



## Transition Policy

**Approved by:** Community Committee

**Date:** 22<sup>nd</sup> March 2021

**Signed by:**

(Chair)

**Last reviewed on:** March 2021

**Next review due by:** Spring 2022

## **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 recorded on Progression 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 the mainstream setting are offered the same transition experience as those pupils at 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 your child's arrival to 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, you are welcome to visit the school and be shown around our facilities and resources by a member of the Senior Leadership team. You can visit during a typical school day so you can get a feel of the school atmosphere and observe our young people interacting.

- We understand you may be making choices about your child's 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 currently in Year 6.
- Our new starters have the opportunity to join us for three half day visits to The Oaks. Their offer therefore includes break times, lunch and a sample of lessons.
- In addition, you will receive an information leaflet about your class and staff, a school prospectus and a Year 7 DVD. This can be watched over the summer holidays so that your child can remain familiar with staff and facilities. You will also receive a visual storyboard of the transition process to remind your child how they will be ready to arrive at The Oaks.
- All resources are also available on the school website. A virtual tour of the school is also available on the school website.
- 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 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 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 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 to discuss potential courses and their relevance for their relevance.
- 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 your aspirations.
- Delivering a range of bespoke individualized programmes of study that will enable them 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 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 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 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.
- Employing a transition support worker (Miss Wilkinson) 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 pupils chosen destination, which will inform of 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.

### **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
- Provide individualised timetables to support interests and strengths in preparation for the next steps and employment
- Ensure information is available to pupils and parents about all pathways in education, employment and social care.
- Work closely with The SEND Progression Team, parents and pupils to ensure pupils aspirations and wishes are met appropriately (discussed at EHCP review).
- Provide quality work experience, vocational courses and enterprise projects to give pupils knowledge and experience of a range of employment opportunities.
- Work closely with local colleges, social care providers and providers of supported internship courses.
- Support pupils and parents to complete any applications forms where needed.

- Support pupils transition visits and provide transport where needed
- Complete assessments and pass on relevant information to next steps providers.
- Work closely with parents/carers and Social workers to ensure information is shared and everyone is informed at each step
- Provide information about financial support, transport and other essential inform.