Educate U

Transition Policy

Approved by: Susan Evans, Director of Education	**Date:** 01/04/21
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Transition Policy

At Educate U we recognise that transition is a process, not an event. This policy has been devised to ensure that students transfer seamlessly through each phase of their education; thus, contributing to a positive learning experience for every child. Care and attention are given to the transition of individual pupils as they transfer to, through and beyond our School.

Definition:

In this policy, the term 'transition' is used to describe the movement that takes place from one familiar setting (including the home) to another.

Aims:

At Educate U we will:

- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and for the transition to each new year group.
- Aim to develop a happy and seamless transition from home and/or pre-school to school and from year group to year group and into post 16 settings.
- Support all children towards independence and develop their confidence and ability to cope with change.
- Give students a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon, particularly regarding children with Special Educational Needs or English as an Additional Language.

At Educate U we recognise that students will experience many different transitions:

- Transitions into Educate U
- Moving from Nursery to Reception
- Moving from Reception into Key Stage 1
- Moving through the Key Stages

- Movement from class to class
- Movement within the school day from one activity to another.
- Moving from the school to a new educational/work placement
- Moving into post 16 settings.
- Moving into post 18 settings.

At Educate U we recognise that any child who has experienced trauma, or who has high anxiety, or who is neurodivergent may be particularly sensitive to change. For adopted or looked after children they may have been faced with multiple changes in their environments; some at very short notice. When a child's stress-response system is compromised by these persistent experiences of fear and uncertainty this can lead to a child or young person withdrawing and exhibiting avoidant behaviours as their anxieties around transitions increase.

Transitioning into Educate U

In school we place huge importance on helping the child or young person settle upon arrival to school in the morning based on the needs of the individual child or young person. For example:

- Gentle transition into school with increased time to full time depending on the needs of the child.
- Transition booklet provided for children and young people about their new school, class and key adults.
- Parents remain on site on the first day at a minimum for an hour.
- On a needs basis we can provide a home visit with a key adult if the child requires.
- A familiar and consistent key adult meets the child or young person and acts as a "secure base".
- Supporting parents and carer use of transitional objects (e.g. a photograph, a keyring, a scented tissue) as a concrete representation of their relationship until their child feels secure.
- To support with managing the various transitions within the school day a daily timetable will be communicated to the child or young person to help instil structure and predictability.
- Some children and young people may need dedicated time to play or perform a calming activity; such as drawing, building with Lego or performing rhythmic exercise. This helps to mitigate the emotional dysregulation caused by the bustle of children entering into school at 09:30am.

Transition Process

Georgina Spoor (SENCO) and Sarah Paoletti (Headteacher) will consider placements. It is the local authority who organise and offer places for consultation. The Headteacher is responsibility for all transition planning

- Once a place has been offered, Sarah will organise visits to the school for the child/young person and their parent(s) and carer(s).
- Parents receive an information pack which includes a school prospectus and a confirmation calendar invitation for a Headteacher tour.
- Start dates and times will then be arranged and transition plan developed in collaboration with parent(s) and carer(s).
- The Class teacher leads, in discussion with families, on learning time in school as the child or young person transitions into school. This transition plan must be reviewed every 2 weeks. This plan will vary for each child or young person depending on their level of need.

All Transition Plans are person-centred plans in their approach and formulated to meet the needs of the individual child or young person.

Transitions between activities in the school day

For many of our pupils, transitions, whether between lessons, environments, or activities, can be a significant source of anxiety. Past experiences may have left them feeling disempowered or unsettled by sudden changes, particularly if they were frequently prevented from completing activities they enjoyed or had little control over when things started and ended. As a result, these pupils can become hypervigilant to transitions within the school day, perceiving them as unpredictable or threatening moments.

At Educate U, we recognise that smooth and well-supported transitions are essential to maintaining emotional regulation, engagement, and readiness to learn. Staff use a range of adaptive teaching and trauma-informed strategies to minimise uncertainty and provide a sense of safety and predictability. This includes:

- Clear communication and visual cues: Staff provide verbal and visual prompts ahead of transitions, allowing pupils time to prepare for change. Visual timetables, countdowns, and consistent routines help pupils understand what is happening now and what is coming next.
- Predictable routines: We maintain consistent daily structures so that pupils can anticipate transitions and develop confidence in what to expect. Any changes to routine are carefully explained and supported.
- Personalised transition planning: Where necessary, individual pupils have bespoke transition strategies, such as additional adult support, time warnings, movement breaks, or the use of safe spaces to regulate before moving on.

- Pupil voice and choice: Pupils are given as much autonomy as possible in managing transitions e.g. choosing the order in which to complete tasks, identifying when they are ready to move, or having input into the day's structure.
- Staff presence and relational safety: Staff remain calm, consistent, and available during transitions, modelling emotional regulation and offering reassurance through predictable relational cues.

Transitions between academic years

We operate transition differently here at Educate U compared to other schools who start their academic year in September, instead we begin ours after Easter and make this a more gradual process. In previous years, we have seen some of our children and young people really struggle with the changes that are happening when they leave school in July and return in September. This has created anxiety at home which has resonated in school too, with lower attendance figures in September particularly. In addition, we have a high proportion of children diagnosed with neurodiverse conditions and the uncertainty around change and the 'unknown' can be very difficult for our children and young people to manage. By bringing forward a more gradual process of transition, we can help to reduce the anxiety around class changes in a chunked and more manageable way for our children and young people to process.

After Easter children remain in their usual classes, apart from on Thursdays. We call this 'Transition Thursdays'. On Transition Thursdays children will join their new teacher and new classmates and take part in activities with their new class. Children will have choice about where they might want to sit in that classroom, and work collaboratively on projects within their new. This time will be mainly be about nurture, connection, and forming new routines. The rest of the child or young person's timetable will remain the same other than on Thursdays. This will continue until May half term. After point, children and young people will move into the new classes permanently.

For some children, Primary (Y1-5) and Year 11 students for example, they won't be affected by a classroom move and will remain in their current classes. For children in Primary, they may have some new staff in their classrooms from May half term and will be introduced to any new staff on Transition Thursdays.

SLT discuss the child's proposed new class, teacher, team, location of classroom and timetable with the parents and carers first so that the open conversation can be had, and any last amendments made.

The day after, the same member of SLT will meet with the child or young person and discuss their new class, teacher, classmates, location of the classroom and their new timetable with them. We will use a highly visual transition booklet so that all children and young people have a takeaway item which they can bring home and discuss with parents and carers.

School holidays

We are aware that school holiday periods can be stressful due to the change from the normal daily routine. As children who have experienced trauma may lack a reliable sense of time, we need to help them anticipate these larger breaks from their normal daily rhythms. To support our children during holidays longer than a week we go the extra mile to maintain contact during separations. For example:

- ✓ Postcards home from the team to each child or young person
- ✓ Transitional objects if appropriate for a child or young person
- ✓ Stay and Play sessions at school for the child or young person and their whole family.

Transitions to other school

If a child / family wishes to change schools we will help with onward transitions including

-Liaising with the child or young person's new school.

- At parental request, an Educate U keyworker as part of the transition process whilst the child is still on roll at Educate U.

-Representation in Emergency Annual Reviews and ensuring conversations around the wishes of the child (Person-centred planning) and needs being able/unable to be met.

Transitions to Post-16 settings

Educate is dedicated to ensuring smooth transitions for our young people as they move to post-16 settings. The school employs a comprehensive approach that begins early, with personalised transition planning tailored to each student's unique needs, abilities, and aspirations. Through a collaborative partnership with parents and carers, and external agencies such as social care, colleges and work placements, Educate U offers a range of transition support services, including vocational training, work experience opportunities, and further education. Educate U also provides ongoing guidance to support our young people navigate the challenges of transitioning, assisting with applications, 14-16 taster days and college courses, visits to local education providers as part of our 'Futures' package. By prioritising the holistic growth and well-being of our young people, Educate U ensures they are equipped with the necessary tools and support to thrive in their post-16 future. See Appendix 1 for a break down of 2025/26 post-16 transition planning.

Transition for Students Aged 16–18

Educate U recognises that the transition to post-16 education, training, or employment presents distinct challenges for young people. This guidance for staff outlines the essential steps and responsibilities to ensure a safe, supported, and successful transition for students aged 16–18.

1. Safeguarding and Risk Management

- Safeguarding responsibilities extend to all off-site placements, including colleges, apprenticeships, work experience, and vocational training.
- The Designated Safeguarding Lead (DSL) ensures that all relevant safeguarding, medical, and SEND information is shared securely with receiving providers before the student starts.
- Individual risk assessments are conducted for off-site learning, including transport, supervision, health needs, and potential safeguarding concerns.

2. Destination Planning and Tracking

- All post-16 transitions are formally tracked, with records maintained for college enrolment, apprenticeships, employment, or NEET status.
- Staff will monitor progress and report outcomes in line with statutory requirements, supporting accountability and future planning.

3. Independent Living and Life Skills

- Educate U supports students to develop skills needed for independent living, including:
    - Travel and personal safety
    - Budgeting and financial management
    - Accessing healthcare and community services
    - Digital literacy and online safety
- Life skills training is integrated into transition planning and reviewed during annual reviews and PSHE sessions.

4. Student Involvement and Self-Advocacy

- Students are actively involved in all decisions regarding their post-16 pathway.
- Support is provided to develop self-advocacy skills, enabling students to communicate needs, manage their support plans, and navigate adult education or work settings confidently.

5. Formal Liaison with Post-16 Providers

- The SENCO and Futures Lead liaise with colleges, training providers, and employers to:
    - Share EHCPs, medical records, and access arrangements
    - Confirm induction schedules, support provisions, and safeguarding measures
    - Coordinate taster days and visits before transition
- A clear communication protocol ensures smooth handover and continuity of support.

6. Timelines and Milestones

- Transition planning begins in **Year 9/10** with aspirations discussions and careers guidance.
- Year 11 transition milestones include:
    - College applications and open day visits
    - EHCP review and update for post-16 suitability
    - Taster days and induction support
- Progress is monitored and reviewed regularly to reduce anxiety and ensure readiness.

7. Contingency Planning

- For students who do not secure a post-16 placement or need to defer/change courses, Educate U provides:
    - Additional guidance and support to identify alternative options
    - Liaison with local authorities and providers to ensure no student becomes NEET
    - Ongoing review of EHCP and support requirements

8. Work Experience and Vocational Support

- Work experience placements and vocational programs are individually planned and monitored.
- Educate U ensures:
    - Employer liaison and induction for each student
    - Supervision and progress monitoring
    - Prompt action on any safeguarding or wellbeing concerns
- Transition plans integrate vocational aspirations with educational and personal development goals.

9. Mental Health and Wellbeing

- Transition support includes targeted interventions to address anxiety, neurodivergence, or trauma-related challenges.
- Students have access to trusted adults, counselling, and structured support during periods of change, including summer induction and the first weeks of post-16 study or work placements.

Appendix 1: 2025/2026 Post 16 Transition Plan

SENCO	Futures Lead	Class Teacher / Transition Tutor
• Initial discussion in year 9/10/11 Transition conversation (during Annual Review) • Aspirations from Futures/Careers advice (during Annual Review / PSHE with class teacher) • AR is different in year 11 as it is a Transition AR and a post16 SENAT caseworker attends and gives advice (Current caseworker: Amelia Stroud) • Their role is to update EHCP so its suitable for young person moving to post 16 education. • SENAT contact new college to see if needs can be met. • Parents encouraged to go and visit new provision open evening or 1-2-1 with SENCO (in AR) /Futures lead/class team member • SENCo to liaise with key adult at new college to forward Access Arrangement information. Annual Reviews for Year 11s are on 1st and 2nd Dec 2025	• Arranging high quality careers education (Gatsby Benchmarks / Careers calendar of events) • Arranging careers fairs from different post 16 providers (Yr 9 in Feb, Year 9-11 post 16 careers fair on 21/01) • Arranging guest speakers (post 16 careers fair) • Contacts in different provisions • Visit with each child in year 11 • Time to discuss with each year 9/10/11 child • Attend/arrange professional meetings with the college • Arranging speakers from different colleges eg. a careers fair • Transition booklet for each child (process, photos) • Application form to colleges as it is best to apply for more than one course.	• Delivering high quality careers information • Allow transition time after May ½ term and on Transition Thursday • Travel training • Taster days • Courses: Investigating different courses of interest • Visiting and meeting support team • If needed to attend open days/visits to colleges with the young person
Parent/Carer	**DSL**	**Head**

• Proactivity - Visit with own child if able • Be part of the on-going conversation • Support with college courses • Attending Annual review • Application form for colleges • Visit open days	• Liaise with SENCO and Futures Lead • Passes on safeguarding, SEN and medical files to new college. • Record destination data for internal records.	• Oversee Futures & SENCO – line management • Regular update meetings with class teacher
New Placement		
Educate U will work closely with the new placement both educationally and therapeutically **.**		

Appendix 2: 2026/2027 Post 18 Transition Plan

SENCO	Futures Lead	Class Teacher / Transition Tutor
• Initial discussion during Year 12/13 or final post-16 year Annual Review to explore post-18 aspirations.	• Arrange careers guidance and adult skills education (Gatsby Benchmarks for young adults / Careers calendar).	Deliver high-quality careers and life skills education (budgeting, digital safety, healthcare access).
• Update EHCP for suitability for adult provision, vocational or employment settings.	• Identify suitable post-18 placements: Further Education, apprenticeships, employment, supported living, day programs.	Support students to investigate courses, apprenticeships, or adult programs.
• Liaise with Adult Social Care, local authority SEN teams, and transition coordinators.	• Organise guest speakers from adult learning providers and employment sectors.	Deliver travel training and independent living guidance.
• Coordinate sharing of health, safeguarding, and support information with post-18 providers.	• Arrange taster days and visits to post-18 provisions.	Provide ongoing one-to-one support during the transition period.
• Encourage families to attend open days, taster sessions, or 1-2-1 meetings with adult providers.	• Prepare transition booklets, including process overview, photos, and key contacts.	Facilitate student participation in planning and decision-making.
• Support student self-advocacy in transition planning.	• Monitor progression and maintain regular contact with providers.	
• Attend/arrange professional meetings with adult providers.	• Attend/arrange professional meetings with adult providers.	
Parent/Carer	**DSL**	**Head of School**
• Attend Annual Reviews and transition planning meetings.	Liaise with SENCO, Futures Lead, and adult providers regarding safeguarding, SEND, and medical needs.	Review overall progress and outcomes for each student.
• Support student applications to adult provisions or employment.	• Monitor welfare and raise concerns promptly.	Ensure risk assessments are completed for off-site adult placements
• Attend open days, taster sessions, and provider meetings.		Oversee Post-18 transition planning and line

		management of SENCO & Futures Lead.
• Encourage development of independent living and self-advocacy skills.		Conduct regular update meetings with class teacher/transition tutor.
New Placement		
Educate U will work closely with post-18 providers to ensure continuity of support, both educationally and therapeutically. This includes: • Sharing EHCP, medical, and safeguarding information. • Supporting student integration into adult education, employment, or supported living. • Providing liaison and advocacy where required. • Maintaining contact during the initial settling-in period to monitor wellbeing and progress.		