdown / home learning / self isolation**

- During periods of home learning teachers will remain responsible for maintaining contact with pupils in order to reduce fears and anxieties and keep things as normal as possible.
- Teachers working from home will provide work to the pupils in their class.
- Parents have been asked to provide an email address in order for the class teachers to send work home electronically. The office will also send paper copies home when needed.
- Teachers will also be responsible for welfare checks via TEAMS at regular intervals.
- The email of the school Deputy Heads' have been provided to parents in order to assist with any issues regarding the access to work.
- Pupils who are 'At Risk' due to safeguarding will be contacted via the school mobile by the Education Health Care Lead. This number will also be provided to the parents for emergency contact only. Liaison between social care, health and respite care will be maintained by the Education Health Care Lead and monitored by the Headteacher.
- The school will hold a bank of laptops and iPads with internet access for those requesting them.
- Regular updates to be put on the school website and the use of text messaging service during the closure.
- Pupils will be given relevant information at the appropriate level detailing the reason for closures. Work will be done within classes regarding reducing Covid 19 transmission and built into everyday school life.

### **6. EQUALITY, DIVERSITY AND INCLUSION**

- Pupils and parents are actively involved in all transition processes that take place while at Newark Orchard School and their perceptions about transition are explored and valued.
- Measures are taken to ensure that all pupils experience a similar ease of transfer.
- We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'.
- We believe that all our pupils matter and we value their families too.
- We give our pupils every opportunity to achieve their best by taking account of our pupil's range of life experiences when devising and implementing school policies and procedures.

### **7. REVIEW**

- The Governing Body will review this policy in line with its annual cycle of review.