



0-19 Transition Guidance for Education Providers in Torbay

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Introduction and the importance of effective transitions

Children go through many transitions in their life, part of these transitions are those throughout their education life.

Effective transitions are important for all children and planning for these transitions is fundamental to the success of children settling.

You may identify children for whom individual planning would be beneficial, for example children who have experienced significant trauma in their life, children who have struggled with transition in the past or children with special educational needs or disabilities who need specific planning to ensure their individual needs are met.

This guidance is created with regard to key legislation- The Children's Act 1989, The Education Act 1996, The SEN code of practice; The Equality Act 2010, The EYFS Statutory Guidance 2018, Keeping Children Safe in Education 2018 and Working Together to Safeguard Children 2018

Aims

The main aim of this booklet is to provide guidance for all education establishments. This booklet is relevant for all transitions from early years, to primary, to secondary, to further education.

The resources provided in this pack can assist practitioners in schools, early years settings, health professionals, parents and carers to work together to ensure a smooth transition in to a new education setting. They have been designed to support, plan and organise effective transitions.

The following principles are appropriate for all transition preparations, whether the documents from the pack are used or not:

- To promote effective communication between the setting, school, parents and other people involved with the child
- To promote fact finding about a child's needs, interests and any specific details that will help them to settle into the setting/ school
- To promote discussion about changes to the environment/ routines where needed to meet the needs of the child
- To ensure that the child's and parents' views are in evidence in the planning for a child's transition into the setting.





Information sharing

The position of the TSCB provides a good practice example of how information should be shared as part of the transition process with clear and transparent permission from parents.

If your school/setting wishes to act outside of the guidance, your trust, governing body, committee or owners, retain the right to make their own decisions. However we would strongly recommend that you act within your own privacy notices. You should seek legal advice regarding the creation of this document to ensure it meets GDPR requirements.

You must be able to evidence that you had a lawful basis to share this information and that it is necessary for the performance of a task carried out in the public interest. You should evidence the risk assessment you undertook to make the decision to share the information without seeking consent.

Your privacy statement should include:

- How long you keep this information for
- Who parents/carers can make a complaint to

- How they can exercise their rights under GDPR.

You should consider why you chose to send information about closed cases and log the risk assessment and decision around that.

If you send on third party notes/records you should log your reasons for doing this.

You should keep a record of all information that you have passed on to another provider in line with your privacy statement and to support any subject access requests.

The following documents can offer you support and guidance on GDPR and Privacy statements.

www.gov.uk/government/publications/data-protection-toolkit-for-schools

www.gov.uk/government/publications/data-protection-and-privacy-privacy-notices

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe (information sharing July 2018) www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

1. Remember that data protection legislation and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.



Key principles for effective transition

This section outlines the key principles underpinning effective transition for children and young people.

Receiving Providers – be prepared!

- Create opportunities to get to know the pupils/students better before they join you by.
 - Meeting and talking to them and, as appropriate, to their parents, carers, teachers and other key professionals who have worked with them
 - Observing them in the ‘feeder’ setting before they join your setting.
- Ensure that your transition procedure is up to date and shared with your feeder school, parents and child where appropriate.
- Consider the needs of children and families that may need additional support beyond your “normal” procedures. (letter template for arranging this meeting provided in Appendix 1)
- Prepare your staff. All staff need to have a good understanding of the needs of those due to join the school or setting. Make sure that staff briefing and training take place in good time, so that when pupils or students arrive everyone knows how to make them welcome and secure, how to help them settle in quickly, and can take account of their needs.

Feeder Providers – pave the way!

- Share information with the receiving setting. Staff need to understand the implications of an individual so that they can plan to meet those needs, pass this information to the receiving setting in good time. Settings should complete a transition document, which outlines key facts about an individual and highlights points to consider. (All transition templates are included within this document under the ‘Transition Form’ section)
- Prepare pupils/students. It is important to listen to them and acknowledge and address any concerns they may have. Encourage them to visit the new setting to get to know the layout, experience the curriculum and meet staff and peers.
- Work with parents/carers. Remember, transition can also be a stressful time for the parents and carers of children and young people. Working closely with parents will help them to feel confident that they have the right information and are well prepared for the process. Good communication and a consistent approach between home and school will help support children and young people through transition.

Supporting transition at different stages

Early Years to Primary School

*Primary schools: please make contact with Early Years providers to arrange visits etc in **the first week of May***

- Share relevant documents and information during two-way transition visits, for example:
 - Families visiting the school
 - The school carrying out home visits
 - Primary staff visiting early years settings
 - Staff from early years settings visiting the school.
 - Transition activities between setting and school
- Schools and settings should each identify a Transition Co-ordination to liaise with each other.
- Give children an opportunity to visit their new school, accompanied by a familiar adult, and to join in a variety of sessions, including playtimes and lunchtimes.
- Make an 'All about my new school' booklet for each child, with lots of pictures, and discuss it regularly with the child.
- Give children opportunities to meet key staff, such as their teacher, teaching assistants and any other support staff who will work with them.
- Provide clear transition information for each feeder setting so that they are aware of what will happen at the beginning of the new term and can provide extra support for children and families.
- Once children have settled, provide feedback to feeder settings about how children have settled, reflect together about what worked well and what can be developed next time.
- If children will be attending your breakfast/ After school club provision, ensure transition information is shared with them.
- Schools should have a transition process throughout each school phase.

Primary to Secondary School

*Secondary Schools: please make contact with primary schools to arrange visits etc at **the end of May***

- Give young people an opportunity to visit their new school, accompanied by a family member or a friend. Individuals with mobility or visual difficulties may wish to visit several times to familiarise themselves with the layout. Pupils with learning difficulties may like to take photographs to help them remember and think about their new setting. Some schools provide opportunities during Year 6 for pupils to visit and experience some classes in their new school.
- Provide pupils with a map of their new school building(s) – colour code subject rooms and highlight important areas such as the cafeteria, toilets, assembly hall and form rooms.
- Create daily checklists so that the correct items are taken to and from school for each day's activities, and use diaries for organising homework.
- Raise pupils' awareness and understanding about particular special needs and disabilities, especially those that are not visible, such as autism. This needs to be done sensitively. With appropriate support and preparation, some pupils may be willing to talk to their peers about their strengths and needs.
- Make the most of the transitions days you offer, don't use these as an opportunity to "test" children.

Secondary to Post 16

Please make contact in May

The law requires all young people in England to continue in education or training until at least their 18th birthday, although in practice the vast majority of young people continue until the end of the academic year in which they turn 18. Please see Annex 1: defining participation for further information. Improvements are being made to careers education and guidance, and the government's ongoing reforms to technical education and training, apprenticeships, traineeships, and supported internships are continuing to improve the offer for young people. "Department of education-Participation of young people in education, employment or training Statutory guidance for local authorities September 2016"

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/561546/Participation-of-young-people-in-education-employment-or-training.pdf

Schools should help pupils to start planning for their future adult life as early as possible, this should go beyond thinking simply about the transition to post-16 education and training. Schools should focus on raising aspirations and supporting pupils to achieve the best possible outcomes in education, employment, independent living and participation in society.

- Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
- Every school must ensure that there is an opportunity for a range of education and training providers to have access to all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- There should be career plans and vocational focus ideas for transition at post 16, particularly for anyone who has a 'high risk of not making a successful transition at post 16 and or are a high risk of becoming NEET (not in education, employment or training) due to vulnerable factors'. Such young people should be identified by schools in year 11 as a priority.
- Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020.
- For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
- Every school should appoint a named person to the role of Careers Leader to lead the careers programme.
- Every school must publish details of their careers programme for young people and their parents.

Transition for Vulnerable Students (at Risk of Exclusion)

This group of students will occasionally transfer on parental request for a fresh start or to pre-empt a fixed term or permanent exclusion.

It is important that the following information be exchanged:

1. Risk Assessments for both lessons and social times in the school.
2. Any EHCP or SEN support planning documents.
3. Any interactions with partner agencies.
4. Any provision or intervention that has been used in the past or is ongoing.
5. Any strategies that have proved useful in supporting the child and/or the family.

Ideally this should be followed up with a meeting between the school(s) and the parent/

carer to set a baseline understanding of what the school can provide and what the family are hoping to achieve for their child.

This meeting should also be used to arrange a tour of the receiving school for the student and the parent/carer. The focus of this tour should be threefold:

1. Familiarising the family with the school and modelling the school's expectations through the actions of the classes and peers they see. Consideration could be given to a 'sample day' with a subsequent parental meeting.
2. Identifying the times and places in the school that may lead to a concern and planning around these.
3. Meeting key staff who will be working with the child and the family.

Elective Home Education (EHE) – Transition into school

Parents often decide that EHE is not appropriate for their child/children and decide to apply for a school place. These situations include:

1. Children who have always been EHE and have never attended a school
2. Children returning to education at a new school after a period of EHE
3. Children returning to their previous school after a period of EHE

This group of children often require a personalised induction back into a school due to the following reasons:

1. The child has been a school refuser in the past
2. The child has a high level of anxiety/mental health illness and may be involved with CAMHS
3. The child has a SEND need and may also have an EHCP

4. The child has experienced social difficulties, such as being bullied, at a previous school
5. The child is a Child in Need or has a Child Protection Plan in place with Social Care
6. The child is a Child Looked After, has English as an Additional Language or is a Gypsy, Roma or Traveller child
7. The educational standards of the child are significantly different from that of their peers of the same age.
8. The child was EHE due to poor attendance at their previous school
9. The child was at risk of a fixed term or permanent exclusion at their previous school

It is important, therefore, that in these situations the EHE Officer supports both the parents and the school to ensure any relevant information is presented and exchanged, such as:

1. Any details of interventions and strategies that have been successfully adopted by previous schools.
2. Any details of interventions and strategies that have been successfully adopted by the family to support the child.
3. Any Risk Assessments necessary for both lesson times and social times in the school.
4. Any EHCP or SEN support planning documents.
5. Any relevant medical records/plans or relevant information from the involvement of CAMHS
6. Any interactions with partner agencies, such as, Social Care.
7. Any school attendance reports, academic reports and/or personal certificates of achievements.

This should be followed up with a meeting between the school and the parent/carer to set a baseline understanding of what the school can provide and what the family are hoping to achieve for their child.

This meeting should also be used to plan an effective induction/re-induction in order that the child has the best possible chance of educational success. This re-integration phase should be adjusted accordingly and conditioned to meet the individual needs of the child. Consideration should be given to:

1. When and how it is best for the child to receive a tour of the school.
2. When and how the school sets out its expectations
3. When and how the school implements any entrance examinations/tests
4. When and how the child and the parents meet key members of staff, such as, Tutor, Head of Year and SENCO
5. A start date. It may be appropriate to consider a gradual phased induction rather than an immediate starting day. This could involve the child attending school for a limited time each day, each week and developing this into a full-time provision.
6. The working environment. It may be appropriate to consider where the child receives their education. It may be good practice to set a-side a specific area for a child to work in, rather than allowing them to integrate immediately into the larger school environment.
7. Introducing the child to key support staff in the school who can offer advice and care, such as, the School Councillor, School Nurse, Attendance Officer and any relevant Safeguarding Staff.
8. The planning of a personalised curriculum to meet the academic needs of the child
9. How key information is disseminated to the wider staff within a school

Ongoing support in this process is offered and provided, if required, by the EHE Services, Torbay Children's Services, to ensure each child returning to school from EHE has the best possible chance of success.



In year Transition

Transitioning students between schools within a school year is always disruptive for the child and their educational outcomes. To mitigate this it should be only undertaken where there has been a significant change in the child's situation and the move is unavoidable.

If a move is necessary schools, parents and partner agencies should seek to move at the end of a school term. In this way disruption can be minimised and any lead-in time can be used for transition and reintegration work such as visits to the new class and conversations between professionals.

Information and data should be shared as early as possible in the process. Individual schools will have their own processes but the Education (School Records) Regulations 1989 does make provision that governing bodies should:

In any case where the pupil is under consideration for admission to another school (including an independent school) or to an institution of further or higher education, the arrangements for disclosure and supply of a copy of that pupil's curricular record shall have effect

“curricular record” means a formal record of a pupil's academic achievements, his other skills and abilities and his progress in school;

If a parent or carer is seeking an in-year move between schools and the child has an Education, Health and Care Plan then an interim or annual review must be held.

Children with an EHCP will need the new setting to be named on the EHCP after a consultation and preparation period.

Similarly children with a Child Protection Plan will need a strategy meeting to discuss any new placement and to ensure that the new school's Designated Safeguarding Lead is fully appraised of the situation and any support the school will need to put in place.



Children who attend two Education Settings

Some children are in receipt of complex packages of support comprising of multiple settings with complementary interventions and intended outcomes.

A child should not be moved from one element of this package without a review of the entire provision and an agreed service level agreement in place. Only in this way will professionals and parents or carers ensure a continuity of provision that meets the needs of the individual.

It is particularly important that the Virtual School and Social Work Team are involved where necessary as they have often sourced some of the provision to meet specific need.

It is envisaged that the vast majority of these children will have an Education, Health and Care Plan. If this is the case then the main roll school should lead on any changes through the EHCP review process working with the Local Authority SEND Team.

If there is no EHCP the main roll school should lead on the process and ensure that any agencies and professionals involved with the child are canvassed for their input.

There should be no presumption of any specific outcome from this review and placement should not be changed until it is completed.

Throughout the provision, the main roll school retains the role of safeguarding lead. They should act to ensure that there are no gaps in the safeguarding of children as provision changes. Responsibility for checking safeguarding practices of site and ensure that a service level agreement is in place.

This may include the use of Part Time Timetable request paperwork to inform the Local Authority if staged transfer into new provision creates a period of less than full time education.

See Appendix 3 for model service level agreement.

Transition for children with other Agency involvement

Sharing of information in the transition process in respect of safeguarding

During transition periods of education it is important, particularly for vulnerable children and young people, that information about their needs and vulnerabilities are shared. However, it is also important that the sharing of information is governed by the principles of the relevant legislation and where possible, shared with openness and transition with CYP and their families.

Any sharing of information must be compliant with your privacy statement and follow good practice guidance as detailed on p.g 4.

This section is not intended to replace detailed policy in respect of compliance with the data protection laws, rather to offer good practice.

Child Protection and Looked after Children

If a child or young person is subject to a Child Protection plan, or is a Looked after Child, this would always be shared with the receiving school/college. For Looked after Children the PEP mechanism would ensure comprehensive planning takes place. For children currently subject to Child Protection plans education establishments would form members of core groups and this role would need to be handed over, preferably prior to transition if a school has been identified perhaps at the end of the summer term.

Information can always be shared to prevent harm occurring to children and it would seem important that receiving schools are aware of any recent child protection concerns. The minutes of child protection conferences /Looked after reviews, however, are the property of the Safeguarding and Reviewing Service (SARS) and it is stated explicitly that they must not be shared without permission from the IRO/SARS.

Child in Need/Early Help/Targeted Help

The guidance on children/young people subject to Child in Need plans, or who have had previous child in need status, or early help status is less clear.

Families working with Children's Services or with Early Help/Targeted Help are doing so on a voluntary basis. They are not required to routinely allow information sharing between agencies. Nor should a one off consent to share information, for example, at the time of a referral, be considered to be valid for an unlimited period of time.

Families have the right to know that information is being held and shared about them, and they should be asked to give consent to share the information with the receiving school. It may be the case that they experienced a crisis several years ago, and would like to move forward without that information being shared. If they understand that the information is being shared

to ensure that additional support is available, and that should they experience a further crisis and be able to turn to identified members of staff in the new school without reliving distressing detail in the sharing of their experience, this may encourage them to give consent.

Concern logs/safeguarding files/CPOMS/SIMS etc

Early years settings and schools use a variety of record keeping methods to register welfare/safeguarding concerns, sometimes without informing parents that they have done so. This is justified to monitor concerns, however, good practice would indicate that any concern should be shared with a parent if recording the information.

In terms of sharing the information with a new setting, caution should be exercised in simply sharing information without consent. Something that was a concern when a child was at nursery may not be at all relevant when they are transitioning from primary to secondary.

Chronologies can be vital for building a picture of neglect, for example. Concerns should always be raised with parents/carers in order that their response can be evaluated and that they are aware of the concern.

In terms of sharing these concerns at the point of transition, consent should be obtained, and if not given, information should only be shared if to do so can be justified on the basis that it is necessary to prevent harm occurring to a child. When in doubt, consultation should take place with individual responsible for ensuring data protection compliance.

Transferring of records

All records should be shared in line with your own policies and procedures, these should include how you will safely send on this information to the child's new education setting, what the process is for gaining consent from the child/parents, what would happen if there is a data breach or if the data is lost/stolen. This should be part of your Privacy statement.

Further information and guidance can be found in Keeping Children Safe in Education 2018 and Information Sharing 2018

www.gov.uk/government/publications/keeping-children-safe-in-education--2

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

www.nspcc.org.uk/globalassets/documents/information-service/child-protection-records-retention-and-storage.pdf

See Appendix 1 for model letter to accompany transition documents.

The Importance of Consent

All information can be shared with the consent of the parent/carers of the child, or the young person if he/she has capacity to do so. If information is gathered on the basis of ensuring their child/young person has the best possible transition and education available to them hopefully parents and carers will understand the reasons for sharing information and freely provide this.



Parental responsibility

In family law, parental responsibility means all the rights, duties, powers, responsibilities and authority that a parent has in relation to the child. People other than a child's natural parents can acquire parental responsibility through:

1 Section 3(1) of the Children Act 1989

- being granted a child arrangements order determining that the child should live with him or her, or if the court determines that a parent should only spend time with the child, the court may also decide to grant parental responsibility
- being appointed a guardian
- being named in an emergency protection order (although parental responsibility in such a case is limited to taking reasonable steps to safeguard or promote the child's welfare)
- adopting a child
- (in the case of step-parents) in agreement with the child's mother (and other parent if that person also has parental responsibility for the child) or as the result of a court order.

Civil partners have parallel (as far as possible, identical) rights to married people. The same provisions for married people apply to them in terms of acquiring (i.e. in the case of adoption, agreement with their civil partner or by an order from the court) or holding parental responsibility.

Each Education setting must establish who has parental responsibility for the child, they must be the one who completes all legal documentation and written consent forms. There is departmental advice from the Department for Education. It is non-statutory, and has been produced to help recipients understand their obligations and duties in relation to the rights and responsibilities of parents as defined by education legislation.

It is intended as helpful guidance for schools and local authorities but should not be treated as a complete and authoritative statement of the law. In this guidance they are careful to differentiate between legal requirement and good practice. They use 'must' where a school has a duty. They use 'can' where a school has a power (not a duty) under statutory or common law. They use 'should' for advice on good practice.

www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility

Children Looked After

A child is considered Looked After if:

1. They are accommodated (Section 20)

The young person is looked after by agreement with the parents, there are no court proceedings and parents retain parental responsibility (PR)

2. They are the subject of an Interim or full care order (Section 31 or 38)

This is made if the court thinks a child is likely to suffer significant harm. A Care Order gives social services PR which is shared with the birth parents.

3. They are remanded into care by the court good practice



As Looked After Children can have a number of care placements they may, as a result, have more changes in education placements. It is important that extra vigilance is given to any issues in development so that these can be identified and an early intervention provided to ensure potential is maximised.

Where transitions occur there may need to be an enhanced programme of visits provided to enable the child to make new attachments with staff and become comfortable in the new provision. Each provision should have a coordinator responsible for Looked After Children who acts as the main contact for social workers, carers and any other professionals involved whilst the child is at their provision. A good transition would involve a sharing of information between the two provision co-ordinators or the Designated Teacher in a school setting.

Each local authority is responsible for monitoring the educational progress of the children they have in their care referred to as “belonging” to them. You may have Looked After Children on your roll from more than one local authority. Each authority will have their

own system for organising and recording this progress and their social workers or Personal Education Plan Co-ordinators will provide appropriate documentation.

All Looked After children aged 3+ are required to have a Personal Education Plan (PEP) which records both care planning information as well as educational next steps to ensure appropriate progress is made. It is part of our authority’s early intervention strategy to introduce the PEP from the term after the child’s third birthday.

In order to make this easier in Torbay it is proposed that we use the new transition form as part of the PEP to maintain a clear understanding of how the child is achieving, this can easily be passed on to any new provision should the child move outside of normal transition times and will only need updating at the end of the pre-school provision.

Children with additional needs

When supporting transition for children with additional needs, you will need to complete the relevant sections on the transition form. There is also a checklist included in the appendix for the current provider and the receiving provider and post 16 transition.

The SEND Code of Practice: 0-25 years January 2015 states:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

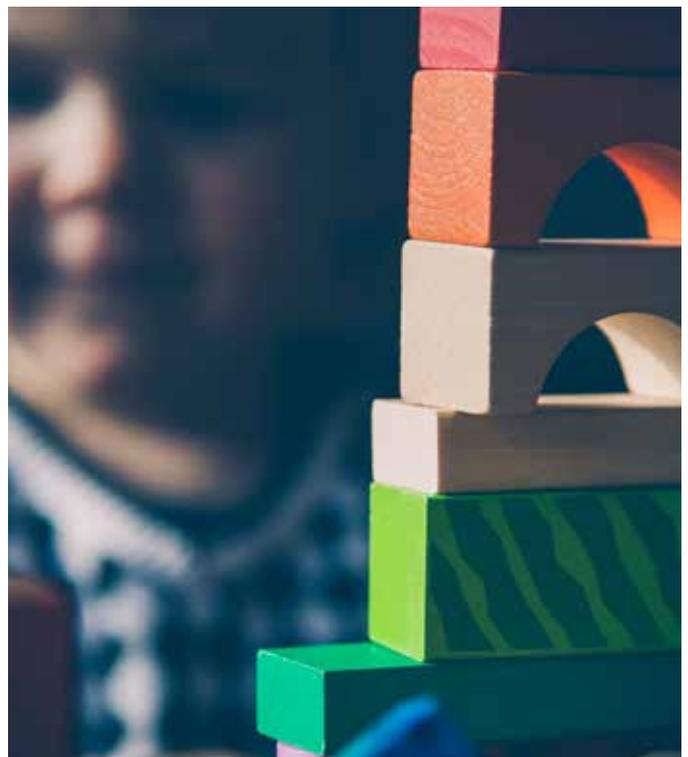
(a) Has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Transition should be seen as a process which involves parents/carers, child, setting and receiving setting. (EYFS 2008) A child’s transition from home to a preschool setting or from a setting to school can be an anxious time, particularly if there are additional needs with regard to their development of speech and language and communication, health and physical needs or general development. Periods of change can be made less daunting if parents’ and carers’ views are respected and they feel that they have made a suitable contribution to what will happen when their child moves to a new setting.

- During a child’s time in a preschool setting the setting Special Educational Need Coordinator (SENCo) and the child’s key person will have had regular meetings with parents or carers for discussion and to facilitate liaison with other professionals.

- As preparation for transferring to school a transition meeting for parents with the SENCo at the school and, when appropriate, other professionals supporting the child should be arranged. The transition meeting is a partnership between parents/carers, preschool setting and school.
- Outside agency reports and records such as completed and current Individual Education Plans are an important addition to the Early Years Transfer Record and should be passed to the school or new setting when the child leaves.
- Medical care plans and any relevant adjustments should be discussed at the transition meeting.
- Some children with additional needs may require extra visits to their new school prior to the term before starting. These can be arranged during the transition meeting at the school as well as any additional support such as a new visual schedule or tailored admission plan to ensure a smooth transition.



Essential information

- A copy of the EHC plan (if applicable)
- A copy of the Individual Education Plan (For children with SEN Support).
- Area(s) of difficulty in the classroom - what their SEN looks like day to day
- Details on current attainment, engagement and attendance.
- Any diagnosis and /or referrals to professionals done or anticipated (e.g. EP / OT / Paediatrician)
- Medical Protocols if appropriate

Desirable information

- Home background and any involvement with social care
- What level of support do the family provide towards school?
- A one page profile on the child would be helpful detailing how the child or young person communicates.
- Details of provisions attended historically.
- A bespoke transition plan.
- Previous support on a day to day basis (in class support / small group intervention/ classroom differentiation) which has helped
- Behaviour in class and during unstructured times

Good practice

- Meetings between SENCO from setting and receiving setting
- Primary Liaison visits and meetings with the SENCo/class teachers
- Meetings with parents and receiving SENCO
- Extra supported transition days in new setting with familiar staff from Primary setting.

See Appendix 2 for useful Special Educational Needs checklists

Transition Forms

Please feel free to add your own logos on to these forms.

Early Years to Primary

Please complete section 1 for all children

Please also complete sections 2/3 if applicable, for children who have had additional support from external agencies.

Primary to Secondary

Please complete section 1 for all children

Please also complete sections 2/3/4 if applicable, for children who have had additional support.

Secondary to Post 16

Please complete section one for all children

Please also complete sections 2/3/4 if applicable.

If you complete any additional sections, you can remove the signature box at the end of each page and just keep the one at the end of the last section you complete.

Consent

See information sharing section on page 4.

Torbay Early Years Transition Document

Your logo



SECTION 1

Photo of child	Name of child			
	Date of birth		Age in months	
	Today's date			
	Name of setting			
	Key person			
	Contact Number			
	EYPP?	Yes		No
	2 year funding?	Yes		No
	Sessions per week		hours	Attendance%

Childs Characteristics of Effective Teaching and Learning

Playing and Exploring	
Active Learning	
Creating and Thinking Critically	

Area of learning	Age band	Emerging	Expected	Exceeding	Comments (strengths/support) include how EYPP and deprivation payments have been used to support the child. E.g. any interventions, one to one support etc.
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Personal Social & Emotional Development

Making Relationships					
Self Confidence & Self Awareness					
Managing Feelings and behaviours					

Communication and Language

Listening and Attention					
Understanding					
Speaking					

Physical Development

Moving & Handling						
Health & Self-care						
Literacy						
Reading						
Writing						
Mathematics						
Number						
Shape, Space & Measure						
Understanding the World						
People & Communities						
The World						
Technology						
Expressive Art and Design						
Exploring Media & Materials						
Being Imaginative						

Parents' comments and questions:

Additional Comments – (Managers, Key Person, Designated Person, SENCO):

Please ask and report on how the child feels about starting school.

Parent/Carer declaration: 'I agree for the information contained within this form or any attached documents to be shared with relevant professionals, including any safeguarding concerns, in order to enable appropriate support for my child at points of transition and beyond'

Parent/Carer signature	Date:
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Torbay Early Years Transition Document

SECTION 2: Additional Safeguarding information

Is the child currently part of CP, CIN or LAC, TH	Yes (detail which one)	No	Further information to follow from setting? (confidentially and securely, with parental consent)	Yes/No
			School to ring EY setting? (must have talked through the conversation with parents first)	Yes/No
			If the child is LAC which LA is responsible for them?	
			Start date:	
Current Social Worker or Family Support worker involvement?	Yes	No	Name, contact number and department:	
Any other professionals involved?	Yes	No	If yes please list names and contact details:	
Has the child had any previous/closed CP, CIN, TH	Yes	No	With parental consent, briefly explain below, giving dates	
Any other relevant information to enable the appropriate support to be given?	Yes	No	With parental consent, briefly explain below, giving dates	

Parent/Carer declaration: 'I agree for the information contained within this form or any attached documents to be shared with relevant professionals, including any safeguarding concerns, in order to enable appropriate support for my child at points of transition and beyond'

Parent/Carer signature

Date:

Torbay Early Years Transition Document

SECTION 3: Additional SEND information

SEN	Yes	No	Please describe child's needs:	
EHCP	Yes	No		
Monitored for potential SEN?	Yes	No		
Referral to Educational Psychologist?	Yes	Date of assessment:		No
		Date of report:		
		Comment :		
One to One support in currently or in the past?	Yes	If yes what for, when and for how many hours per week?		No
Other agencies involved (please list)				

Parent/Carer declaration: 'I agree for the information contained within this form or any attached documents to be shared with relevant professionals, including any safeguarding concerns, in order to enable appropriate support for my child at points of transition and beyond'

Parent/Carer signature

Date:

Year 6 / Primary in-year Transition Document SECTION 1

Your logo



To facilitate the efficient use of this form, copies will be shared electronically either by secure email or via secure platforms such as Google Drive.

Name of child					
Date of birth		Today's date			
Primary school					
Pupil Premium?	Yes		No		
SATS result / teacher assessment	Reading	Writing	GAPS	Mathematics	Science
	/	/	/	/	/

SEN	Yes		No		Please complete additional page
Concessions for SAT	Extra time		Scribe		
	Reader		Other		

Has the child ever been excluded from school or attended alternative provision?	Yes		No		
	Please complete additional page				

Attendance %		Comment	
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Young Carer	Yes		No		Comment	
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Gifted & Talented	Yes		No		Comment	
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Child protecting concerns	Yes		No		Comment (please include details of outside agencies)	
Further information to follow (confidential, with parents'/carers permission)	Yes		No			

Support from home	Consistent		Intermittent		Rare	
Comment						

What are the challenges for them?						
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Attitudes to Learning	
Behaviour & social skills	
Intervention in place (past and present)	
Social issues	
How does this pupil shine?	
Roles and responsibilities undertaken in school	

We all want to ensure that students continue to make the best progress when they join their new secondary school and to support this aspiration please attach a piece of the pupil's best Y6 writing.

Concessions for SAT	Extra time			Scribe	
	Reader			Other	
EHCP	Yes		No		
Monitored for potential SEN?	Please give details				

Communication and interaction	Cognitive and learning	Social, emotional and mental health difficulties	Sensory and/or physical needs

Parent/Carer declaration: 'I agree for the information contained within this form or any attached documents to be shared with relevant professionals, including any safeguarding concerns, in order to enable appropriate support for my child at points of transition and beyond'	
Parent/Carer signature	Date:

Year 6 Transition Document

SECTION 2: Additional Safeguarding Information

Name of child					
Date of birth		Today's date			
Primary school					
Looked after child?	Yes		No		
If the child is LAC, which L.A is responsible for them?					
LAC Social Worker. Please give contact details.					
Has the child ever had a CIN Plan? Please give dates and any relevant information.					
Has the child ever had a TH Referral -L3? Please give dates and any relevant information.					
Has the child ever had a TAF plan- L2? Please give dates and any relevant information.					
Has the child ever accessed young carers? Please give dates and any relevant information.					
Has the child ever accessed CAMHS? Please give dates and any relevant information.					
Name of Social Worker					
Name of Key Worker					
Name of Speech and Language Therapist					
Name of School Nurse					
Any other relevant information to enable the appropriate support to be given.					
Are you planning on sharing any documents? (confidentially and securely, with parental consent)	Yes		Do you require a telephone conversation? (must have talked through the conversation with parents first)	Yes	
	No			No	

Parent/Carer declaration: 'I agree for the information contained within this form or any attached documents to be shared with relevant professionals, including any safeguarding concerns, in order to enable appropriate support for my child at points of transition and beyond'

Parent/Carer signature

Date:

Year 6 Transition Document

SECTION 3: Additional SEND Information

	Area of need	Previous effective support		
Communication and interaction				
Cognition and learning				
Social, emotional and mental health difficulties				
Sensory and/or physical needs				
Has the student met with an Educational Psychologist?		Yes		No
Date of assessment		Date of report		
Comment				
Please suggest target for the pupil's first IEP				
TA support in Year 6?	Yes		No	If yes, TA hours
Other agencies involved (please list)				

Parent/Carer declaration: 'I agree for the information contained within this form or any attached documents to be shared with relevant professionals, including any safeguarding concerns, in order to enable appropriate support for my child at points of transition and beyond'

Parent/Carer signature

Date:

Year 6 Transition Document

SECTION 4: Additional Alternative Provision Information

Why was the placement made?				
Who arranged the placement?				
Timescales				
Targets set				
Progress made				
Has the student ever been excluded?	Yes		No	
Date of exclusion				
Comment				
TA support in Year 6?	Yes		No	
Other agencies involved (please list)				

Parent/Carer declaration: 'I agree for the information contained within this form or any attached documents to be shared with relevant professionals, including any safeguarding concerns, in order to enable appropriate support for my child at points of transition and beyond'

Parent/Carer signature

Date:

Secondary in-year / Post 16 Transition Document

Your logo



SECTION 1

To facilitate the efficient use of this form, copies will be shared electronically either by secure email or via secure platforms such as Google Drive.

Name of student			
Date of birth		Today's date	
Secondary school			
GCSE predicted grades?	English	Maths	
	Achieved	Achieved	

SEN	Yes		No		Please complete additional page
-----	-----	--	----	--	--

Attendance %		Comment	
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Young Carer	Yes		No		Comment	
-------------	-----	--	----	--	---------	--

Looked after child	Yes		No		Comment	
--------------------	-----	--	----	--	---------	--

Gifted & Talented	Yes		No		Comment	
-------------------	-----	--	----	--	---------	--

In receipt of free school meals for more than 3 years	Yes		No	
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What are the challenges for them?	
Attitudes to Learning	
Behaviour & social skills	
Intervention in place (past and present)	
Social issues	
How does this pupil shine?	
Roles and responsibilities undertaken in school	
Where applicable – the young person (YP) has been consulted on/received	

information and advice on their future plans and all the option for career and employment pathways that are available at post-16.	
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Medical needs	Yes		No		Comment	
Has the child ever had CAHMS involvement	Yes		No		Comment	

Support from home	Consistent		Intermittent		Rare	
Comment						

Parent/Carer declaration: 'I agree for the information contained within this form or any attached documents to be shared with relevant professionals, including any safeguarding concerns, in order to enable appropriate support for my child at points of transition and beyond'

Parent/Carer signature	Date:
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Post 16 Transition Document

SECTION 2: Additional Safeguarding Information

Child protecting concerns	Yes		No		Comment (please include details of outside agencies)	
Further information to follow (confidential, with parents'/carers permission)	Yes		No			
Has the child ever had a CIN plan?	Yes		No		Dates and relevant information	
Has the child ever had a TH Referral-L3	Yes		No		Dates and relevant information	
Has the child ever had a TAF plan – L2	Yes		No		Dates and relevant information	

Does the child have a Social Worker?	Yes		No		Contact details & relevant information
Does the child have a Key Worker?	Yes		No		Contact details & relevant information
Does the child have a Speech and Language Therapist?	Yes		No		Contact details & relevant information
ESOL	Yes		No		Comment
YOT involvement	Yes		No		YOT worker contact details, dates and relevant information

Any other relevant information to enable the appropriate support to be given

Parent/Carer declaration: 'I agree for the information contained within this form or any attached documents to be shared with relevant professionals, including any safeguarding concerns, in order to enable appropriate support for my child at points of transition and beyond'

Parent/Carer signature

Date:

Post 16 Transition Document

SECTION 3: Additional SEND Information

Concessions for Exams	Extra time			Scribe	
	Reader			Other	
EHCP	Yes		No		
Monitored for potential SEN?	Please give details				

Communication and interaction	Cognitive and learning	Social, emotional and mental health difficulties	Sensory and/or physical needs

Has the student met with an Educational Psychologist	Yes		No	
Comment				

Parent/Carer declaration: 'I agree for the information contained within this form or any attached documents to be shared with relevant professionals, including any safeguarding concerns, in order to enable appropriate support for my child at points of transition and beyond'	
Parent/Carer signature	Date:

SECTION 4: Additional Alternative Provision Information

Why was the placement made?				
Who arranged the placement?				
Timescales				
Targets set				
Progress made				
Has the student ever been excluded?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Date of exclusion				
Comment				

TA support in Year 6	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Other agencies involved: (please list)				

Parent/Carer declaration: 'I agree for the information contained within this form or any attached documents to be shared with relevant professionals, including any safeguarding concerns, in order to enable appropriate support for my child at points of transition and beyond'

Parent/Carer signature

Date:

Appendix 1: Sample letter

(to accompany transition form for receiving provider if a meeting is required)

To be sent on own letter head

For the attention of (tick required persons):

- SENCO
- DSL
- Family Support Worker
- Teacher/EYFS Co-ordinator/Key Person

Date:

Dear

We would like the opportunity to meet and discuss transition plans for

Name.....D.O.B.....who will
be transferring

From.....
to.....next term.

I would be grateful if you could contact me as soon as possible (contact details above/List here) so that we can arrange a mutually convenient time and venue. Ideally we would like to meet with SENCO/DSL/Family Support Worker/ Class Teacher. Parents will also be invited.

Yours sincerely

Appendix 2: SEN Transition Checklists for any age group

SEN Transition Checklist for Current Setting

Tick	
	Child or young person has been consulted on their own concerns and what they are looking forward to - this has been recorded and they have been supported to address this with new setting. One Page Profile updated.
	Transition plan has been written and agreed with child or young person, parents, current setting and new setting
	Relevant agencies are involved in arrangements for provision of specialist equipment and identification of staff training needs
	As appropriate, Individual Risk Assessment, PEEP and Healthcare plan have been shared with new setting
	Up to date reports, and former reports, from all involved services have been passed to new setting
	Staff have outlined how they currently support the child or young person, giving examples of successful strategies used.
	Dates have been set for child or young person to visit new setting
	Information about transition/new setting has been prepared for young person in a format that they can independently access ,e.g. Braille, large print, pictorial, electronically, symbols
	All specialist equipment has been passed on to new setting along with any paperwork e.g. ICT passwords, therapy plans, instructions

SEN Transition Checklist for New Setting

Tick	
	Child or young person has been consulted on their own concerns and what they are looking forward to and this has been recorded. One Page Profile available to key staff.
	Relevant agencies are involved in arrangements for provision of specialist equipment and identification of staff training needs
	Staff have received all necessary training (as advised by relevant services)
	As appropriate Individual Risk Assessment, PEEP and Healthcare plan in place
	Up to date reports from all involved services received and shared with relevant staff
	Any necessary adaptations to site/classrooms have been assessed by Occupational Therapy team and advised adaptations completed
	Child or young person has looked around school to ensure they know where lifts are, where ramps are, where to go for help etc.
	Transition plan has been written and agreed with current setting, new setting, parents and young person.
	ICT needs have been assessed and the advised equipment is in place
	Accessibility Audit is completed and up to date
	All relevant staff in school are aware of any support needs and any agreements in place e.g. can leave lesson early
	Specialist equipment will be available for pupil on first day in new setting as appropriate
	Information about transition/new setting has been prepared for young person in a format that they can independently access e.g Braille, large print, pictorial, electronically, symbols
	Where applicable the young person (YP) has been consulted on/received information and advice on their future plans and all the options for career and employment pathways that are available at post-16.

SEN Transition Checklist for Current Setting

Transition to post -16

Tick	
	Transition plan has been written and agreed with young person, parents, current setting and new setting,
	Young person has been consulted on where they which College(s)/Sixth Form(s) they would like to attend and Staff from potential new setting(s) have been invited to YR11 reviews
	As appropriate -Individual Risk Assessment, PEEP and Healthcare plan have been shared with new setting
	Up to date reports, and former reports, from all involved services have been passed to new setting
	Staff have outlined how they currently support the young person and all relevant information regarding how best to support them – including equipment they use, all services that are currently involved with contact details and any exam access arrangements
	Young person has been consulted on their own concerns - this has been recorded and they have been supported to address this with new setting
	College Interview date has been set and young person has a copy of the ' All About Me' or One Page Profile document to take along. They have been prepared for the interview with questions of concerns and a list of things they feel important to communicate.
	Dates have been set for young person to visit new setting
	Information about transition/new setting has been prepared for young person in a format that they can independently access e.g. Braille, large print, pictorial, electronically, symbols
	Specialist equipment has been passed on to new setting along with any paperwork e.g. ICT passwords, therapy plans, instructions.
	Where applicable the young person (YP) has been consulted on/received information and advice on their future plans and all the options for career and employment pathways that are available at post-16.

Appendix 3: Model Service Level Agreement for sourcing or commissioning Alternative Provision

Parties

This agreement is between [*insert school name, address, Ofsted registration and current grade*] and [*insert AP name, address, Ofsted registration and current grade*]

(If you are using unregistered provision, detail why and what safety measures you have in place to ensure pupils safety)

Purpose of this agreement

The purpose of this Agreement is:

- To ensure that all partners understand their roles and responsibilities in arranging and delivering alternative provision
- To confirm that by being signatories to this Agreement, all partners agree to work together to provide quality learning experiences for young people
- To confirm partners' commitments to fulfil their statutory duties of care and safeguarded learners.
- [*insert school name*] and [*insert AP name*] have key roles in providing provision of alternative education for [*pupils name*].
- The purpose of this agreement is to outline the role of [*insert school name*] and the role of [*insert AP name*] in relation to alternative provision education arrangements for [*insert pupil name*]

Goals of the Agreement

- To establish an interim (include time frame) part time intervention provision for [*pupil's name*] at [*insert AP name*]
- To detail where the intervention will take place. E.g at the school, off site ect...
- To support [*pupil's name*] to make social, emotional and academic progress within an appropriate environment in preparation for returning to full time main stream education.
- To provide opportunities for [*pupil's name*] to have time to develop their capacity to thrive in a mainstream classroom.
- To support [*school name*] to manage [*pupil's name*] needs of as part of their transition back into their own school.

Authorised representatives

For the purpose of this SLA, the school's representative is:

Name:

Designation:

Telephone:

Email:

For the purpose of this SLA, *[insert alternative provision]* representative is

Name:

Designation:

Telephone:

Email :

Duration

The date on which this SLA comes into effect is

The duration of this SLA will end on unless renewed or terminated sooner in accordance with section 9.

Site

The intervention will take place at *[Insert site address]*, and *[insert school]* has been provided with the relevant risk assessments for activities taking place. (Please detail how you will communicate with the school if you plan to take the pupils off site)

What do *[insert school name]* want to quality assure?

The responsibility for the learner's health and safety, wellbeing, safeguarding and educational progress and achievement never leaves *[insert school name]*, but agreeing a QA model will enable providers to work together in a mutually supportive manner to raise standards and to ensure the welfare of the learner.

- Quality of teaching, learning and assessment of alternative provision
- Tracking and communication of learner progress
- Supported access to impartial information and guidance (IAG)
- Behaviour standards and support
- The learner voice
- Learner well-being and health and safety
- Safeguarding standards
- Induction involving children, staff and parents
- Communication between partners including parents and children

Complaints

The insert AP name must communicate its complaints procedure to its partners and parents of the children/young people attending.

Any issues regarding performance of the service as detailed in section 6 will be addressed by the authorised representatives as part of monitoring arrangements or if necessary a specially arranged meeting.

Charging

The total cost of the services provided under this SLA for the period.....to..... isper hr, per student and includes detail the service both parties have agreed. E,g 1:1 time with a suitable key worker, small group sessions, where appropriate and reasonable transportation of the young person, all associated reports and meetings relating to the young person and communication with parents/carers.

Include information about the invoicing arrangements and deadlines for these to be paid.

If the child/young person is unable to attend a session during the period of the SLA the school will be still charged.

Disputes

If a dispute arises between the parties, every effort will be made to achieve a local resolution. If this is unsuccessful, disputes should be referred progressively through senior levels of management.

Termination of this SLA

This SLA may be terminated by party giving insert notice period to the other. The insert AP name reserves the right to terminate this agreement unilaterally, without notice, in the interest of the safety and well-being of children and young people.

This document can be made available in other languages and formats. For more information please telephone 01803 #####