

## Transitions Matter

### GUIDANCE ON TRANSITION PLANNING FOR INDIVIDUAL PUPILS

This pupil will be transferring from .....to ..... for the academic year 2007/8.

Based upon current information this pupil is likely to benefit from an individualised transition plan.

It is hoped that it will be completed jointly by both settings and include parents/carers and the pupil.

This plan is the joint responsibility of the current setting, (where the person who knows the pupil best should be offering an input to the plan) and the receiving setting (where the person who will be taking most responsibility for the pupil should be offering an input to the plan).

It is expected that increasing responsibility for activities will shift from the current setting to the receiving setting over the period of operation of the plan.

The receiving setting through joint work with the current setting should provide a transition plan covering the following areas:

- ✓ **Transition Activities for the current setting ie preparing for positive endings and new beginnings (suggested minimum March to July)**
- ✓ **Induction Activities which will be jointly planned and undertaken for familiarisation, confidence building and direct experiences of the new setting (suggested May to October)**
- ✓ **Consolidation Activities and Monitoring for the receiving setting to undertake in the first term of placement to check for settling, snagging and tracking during 1st term and to ensure good foundations have been established and feedback is offered to the previous setting if requested. ( suggested July to December)**

A link worker(s) from the ..... team(s) in Education Bradford will be happy to offer support and advice on the plan's completion and how the settings could implement the plan.

A guidance, information and advice pack on transition for vulnerable pupils is available.

A prompt sheet, proforma and worked example has been provided here to help the current setting to collate supportive information in an accessible form.

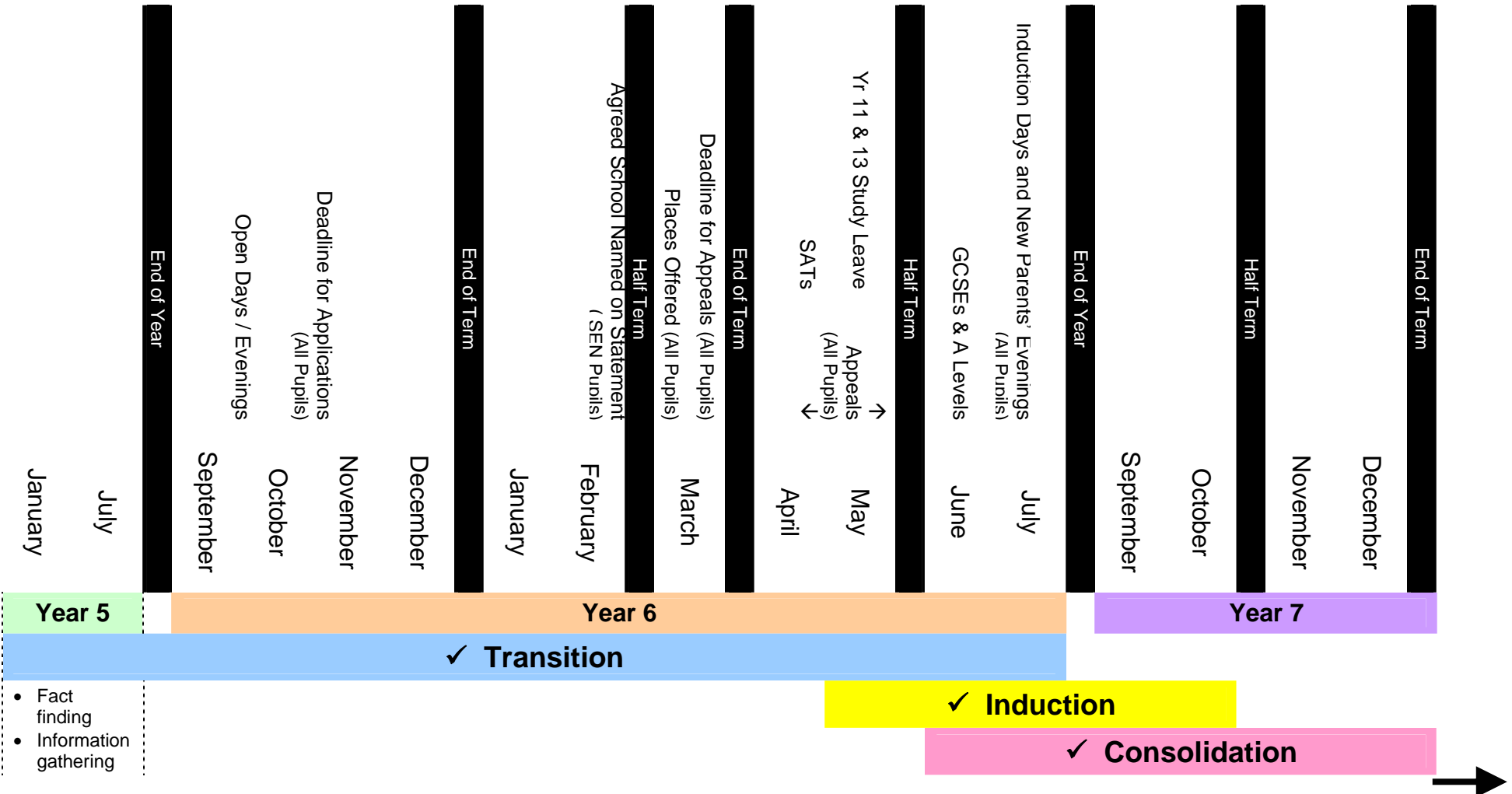
A proforma and worked example has been provided here to help the receiving setting to provide a transition plan.

Copies of this plan should be made available to:

- ✓ Current setting
- ✓ Receiving Setting
- ✓ EB Team link person(s)
- ✓ Parents/Carers
- ✓ Pupil

# Transitions Matter

- ✓ TIC Guidance
- ✓ Suggested Timelines



## Transitions Matter

### Information Front Sheet For Transition, Induction And Consolidation Planning

(This page to be completed by person who knows the pupil best in current setting.)

|   |  |               |
|---|--|---------------|
| Name Of Pupil                                 |  | Male / Female |
| UPN No.                                       |  |               |
| Date Of Birth                                 |  |               |
| Current School / Setting                      |  |               |
| Current Year Group                            |  |               |
| Transfer / Transition To                      |  |               |
| Potentially Vulnerable Because: (see * below) |  |               |
| Brief Description Of Concerns (see prompts)   |  |               |

(See over for prompts)

| Individual Contact Details                |      |              |           |                        |
|---|------|--------------|-----------|------------------------|
|   | Name | Role / Title | Telephone | Other Means Of Contact |
| <b>Parent</b>                             |      | Parent       |           |                        |
| <b>Pupil</b>                              |      | Pupil        |           |                        |
| <b>In Current Placement</b>               |      |              |           |                        |
| <b>In transfer/transition placement</b>   |      |              |           |                        |
| <b>In Education Bradford Support Team</b> |      |              |           |                        |
| <b>Other Support</b>                      |      |              |           |                        |

- \* Special Educational Needs – Please use SEN Code of Practice Definitions
- \* Medical Needs
- \* Children in Care
- \* Fixed term or permanent exclusions.
- \* Persistent Absenteeism greater than 20% in last year.
- \* Traveller or from New Communities unfamiliar with school systems
- \* Known to Inclusion Staff and Social Inclusion Teams.
- \* Other

|                      |                      |            |
|----------------------|----------------------|------------|
| <b>Completed by;</b> | <b>Today's Date;</b> | <b>cc.</b> |
|----------------------|----------------------|------------|

## Prompts Sheet

### **Brief Description of Concerns –if relevant please consider comments on:**

- Has the pupil missed significant amounts of schooling for any reason?
- Has the pupil been on any type of part-time placement in school for any reason?
- Have other agencies supported the pupil eg. CAMHS or Social Services
- Please provide reason for any OFFSET.
- Please itemise attendance in terms of %attendance, % authorised absence % unauthorised absence.

### **National Curriculum and/or P Scale Information.**

- National Curriculum Information is supportive if raw scores are included.
- Please indicate if pupil has had access arrangements, support or booster sessions.
- What levels of additional support have been available to this pupil in the current context?
- Has the pupil been disapplied from any aspect of the National Curriculum?

### **Supporting Documents**

- Is this pupil supported by other current plans of which this plan may be a part eg Individual Education Plans, Individual Behaviour Plans, Care Plans, Personal Education Plans etc.
- Is the pupil subject to other assessments eg CAF
- Does the pupil have a medical care plan, risk assessment or manual handling assessment?
- Are assessments related to environmental access available?

### **Information on Pupil and Parent Views**

- Are the pupil's views of transition available in any form eg school gate activity, things I have done to get ready for my new placement, passport /pen picture/ transition workbook?
- Is any information available on how the parent/carer views this transition and the pupil's needs?

**NB: Child Protection and other Confidential Information should be passed between schools only through agreed channels and not via these documents.**

**INFORMATION TO SUPPORT TRANSITION PLANNING- ABOUT CONTEXT**

(This page to be completed by person who knows the pupil best in current setting.)

|  |   |
|--|---|
| <p>The pupil is good at / likes the following in school:</p> <ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>             | <p>As a learner the pupil prefers to:</p> <ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>   |
| <p>School / classroom conditions which help this pupil to learn are:</p> <ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul> | <p>School / classroom conditions which help this pupil to behave appropriately are:</p> <ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul> |

**INFORMATION TO SUPPORT TRANSITION PLANNING - ABOUT THE PUPIL**

|  |   |   |
|--|---|---|
| <p>National Curriculum and/or P Scale Information(see prompts)</p> <ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul> | <p>Supporting Documents Attached(see prompts)</p> <ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul> | <p>The pupil/parent view attached (see prompts)</p> <ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul> |
| <p>Completed by;</p>   | <p>Today's Date;</p>  | <p>cc.</p>  |

(See over for exemplar containing range of ideas not necessarily all applicable to one pupil)

## TRANSITION PLAN for.....

(This page to be completed jointly by both settings and to include parents/carers and the pupil.)

|                              | What Transition Activities?<br>(September to July) |      | What Induction Activities?<br>( May to October) |      | What Consolidation/Monitoring Activities?<br>(July to December) |      |
|------------------------------|--|------|---|------|---|------|
| The pupil will benefit from: |  |      |   |      |   |      |
| Whole Class / Group Work     | What   | When | What  | When | What  | When |
|                              |  |      |   |      |   |      |
|                              | Who:   |      | Who:  |      | Who:  |      |
| Targeted Group Work          | What   | When | What  | When | What  | When |
|                              |  |      |   |      |   |      |
|                              | Who:   |      | Who:  |      | Who:  |      |
| Individual Personalised Work | What   | When | What  | When | What  | When |
|                              |  |      |   |      |   |      |
|                              | Who:   |      | Who   |      | Who   |      |
| Completed by:                |  |      | Today's Date:                                   |      | Cc:   |      |

(See over for exemplar containing range of ideas not necessarily all applicable to one pupil)

**INFORMATION TO SUPPORT TRANSITION PLANNING- ABOUT CONTEXT**  
**(This page to be completed by person who knows the pupil best in current setting.)**

|   |  |
|---|--|
| <p>The pupil is good at/likes the following in school:</p> <ul style="list-style-type: none"> <li>• S is able to use the computer independently: he can load programmes and select options</li> <li>• He can write his own name without help</li> <li>• S can copy write the names of friends</li> <li>• S is able to count to 20</li> <li>• S understands key words in many sentences</li> <li>• S has good self help skills</li> <li>• S is able to use Makaton signing well to make his needs known</li> <li>• S is able to speak key words and phrases in combination with signing</li> <li>• S is able to help in the classroom and can tidy up</li> <li>• S is really good at mimicking staff voices</li> <li>• S is really good at drama</li> <li>• S likes laughing with adults and has a good sense of humour</li> </ul> | <p>As a learner the pupil prefers to:</p> <ul style="list-style-type: none"> <li>• S loves individual adult attention</li> <li>• S likes to be the centre of attention</li> <li>• S enjoys using the computer, especially the "All about me" programme</li> <li>• S loves food</li> <li>• S likes participating in PE and games</li> <li>• S likes to have a choice in which activities he completes</li> <li>• S likes to be in charge and organise things</li> </ul> |
| <p>School/classroom conditions which help this pupil to learn are:</p> <ul style="list-style-type: none"> <li>• S understands better when things are said in short sentences in combination with signs</li> <li>• S prefers informal learning situations</li> <li>• S responds best on a 1:1 basis</li> </ul>   | <p>School/classroom conditions which help this pupil to behave appropriately are:</p> <ul style="list-style-type: none"> <li>• S does well during 1:1 interactions with carers</li> <li>• S works best if he is able to exercise some choice over activities</li> <li>• S does best when he knows he will get some individual attention</li> <li>• S behaves well when the atmosphere is relaxed</li> </ul>  |

**INFORMATION TO SUPPORT TRANSITION PLANNING - ABOUT THE PUPIL**

|  |  |   |
|--|--|---|
| <p>National Curriculum and/or P Scale Information.(see prompts)</p> <ul style="list-style-type: none"> <li>• Teacher assessments at KS1 and KS2 attached.</li> <li>• S. was disapplied from testing at KS2.</li> </ul> | <p>Supporting Documents Attached(see prompts)</p> <ul style="list-style-type: none"> <li>• Provision map for S. in current year group.</li> <li>• Most recent IEP.</li> <li>• Medical Care Plan related to Epilepsy.</li> <li>• Family tree indicating S. siblings, half-siblings and step-siblings attending the new school.</li> </ul> | <p>The pupil/parent view attached (see prompts)</p> <ul style="list-style-type: none"> <li>• S. has a completed passport and transition book and is happy to show it in his new school.</li> <li>• Parents' list of their concerns about S. in his new school is attached.</li> <li>• Parents have listed areas they intend to work on with S. over the summer holidays.</li> </ul> |
| <p><b>Completed by : Mrs. Y. Sixteacher and SENCO current setting</b></p>  | <p><b>Today's Date: March</b></p>  | <p><b>cc. Pupil, Parent, Teacher current setting, teacher new setting, those named in plan.</b></p>   |

**TRANSITION PLAN for.....**

|  | <b>What Transition Activities?<br/>(September to July)</b>   |  | <b>What Induction Activities?<br/>( May to October)</b>  |  | <b>What Consolidation/Monitoring Activities?<br/>(July to December)</b>   |  |
|--|--|--|--|--|---|--|
| <b>The pupil will benefit from:</b>  | <ul style="list-style-type: none"> <li>A peer group who will act as a support in the new setting.</li> <li>Help with anger management.</li> <li>Training in organisation of school work and personal equipment.</li> <li>Confidence in handling money.</li> <li>Independent travel skills.</li> <li>Practice in dealing with situations when things go wrong.</li> </ul> |  | <ul style="list-style-type: none"> <li>Reading a school timetable.</li> <li>Using and following a floor plan of a building.</li> <li>Familiarity with the location of the medical room and closest toilets.</li> <li>Practice in appropriate ways of meeting and interacting with strangers.</li> <li>Manual Handling/ Intervention Plan.</li> </ul>                       |  | <ul style="list-style-type: none"> <li>Access to problem solving and snagging sessions before issues escalate.</li> <li>Experience and engagement with Positive Behaviour Policy.</li> <li>Positive feedback at regular intervals during first two weeks. Check to ensure appropriate friendship groups.</li> <li>Check homework and attendance fortnightly.</li> </ul> |  |
| <b>Whole Class / Group Work</b>  | <b>What</b>  | <b>When</b>  | <b>What</b>  | <b>When</b>  | <b>What</b>   | <b>When</b>  |
|  | <ul style="list-style-type: none"> <li>Circle time activities using SEAL materials.</li> <li>Personal target setting using Investors in Pupils Materials.</li> <li>ICT Space Adventure Programme.</li> <li>Web address for new school's website</li> </ul>   | <ul style="list-style-type: none"> <li>September to April.</li> <li>Ongoing over year</li> <li>Ongoing over year</li> </ul>                                | <ul style="list-style-type: none"> <li>Membership of Inter-schools Sports Challenge at new school.</li> <li>Attend transfer day - check attendance.</li> <li>UFA "Super Learning Day".</li> </ul>  | <ul style="list-style-type: none"> <li>28<sup>th</sup> June</li> <li>4<sup>th</sup> July</li> <li>30<sup>th</sup> July</li> </ul>                            | <ul style="list-style-type: none"> <li>School treasure hunt</li> <li>Pupil/parent interviews.</li> <li>Positive Behaviour Diary</li> </ul>  | <ul style="list-style-type: none"> <li>2<sup>nd</sup> September</li> <li>28<sup>th</sup> October</li> <li>Ongoing</li> </ul> |
|  | <b>Who:</b> Current class teacher  |  | <b>Who:</b> Sports Co-ordinators both schools. <ul style="list-style-type: none"> <li>Year Head - new school</li> <li>Transition Co-ordinator for Inclusion Staff</li> <li>Inclusion Staff Primary and Secondary.</li> </ul>   |  | <b>Who:</b> Year Head and class tutor new school.   |  |
| <b>Targeted Group Work</b>   | <b>What</b>  | <b>When</b>  | <b>What</b>  | <b>When</b>  | <b>What</b>   | <b>When</b>  |
|  | <ul style="list-style-type: none"> <li>Target pupil with Circle of Friends Group</li> <li>Member ship of Anger Management Group</li> </ul>   | <ul style="list-style-type: none"> <li>April</li> <li>June</li> </ul>  | <ul style="list-style-type: none"> <li>Membership of 6 week Ambassador Programme.</li> <li>Group Photo Collage comparing 2 settings.</li> </ul>  | <ul style="list-style-type: none"> <li>June/July</li> <li>June/July</li> </ul>   | <ul style="list-style-type: none"> <li>Membership of problem solving "getting sorted" group.</li> <li>Membership of Foundation Curriculum Group.</li> </ul>   | <ul style="list-style-type: none"> <li>Autumn Term</li> <li>Autumn Term</li> </ul>   |
|  | <b>Who:</b> Class teacher and Educational Psychologist   |  | <b>Who:</b> Support Assistants both settings   |  | <b>Who:</b> School Councillor and teaching staff  |  |
| <b>Individual Personalised Work</b>  | <b>What</b>  | <b>When</b>  | <b>What</b>  | <b>When</b>  | <b>What</b>   | <b>When</b>  |
|  | <ul style="list-style-type: none"> <li>Preparation of "All about Me" Passport.</li> <li>Social stories – "When things go wrong".</li> <li>Local visits to practice use of money and independent travel.</li> <li>Risk assessment and environmental audit in new setting.</li> </ul>  | <ul style="list-style-type: none"> <li>Summer Term</li> <li>Summer Term</li> <li>Summer Term</li> <li>Summer Term to inform competency targets.</li> </ul> | <ul style="list-style-type: none"> <li>E mail contact with buddy in new setting.</li> <li>Social Stories around meeting new people</li> <li>Practice in meeting significant adults in new setting.</li> <li>Completion of list personal competency targets in new setting.</li> <li>Attendance in new setting with support for 3 days during last week of term.</li> </ul> | <ul style="list-style-type: none"> <li>June/Sept</li> <li>June/July</li> <li>Individual visits June</li> <li>Individual visits July</li> <li>July</li> </ul> | <ul style="list-style-type: none"> <li>Contact and update with staff from previous setting.</li> <li>One to one training sessions of Positive Behaviour Policy</li> <li>Weekly feedback, briefing and debriefing sessions on one to one basis.</li> <li>"Round Robin" teaching staff involved ( progress, behaviour &amp;attendance)</li> </ul>                         | <ul style="list-style-type: none"> <li>October</li> <li>July</li> <li>To Nov.</li> <li>November</li> </ul>                   |
|  | <b>Who:</b> Support Assistant and Inclusion Staff Primary Inclusion Mentor   |  | <b>Who:</b> Pupil, SENCOs (new setting) and Support Assistants both settings   |  | <b>Who:</b> Support Assistant and Inclusion Staff, Year Head.   |  |
| <b>Completed by:</b> Mrs. Y. Sixteacher<br>Mr. P.I. Mentor , Ms. Y.H. Newsetting with pupil and parents/carers |  |  | <b>Today's Date:</b> March/April   |  | <b>cc. Pupil, Parent, Teacher current setting, teacher new setting, those named in plan.</b>  |  |