



## Transitions in Primary and Secondary Education: Good Practice and Guidance for Schools and Settings

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## Summary of Key Risk Factors and Protective Factors for Transitions between Key Stage One (KS1) and Key Stage Two (KS2)

<p><b>Risk factors associated with KS1 to KS2 transitions</b></p>	<p>Failure to identify child/young person (CYP) as requiring additional support (or late identification) and / or poor understanding of need</p> <p>Children and Young People’s views not heard and they are not involved in transition planning</p> <p>CYP does not feel prepared for the change</p> <p>Poor information sharing between key stage practitioners</p> <p>Lack of contact and partnership working with parents</p>
<p><b>Protective factors associated with KS1 to KS2 Transitions</b></p>	<p>Early identification of need</p> <p>Robust and current knowledge and understanding about the CYP’s strengths and needs</p> <p>CYP-centred processes</p> <p>The CYP is well prepared to adjust to the new curriculum expectations</p> <p>CYP has positive sense of school belonging and feels supported by friends/ peers.</p> <p>Good information sharing between key stages</p> <p>Positive family support and involvement of parents/ carers</p> <p>Curriculum continuity between year two and three</p> <p>Provision and intervention provided if needed in the new key stage</p>

## Summary of Key Risk Factors and Protective Factors for Transitions between Key Stage two (KS2) and Key Stage Three (KS3)

<p><b>Risk factors associated with KS2 to KS3 Transitions</b></p>	<p>Failure to identify CYP as requiring additional support (or late identification) and/or poor understanding of need</p> <p>CYP's views not heard and they are not involved in transition planning</p> <p>CYP does not feel prepared for the change</p> <p>Poor information sharing between schools</p> <p>Lack of contact and partnership working with parents</p> <p>Experience of bullying at primary school and/ or on starting secondary school.</p> <p>Difficulty socially integrating</p>
<p><b>Protective factors associated with KS2 to KS3 Transitions</b></p>	<p>Early identification of need</p> <p>Robust and current knowledge and understanding about the CYP's strengths and needs</p> <p>CYP-centred processes</p> <p>The CYP is well prepared to adjust to the new environment and curriculum expectations</p> <p>CYP has positive sense of school belonging and feels supported by friends/peers.</p> <p>Good information sharing between settings - a consistent approach and partnership working between schools.</p> <p>Positive family support and involvement of parents/carers</p> <p>Curriculum continuity between year 6 and 7</p> <p>Provision and intervention provided if needed in the new setting</p>

## Introduction

The transition through primary and secondary education is a significant step for CYP and their families. These times of change can be challenging and anxiety-provoking, particularly when the child and/or young person (CYP) is vulnerable or has special educational needs and/or a disability that require understanding and support over the transition. As school staff you have an important role to play in shaping the child's transition experience.

The aim of this document is to provide a good practice framework for schools and settings across Devon to support effective transition arrangements in Primary and Secondary Education. This includes guidance at a universal level as well as providing guidance specifically in relation to vulnerable groups and those at greater risk of poorer outcomes over transition, for example, Children in Care (CiC) and those with Special Educational Needs and Disabilities (SEND).

Included in this document there is also a short guide to planning transitions for emotionally vulnerable CYP including CIC.

The Guidance will provide:

- an overview of how to identify vulnerable groups at transitions
- information about how to share information between schools
- practical suggestions for successful transitions based on the research literature

This guidance incorporates the following key principles:

- *Unique child* - Every CYP is different and all CYP can be vulnerable at times of change. CYP who have SEND will need additional and flexible support.
- *Positive relationships* - Parents and carers should be closely involved in the process of transition and their thoughts and opinions should be listened to.
- *Enabling environments* - CYP manage transitions better when there is good communication between settings and change takes place gradually over a period of time.
- *Learning and development* - The transition process should be one that continues a CYP learning journey and previous experiences should be valued and built upon.

## **Safeguarding**

Where CYP are also under any form of Safeguarding process then it is key that careful consideration is given to ensuring that this forms part of the transition plan. This should include what information should be shared, how this information is shared and most importantly how the child's emotional wellbeing and learning needs are supported. There is a useful 'one minute guide' to support staff to ensure the effective transfer of CYP's records where safeguarding is a concern but this should be used in conjunction with the guidance in this document. For example, see number 6 (transfer of child protection safeguarding files) and other guidance here:

<https://www.babcockldp.co.uk/safeguarding-and-compliance/safeguarding/one-minute-guides>

## **Equality Act 2010**

CYP and their families should be reassured that under the Equality Act 2010, schools have a duty not to discriminate against CYP who have one of the nine protected characteristics (including disabilities and mental health needs). The citizen's advice bureau provides further detail of which characteristics are covered and what counts as discrimination: <https://www.citizensadvice.org.uk/family/education/discrimination-in-education/overview-of-discrimination-in-education/>

## How to identify CYP in Need of Support

Effective transition support is important for all CYP and this requires universal arrangements to be in place. However, it is also an important role for school practitioners to be able to identify CYP requiring additional levels of support, either through Targeted or Specialist intervention.

The following visual outlines the key differences between the three levels. These terms will be used throughout this guidance. The description of needs given here is not exhaustive and it's appropriate for professionals to use their discretion regarding what level of transition support a CYP will need.



## How to identify CYP who may benefit from Targeted Transition Support

Many of the CYP who would benefit from targeted transition support will not fall under an identified 'at risk' group. This can result in their potential vulnerability being missed by professionals if careful consideration is not given to the transition planning process.

Alongside the CYP identified within the diagram on page seven other CYP who may be considered for targeted transition support could be:

- CYP with weak literacy or maths skills and those who experience challenges with organisation, memory or other aspects of learning
- CYP with identified SEMH needs (e.g. anxiety, ADHD) and those who display challenging behaviours
- CYP with Autism Spectrum Disorder (ASD) and/ or associated social communication needs
- CYP with physical or sensory difficulties requiring additional support
- CYP with speech, language and communication difficulties requiring additional support

### Whose responsibility is it to share information and plan support?

Primary schools should use information presented in this guidance as a framework for identifying and sharing information about CYP who display vulnerabilities in the above areas. Special Educational Needs and Disability Coordinator's (SENDCOs) are usually well placed in schools to have the information to make a decision about levels of transition support required.

Once the CYP has moved to their new key stage or new school, it will be important to monitor and review the success of transition arrangements and identify those who are in need of additional support. Again, the school SENDCO will be best placed to take a lead on this in most schools. The transition planning template can provide a framework for reviewing the transition process for CYP who were identified as requiring targeted transition support (Appendix B).

## How to identify CYP who may benefit from **Specialist** Transition Support

Alongside the CYP identified within the diagram on page seven other CYP who may be considered for **specialist** transition support could be:

- CIC (see page 16 for additional guidance on supporting vulnerable CYP including CIC through transitions)
- CYP with an Education Health and Care Plan (EHCP)
- CYP where there has been recent multi-agency involvement in relation to supporting their education. For instance, involvement from professionals such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, or the Children and Adolescence Mental Health Service (CAMHS).
- CYP identified by school staff or other professional as being likely to require a personalised transition package. This is likely to include pupils who have already been accessing personalised programmes of support.

For KS2- KS3 transition, signalling that one of the above criteria applies will also support secondary school staff to work in partnership with the primary schools to offer timely specialist transition support. The transition planning meeting template could be used as a framework for the sharing of such information (Appendix B).

### **Whose responsibility is it to share information?**

Primary schools should use information presented in this guidance as a framework for identifying and sharing information about CYP who display vulnerabilities in the above areas. Special Educational Needs and Disability Coordinators (SENDCOs) are usually well placed in schools to have the information to make a decision about levels of transition support required and to share this information with the next key stage or school.

Once the CYP has moved to their new key stage or new school, it will be important to monitor and review the success of transition arrangements and identify those who are in need of additional support. Again, the school SENDCO will be best placed to take a lead on this in most schools. The transition planning template can provide a framework for reviewing the transition process for CYP who were identified as requiring **specialist** transition support (Appendix B).

## Good Practice Recommendations for KS1 to KS2 Transitions

The transition point for CYP moving between KS1 and KS2 can mean a whole new environment change as CYP move between infant and junior schools or between classrooms. The shift in the ways in which CYP learn also changes as they move into being more capable of abstract and teacher-focused learning. Within this transition stage it's important to consider the contextual factors unique to the CYP at your school and what transition will look like for them, but you can also use this document to identify those CYP who will require targeted and specialist transition arrangements to support their move into KS2 - and use the transition planning meeting template as a guide to help share information (Appendix B).

### Universal

- Year 2 and year 3 teachers should work together to ensure that a child's transition between KS1 and KS2 is seamless.
- Year 2 practitioners should make sure children's experiences in the final year of KS1 are valuable, and prepare the ground for year three. It is important that year three builds on the principles and approaches used in the KS1.
- Some schools plan for the year three teacher to spend time within the year two class - prior to the children transferring - and plan the first term of KS2 around KS1 practice.
- Year three staff should be available to parents to facilitate relationships and answer specific questions/receive information.
- Thought should also be given to supporting children in saying goodbye to KS1 Staff.

### Targeted

- Parents/carers should be given clear information about the transition into year three.
- Reception staff and the SENDCO should identify children who are at risk of having transition difficulties as early as possible.
- Teachers from KS1 and KS2 should be given time to meet and discuss individual children
- A transition meeting early in the summer term should be arranged and knowledge should be shared about children's individual needs by the parents, relevant teachers and any other agencies if they are involved. Plans should be made within the year three classroom to ensure provision is in place to meet these needs. A transition planning meeting template could be used to support this (Appendix B).
- Thought should also be given to supporting children in saying goodbye to KS1 Staff.

## Specialist

- As above, KS1 staff and the SENDCO should identify children who are at risk of having transition difficulties and who may need specialist support as early as possible.
- Knowledge should be shared about children's individual needs by the parents and any other agencies involved. This should be done through a multi-agency meeting. Practitioners should aim to provide an enhanced transition for children who have significant and persistent needs as early as possible. This is usually provided at an individual level and will be highly personalised.
- Plans should be made within the year three classroom to ensure provision is in place to meet these needs. A transition planning meeting template could be used to support this (Appendix B).
- There needs to be a clear focus on developing communication between children, staff and parents/carers.
- Thought should also be given to supporting children in saying goodbye to KS1 Staff.

Those children who are achieving lower levels academically are likely to find the shift in learning expectations in year 3 harder. Preparing children for the types of learning they will be engaged with in KS2 and helping them have a vision for what is ahead for them in year 3 can be useful for children. There should be a focus on developing their confidence as learners in year 3 and helping them consider what they can do when they are feeling stuck with a task. A bridging project between years 2 and 3 could provide a means with which the child doesn't see the jump in learning and expectations as too big and overwhelming (examples of bridging projects can be found on page 13).

Parent/ carer involvement remains a significant factor in a successful transition. Continue to encourage home involvement – this could be through joint projects with the parents and children, asking parents to read with their child regularly during the week, holding short workshops to tell parents about the work the CYP are doing and how they can be supported by them.

## Good Practice Recommendations for KS2 to KS3 Transitions

A good transition should be focussed on preparing the child for life at secondary school and building their confidence. Emphasis should be on building relationships with other CYP as those with a good friendship network find transition much smoother.

The SEND code of practice (2015) describes a number of ways to provide good transitions for CYP including: information sharing between the settings about the pupil, preparing for the transition, working with all those supporting the CYP including parents and professionals to ensure the receiving school is aware of the CYP's needs and what is working effectively for them, placing the CYP and their aspirations, strengths and needs at the centre of the planning and, reviewing the support once in the new school.

Included in this document is a self-audit tool to aid schools in considering the transition support they offer their pupils and families at this age (see appendix E).

Below are some recommendations from the research literature that facilitate a successful transition:

### Universal

- **Admission Forms**

Primary school staff may wish to consider that, for some parents, completing admissions forms either on paper or online may be challenging for them. There are examples of schools offering a time slot to support parents with the completion of these.

- **Open Days/ Open Evenings**

These are a great opportunity for CYP and their parents/carers to visit a prospective school. Primary schools can help parents and carers by informing them of local dates and times of these events.

- **Talking about the new school**

Year six activities such as circle time can be great opportunities to explore the CYP's views and discuss concerns they may have about the transition to secondary education. The research literature tells us that CYP's top five worries are: bullying, discipline and detentions, homework, getting lost and losing old friends. Finding solutions together can be an effective way to approach this with the CYP. This could be done through assemblies, circle time, PSHE lessons.

- **Bridging materials**

Joint teaching projects between primary and secondary subject teachers has been used in successful transitions. Simply using the same workbooks across the two years can also be positive.

Gathering examples of the CYP's best work at primary school and passing this to the secondary school to be discussed in lessons can be another successful bridging activity between the schools - as long as the subject teachers in the receiving school are aware and have set time aside to explore this when the CYP join them in year 7.

- **Visits to the primary school from the secondary teacher**

Secondary staff talking to the CYP at their primary school, either in classes or assemblies, can be helpful for CYP to get to know a staff member and the new school better.

- **Encourage parent/ carer relationships with staff**

Sharing email address of tutor/head of year with parents/ carers at parents evening once decisions have been made about tutor groups.

- **Orientation Visits**

All year six CYP are invited to an induction day, typically towards the end of the summer term prior to the transition. There are examples of some schools offering social events for the CYP at this time too. Some secondary schools also offer summer schools which give an opportunity for CYP to familiarise themselves with the school whilst it is quieter.

## **Targeted and Specialist Support**

The following recommendations are for those CYP identified as needing targeted and specialist transition support. Universal recommendations are also applicable to these CYP.

- **Social Issues**

CYP who have experienced bullying at primary school are less likely to settle well into secondary school. In particular, year seven tutors should be vigilant to the CYP in their tutor group who are struggling with friendships or are finding the routine difficult to cope with. CYP with SEND are more likely to be bullied. All staff should be aware of the school anti-bullying policy and know what to do if they are concerned. Those CYP who are likely to fall into this group should be flagged up by the primary school and be monitored once at secondary school. They may benefit

from an older 'buddy' at the secondary school and/ or moving up into their tutor group with at least one friend identified in consultation with CYP.

- **Orientation Visits**

For those CYP who are more vulnerable, they are likely to benefit from a series of visits prior to the universal year six induction day. Photobooks or workbooks to complete at the secondary school visits provide a useful reference point for CYP to look through at home and share with parents/carers. The additional visits could include: familiarising the child with the school and key places such as the areas they can go at break and lunchtime, key staff members, seeing the school when its quiet and moving towards busier times, going into the canteen both when quiet and busy, going into a sample lesson. If the visits go well and the CYP feels confident it is also worth encouraging them to add a narrative to their workbook about how they felt when visiting the new school - this can be a powerful reminder to them before their first day.

For CYP with sensory processing difficulties, gradually introducing them to the science labs, technology rooms, PE changing rooms can be helpful places to visit during the additional visits.

For CYP with mobility difficulties such as those with visual impairments or physical disabilities, orientation visits will enable the young person and a staff member to consider how they will find their way around the school, and whether further measures need to be in place to support them.

- **Information Sharing**

A transition planning meeting is recommended in the summer term of year six for those with specialist and targeted needs. A format has been proposed in this document (Appendix B). Also consider what other information would be useful to share with the secondary school. Additional information for CYP with SEND or a medical need could include: Health Care Plans (HCP); EHCP; relevant medical reports such as paediatricians and GPs; relevant reports from external agencies such as Educational Psychologists, Speech and Language Therapists, Advisory Teachers or Social Care; and recent Personal Education Plan (PEP)

- **Review**

Setting times to review how the transition is going can help head off issues becoming too big. For vulnerable CYP, a review should be set at the initial transition planning meeting in year six. For all CYP, the secondary school may wish to consider a parent's evening in the first term with the year seven tutors.

- **Pen Picture**

For those CYP with additional needs (requiring targeted and specialist transition support), a pen picture of the CYP including their strengths, needs and support they require can be a useful tool for new teachers and to give to supply teachers. An example is provided in Appendix C. This should be completed in order to share with staff when the CYP begins in the September of year seven. It should be completed by the CYP with their parent/ carer and/ or a member of primary school staff and then shared with the secondary SENDCO in order to disseminate to appropriate staff members.

- **Consider CYP's friendships**

Take into account friendships when placing CYP into tutor groups. Particularly those who are coming from a school with only one or two others (check whether this is something the CYP wants). Consider pairing up CYP who are coming on their own.

- **Emotionally Vulnerable CYP and CIC**

We are all familiar with the feelings experienced when we think about change. Anticipation, excitement and curiosity can be overshadowed by feelings of anxiety, uncertainty and fear of the unknown. Transitions can be particularly difficult for CYP who have experienced past trauma or who are emotionally vulnerable, including many CIC. The loss involved in moving schools can trigger strong emotions, including feelings of rejection and abandonment. If we fail to adequately support transition then a CYP's anxieties may grow as they increasingly feel overwhelmed and out of control. The next page offers some additional guidance for supporting emotionally vulnerable CYP.

### **Electively home-educated students**

Parents choose to electively home educate for a variety of reasons. Our experience indicates that, on occasions, such decisions are made as a consequence of a CYP experiencing some challenges at school. Whilst it may be tempting for parents and CYP to seek a 'fresh start' within a secondary school setting this can lead to the CYP not having access to support which could help their transition. We would therefore encourage schools to assess which level of transition support the CYP need (universal, targeted or specialist) and to complete the transition planning meeting template with 'home educators' (Appendix B) to help aid transition support planning.

## Supporting CYP who are Emotionally Vulnerable (including CIC) through Transitions:

These brief notes aim to provide information for schools in supporting emotionally vulnerable CYP, including those in care, during times of transition.

### Early Stages:

- Identify emotionally vulnerable CYP facing transition and consider the likely impact upon them.
- Through dialogue with parents/carers and outside agencies, aim to develop a good understanding of the emotional needs of individual CYP who are likely to struggle to cope with change.
- It may be important to be aware that how a young person responds to a new environment can sometimes seem out of proportion or unexpected, but it may make sense when considering the person's own experiences.
- From this dialogue and understanding, a written plan can then be shared with key people including carers/parents, receiving school and pupil. It can be incorporated into the PEP process for CIC and/or using the transition planning template (Appendix B).
- Talk with CYP about any imminent changes well in advance. Some may benefit from a visual representation of the transition process showing timescales. Through conversation, help CYP to balance the loss of the old with positive anticipation of the new. This may include the adult highlighting exciting new activities and opportunities available at the new school. With the CYP list the positive features which will encourage the CYP to look forward to the transition.
- Set aside dedicated time for the CYP to say goodbye to significant individuals and groups within the old school/key stage - this will be essential.
- Provide opportunities for the CYP to meet new teachers and key adults. Provision of associated photos and/or notes can be helpful to keep at home for reference.
- Remember the importance of being flexible and understanding that the emotional health and wellbeing of the young person can vary and fluctuate and the need to adapt where necessary.

### Making the Most of Transition Visits

- **Specialist** transition arrangements are likely to be required, including additional familiarization visits, either individually or in a small group. These will provide an opportunity for the CYP to meet the key adult who will support them at their new school.
- The visits provide an opportunity for the CYP to take pictures and develop a transition photo book. Also consider providing images of key people and places. Reflect on how the CYP felt during these visits and record these as well.

- Some CYP may benefit from a safety tour of the school, explicitly identifying ways in which pupils are kept safe from accidents, outside adults and other sources of harm and the ways in which care is shown to pupils.

## Later Stages

- Some CYP will benefit from the use of transitional objects. These may take many different forms but essentially they represent the security of a significant adult when that adult is not physically present. During major transitions the importance of objects that CYP can take away with them to their new situation should be recognised. Such items might include: familiar toys, photo key fobs, pebbles, books, scrapbook diaries, autographs, photographs and special work.
- It may be helpful to provide a continued connection with a key adult from the old school – perhaps through a couple of visits and then a card to wish the young person well.
- At times of major transition, provide opportunities for such adults to identify shared memories and reflect on successes and challenges, celebrating shared work.
- Consider how a sense of belonging can be fostered in the new environment; e.g. the CYP could leave a picture or piece of work with the new key adult.
- Create a secure base for the CYP to go to with familiar and trusted members of staff.
- Provide support from an adult trusted by the CYP to meet and greet them at points of difficulty, such as the start of the school day.
- Supporting adults will need to be able to recognise the anxieties that may be underlying challenging emotions or behaviours, for example: aggression, difficult social relationships, and/or withdrawal. Use of relational approaches which includes a consistent and understanding approach to behaviour is essential.
- Plan situations in which vulnerable pupils can be actively encouraged to express their feelings and emotions and to have these validated as appropriate.
- Consider implementing long-term teaching programs to help pupils to develop and maintain the capacity to cope with change. Activities which promote resilience and the application of explicit coping strategies will be appropriate.

With careful and sensitive planning even the most vulnerable children can experience successful transitions. Such an experience can build significant resilience to meet challenges in the future.

## How to Support Parents/Carers

The research literature tells us that involving parents and carers in the transition process aids a successful transition.

Good practice:

- Ensure that there is regular communication with parents and carers and staff should ask about preferred forms of communication.
- Parents and carers should be involved at every stage of the planning and discussion process around transition, including attending transition meetings for those identified as needing **specialist** or **targeted** transition arrangements
- Provide information sessions to parents and carers on how best to support their CYP over the transition.
- Encourage the parent to read the Parent/Child Transition booklet with their CYP prior to transition (e.g. Next Steps: Moving from Primary to secondary school)
- Primary schools should support parents to complete admissions forms where needed.
- Inform parents/carers of the secondary open evenings or open day events. Provide opportunities for the parent to visit the school with their CYP.
- Encourage parents/carers to think about how they can support their CYP to be more independent.

## Transition Planning Meeting

Transition planning meetings should be held at the latest in the summer term prior to the transition for those considered to need **specialist** or **targeted transition** support. The aim of the transition planning meeting is to share information with the receiving key stage or secondary school to aid their planning of provision, and support when the CYP moves and to plan what the transition to the next stage of their education will look like. Please see Appendix B for a template that could guide this discussion.

### ***Who should attend?***

Those attending should be: primary SENDCO, secondary SENDCOs (for KS2-KS3 transitions), parents/ carers and any other agency involved in supporting the child.

The whole process should be CYP-centred. Attending the meeting may not be possible, or something the CYP wishes to do, but best efforts should be made to gather the CYP's views to present at the meeting. You may wish the CYP to join the beginning of the meeting to offer their views or gather them before the meeting using the CYP's views questions. They could present it in written form, or via a video for the adult members of the meeting to watch (see appendix A for questions to guide conversation with the CYP).

### ***What should be discussed?***

The template in Appendix B offers a guide to the information to be discussed at the transition planning meeting. This includes: level of transition agreed, agencies involved, CYP's views, parents' views, what is currently in place to support the CYP, what support KS2 or the secondary school can offer, actions, date to review.

### ***Should we still meet if the parent/carer is unable to attend?***

Best endeavours should be made to include the parent/carer in the meeting, as they are key people to involve.

## **Appendix A - Gaining the child's views about the primary to secondary transition**

This is a template for including the child's views in the transition planning meeting. The child could be asked to complete this with adult support to be used in their plan, or come to the meeting and the information below could be used to guide the discussion. For CYP who require augmented communication aids, please adapt the form of communication accordingly in order to gather the child's views and seek parent/carer assistance where there are questions the child cannot answer.

Your name:	What name do you like to be known as:
What are you good at/ what do you really enjoy?	What do you need help with at school?
What would you like your new teachers to know about you?	What are you looking forward to most about going to your new school?
Are you worried about going to secondary school? What are those worries?	What can teachers and staff do at your new school to help you?
Is there anything else we need to know so we can help you as much as possible over your transition to your new school?	

## Appendix B – Transition Planning Meeting Template

\*This should be used for all CYP identified as requiring a specialist transition and recommended for CYP requiring targeted transition support\*

Name of Child	Date of Birth	Current Year Group:
Name of Parents/ Carers		Address
Telephone Number		Email Address
Date of Meeting	Current School	Receiving School
Level of Transition Agreed: (please circle) <div style="display: inline-block; margin-left: 100px;">Targeted</div> <div style="display: inline-block; margin-left: 100px;">Specialist</div>		
See pages 3-6 for further information		
Agencies involved in supporting the child and their family: (Have all appropriate reports been shared?)		
Who attended the meeting today		
Child's Views		Parent/ Carers Views
Child's Strengths		

What is currently in place that works for the child? E.g. Strategies/ interventions, access arrangements in place, additional provision. What should be avoided?	What support could be available at KS2 / secondary school? (Depending on which transition the CYP is embarking on)
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Actions	Who will do this	By what date

I agree for this form to be shared with relevant professionals.

Parent/ Carer Signature	Date
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Set a date for another transition planning meeting or the review meeting (reviews should take place within 6 weeks of the child beginning year 7).

Date and Time	Venue	Who will be invited
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A copy will be sent to those who attended the meeting and to those who will be invited to the next meeting.

### Appendix C - Pen Picture (to be completed with the child)

This document is designed to share with your class teachers so that they can get to know you more and so that they have some ideas about what is helpful for you at school

Name: Tutor Group: Tutor Name: House:	Previous School:	Transition Level
Strengths and interests:		
I would like you to know		
How you can help		
How I can help myself		

## Appendix D - Timeline for Transition from Primary to Secondary School

During any transition the needs of the child and family should be at the heart of the process. Routines and procedures should be flexible. For any child who has additional needs, an enhanced transition process should be planned for.

	Year 5	Year 6 Autumn September October	Year 6 Autumn November - December	Year 6 Spring January- February	Year 6 Spring March- April	Year 6 Summer May-June-July	Year 7 Autumn September -October
<b>Universal</b>	Display information for parents/carers of open evenings and application dates		Ensure all parents have applied for a school place.		1 <sup>st</sup> March is typically the date to find out secondary school allocations.	Share any relevant documents relating to CYP to the receiving secondary school.  All Year 6 CYP invited to take part in the secondary school's induction day.	Schools meet to evaluate process/ complete self audit tool (Appendix E)
<b>Targeted</b>		Discuss transition needs with relevant professionals at consultation meetings.			Following school place confirmations, Primary SENCo's should populate a list of CYP for the receiving secondary schools of CYP requiring targeted and specialist responses. Consider transition planning meetings for those felt appropriate in targeted (see page 15 and Appendix B).	Plan for enhanced transition meetings and visit arrangements where appropriate.  Consider completing a pen picture for the secondary school (see Appendix C).	

<p><b>Specialist</b></p>	<p>Annual Review of EHCP – Transition planning should take place at the annual review. Identify CYP who may be considered for secondary specialist provision and discuss with relevant professionals.</p>	<p>Assess needs and identify CYP requiring enhanced transition support and begin developing transition plans.</p> <p>Discuss transition needs with relevant professionals at consultation meetings.</p>	<p>Annual Review of EHCP – Transition planning should take place at the annual review. Invite potential secondary SENCo's to annual reviews.</p>		<p>Following school place confirmations, Primary SENCo's should populate a list of CYP for the receiving secondary schools of CYP requiring targeted and specialist responses.</p> <p>Set dates with secondary SENCo for up to 8 additional visits for the most vulnerable students up to the end of the school year.</p> <p>Transition planning meeting should take place for those with targeted and specialist needs.</p>	<p>Additional arrangements for the induction day may need to take place for CYP with specialist transition needs.</p>	<p>Review - At the initial transition planning meeting set a date to review how the transition has gone. Consider building in further reviews within the next 6-8 weeks following the first review if there are considerable concerns remaining. If concerns are high, a review meeting may be more appropriate before six weeks.</p>
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## Appendix E: Self-Audit Tool for Schools: Supporting the KS2 to KS3 Transition

	Provision currently available	In need of development ?	Next Steps/Actions
Clear information advertised for parents/ carers regarding open day/evening events at local secondary schools.			
Additional support for parents/carers who may find filling out admissions forms difficult.			
Exploring year 6 pupils concerns and questions, e.g. through circle time, PSHE lessons, assemblies.			
Excellent working relationships and partnerships with the other schools involved and support for early identification and assessment of individual needs.			
Making links between primary and secondary school staff to offer joint projects which bridge year 6-7 or creating a collection of work in primary for CYP to show secondary school staff in year 7.			
Good information sharing between primary and secondary school staff. Holding a transition planning meeting with primary and secondary staff as well as pupils and parents for those within specialist and if appropriate, targeted need for support. (See page 15 and appendix B).			
Induction visits for all CYP in year 6.			

Additional induction visits for CYP identified as requiring specialist transition support and consider them for those identified as needing targeted support.			
Consider those CYP who are socially vulnerable and what can be put in place, E.g. putting them in a class with someone from their primary school, buddying them up with older students.			
Completing a pen picture to share with relevant secondary school staff about particular CYP. (See Appendix C).			
Reviewing the effectiveness of transition arrangements once year 7 begins.			