

# PRINCES PRIMARY SCHOOL

## ADMISSION / TRANSITION POLICY



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, assessment or mainstream provision to primary, and from primary to secondary schooling it is essential that school seeks, values, and acts on the views of pupils, parents and staff.

### Pupils

It is essential that Princes staff develop and maintain links with its receiving schools, and provide the opportunity for initial transition visits 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, picnics pantomimes
- 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.

This should include:-

- Open/visiting days with or without the child. Opportunity for second visits should be available.
- School prospectus, newsletters and parent questionnaire – including translated versions where appropriate
- Any relevant policies.
- Meet the new teacher to discuss their child.

- Be reassured about methods of communication between home and school.
- Spend time in the school and meet any new supportive staff such as physiotherapists, nurse etc.
- Parents may need/wish to set up new protocols with the nurse prior to the move.
- 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 who ensure that paperwork is completed, passed onto new teachers, and to take pupils on visits to their new school.

The following information is essential:-

- Pupil transfer information sheet (appendix a)
- Communication profile or passport
- Annual review reports
- IEP's
- IBP's
- Records and assessments e.g. PIVATs,
- Any additional information, e.g. issues of confidentiality to be addressed, child protection issues.
- Head teachers' report from final annual review will be sent to the receiving school, transition teachers and full review to the LEA office .All annual reviews plus statement are sent to the receiving school.
- 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 need the opportunity 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 works closely with a range of other agencies who may be working with individual pupils. This may include social workers, CAMHS, educational psychologists, paediatricians/ Alder Hey Hospital, physiotherapists, pupil Advocacy, Respite services etc. Information is shared with these agencies and they are kept fully informed of any changes to current provision.