



Transition Policy

Approved by:	Community Committee	Date: 23 rd March 2022
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Signed by:	(Chair)
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Last reviewed on:	February 2022
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Next review due by:	Spring 2024
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1 Definition

In this policy, 'transition' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling into their new learning environment in preparation for future learning and development.

2 Aims and Objectives

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress.

This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

3 Policy Principles

Approaches to teaching and learning are harmonised at the point of transition.

Planning is based upon assessment information from the previous class/setting and from previous experiences of working with the students in their primary setting if they attend Croft Community School and are transitioning to the Secondary Department.

Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase/key stage.

There is a professional regard for the information from the previous setting/phase.

Children are able to enjoy new approaches at transition.

Transition motivates and challenges children.

Staff allocation gives particular attention to the particular needs of the children.

3.2 Transition into Croft Community School (EYFS and Primary)

Students joining us at Croft Community School will be involved in a series of induction half days over the Spring and Summer term as part of the transition process. Individual transitions will also be incorporated into the transition process for some pupils for whom it is appropriate.

Students will be invited into school to meet their new class staff and participate in half a day of lessons incorporating break time and lunchtimes. Students will then be picked up by parents/carers and return to either nursery or primary school. These will occur over two days and will be spread over two weeks.

Croft Community school will forge close links between ourselves and our feeder schools to ensure that this transition is as smooth as possible causing as little disruption as possible to the students.

4.1 Transition into Croft Community School

Pupils entering from the mainstream setting are offered the same transition experience as those pupils who attended Croft in Primary. These experiences include those students joining in Early Years provision, Primary and Secondary departments.

Making a positive transition to Croft Community School is vitally important to us so that your child is happy and ready to join us, and also so that we are equipped and ready for your child's arrival to Croft Community School.

In order to make transition to Croft Community School a more positive experience, we put in place a well-planned transition process where:

- On first considering Croft Community School, you are welcome to visit the school and be shown around our facilities and resources by a member of the Senior Leadership or Middle leadership team. This is dependent upon the age of your child and the appropriateness of the class your child may be in when they start at school. You can visit during a typical school day so you can get a feel of the school atmosphere and observe our young people interacting. If you would prefer to visit after school this can also be arranged. School can be very flexible about the time you would like to visit and a member of the SLT will always contact you in order to arrange this.
- We understand you may be making choices about your child's Key Stage 1,2 or Key Stage 3 provision early. You have an opportunity to attend a parents' evening to show you around the school facilities and resources. You will have an opportunity to tour the school, meet key staff and ask any questions you may have. We have separate evenings for prospective parents of children joining the Primary department or Secondary department which you are welcome to bring your child along too.
- Our new starters have the opportunity to join us for three half day visits to Croft Community School. They experience three morning sessions, which therefore include break times. One session will also include lunch in the dining hall. The final visit allows new starters to join their form class, form teacher and support staff. This will occur for both Primary and Secondary students. Primary Students transitioning to their Secondary classes will also take part in this transition.
- In addition, you will receive an information leaflet about your class and staff. You will also receive a visual storyboard of the transition process to remind your child how they will be ready to arrive at Croft Community School. If you require

it, we will also organise individual social stories to help explain how the school day will run.

- At Croft Community School we understand that all our prospective pupils are unique with different needs and requirements. We are therefore always seeking ways to make our young people feel as ready as possible. We welcome our pupils to make additional visits if you feel your child would benefit from this. If necessary, we can also visit current primary settings to meet future pupils and discuss individual needs with other professionals.

4.2 Transition from KS3 to KS4 at Croft Community School

Transition from KS3 to KS4 is seamless at Croft Community School with all pupils continuing to access all areas of the school. In most cases pupils continue to have the same form teacher and form room and all are taught by familiar staff who have a secure understanding of academic, social, physical and emotional needs. Transition is supported through:

- Whole school assemblies periodically throughout the year.
- Shared communal areas used daily (yards, assembly halls, dining hall).
- Close home/school contact with KS4 teachers for advice on selecting KS4 subjects through parents' evenings/open door policy/EHC review process.
- Assistant Head for Secondary department and subject leaders will hold a transition parents evening to explain advice on option subjects to be offered.
- Students will be provided with an option booklet which details the different aspects of the subjects. Students will also be given guidance about the careers that these courses could lead to. Students will be provided with impartial guidance about potential routes that are open to them and how their subject choices can lead these routes, these include Further Education Colleges, Supported Internships, Employment and Training.
- Students in Year Nine will also be provided with 'tasters' of these courses so that they can make an informed choice of course.
- Students will be supported to follow 'pathways' that will lead them to their intended destination and aspiration.
- Parents and Carers are invited into school or via electronic methods to discuss potential courses and their relevance for their son/daughter.
- Parents and Carers are supported throughout the process with guidance being given with regard to pathways and progression routes.

4.3 Transition from KS4 to KS5

Post School Transition - What Croft Community School will do:-

This is one of the most important changes in your child's life and it is very important that the school does all it can to make this transition as smooth as possible. We will do this by:

- Ensuring that all young people have the information, advice and guidance they need to make choices about their future pathway;
- Identifying young people at risk of not making the transition to post-16 learning, so that additional support can be given;
- Collecting and recording information about young people's intended destinations.
- Delivering ongoing Careers Information, Advice and Guidance (CIEAG) to give young people the information they need to apply for post-16 opportunities, with targeted transition support to engage young people where barriers to learning are identified.
- Holding regular open evening and day events to help our students be able to make an informed choice about their next destination.
- Working closely alongside the Improving Progression Team to help meet your and your son/daughter's aspirations.
- Delivering a range of bespoke individualised programmes of study that will inform students to enable to make informal unbiased impartial decisions.
- Ensuring that there are strong links in place with local employers
- Enabling and supporting our students to take part in a work experience which reflects their strengths and interests.
- Widening access to advice on options available post-16 including apprenticeships, supported internships, traineeships, entrepreneurialism and other vocational routes.
- Working with local authorities and other organizations to provide a seamless transition to the next destination.
- Providing information about financial support, transport and other essential information.
- Encouraging and supporting your son/daughter to participate in extracurricular and out of school opportunities that may enable them to gain non- academic skills.
- Supporting and helping prepare your son/daughter for interviews and helping them to develop their CV and personal statement.
- Taking part in careers and CEIAG events throughout the North East.
- Facilitating regular visits from past pupils who can share their experiences with current students.
- Arranging accompanied visits to providers as well as organizing transport.
- Providing detailed information to the pupils chosen destination, which will inform them how your son/daughter learns best, what support they may need and any other issues that may arise.

- Developing bespoke individualised programmes such as attendance at future destination colleges and developing individualised timetables for those students who require extra support.