**Transition Procedures**

**Transition From Setting to Setting for SEND Children Year 6 to High School**

● Staff from high school HPCES to discuss with SENCO and class teacher needs of each child in the summer term

● SENCO and child(ren) attends high school extra visits in the summer 2 term as required to ensure smooth transition

● Pen portrait for children moving to high school

● Where required transition booklets completed as provided by Ladywood Outreach Service to support transition for ASD children

● Picture booklets are created with speech bubbles to ensure a child is able to visualise the setting, teachers and environment during the summer holiday

● Organised children to attend summer school where possible to build on friendships

● All the above are in addition to the normal transition arrangements for all Year 6 children

**Early Years Transition**

The children transitioning from pre-school settings have the following opportunities:

● Parents invited to an information sharing evening (June)

● Staff from EYFS visit every child in their pre-school setting and talk to key workers(pro-forma filled in regarding attainment)

● Children invited into school for taster sessions (stay and play with parents) after school

● Induction period over 2 weeks – ½ days only initially, so that we get to know the children and their strengths and can settle them into routines

● Children’s parents fill in an ‘all about me’ booklet in order to support our assessments of the children’s strengths and interests

● Staff observe children and also use all of the above and CEM assessments to make baseline judgements

● Home visits or meetings in school are organised if specific support required to support transition from nursery to reception.

**Transition between Key Stages Reception to Year 1**

● Teachers from Reception meet with receiving Year 1 teachers in order to pass on records and discuss strengths and needs of the pupils. Year 1 staff made aware of ‘Emerging’, ‘Expected’ and ‘Exceeding’ in key areas

● Year 1 teachers are involved in the judgements regarding writing

● Reception children are familiarised with their new Year 1 teachers and setting via story sessions and playtimes

● Children have a session in their new class at the end of the term.

● Transition booklets are set up for specific children if required

**Key Stage 1 to Key Stage 2**

● Staff have staff meeting times set aside to meet with receiving teachers in order to pass on records and discuss the strengths and needs of the children

● All children experience a moving up day towards the end of the summer term

● More vulnerable children are given extra opportunities to visit their new classes, for example taking messages, visiting with a teaching assistant.

● Transition booklets are set up if required.

**Key Stage 2 to Key Stage 3**

● Children attend open evening at their new setting

● Children attend a taster session/day at their new setting

● More vulnerable children are visited by staff from new settings to ensure correct provision is made available

● Additional days organised for specific children to support transitions between schools where possible