

PRINCES PRIMARY SCHOOL

ADMISSION / TRANSITION POLICY



2016-17

For many children and young people changing schools can be traumatic and for others transition is faced with excitement and apprehension. If transition is well managed it could mean the difference between a pupil settling in and progressing well or struggling to adapt to the new circumstances. In schools where transition is effective the staff will be aware of and sensitive to the needs of all pupils as they enter a new school.

To facilitate a smooth transition between schools from nursery (feeder schools are also mainstream, and assessment units) to primary, and from primary to secondary) it is essential that schools seeks, values, and acts on the views of pupils, parents and staff.

Pupils

Princes aims to develop and maintain links with its receiving schools, and provides the opportunity for initial visits, and an induction day into the new school, so that pupils become familiar with the new school and its staff.

This may include

- Joint activities such as a shared project or sports day
- Social events e.g. school plays, music sessions
- Taster day at new school supported by current staff
- Sharing specialist resources and staff expertise between the schools
- Individual transition booklets to and from primary/ secondary
- Additional support those pupils with additional medical needs, looked after children, EAL pupils etc.
- Schools may use a buddy system to support the new pupils.
- Power point presentation of school activities to show to new pupils.

Parents / carers

Parents are an important part of the transition process, and they are often anxious about their child's move from the security of the primary school (and feeder school) to the new, often larger secondary school. These fears can largely be eliminated by giving opportunities to visit the new school, where provision and procedures can be outlined.

For young children entering Princes, a range of opportunities are available to ensure that both children and their families are confident about their new school.

These will include

- Visits to the school, with or without the child. Opportunity for second visits are also welcomed.
- Overview of the school provision, newsletters and parent questionnaire – including translated versions where appropriate
- Access to any relevant policies.
- Opportunities to meet the staff to discuss their child.
- Reassurance about methods of communication between home and school.
- A new parents coffee morning when other staff may be available eg physiotherapists, speech therapists, school nurse etc.
- A home visit by the school nurse
- Where dietary needs are a consideration parents may wish to meet the catering staff or know how the dietary needs are catered for.
- Meet the admin staff and settle practical issues e.g. buy new uniform, take away and sign all relevant documentation and be reassured about transport arrangements.

Staff

Princes has designated staff to support the transition process. They will accompany children on group visits to new schools. All documentation is passed onto and discussed with new staff.

The following information will be passed to receiving schools

- Pupil transfer information sheet
- Communication profile
- Education and Health Care Plans
- IEP's
- IBP's
- Records and assessments e.g. PIVATs, INGOTS, Quest for Learning
- Any additional information, e.g. issues of confidentiality to be addressed, child protection issues.
- Medical information is transferred between nurses.
- Physiotherapy data needs to be transferred either via school or via physiotherapists.
- Pupil data is transferred via the School to School Secure data website

Teachers of pupils joining Princes may visit children in their previous settings in order to

- Observe the pupil in their present setting.
- To discuss the pupil and their needs with the present teacher
- Visit the receiving school and meet staff to discuss the pupil and finalise transition arrangements

Other agencies

Princes will ensure that receiving schools are aware of any other agencies working with the pupil and that effective communication strategies are in place with any relevant outside agencies, e.g. Social workers, Behaviour team, Educational Psychologists, Paediatricians/ Alder Hey Hospital, Physiotherapists, Pupil Advocacy, Respite services etc.