



St Hugh's School

Transition Policy

Defining the Terms

'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling into their new learning environment in preparation for future learning and development.

Our aims

We want our students to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that students continue to make the very best progress.

Working closely with families is key to supporting effective transitions. Parents and carers have a significant role to play in preparing and supporting children at times of change and it is essential to acknowledge them as partners and involve them as fully as possible.

Transition should be viewed as a process and not an event; planned carefully to ensure new students have positive experiences and the move from their previous school to St Hugh's and St Hugh's into a post 16 provision is as smooth as possible. Adults should be interested, reliable and responsive to help young children develop a sense of trust and security.

'There is evidence that children 'dip' at transitions, in both cognitive and social-emotional areas, that they face a range of changes - in environment, in relationships, in identity, in learning expectations, in curriculum and in the pattern of their days.'

(Dunlop and Fabian 2007)

Equal Opportunities and Inclusion

The students and parents are actively involved in the process and their perceptions about transition are explored and valued. Measures are taken to ensure pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

Principles that underpin a successful transition

Positive transitions are a shared responsibility of parents and teaching staff, each valuing the expertise and crucial role that all have to play.

- Create time for dialogue with parents, carers, colleagues and relevant agencies to gather information about the child's learning and development, as well as their holistic needs.
- Respect issues of confidentiality when sharing information.
- All relevant information (e.g. medical, Child Protection chronologies, Speech and Language input, Educational Visitor involvement) should be transferred with the child to the new setting.
- Plan a programme and timeline for the transition process.
- Develop a shared understanding of pedagogy.
- Approaches to teaching and learning are harmonised at the point of transition

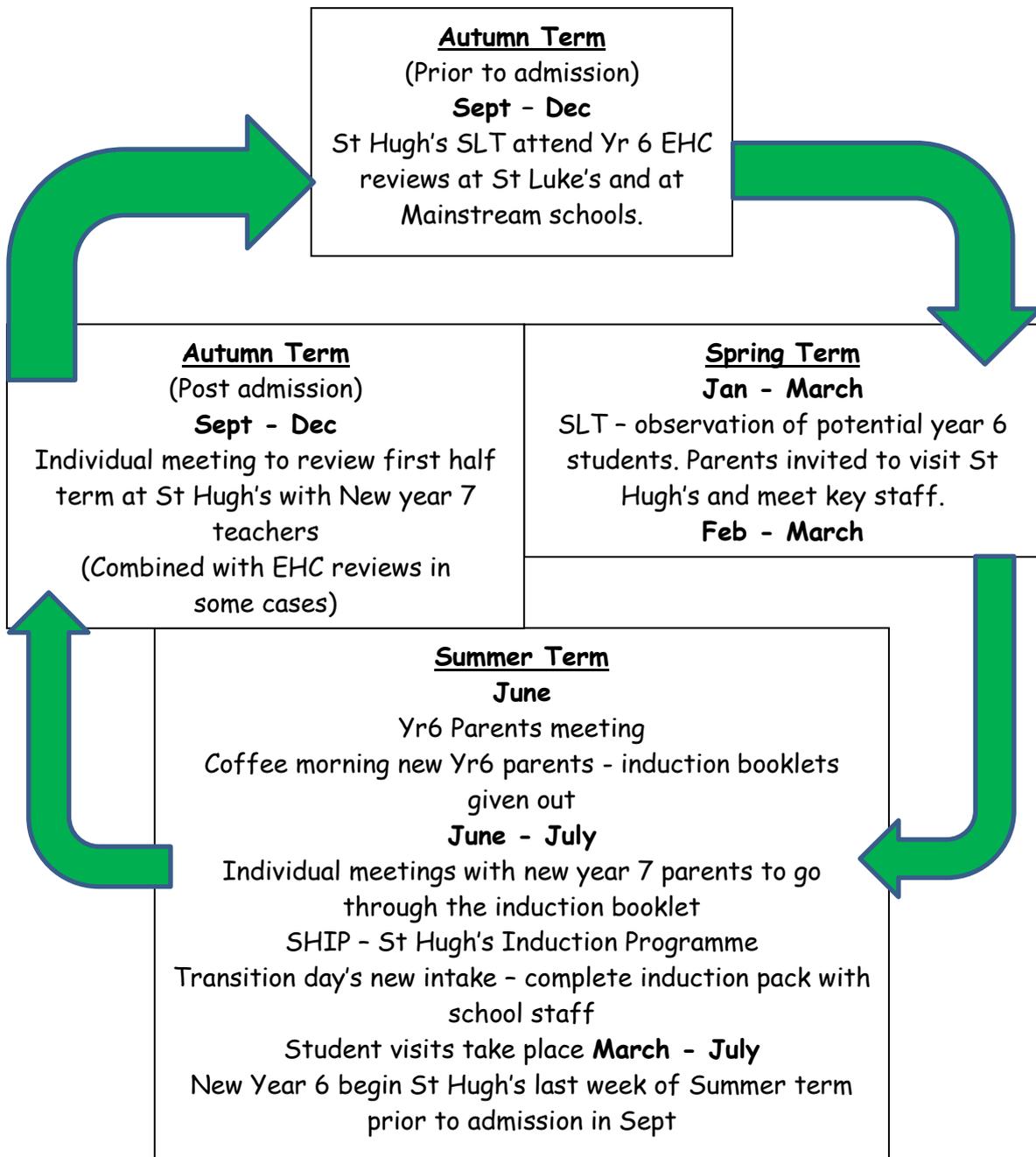
- Planning is based upon assessment information from the previous class / setting
- Styles of teaching and learning meet the needs of the students and are not pre-conceived notions of what is appropriate for the next phase / Key stage
- There is a professional regard for the information from the previous setting / phase
- Students are able to enjoy new approaches at transition
- Transition motivates and challenges students
- Staff allocation gives particular attention to the particular needs of the students

Process of Transition into St Hugh's

- St Hugh's SLT attend EHD review at St Luke's and other mainstream schools
- Spring Term - Jan - March SLT - observation of potential year 6 students
- Staff from St Hugh's meet key staff from other schools to discuss a plan for transition days into St Hugh's
- Feb - March Statutory mainstream visits
- Weekly visits by year 6 students from May half term onwards
- In June of the Summer Term - Yr 6 Parents attend a coffee morning to meet staff at St Hugh's
- Transition day's new intake - complete induction pack with school staff - Student visits take place March - July
- In July parents will be invited to a SHIP meeting (St Hugh's induction Programme), when parents / carers will meet their child's new teacher.
- New year 6 begin at St Hugh's in the last week of the Summer term prior to admission in Sept
- Autumn Term(Post admission) Sept - Dec - SHIP reviews with new year 7(AR & SHIP reviews in some cases)

This is a range of activity supporting transition from Key Stage 2 to Key Stage 3. For some students further personalised packages are implemented from March 2016.

St Hugh's Transition Cycle



Transition to colleges

- All Year 10 students visit North Lindsey College, John Leggott College and Bishop Burton College as a group to look around the colleges (colleges in our locality).
- JLC visit school with ex-students, they show a power point presentation that they have made on the college to the current year 11
- Applications completed on Lincs2 site online where appropriate and sent electronically to the colleges.
- North Lindsey will offer students an interview at their college out of school hours
- John Leggott College interviews take place at St Hugh's and parents are invited into school for this.
- Bishop Burton applications are sent in and taster days are offered for parents to support and take their child to.
- Post 16 placements should be named in the Year 11 Education Health Care Plan review. The Local authority then consults with the specific providers.
- All students have visits to the colleges and stay in a group session for the whole day, this occurs in small groups.
- Appropriate students who meet the criteria and have accepted a place at JLC/NLC will then have several sessions at their chosen college where they will experience lessons; there are usually 3 to 4 visits for each student.
- If students or parents want their child to go back for further transition, school will arrange this.
- JLC / NLC staff may come into school to observe students at once application forms are received, they will chat to the students on a one to one basis
- St Hugh's staff meet with John Leggott College and North Lindsey College to discuss individual student needs.
- All out of county applications are consulted upon within the Education, Health Care Plan process.
- Once post 16 placements have been consulted upon the establishment will then notify the Local Authority and the provision will be named in the Education Health Care Plan officially.

Proposed Timescale for post 16 applications / process / Transition

September	October	November	December	January	February	March	April	May	June
All students visit JLC and NL prior to Autumn Term.	Students visit JL and NLC Staff from JL and NLC may visit St Hugh's, complete initial observations		All applications completed All EHC plans completed	Student interviews Small group observations take place in school environment	Student interviews Any reviews/ Follow up actions resulting from interviews		Students receive offer Regular visits to college /providers commence Coaching sessions commence for identified students		Parent event held by each venue.
<p>During Autumn Term</p> <p>JL visit students St Hugh's with info and powerpoint.</p> <p>Parents encouraged to attend open evenings at colleges</p> <p>Students visit JLC coffee morning and enterprise event.</p> <p>Students visit NLC coffee morning</p> <p>BB visit school to see interested students</p>									

A small number of students whose needs cannot be met by the local colleges or other educational establishments will remain at St Hugh's in the Post 16 provision.

The transition from St. Hugh's Post 16 provision into adulthood is very personalised according to the individual level of needs and family circumstances.

Where a student has complex learning needs, the following processes are in place at St. Hugh's:

- Develop transition planning in Year 9 transfer review or the review of the Education Healthcare plan (EHC plan) and at each subsequent review
 - The school curriculum becomes more practical in nature during key stage 4 and students have the opportunity to follow a 'life skills' route in their option choices.
 - A large group of Post 16 students are taught their school curriculum in the Community Well Being Hubs by school staff. Transport is provided to take the students to the Hubs and return them to school at the end of each day. This enables students to become familiar with accessing activities at the Hubs, in building relationships with Hub staff and service users and to develop their range of interests and skills.
 - School staff complete the record of sensory preferences each time the student experiences a new activity; this gives an overview of activities the student does/does not enjoy. This information then informs the outcomes on the Education Health Care plan at each annual review.
 - Once the student enters the Post 16 provision, their curriculum is personalised further with opportunities for them to do more practical and functional activities. They also spend at least one session (1/2 day) a week in the local community; this will be for shopping and leisure based activities which are linked into their Literacy and Numeracy outcomes.
 - The majority of students will participate in supported work placements throughout the year i.e. $\frac{1}{2}$ day per week. This is linked to their aspirations for adulthood as well as their special interests.
 - School staff complete evaluation sheets for all transition activities; these are monitored regularly to identify any potential issues in the new provision or work activities.
 - Prior to a student's 17th birthday, school check a referral has been made to adult social care. If not, they send a referral in.
 - If necessary i.e. if the young person has health needs, a referral is made to the Community Team for Learning Disabilities (CTLD) just before their 17th birthday. This referral will be made by the Transitions Officer, the children's Social Worker or through school. The allocated LD nurse will visit around the time of the young person being 17 $\frac{1}{2}$, they will meet the young person and family then look at what health support is required and write a Health Action Plan. The checklist for the adult Continuing Healthcare Assessment would also be completed at this time which would indicate whether or not a full assessment of the young person's needs is required.
 - New guidance now indicates that a mental capacity assessment needs to be completed. Information from this assessment is incorporated into the delivery of transition.
 - After a student's 17th birthday, their allocated adult social worker gets in touch, meets the young person and family and makes contact with school (or school make contact with them)
 - The allocated adult social worker completes the Personal Budget Questionnaire (PBQ) and the support plan prior to the young person's 18th birthday. These are taken to social care management for consideration then an indicative budget is set. (this may be a portion of what it will be when the young person actually leaves school)
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- If the checklist for Continuing Healthcare Assessment has indicated the need for full assessment, this will be completed in a multi-disciplinary meeting (or similar). This will then carry a recommendation for specific health input during adulthood; it does not carry a specific amount of funding. For instance a recommendation may be made to fund specialist respite provision or to fund a specific therapy or intervention.
- Depending on the amount of funding a young person is deemed to be eligible for (or a need to be met in terms of health input), the young person and their family then decide what form of provision they would like to take up e.g. to be based at home with support from Personal assistants, to go to specialist day care or to live in supported housing etc. Some families choose to do a mixture i.e. have 2-3 days PA support then 2 days of day care provision.
- Additional support for the young person during this decision making process can be obtained through Cloverleaf Advocacy. A referral to their services can be made by any professional.
- Parents and carers are supported to visit a range of alternative models for adulthood in order for them to make an informed decision about their child's future. Where possible, the students are involved in this so their responses to new settings and groups can be monitored and built into their person centred planning.
- School hold regular coffee mornings and information events to ensure parents are given the most up to date information and are as well informed as possible.
- Respite care is also factored into this; access to services, children's respite ceases on their 18th birthday and efforts are sought to secure a like for like provision as respite care is often essential in order for the young person to continue to live at home within the family network.
- Where possible, transition is undertaken with the new respite provider; this may be done through the school curriculum i.e. a group from school access some provision within the respite facility for a period of time enabling the students to become familiar and confident within the new environment.
- As the young person progresses through year 13, their transition activities are increased and the level of support given from school staff begins to decrease following their 18th birthday (providing alternative support is in place). This support can either come into school to work alongside school staff or be based at the new provision or in the local community; each students' transition is different.
- School staff may be accompanying the young person to a specialist day care provider in order to transfer a wealth of student specific information in an informal manner; once the young person is settled the member of school staff will gradually withdraw and allow the new staff to become more involved and to build positive relationships with the young person. Again this is closely monitored at all times with any inconsistencies being dealt with immediately and professionally.
- School take a lead role in this monitoring and hold regular multi agency meetings (termly depending on the complexities of the transition) with parents to monitor the current arrangements and plan for the next step.
- The young person then begins to participate in community activities or attend specialist provision independent of school support.
- Once this stage is reached the young person may only be spending half of the week in school with an increasing amount of time being spent in their new provision.
- Although every transition pathway is individualised and specific to the needs of the young person, it is generally accepted that by the time the young person formally leaves school they are spending more time in their new setting than they are in school.