



Policy for Transition



**St Caireall's Primary School,
Aghyaran**

Date issued:

4th Sep 2024

Date for review:

Sep '27

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Rationale

- We, the staff of St. Caireall's Primary School, are committed to the education of all children. We are completely committed to an inclusive ethos and believe that where possible children should be educated in mainstream schools alongside their peer, they should have a high quality experience in our school, being helped to learn, achieve and participate fully in the life of the school. In the interests of all children we will endeavour to make every reasonable adjustment to provide for the individual needs of each child.
- Children on the SEN register are fully integrated into their class group and into the school as a whole.
- We aim to deliver a broad and balanced curriculum suitably differentiated to meet the needs of individual children so that all children may reach their full potential and become contributing members of our society.
- Children are carefully monitored at every level and assessed to provide the basis for their future learning and to keep parents fully informed of their progress.
- We believe that this ideal can best be achieved through involving pupils and with collaboration between parents, teachers and outside agencies. We aim to do this within a warm, nurturing and caring environment.

It is recognised by St. Caireall's Primary School staff that although transitions are a regular process rather than a single event in school life, and can be exciting for some pupils with special educational needs (SEN); others will find the experience of moving between the various phases more challenging and will require extra support to enable them to make progress within their education.

Therefore, this transition policy will outline the roles and responsibilities involved in ensuring a whole school approach which is designed to support pupils with SEN in adapting to their new learning environment, so that they can show progress in all aspects of their learning.

Definition

For the purpose of this policy, transition will be defined as the "means by which children experience a smooth passage from one setting or stage to another" (Department of Education, 2015).

Policy Aims

This transition policy aims to outline the high quality teaching, learning and assessment strategies identified through whole school planning and advice received from external agencies where appropriate, to support the unique challenges that may be faced when trying to meet the individual needs of pupils with SEN at the following phases:

- pre-school to primary one;
- year group to year group;
- between the classroom and nurture intervention
- primary to post primary;
- newly-enrolled pupils and
- newly-enrolled pupils with SEN throughout the school year.

A successful experience of transition at each of these distinct stages will help children with SEN to settle well into the routines and organisation of school life at St. Caireall's Primary School. The pace and quality of the teaching delivered will ensure that children continue to build upon their prior knowledge and experience so that they can make progress in all aspects of learning and reach their potential.

Equal Opportunities and Inclusion

At St. Caireall's Primary School, the views of the pupil with SEN, their parents and staff regarding their thoughts and concerns about transition are actively sought, acknowledged and valued.

By involving pupils and taking into account the individual needs of the pupil from their perspective, as well as information obtained from parents, school staff and other agencies, a well-planned and co-designed transition process will help to outline what is expected of them ahead of transition to the next chapter in their learning. This will provide an opportunity to help the pupil to develop independence and confidence in their ability to manage change within a supportive environment.

Staff at St. Caireall's Primary School are committed to listening to and working in partnership with parents, to support them in preparing their child with SEN for either beginning or leaving school as well as the movement into the next year group. This will facilitate better home-school communication links so that the parents can feel confident about expressing their views and knowing who to speak to if they have any concerns about their child.

Since transition is a process that may pose additional challenges and barriers for pupils with SEN, teachers at St. Caireall's Primary School use their professional judgement, skills and expertise in assessing, planning for and using a range of strategies and activities in the best interests of the child. Information, including medical or social service reports, is shared with staff, in a sensitive manner and in the strictest of confidence. Transfer of information will be in line with the school's Data Protection Policy.

We recognise that even minor transitions such as coming into school or moving between activities in class can be very difficult for a small number of children. These difficulties are managed on an individual level for each child using strategies, resources and interventions we have adopted as a result of whole school ASD, SEBD and Nurture training.

Examples of strategies that may be used in these circumstances are:

- Individual 'meet and greet' in the morning.
- Bring a 'transitional object' from home to school
- Using timers and music to indicate change
- Extended phased entry in to year 1
- Active use of visual timetables in all classes
- Play Therapy.

This is not intended to be an exhaustive list but illustrates that reasonable adjustments are made for any child who is finding it difficult to cope with Transitions.

Classroom assistants are also included in the development of the transition processes and policy as they play a valuable role in supporting the individual needs of pupils with SEN.

Transition Activities

Staff at St. Caireall's Primary School in conjunction with pupils, parents and other professionals where appropriate, have identified the following activities as the best practice that they can offer to support the transition for all pupils including those with SEN at each of the key phases of transition which are outlined below:

Pre-school to Primary One

Lead responsibility - Mrs Ellis (Principal) Mrs Lynch (teacher) and Patricia Byrne (CA)

This phase of transition is important in creating a positive experience for all children who are starting their primary education at our school.

Parents are encouraged to talk to their child about their feelings regarding school in a constructive manner. They are also advised to ensure that their child is well rested each night, setting good routines for getting ready for school in the morning and making sure that they have everything they need for school so that they leave home calm and relaxed each morning.

The following activities put all children including those with SEN at the centre of assessing and planning to meet their individual needs:

- Primary One teacher to visit pre-school setting to meet children and discuss individual pupils.
- Buddy system introduced between Year 7 children and selected children in Year 1.
- Pre-school pupils visit Primary setting for "stay and play" sessions with Year 1 teacher and CA's.
- Parents attend Primary One induction talk in June which will be facilitated by the Principal / Mrs Connolly.
- Social Story book given to all parents to use with children in preparation for coming to school.
- Induction Booklet with routines and general information given to parents.
- The Pre-School Transition Record which is used to record strengths and concerns about individual pupils is forwarded with consent from parents, to the Primary school in June.
- SENCo and Primary One teacher will review these leaflets and follow up on any concerns regarding SEN.
- With consent and in line with our Data Protection policy, services who are already involved with pupils who are enrolled for September will be contacted for information on level of needs.
- Completion of Environmental and Risk Assessments of the school pertinent to individual pupil needs.
- Consideration of staff capacity building and training needs to support SEN pupils.
- Pupils and their parents are invited to the school's Christmas Play or shows to have the opportunity to meet with other pupils, parents and staff.
- Individual pupils to visit the school in August with parents to become familiar with the classroom and playground.
- A phased approach to settling pupils in September, e.g. shorter school day for first two weeks, if necessary.

Year group to year group

Lead responsibility – Mrs Ellis (Principal) and all teachers.

Transitioning to the next class group in September can be a time of anxiety and worry for many pupils including those with SEN as they need to get used to new routines, change in staff and the increasing level of difficulty in the work provided as well as expectations about how work should be completed or behaviours accepted within the classroom setting.

The following activities aim to build upon the knowledge of the pupil and consolidate their attainments to ensure that they enjoy continued success in their learning:

- A meeting is held during the summer term between the pupil's current teacher and the teacher for the following year to discuss support strategies and provision.
- Evaluations from May/June planners are passed on with information to the next class teacher.
- The child's current class teacher and Classroom Assistant shares "what works" with a child with their next class teacher.

- The current class teacher alerts the next class teacher about potential areas/situations that are concerning for individual pupils e.g. peer relations, classroom layout, seating arrangements, issues with completing tasks, following instructions, lining up, etc.
- Individual Education Plans, tracking and assessment data, and where appropriate, Risk Management Plans reflecting the pupil's needs and progress are shared which helps to inform the next teacher when planning for and setting targets for the following year.
- Pupils visit new class for short sessions in June with a view to building relationships. They are encouraged to bring samples of their work to show the teacher.
- Parents are informed about the changes to the daily routine and are encouraged to speak to the new teacher to highlight any concerns that they may have.
- Assemblies, PE coaching and extra-curricular activities are provided throughout the year so that pupils throughout the school have the opportunity to be included in activities to help familiarise them with other staff and pupils.
- For children with additional needs, a social story booklet is prepared for parents to use over the summer holidays. This includes photographs to familiarise the child with the new class teacher, classroom, cloakroom, toilets, etc. It will focus on what will stay the same and what will be different in September.
- Pupils with SEN may be invited to visit the school individually in August with their parents to meet the new teacher and to become familiar with new classroom environment.
- Parent-teacher meetings are held during the first school-term, so that parents can meet the new teacher and discuss the targets for their child's individual education plan as well as an outline of work which will be covered during the school year. Review meetings for children with SEN are offered in January, April and June.
- All classes use visual timetables to help promote the sense of safety, structure and predictability for all children throughout the school.
- Year 2 children will be given the last two weeks of after school free of charge so everyone can avail of service to help with transition of staying an extra hour in Year3.

Newly enrolled pupils in other year groups and EAL children.

Lead responsibility – Mrs Ellis (Principal) and Class Teacher

St Caireall's Primary School is open and welcome to all children and realises it can be an anxious time starting a new school.

The following activities aim to aid this transition sensitively and provide a supportive environment in which each child can feel happy and included in their new setting:

- An initial meeting is held between the principal, and parents of child to be enrolled.
- Individual tours of the school are offered to incoming parents and children.
- Parents are provided with a copy of the school prospectus.
- Children are invited to participate in the school summer scheme to get to know the other children in their class.

- Pupils are given time to settle into their new routines. They will be observed and assessed as necessary by the class teacher.
- Parental permission to access pupil records from previous school is sought.
- SIMS data passed on from previous school (CTF file).
- A "buddy" is identified to help the new child to integrate.
- EAL children provided with visuals to aid everyday needs such as "Can I go to the toilet" or "I am sad" cards.
- EAL children; we will get to know the child's background and culture and include this in lessons or in school environment to make them feel welcomed and included.
- EAL children; Arrangements made to provide a Translator present for meetings.
- All children encouraged to use after school facilities to help with inclusion and socialising with peers.

Newly enrolled SEN pupils throughout the school year
Lead responsibility – Mrs Ellis (Principal) and Mrs Lynch (SENCo)

St. Caireall's Primary School offers a warm welcome to pupils with SEN and their parents who choose to join our school throughout the year.

The following activities aim to provide a supportive environment so that the pupil feels included and happy about coming to school and parents will feel confident in the knowledge that their child will be encouraged to reach their potential:

- An initial meeting is held between the principal, SENCo and parents of child to be enrolled.
- Individual tours of the school are offered to incoming parents and children.
- Parents are provided with a copy of the school prospectus.
- Pupils are given time to settle into their new routines. They will be observed and assessed as necessary by the class teacher or SENCo.
- Parental permission to access pupil records from previous school is sought.
- SIMS data passed on from previous school (CTF file).
- A "buddy" is identified to help the new child to integrate.
- Consent is sought to follow-up with any services currently involved with the child or to make an onward referral for advice and support. Parents will be made aware of the purpose and expected outcome of each request.
- Additional training needs for staff are identified and acted upon.
- Phone contact is made regularly with parents for the first half term to ensure the child is settling in well.

Primary to Post Primary

Lead responsibility - Mrs Ellis (Principal) and Ms Mc Hugh (Class teacher)

At St. Caireall's Primary School, we recognise that some of our pupils including those with SEN will face additional challenges during the transition phase from primary to post primary. We have established close links with the range of post primary schools that our pupils transfer to once they finish their primary education at our school.

The following activities aim to guide all pupils including those with SEN through the process as effectively and efficiently as possible so that any concerns can be addressed in a timely manner:

- Parents or children in Years 6 and 7 are encouraged to attend all post primary open days in the area.
- Applications for Post Primary placements for most pupils including those with SEN (Stages 1 and 2 of the Code of Practice) are submitted by February of the P7 year.
- For pupils who are subject to a statement of SEN (Stage 3), the Educational Psychology Service will review the child's needs in consultation with the parent and school and provide a transfer review report. Where a fuller assessment is required, the educational psychologist will arrange to do this.
- During October and November, the Annual Review of the child's statement is arranged by the school on behalf of the EA. It will include input from EPS following an earlier consultation with school and parent. The Transfer Review Consultation form (Appendix 5 of the Annual Review form) is completed. Paperwork from the Annual Review is submitted to the EA by the beginning of December.
- In the event that the outcome of the Annual Review process carried out by the school recommends ceasing the statement, the decision to do so is made by the EA. In this case, a school passport may be completed by the school to pass on to the post primary school. This will highlight the pupil's strengths as well as any successful strategies that have been identified to meet their needs.
- Parents and children are typically notified about their allocated placement in May of the P7 year by EA Special Education: Statutory Operations division.
- Parental consent is sought to transfer information about their child's SEN to the post primary school that their child will be attending in September. The information that will be sent includes: Recent Education Plans and Risk Management Plans, Key Stage 2 attainment levels; information on pastoral care needs; and records of safeguarding concerns.
- A teacher from each of the post primary schools will visit the school to meet with the Vice Principal/Year 7 teacher to gain an understanding of the needs of each pupil with SEN who is transferring to their school. They will also be encouraged to talk to all children.
- During the summer term, all pupils including those with SEN will take part in class activities designed to prepare them for what to expect in relation to starting Year 8 in post primary school. As well as researching their chosen school and practical

learning such as reading and making timetables, this will give pupils the opportunity to discuss their strengths, fears and concerns about their transition to post primary school. Children will also take part in Internet Safety and Responsible Use of Mobile Phone workshops during this term.

- Some pupils with SEN may be invited to attend specialist workshops hosted by EA Pupil Support Services.
- Past pupils may be invited back to our school to talk about their experiences from a pupil's point of view.
- Pupils may be invited to the post primary school so that they get the opportunity to familiarise themselves with the school setting and meet their new teachers. The CA will accompany the child on this visit with the consent of parents. Parents may also be invited to attend on the day and will be addressed separately by the SENCo. This may provide an opportunity to raise any concerns and issues.
- A Leavers' Mass will be held during the third week in June for all P7 pupils to celebrate the completion of their primary education with parents and staff. Records of Achievement and Year Books are presented to pupils leaving during this service.

Link with other policies

This transition policy links with the following school policies:

- Admissions
- Assessment
- Child Protection and Safeguarding
- Data Protection
- Pastoral Care
- Special Educational Needs/Inclusion
- Teaching and Learning
- Voice of the Child

Monitoring and review

At St. Caireall's Primary School, members of the teaching staff have been allocated key responsibilities for each phase of transition. They will collaborate with Mrs Ellis, the school's Principal and member of the SEN team, and classroom assistants, to ensure that the processes are supportive and enable transition for pupils with SEN to be as smooth as possible.

The transition policy will be monitored and reviewed on an annual basis or sooner if required by the senior leadership team to ensure that it reflects examples of best practice in meeting the needs of the pupils with SEN.

Where reasonably possible, the views of the pupil with SEN and parents as well as school staff will be sought to highlight areas that are working well together with those which may need strengthened.

This policy is available on the school's website. A hard copy or one in an alternative format can be made available upon request by contacting Ann, the school secretary. The contact details are as follows:

- Address: St. Caireall's Primary School
36 Trienamongan Rd
Castleberg, Co Tyrone.
BT81 7XF
- Phone number: 02881671704
- Email address: info@stcaireallsps.castleberg.ni.sch.uk

Useful Publications/Resources

St. Caireall's Primary School found that the following publications/resources were useful in the development of this transition policy:

Council for Curriculum, Examinations and Assessment

- Living. Learning. Together. Personal Development and Mutual Understanding. Strand 2: Mutual Understanding in the wider community. Year 7. Unit 4: Moving On
- Key Stage 2 to Key Stage 3 Transition Guidance (2015)

Department of Education

- The Code of Practice on the Identification and Assessment of Special Educational (1998)
- The Special Educational Needs and Disability Order (SENDO) (NI) (2005)
- The Supplement to the Code of Practice (2005)
- A Resource File for Schools to Support Children with Special Educational Needs (2011)
- Guidance on Induction and Transition in Pre-School Education and Year One (2015)
- The Special Educational Needs and Disability (NI) Act (2016)

Department of Education and Health and Social Care Trust

- Give Your Child a Helping Hand - Top tips for parents (2019)

Education Authority

Early Years Inclusion Service

- Transition- Supporting the child with SEN in the Early Years (2016)

SEND Implementation team

- Transition training and resources (2018/19)
- Seeking the Views of the Child (2019/20)