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Transition Policy

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Introduction

At West Midlands Education and Skills, we recognise that transition is a process, not an event. This policy has been devised to ensure that pupils transfer seamlessly through each phase of their education; thus, contributing to a positive learning experience for every child. Care and attention is given to the transition of individual students as they transfer to, through and beyond West Midlands Education and Skills. 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 West Midlands Education and Skills, 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 academic year
- Make a happy and seamless transition from home and/or school to school and from year group to year group
- Support all children towards independence and develop their confidence and ability to cope with change
- Give pupils a clear understanding of the new expectations ahead of them
- Ensure that any relevant information from outside agencies is acknowledged and acted upon

Pretransition Checklist

At West Midlands Education and Skills we understand that it is important for our students to have a well-structured transition into our setting, therefore before arrival at our school we will:

1. Confirm new setting and date of admission with parents

2. Discuss best time/place for transition review with parents and new setting and key agencies
3. Set a date for transition review and invite all relevant people (give at least 6 weeks notice if possible)
5. Collate information for summative record i.e., child's strengths, interests, summary of progress, areas for development, parents views etc.,
6. Gather all relevant information e.g., Individual Education Plans (IEPs) and Review Sheets (clearly numbered and dated), Family Service Plans, Team Around the Child Plans, relevant reports, All About Me book etc
7. Identify possible transition targets to be discussed at the review
8. Prepare information to share at transition review e.g., strategies that have been successful/unsuccessful, successful behaviour management strategies, calming strategies, stress indicators etc.
9. Ensure parents have contributed throughout the planning process and that their views have been taken into account
10. Ensure parents are fully informed about what will happen at the transition review, and are aware that they can bring someone to the review to support them
11. Ensure parents are aware of WMES introductory hours policy

Transition to West Midlands Education and Skills

At West Midlands Education and Skills once a prospective new student has worked through the pre-transition checklist, we can then prepare the student to join our school. Our transition plan is as follows:

1. A member of SLT & tutor to meet with the student either in their home or current setting, where possible
2. Parent/s and student will then be invited into our school to meet the Head of School, their tutor and tour the building. This meeting will be a chance to again discuss the needs of the student, support we can offer during the transition period and answer any questions they have.

3. Parent/s/Carers will be made aware of our introductory hours policy. This policy ensures a smooth and gradual building up of school hours to help settle students into school. This means within the students first two weeks they will be attending on a reduced timetable, attending for 2 hours each morning in the first week and 2 hours each afternoon in the second week. This ensures that each new student does not become overwhelming and has a settling in period.

4. After a meeting has taken place with parent/s and carers, the tutor assigned to the student will then carry out home visit so the student and tutor can become familiar and discuss the students' aspirations for their education.

5. On completion of the introductory hours each student will then be expected to be attending school full time in their designated learning venue or in the school building.

Monitoring & Evaluation

The transition procedures are the collective responsibility of tutors and SLT relinquishing and receiving the relevant pupils. The effectiveness of the transition phases are monitored by the Senior Leadership Team. The views of parents and pupils regarding transition arrangements will be sought via the annual parent questionnaires and continual monitoring. If required, for the wellbeing of each student, a further transition plan may need to be created to ensure the wellbeing of the student. This may be because they may be having a new tutor, any safeguarding issues that arise or for their mental and emotional wellbeing.