



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 aligned at the point of transition

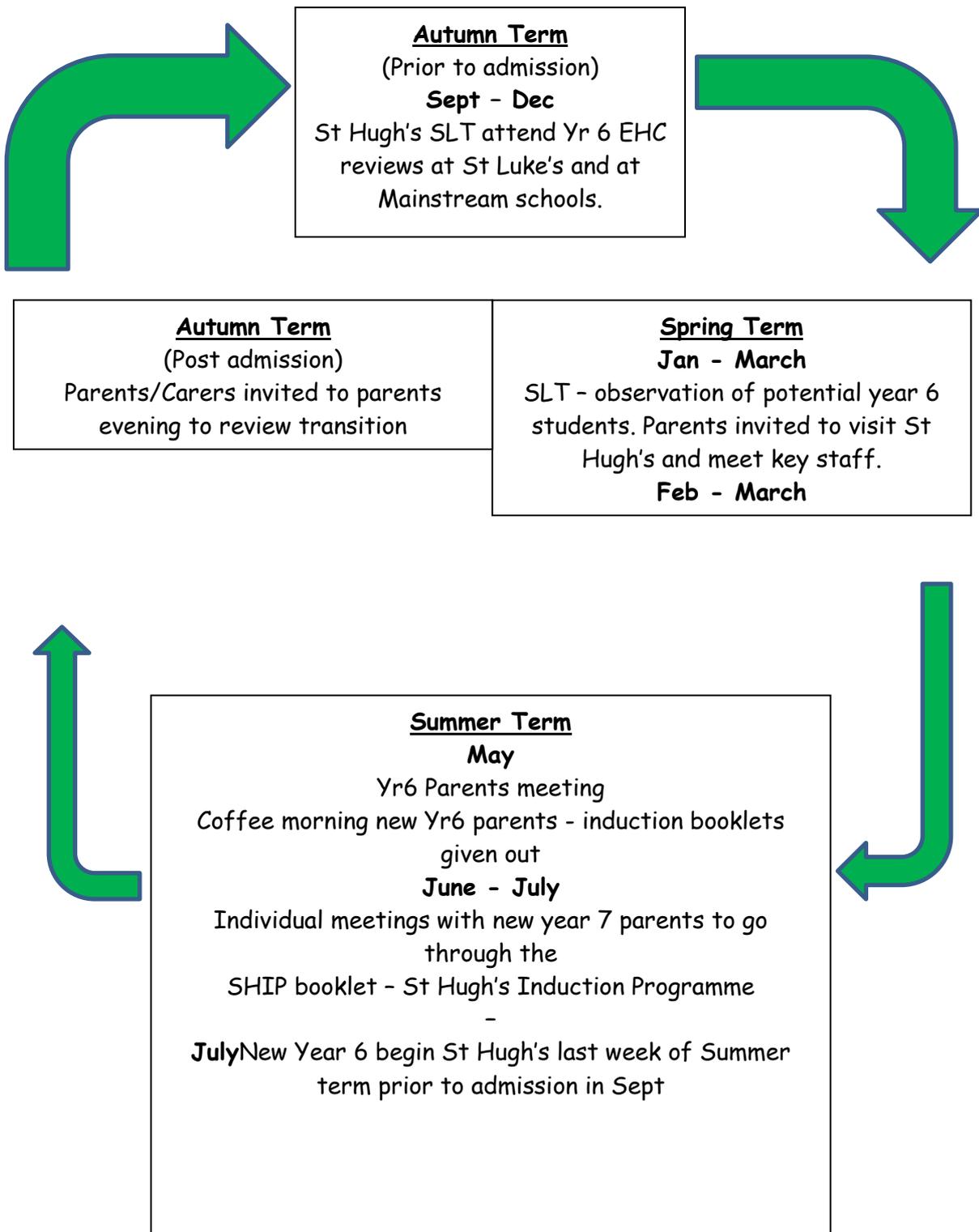
- Planning is based upon assessment information from the previous class / setting
- Styles of teaching and learning meet the needs of the students and are not pre-conceived notions of what is appropriate for the next phase / Key stage
- There is a professional regard for the information from the previous setting / phase
- Students are able to enjoy new approaches at transition
- Transition reassures, 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 EHCP 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 May 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) Parents/Carers invited to parents evening to review transition

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 late Spring term.

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
- An online application is completed, although this is not compulsory but is seen as good practice
- 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 JLC.
- Bishop Burton applications are sent in and taster days are offered for parents to support and take their child to.
- Post 16 placements are named in the Year 11 Education Health Care Plan review in the Autumn term. The Local authority then consults with the specific providers.
- Students who 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 during the transition stage, 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, safeguarding concerns and specific medical/therapeutic provision
- 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 and submitted to the authority	Student interviews	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>Parents encouraged to attend open evenings at colleges and the Post 16 information evening</p> <p>BB visit school to see interested students</p>									

A 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 need, student aspirations and family circumstances.

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

- Develop transition planning in the review of the Yr 9 Education Healthcare plan (EHC plan) and at each subsequent review
 - The school curriculum becomes more functional in nature during key stage 4 and students have the opportunity to follow a Lifeskills route in their option choices. Some students choose a bespoke route with some Lifeskills work and some other subjects.
 - For those students with the most complex learning needs, school staff complete the record of sensory preferences each time the student experiences a new activity/stimuli; this gives an overview of activities the student does/does not enjoy. This information then informs the transition planning and the student wishes and feelings on their EHCP.
 - Once the student enters the Post 16 provision, their curriculum is personalised 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 or to the outcomes in their EHCPs.
 - Two KS5 class groups are based at an off site provision at Broughton with a more complex group being based in school.
 - A number of students will participate in supported work placements throughout the year, either individually or in a small group. This is linked to their aspirations for adulthood as well as their special interests. Some placements are based in school whereas others are external placements.
 - All students are discussed at the Preparation for Adulthood forum from Yr 9 upwards where they are either allocated to a specialist transition service or are signposted to less restrictive means of support.
 - For those students remaining in the Post 16 base; school staff work alongside the Transition Team, school nurses and Children's Services staff to complete a Continuing Healthcare Checklist when the student is in Yr 12.
 - It is assumed that all young people have capacity to make their own decisions unless proven otherwise. School staff support other agencies in the conduct of mental capacity assessments.
 - For those young people who are allocated to a specialist transitions team; staff work closely together and the transition officers attend EHCP reviews, Child In Need meetings etc to develop relationships with the child and family and to provide ongoing information and support about the future. IAG staff also attend all transition meetings to offer advice and guidance as well as ensuring the EHCP remains paramount throughout the process.
 - The allocated adult social worker completes the Social Care assessment 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)
 - 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
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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. The funding agreed will be reflective of the young person's health needs.

- 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 access a 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. This is also dependent upon the availability of provision within the local area.
- Additional support for the young person (18 years and above) during this decision making process can be obtained through Cloverleaf Advocacy. A referral to their services can be made by any professional.
- 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; children's respite ceases on their 18th birthday and efforts are sought to secure a like for like provision where requested as respite care is often essential in order for the young person to continue to live at home within the family network.
- As the young person progresses into Yr 14, 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.
- Some students become dis-engaged with school and the focus is then placed upon developing their adult pathway. Some students leave St Hugh's soon after their 18th birthday but this is dependent upon individual circumstances.
- 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.