

Transitions Matter

✓ TIC Guidance (Transition, Induction, Consolidation)

A pack of guidance, information, advice and sources of support on transition for pupils who may be vulnerable at these times.

The Education Bradford Support Teams listed below have worked together to compile advice, guidance and support on issues to do with the successful transition of pupils who may be regarded as vulnerable as they transfer between primary and secondary schools, special schools and other settings. An ideal timeline is suggested but it is accepted that this is aspirational and circumstances may not make this possible in all situations.

Autism Spectrum Disorders
Children in Care
Deaf Children
Education Social Work
Educational Psychology
Learning Difficulties
Physical Difficulties
Social, Emotional and Behavioural Difficulties
(including Behaviour Support Team)
Inclusion Staff
(Learning Mentors, Parent Involvement Workers & Pastoral Support)
Special Educational Needs
Travellers and New Communities
Visual Impairment

Falling into a certain group does not of itself make a pupil vulnerable at transition. However, pupils in the following groups are often considered to be vulnerable:

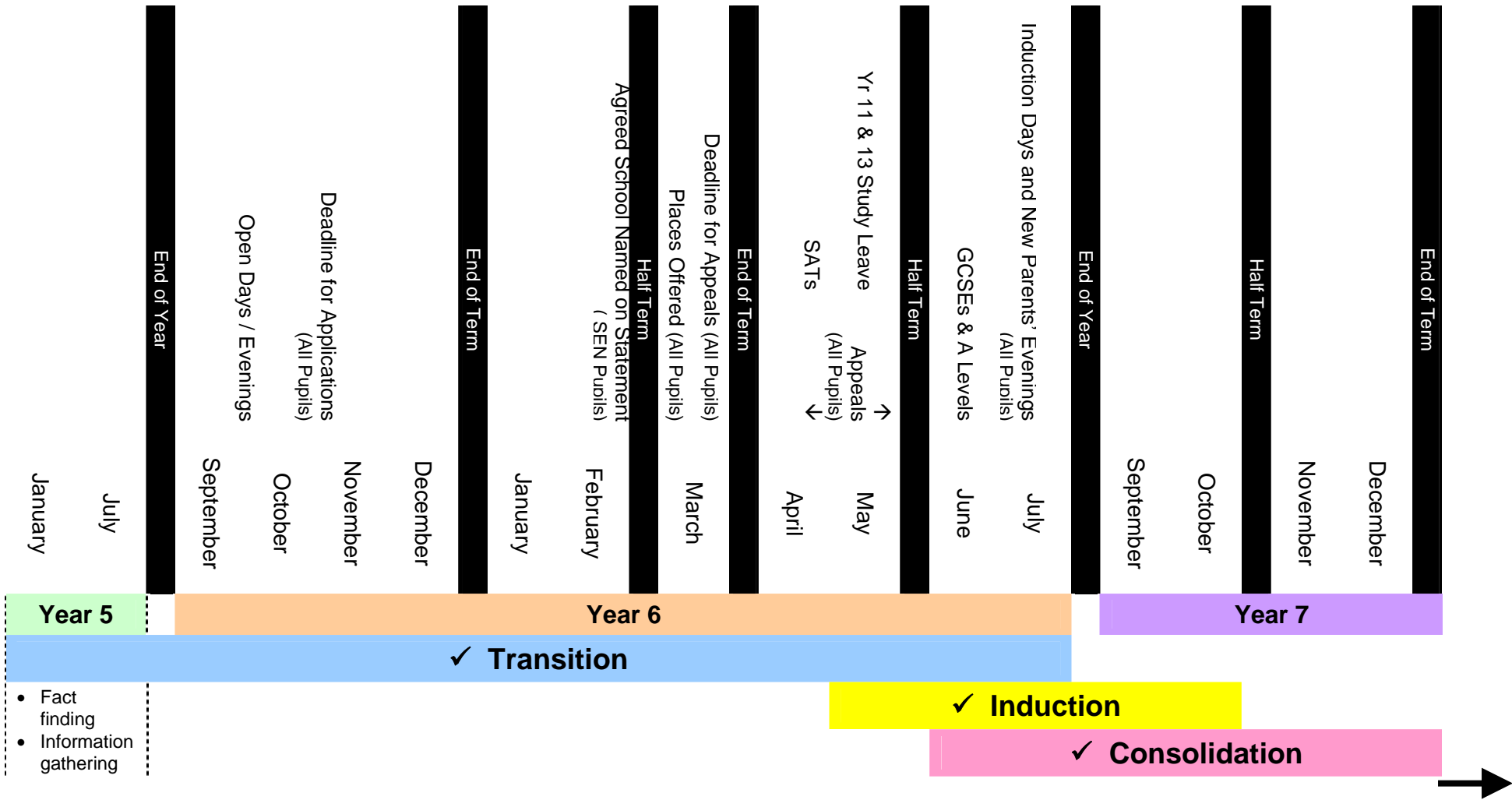
- Pupils who have Special Educational Needs
- Pupils who are also Children in Care
- Pupils known to Behaviour Support Services
- Pupils who are Persistent Absentees
- Pupils who receive high levels of intervention by Inclusion Staff.

Travellers or Members of Communities who are new to Bradford may also in some instances be vulnerable at transfer.

Pupils may be vulnerable at transfer for reasons not listed above eg. bereavement, as a sole pupil transferring to a school etc.

Transitions Matter

- ✓ TIC Guidance
- ✓ Suggested Timelines



Transition

Advice on Transition ie preparing for positive endings and new beginnings.
(suggested minimum March to July)

General Points

- ✓ In Year 5 identify pupils and parents/carers who may be vulnerable and may need additional support at transfer. This may be through reviews and/or discussions with parent/carers, teaching and support staff and may include parent/carers who may need support to become involved with the school. If a child is in care involve the child's social worker.
- ✓ In Autumn Term of Year 5 parent/carers should be encouraged to make initial fact finding visits to a range of possible secondary schools on School Open Evenings in late September/early October.
- ✓ Further visits to selected secondary schools can be arranged with their child in the Spring or Summer Terms of Year 5 at a time when school is quieter and less busy.
- ✓ Primary schools should aim at a good collation of those likely to need additional input during Year 5.
- ✓ Involvement of EB staff (Specialist Teaching Teams, SEN Officers, Educational Psychologists, Education Social Workers, and Social Inclusion Staff) in planning and reviews in Year 5 can inform this process with specific experience and expertise.
- ✓ EB specialist teams can provide schools with lists of Year 5 pupils known to them from their databases.
- ✓ Once lists of secondary allocations are available EB teams can inform receiving schools of pupils who have been referred to an EB Team at Primary and ensure internal liaison between allocated link workers and acquaintance with the pupil before transfer.
- ✓ Support staff who work with or support individual pupils are encouraged to visit secondary school to be able to contribute to the transition planning process for the pupil.
- ✓ Provision maps and key information should be available to receiving secondary schools inc. booster groups, access arrangements etc
- ✓ EB Teams can provide parent/carers with an outline of available provision at Year 7.
- ✓ EB Teams can make recommendations for changing statements of educational need to reflect the implications of the secondary transfer. Ideally such recommendations should be agreed through the annual or other multidisciplinary review process.
- ✓ EB has produced guidance on Transition Planning for Individual Pupils for Schools – see "TIC" Guidance, Proforma and worked example.
- ✓ Primary and Secondary staff need to attend an early joint Y6 review and transition planning meeting as soon as the likely secondary placement is indicated .
- ✓ Opportunities for secondary school staff to observe the pupil in the primary setting can provide a valuable insight and can give some indication as to how the pupil may adapt to the secondary experience, as well as getting to know the pupil.
- ✓ It is important that the pupil recognises a clear link between support in primary and in secondary so that there is a sense of continuity. It is preferable if the support staff are known to the pupil before transfer.
- ✓ Liaison should be done with Pastoral, SEN and Specifically Nominated Staff (eg CiC) in Secondary to ensure communication is thorough and key staff roles/responsibilities are clarified.

Specific Points on Transfer from Specialist Teams

Pupils with an Autism Spectrum Disorder

- ✓ From Year 5 introduce pupil to lessons with different staff and in different classrooms
- ✓ Identify any speech and language needs.
- ✓ Jointly prepare a Passport of Information about the individual pupil and ensure the passport is distributed to all involved staff in new setting.

Pupils who are “Children in Care” (CiC)

- ✓ It should be borne in mind that CiC may be facing multiple changes at this time eg social worker, placement moves, new carers or recently come into care.
- ✓ The PEP is part of a child’s care plan. It should be used to flag up possible future changes.
- ✓ The designated teacher or a school representative should be invited to care planning meetings.
- ✓ Care plans are reviewed by Independent Reviewing Officers (IRO) regularly. If the Designated Teacher does not have a copy of the review notes they can ask the IRO for a copy.

Pupils who are Deaf

STDC will ensure the sharing of relevant information with regard to...

- ✓ Management of hearing loss within the school, use of hearing aids and use of radio aid (consideration of other systems where appropriate.)

Pupils known to Education Social Work

An ESW will facilitate:

- ✓ Use of DFES criteria (more than 20% absence) September to June and ensure secondary settings awareness.
- ✓ Joint work with Admissions Team to monitor pupil’s arrival and attendance in allocated secondary school.
- ✓ Identification and follow up of pupils whose parent/carers have failed to apply for a Secondary place – joint work with Admissions Team and Choice Advisor.

Pupils with Learning Difficulties

A specialist teacher will:

- ✓ Assist in identifying pupils who have booster classes or SATs access arrangements.
- ✓ Advise on a ‘passport’ to SATs access arrangements that can go up to secondary school with the pupil.

Pupils with Physical Difficulties

A specialist teacher will:

- ✓ Offer escorted visits to secondary schools, in summer term (Year 5), to look at individual access.
- ✓ Liaise with Health on a resolution to Access and Health and Safety Issues. .
- ✓ Provide support for e.g. manual handling/ toileting requirements/inclusion in PE/ use of communication aids
- ✓ Look at sensitive timetabling to identify access, hygiene, support needs.

Pupils who have Social, Emotional and Behavioural Difficulties

- ✓ Schools to be encouraged to focus on SEALs Theme “ Changes” in Summer Term of Year 6

Pupils at risk of Social Exclusion

Inclusion Staff will:

- ✓ Identify ‘Mentees’ on HIGH intervention and meet at cross phase network meetings (inter-agency) to discuss and plan transition programmes.
- ✓ Facilitate planning sessions with other relevant agencies:
- ✓ Link with extended schools’ staff - University of the First Age Fellows -School Nurse -Metro Bus-Community Police Officers-Youth Workers-Outside agencies i.e. pro-active sports-Drugs Youth Service-Health Development Team-Uniform Retailers-Choice Advisor

Pupils with Statements of Special Educational Needs

The SEN Team will:

- ✓ Check Annual Review reports and make appropriate amendments to statement (with particular attention to resources eg Are temporary additional resources required for transition?)
- ✓ Take all statements to SENIP for moderation with a view to transition.
- ✓ Ensure secondary SENCO/INCLUSION MANAGER informed of transfer list and receives copy of amended statement and any important supporting information as early as possible.

Pupils with a Visual Impairment

A QTVI will:

- ✓ Identify specific needs resources/access technology and environmental adaptations.
- ✓ Refer at Year 5 to Rehabilitation Officer for mobility, travel and independence assessment.
- ✓ Determine location and storage of specialist equipment, power points, training needs of pupil and key staff, access to school ICT network.

Induction

Advice on Induction which should be jointly planned and undertaken for familiarisation, confidence building and direct experiences of the new setting.
(suggested May to October)

General

- ✓ Opportunities for the pupil to visit the secondary school will enable them to become more familiar with the layout of the school, classrooms and other areas and with key members of staff e.g. teachers, SENCO/INCLUSION MANAGER, LSAs.
- ✓ Additional visits to secondary school should have specific purposes which are clear to the pupil and seek to address or explore specific needs and issues.
- ✓ Consider additional visits with a friend or "Circle of Friends" from the primary setting.
- ✓ Visits should be arranged at different times of the day including start and end of day, break, lunchtimes, lessons, times when school is empty.
- ✓ Identify a key worker for the induction process and introduce pupil to key staff at receiving school.
- ✓ Provide access to map/plan of school, timetable, planner, equipment used in secondary settings and items of uniform.
- ✓ Discuss and explain the setting's behaviour and anti-bullying policies.
- ✓ Provide a list of any extra curricular provision, homework clubs etc.
- ✓ Identify disclosure needs – is it beneficial for other pupils to know of the new pupil's specific strengths and needs? Consult the pupil about their needs and wishes for peer awareness.
- ✓ Consider offering mentoring between older and younger pupils with similar needs or identify an older pupil as a buddy, to support less structured times of the school day, for example, lunch times.
- ✓ Set up Email communication between pupils during summer term of Year 6.
- ✓ Use multi media equipment for recording visits eg cameras/camcorders/dictaphones and use this for discussion and feedback with the pupil. This will also support consolidation over the summer holiday period.
- ✓ Plan for and practise travel arrangements (a walking/bus/taxi programme.)
- ✓ Consider and practise contingency and strategy plans for when things go wrong.
- ✓ A 'moving on' booklet, in which pupils write about themselves and complete and record activities related to changing schools will support consolidation over the summer holiday period.
- ✓ Encourage parent/carers to meet secondary SENCO/Inclusion Manager and accompany pupil on some visits.
- ✓ Advise parent/carers of the detrimental impact of taking family holidays during first few weeks of September term.
- ✓ Preparation training for working with specific types of needs can be offered to various or all staff groups within the secondary school by the relevant EB teams.
- ✓ EB teams will offer support to provide appropriately for pupils working at P levels.
- ✓ Provide newsletters from the secondary school to inform Year 6 pupils and their teachers of the events and activities organised in Key Stage 3.
- ✓ Consider clustering identified vulnerable pupils for group induction activities e.g. - Outward Bound, Art, Music etc
- ✓ Plan for identified pupils to attend the set 'open day' but for those presenting with behaviour difficulties consider whether attendance on the set 'open day' is appropriate or should be risk assessed.
- ✓ Establish procedures for storage/movement and set up of specialist equipment. Also access and health and safety procedures eg medical care plans
- ✓ Discuss timing and appropriate use of screening/baseline assessments.

Specific Points on Induction from Specialist Teams

Pupils known to Education Social Work

An ESW will:

- ✓ Provide ESW displays at Open Days/Evenings.
- ✓ Follow up, contact and arrange alternative visits for pupils who fail to attend 'Open days'.
- ✓ Send out 'Reminder' letters to identified pupils in last week of summer holiday reminding parent/carers when term starts.

Pupils with Physical Difficulties

A specialist teacher will:

- ✓ Accompany some induction visits to check movement around school and access.

Pupils at risk of Social Exclusion

Inclusion Staff will:

- ✓ Support Family Transition Workshops and 'Share' Family Learning for Y6 parent/carers.
- ✓ Facilitate UFA Transition Super Learning Days
- ✓ Facilitate UFA Peer Mentors/Transition Buddies.

Pupils with Statements of Special Educational Needs

The SEN Team will:

- ✓ Encourage both schools (ie SENCOs) to take responsibility to ensure that primary-secondary liaison takes place when not the usual transfer school.
- ✓ Monitor any additional support package if agreed by SENIP.

Pupils with a Visual Impairment

A QTVI will:

- ✓ Check strategies for safe movement around school through induction period.
- ✓ Support referral to Rehabilitation Officer for orientation/mobility advice/training.

Consolidation

Advice on Consolidation Activities, Monitoring and Feedback
(suggested July to December)

General

- ✓ Consolidation ensures good foundations have been established and supports checks for settling, snagging and ensures tracking during 1st term.
- ✓ Check all information has been received from primary school
- ✓ Check access needs and health and safety needs are being met.
- ✓ Check physical/communication/environmental aids in place.
- ✓ Monitor medical care plans.
- ✓ Monitor and modify any risk assessments.
- ✓ Instigate frequent attendance checks including internal attendance.
- ✓ Include parent/carers in first few days as appropriate and consider phone calls and diary contacts with parent/carers during first week/month/term.
- ✓ Consider first week off timetable for induction – inc. study skills, thinking skills, language enrichment activities etc.
- ✓ First visit by EB teams in September should include trawl of all pupils known to EB Teams
- ✓ Involvement of specialist teachers and PIMs should continue throughout the Autumn term of Year 7 and include liaison with designated staff to monitor pupil access, feed back to key staff etc.
- ✓ During Autumn term of Year 7 provide regular meetings to discuss progress. These may take the form of informal chats, group problem solving or peer/form tutor sessions.
- ✓ Review progress and arrange follow up IEP review meetings around half term in the Autumn term. Involve parent/carers SENCO/INCLUSION MANAGER, key worker and EB support team.
- ✓ Invite key staff from primary school to visit after settling in period and offer follow-up to meet Year 7 pupils to discuss and evaluate their experiences of changing schools and transition programmes put in place.
- ✓ Continue to offer support at unstructured times and keep an overview of pupils. This may include provision of quiet areas and small group support during breaks and lunchtimes.

Specific Points on Consolidation from Specialist Teams

Pupils known to Education Social Work

An ESW will:

- ✓ Seek to identify Year 7 pupils who fail to 'turn up' at new Secondary School –**within 10 school days of the start of term.**
- ✓ Encourage weekly monitoring of Year 7 attendance with a focus on continuous absence and 'broken weeks'
- ✓ Make Year 7 absence a priority for 'First Day of Absence Calling'
- ✓ Encourage 'Timely' identification and intervention if attendance is an immediate concern.

Pupils who are “Children in Care” (CiC)

- ✓ A new PEP should be completed when a CiC moves school.
- ✓ Liaise closely with parents/carers about how their children are coping and if issues arise involve the child's social worker.

Pupils with Physical Difficulties

- ✓ Consider plans for educational visits/residential to be aware of need to include pupils with mobility/ hygiene needs.
- ✓ Remain aware of possibility of changing needs of the pupil due to progressive nature of the disability/ physical maturation etc.

Pupils at risk of Social Exclusion

Inclusion Staff will:

- ✓ Use checks eg questionnaires for conversations between cross phase staff and feedback at Network meetings.
- ✓ Continue a specific role in transition monitoring/liasing with parent/carers etc.

Pupils with Statements of Special Educational Needs

- ✓ Include review of additional resources for transition agreed by SENIP.
- ✓ Ensuring early review of statement is seen as the school's responsibility if this is indicated in transition plan.

Resources

- ✓ Miss Dorothy – Transition/PSHCE resource - www.missdorothy.com
- ✓ Moving Up Booklet: Social Inclusion Education Bradford.
- ✓ EARL (Excellence and Achievement Resource Library) – Books, Photocopying resources, DVD's etc: James Barnett (Excellence and Achievement, Education Bradford)
- ✓ Kar2ouche
- ✓ SEAL Materials
- ✓ Passport with details of exam access arrangements.
- ✓ Farewell and Welcome – ISBN 1873942394
- ✓ Let's Buddy Up- Gloucestershire County Council
- ✓ The Big Change – Young Voice Matters
- ✓ Feeling Good Starting School – ISBN 1901487083
- ✓ ATT Transition Workbook –DFES Project SPFT20 (2003/4) ossme@autisminitiatives.org
- ✓ Vision Friendly Schools – NBCS (National Blind Children's Society) www.nbcs.org.uk

Contact Details	
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Autism Spectrum Disorders	01274 385833
Children in Care	01274 385737 Mobile: 07789923567
Deaf Children	01274 385833
Education Social Work	01274 385748
Educational Psychology	01274 385751
Learning Difficulties	01274 385833
Physical Difficulties	01274 385833
Social, Emotional and Behavioural Difficulties <small>(including Behaviour Support Team)</small>	01274 385913
Inclusion Staff <small>(Learning Mentors, Parent Involvement Workers& Pastoral Support)</small>	01274 385936
Special Educational Needs	01274 385957
Travellers and New Communities	01274 385558
Visual Impairment	01274 385833

Abbreviations used:

CiC = Children in Care
 DFES = Department for Education and Science
 EB = Education Bradford
 ESW = Education Social Worker
 ICT = Information and Communication Technology
 IRO – Independent Reviewing Officer
 LSA = Learning Support Assistant
 PEP – Personal Education Plan
 PIM = Peripatetic Inclusion Mentor
 QTVI = Qualified Teacher of the Visually Impaired
 SAT = Standard Assessment Test
 SEAL = Social and Emotional Aspects of Learning
 SEN = Special Educational Needs.
 SENCO = Special Educational Needs Co-coordinator
 SENIP = Special Educational Needs Inclusion Panel.
 STDC = Specialist Teacher of Deaf Children.
TIC – Transition/Induction/Consolidation