



## Transition Policy

<b>Approved by:</b>	Community Committee	<b>Date:</b> 6 <sup>th</sup> March 2024
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<b>Signed by:</b>	(Chair)
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<b>Last reviewed on:</b>	January 2024
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<b>Next review due by:</b>	Spring 2026
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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 smooth transitions throughout their learning journey, 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 recorded on Progression or Evidence for Learning as well as staff discussions.

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.

## **4 Continuity of Teaching and Learning**

### **4.1 Transition from KS2 to The Oaks**

Pupils entering The Oaks from a mainstream setting are offered the same transition experience as those pupils who join from The Oaks' federated school, Evergreen.

Making a positive transition to The Oaks is vitally important to us so learners are happy and ready to join us, and also so that we are equipped and ready for each child's arrival at The Oaks.

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

- On first considering The Oaks, parents/carers are welcome to visit the school and be shown around our facilities and resources by a member of the Senior Leadership team. They can visit during a typical school day so they can get a feel of the school atmosphere and observe our young people interacting.

- We understand that parents may be making choices about their child's Key Stage 3 provision early. They have an opportunity to attend a parents' evening to show them around the school facilities and resources. They will have an opportunity to tour the school, meet key staff and ask any questions they may have. We have separate evenings for prospective parents of children currently in Year 6.
- Our new starters have the opportunity to join **us for two visits** to The Oaks. Their offer includes break times, lunch and a sample of lessons. **They will meet their new classmates and form staff.**
- In addition, parents will receive an information leaflet about their child's class and staff, a school prospectus and a Year 7 DVD. This can be watched over the summer holidays so that their child can remain familiar with staff and facilities. They will also receive a visual storyboard of the transition process to remind their child how they will be ready to arrive at The Oaks.
- All resources are also available on the school website including a virtual tour of the school. Alongside the virtual tour, videos of key staff welcoming pupils to the school are included as well as social stories, questionnaires, uniform guidance and games to help them get to know our school.
- At The Oaks 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 parents or school staff feel the 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 The Oaks**

Transition from KS3 to KS4 is seamless at The Oaks 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 both KS3 and 4 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 attend assemblies with subject teachers discussing each subject and what it entails.
- The Year 9 Option process and choices form a half term's part of the CEIAG programme in Spring term.
- Students will be supported to follow 'pathways' that will lead them to their intended destination and aspiration.
- 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 The Oaks 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 to make an informed choice about their next destination.
- Working closely alongside Durham Works to help meet pupils' aspirations.
- Delivering a range of bespoke individualized programmes of study that will enable pupils 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 experiences of work which reflect 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 pupils to participate in extracurricular and out of school opportunities that may enable them to gain non- academic skills.
- Supporting and helping prepare for interviews and helping pupils 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.
- Employing a transition support worker (Mrs Scott) who will be available to support with application forms/funding/and any other personalized support that professionals and family may feel is necessary.
- Arranging accompanied visits to providers as well as organizing transport.
- Providing detailed information to the pupil's chosen destination, which will include learning style and support needed.
- Developing bespoke individualised programmes such as attendance at future destination colleges and developing individualised timetables for those students who require extra support.
- Work closely with Individual SEND Progression caseworkers to ensure a smooth transition into Post 16 education or training
- Work closely with Sixth form lead and staff to ensure all pupils moving into The Oaks Sixth Form have a clear planned transition to meet their individual needs
- Work closely with Durham Works for pupils to undertake mentoring, this includes a personalised programme to ensure transition is as smooth as possible.
- Work with NCS to promote their programme of supportive activities during the summer of the transition.

### **Transitioning out of Post 16 Provision at The Oaks**

Within the Sixth Form, staff support pupils in all areas to prepare them for Adulthood and the next steps of their life.

Pupils can transition into other educational providers at any point within the 3 years at The Oaks Sixth form, depending on personal choice and progress made. This is reviewed annually at their EHCP review.

When pupils reach year 14, they are supported to find out what the next steps available to them are, and what is available to them depending on individual needs and aspirations.

We will do this by:

- Providing careers/next steps events within school for pupils and parents to attend and meet other educational providers and social care providers
- Providing individualised timetables to support interests and strengths in preparation for the next steps and employment

- Ensuring information is available to pupils and parents about all pathways in education, employment and social care.
- Working with other specialist support groups eg Durham works, Durham Enable, NCS to provide training around maintaining good mental health and well-being, identifying own qualities, filling in applications and creating CV's and developing personal skills (where appropriate)
- Working closely with The SEND Progression Team, parents and pupils to ensure pupils aspirations and wishes are met appropriately (discussed at EHCP review).
- Providing quality work experience, vocational courses and enterprise projects to give pupils knowledge and experience of a range of employment opportunities.
- Working closely with local colleges, social care providers and providers of supported internship courses or employers.
- Supporting pupils and parents to complete any applications forms where needed.
- Supporting pupils transition visits and provide transport where needed
- Completing assessments and pass on relevant information to next steps providers.
- Working closely with parents/carers and Social workers to ensure information is shared and everyone is informed at each step
- Providing information about financial support, transport and other essential inform.