



**The Beacon**  
**Folkestone**

# **Transitions Policy**

## Transition

In this policy transition means the movement that takes place from one familiar education setting to the next. Pupils at The Beacon will encounter a number of transitions which will be supported by careful planning for each individual pupil.

### Tier 1

Pupils encounter transition from class to class within the key stages. For some pupils who join The Beacon at the start of Year 7 or at the start of KS5 it means the move from one school to another.

### Tier 2

It is important for our pupils to learn from a number of adults so that they can generalise skills learnt. In many cases pupils will experience having a teacher for a year or two, however some pupils will learn in specialised classes and will enjoy having one teacher for a number of years; in these cases, pupils will encounter working with a number of support staff to extend their generalisation of skills.

### Tier 1 and Tier 2

Pupils will experience transitions between key stages and staff will liaise with each other to ensure the best type of transition for each pupil.

Pupils may come to The Beacon from a Primary or Secondary school at various points during the school year.

## Into the Foundation Stage

### Pre-school to Foundation Stage

- EYFS teacher visits pre-school settings at any point throughout the school year, following referrals from the Local Education Authority.
- Home visits by EYFS teachers and Teaching Assistants.
- Information pack given to all parents/carers of children due to join the school.
- Parents visit the school, with or without their child, as agreed between the parents and teacher.
- Information pack given to all parents/carers of children due to join the school.
- Children given opportunities to spend time in their new classroom before they start to, familiarise with the new environment, staff and peers.
- Children are given a photo book including photos of different areas of the school, their new teacher and teaching assistants.
- Some children need additional support such as a social story to prepare them for the transition.
- Foundation stage children may have a gradual/part/time programme if needed.
- Information gathered by the EYFS teacher during home visits and visits to settings will be used to plan and deliver a curriculum closely matched to the child's individual needs.

#### EYFS to KS1

- In the Summer Term preceding the move to Year 1 the EYFS teacher and Year 1 teacher will meet and share information.
- Children will be given the opportunity to spend time in their new classroom with their new teacher and support staff during Term 6.
- Throughout the Foundation stage children will attend school assemblies within their Zone and celebrations, share good work and participate in activities involving other zones and classes.

#### KS1 to KS2

- Zone assemblies.
- Opportunities in the Summer Term to spend time in their new class rooms with their new teacher and support staff.
- Throughout the school year there are project based learning days, sporting activities, TASC/Enrichment days where children have the opportunity to familiarise themselves with other staff members and mix with their peers.
- Parent/carer consultations are held throughout the year. There is also the EHCP Review meeting for all pupils as well as an open door policy.

#### KS2 to KS3

- Opportunities for pupils joining The Beacon in Year 7 to come into the school during Term 6 to join their new class on an agreed programme.
- Opportunities for prospective Year 7 pupils to talk to existing Year 7 pupils about their experiences of the transition process.
- Transition hand-over sheet for all students to new class teachers.
- Information pack for pupils and parents/carers.
- Welcome Pack for each pupil.
- Parents' consultation opportunities.
- Visits to the feeder primary schools by a Beacon teacher to observe the pupil and meet the SENCO and class teacher.
- Close liaison with current school, SENCO and other agencies.
- Home visits when and where applicable.
- Close liaison with parent/carer by telephone, home/school book, meetings both formal and informal.
- Website information.

#### KS3 to KS4

- Year 9 students to receive informal impartial advice and guidance to consider options available at the end of KS4.
- Options evening for parents and carers to attend – an option booklet is presented and staff give short presentations on their subject areas to support option choices being made.
- Term 6 KS3 and 4 tutors meet to share any relevant pastoral information to the new tutors.

- Students to be advised on the change of uniform from blue to green to signifying the change of key stage.

#### KS4/5

- Opportunities to discuss post 16 alternatives at Transition AR meetings during Year 9 and Year 11.
- LDA officer and relevant college representatives to attend AR meetings to give advice on post 16 alternatives.
- In Term 6 preceding the move to KS5 teachers meet and share information about those students moving onto The Beacon KS5 provision.
- Information given to parents/carers of Year 11 students as to the KS5 provision
- Opportunities for Year 11 students to experience “taster days”.
- Personalised learning programmes in place for KS5 students.
- Close liaison with parent/carers via Parent/carer consultations, telephone contact, e mail and an open door policy.
- All KS5 students assigned a mentor. Termly meetings to discuss progress and set personal targets are held.
- KS5 handbook

#### KS5 onwards

- Opportunities to discuss post KS5 alternatives at Transition AR meetings and throughout the year.
- LDA officer and relevant college representatives to attend AR meetings to give advice on post KS5 alternatives.
- Identify suitable providers during Carers event in Term 3.
- Support students with application process and visiting next placement for transition.
- Travel training where appropriate to support progression and independence.
- Reduced school timetable to support transition to next provision where appropriate.

#### Context

This policy covers the procedures in place to help pupils successfully manage their transitions at The Beacon whether it is the transition from Primary to Secondary or at any of the other transition points.

Effective transition procedures can ensure that this is a positive, supportive and smooth experience for all pupils.

#### Aims of the policy

To ensure a smooth transition from one class, key stage or school to The Beacon so that the pace and quality of learning are maintained to ensure pupils make good progress.

- To prevent and alleviate stress and to ensure that pupils feel secure and happy.

#### Principles underlying the policy

- Transitions need effective partnerships between parents/carers, staff, other agencies and pupils.
- Discussions and collection of information will focus on the whole child and not just his/her academic achievement.

- Timescales for transitions are variable to meet the individual needs of the child.
- Careful management of transition between home and school and between different settings and phases are in place to support all involved.
- Pupils are nurtured, stretched and challenged to achieve their fullest possible potential as a result of the transition process.

### Equal opportunities and Inclusion

This policy aims to meet the individual needs of all pupils who come to The Beacon. We are aware that for some pupils e.g. EAL, CIC transition may be stressful and this can affect their progress and well-being. Their needs will be identified and plans for appropriate support will be agreed before they make the transition.

### Monitoring and Evaluation

The focus of the monitoring will be the impact of transition on pupils. This will be measured by

- Pupil feedback.
- Continuous tracking of pupils' achievement as well as academic progress and attendance, behaviour and social and emotional well-being will be monitored.
- Feedback from pupils, parents/carers at EHCP Review meetings.
- Parent consultation meetings.
- Carers event during Term 3 for all students in KS4 and 5 to attend to explore opportunities beyond school.
- Travel training where appropriate to support progression and independence.

The overall responsibility for transition lies with the Head of School. Other staff with a key role in transition are Assistant Heads, the relevant class teacher and in particular EYFS, Years 6/7 and Year 11/KS5 teachers.

A range of issues need to be addressed. At a practical level parents/carers and pupils need to visit The Beacon, records need to be updated, induction needs to be organised. Pupils arriving may be emotionally unsettled, they may have insecure or disadvantaged backgrounds. Some may have little experience of schooling or negative experiences of schooling.

The Head of School has the overall responsibility for transitions but others have a crucial role to play:

- Parents/carers will be provided with information, initial information will be recorded and introductory meetings arranged.
- New pupil admission paperwork will be provided along with a Welcome Pack.
- The class teachers who provide learning and pastoral support for the pupils, visit and observe pupils in their feeder schools, meet with their SENCOs/class teachers, ensure that the pupils make a successful start at The Beacon.

- Relationships with parents and carers need to be in place quickly and issues of immediate concern need to be dealt with efficiently and swiftly.
- Pupils need to be introduced to school routines.
- Information on attainment needs to be obtained from previous schools and this together with the outcomes of assessments of new pupils will be disseminated.
- Issues of immediate concern- medical conditions including toileting, systems of contact, school uniform and FSM need to be dealt with promptly.
- New pupils need to be placed in appropriate teaching groups, existing pupils need to be prepared for new arrivals.

## UPDATE SCHEDULE

<b>Version</b>	<b>Reviewed</b>	<b>Reason for Update</b>	<b>Next review date</b>	<b>Governor agreement</b>
1	Jan 2017	Transfer/Review	Feb 2020	N/A
2	Jan 2018	Review	Feb 2020	N/A