



Transitions

Expectation: Every transition counts. Support is in place for routine and life transitions.



Expectation: Procedures are in place to ensure smooth progression through settings and schools, particularly during transition phases, including on entry and exit.



Our provision:

- There is a whole-school understanding of the impact of transitions in the broadest sense which includes:
 - Moving around the setting.
 - Preparing for weekends and the start of holidays and beginning of term.
 - Moving from lesson to lesson.
 - Changing from structured to unstructured times.
 - Moving from break to lesson times.
 - Moving from one activity to the next within a lesson.
 - Changes of staff: permanent and temporary.
 - Special events: visitors, visits, celebrations.
 - Life events: birth of a sibling, change in parenting arrangements, loss and bereavement, contact visits, puberty.
- Staff identify children and young people who need additional support for all or most transitions and plan for these transitions. Where required the following strategies are available:
 - Visual timetables, where events are removed or ticked off when finished.
 - Timers to show pupils how long they have to work or how long to finish.
 - Work systems that show pupils how much work they are expected to do and what will come next.
- Less structured times are carefully planned for, with some provision in place for children and young people who may find these periods difficult (for example, clubs).



- All classroom adults (teachers, support staff, supply and PPA teachers) have access to pupil passports or profiles, so they can quickly understand a child or young person's strengths and needs, and strategies to support them.
- Information is actively sought and shared to support successful transitions: Move Up Days, Open Days/Evenings, Stay & Play sessions, Meet the Teacher events, Enhanced Transition packages for SEND students
- Staff are aware of children and young people who may need additional support to ensure a smooth transition.
- Teachers work together between schools to plan and support transitions, with a focus on groups who may require additional support.
- Plans are drawn up involving parents, carers, children and young people, making use of good practice guidance from the Local Authority.
- Transition programmes address resilience, coping skills, social communication skills and preparation for common transition difficulties that can be associated with greater risks of school refusal.
- Relationships with the previous setting are maintained beyond the transition. For example, a check in with previous setting staff during the first term of a new setting so any queries and concerns can be raised.
- If possible, class teachers and/or form tutors attend transition meetings alongside the SENCo for children with additional needs.
- Information about pupils with additional needs is distributed to key staff in advance to enable proactive planning.
- On transition days, children and young people are able to meet wider staff teams including learning support.
- Transition support extends beyond the transition.



- Parents are involved in each step of transition and documents are provided to give extra information: Welcome Booklets, School Tours etc.
- Children at Lapford Community School work closely in partnership with our other Trust primary and secondary schools to create familiarity from early ages. This is done through: library visits to Chulmleigh College, Forest School Days, Sports Tournaments/Events, Enrichment Activities (performances, concerts, learning showcases)