

Educate U

Transition Policy

Approved by: Susan Evans, Director of Education

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Review Date: 11/08/21 (Susan Evans), 01/09/22 (Susan Evans), 01/09/23 (Sarah Paoletti, Headteacher), 13/02/24 (Sarah Paoletti)

Next review due by: 12/02/25

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:

- 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.

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.
- Social story provided for some children about their new school, class and key adults.
- 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

Sue Evans Director of Education will consider placements. It is the local authority who organise and offer places.

Sarah Paoletti, Headteacher – responsibility for all transition planning

- Once a place has been offered, Sarah will organise visits to the school.
- Start dates and times will then be arranged and transition plan developed.

- Tours of the school are offered to all incoming parents and children.
- Discussions occur between Educate U and staff from other settings – where necessary.
- Parents receive an information pack which includes a school prospectus and permission forms.
- 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

Where some children may have been prevented from finishing something they enjoyed or lacked control over the beginning and ending of activities these changes leave children and young people hypervigilant to transitions in school. All staff provide adaptive teaching and learning methods to support this.

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.