



CROMWELL HIGH SCHOOL

Transition Policy:

- **Key Stage 2 to Key Stage 3,**
- **Internal transitions**
- **Key Stage 4 to post 16 education (Sixth Form or elsewhere)**
- **Cromwell Sixth Form to post Cromwell provision**

All admissions to our school (including into our Sixth Form) are through the Special Educational Needs Department of Tameside Metropolitan Borough Council. It is possible for pupils from other Local Authorities to attend our school but only with the agreement of both the pupil's Local Authority and that of Tameside MBC.

As a Special School all our pupils have an Education, Health and Care Plan (EHCP). It is this document that specifies that attendance at our school is appropriate.

Transition

Parents should be assured that Transition arrangements will reflect the needs of each individual child. We fully appreciate that some pupils will need much greater preparation for a move of school than would be the case for mainstream pupils. In all cases it is essential that our school has gained all the information necessary to ensure that we can fully meet the pupil's educational, health, care and pastoral needs.

Cromwell High School firmly believes that we need to listen to parents who know their child so well. Parents are the experts on their child's specific needs. On the other hand, school staff, together, have vast experience of a large number of pupils over time with similar (though clearly not identical) needs and how these pupils have learnt and developed as they have grown over their time in our school. It is only when both of these essential sources of understanding work together, share their expertise and work in partnership, that the best results can be achieved for the child. Cromwell High School is proud of our record of strong partnership with parents and look forward each year to developing the same valuable collaboration with parents of pupils moving to our school.

Most of our pupils (though by no means all) have come from the Primary Special Schools in Tameside; Oakdale and Hawthorns Schools. Cromwell works in very strong partnership with these schools and many transition arrangements are facilitated through the joint work between our schools- including some health and care staff who work across these schools.

Most of our pupils remain at Cromwell after Year 11 in order to benefit from our Sixth Form provision. However, this is in no way assumed and a conscious, deliberate decision must be made that this is the right thing for the pupil. A similar conscious, deliberate decision must then be made each subsequent year that the Sixth Form, non-statutory, provision is that most appropriate for optimising outcomes for the pupil.

At 16 years- or any year up to 19 years, our pupils will transition to their post-Cromwell provision. School has close connections to Active Tameside, Tameside Adult Services, Tameside College, Newbridge Sixth Form and Tameside Arts and works with a variety of alternative post Cromwell placements including independent provision.

We see transition as happening in 4 elements:

- **Sensory desensitisation** - this happens by arranging low pressure visits well in advance of a pupil moving schools/provision. Pupils become familiar with the new surroundings and this moves into their long-term memory. This continues with photos, a social story and other material given from our school for pupils to reflect upon- including through the summer holiday.

- **Staff information and expertise handover**- this involves understanding all the paperwork associated with the child but more importantly speaking with parents and the other provision about their individual needs and, wherever possible, the destination provision visiting the pupil in the current provision to see how they operate within their familiar environment.

- **Familiarisation**- The third element of transition before the move is when the pupil is made as aware as possible that they are moving provision "soon" and visit the destination provision with their current, familiar, staff who gradually withdraw and destination staff to meet the pupil's needs- firstly under supervision and then at 'arms length' advice and support.

- **Settling**- The final stage of transition occurs after the pupil has started in the new provision. This involves the new provision staying in touch with parents and the previous school in order to monitor how well the pupil settles into their provision and addressing any "hiccups" (though in practice not many occur due to our preparation process) in partnership with parents and the pupil's previous School.

Aims and Objectives

The aim of the transition programme is to promote continuity and progression for all pupils as they move between key stages and onto post 19 provision. Transition programmes will endeavour to: -

- increase pupils' confidence and self-esteem;
- promote continuity and progression in learning across the curriculum;
- ensure that the skills, knowledge and understanding gained in the previous key stage are **further developed**.
- help to raise standards;
- improve motivation and commitment;
- encourage partnership between schools **and colleges/provision (including the sharing of important information)**.
- enable Teachers/Teaching Assistants/Trainers in all phases to learn from each other and to improve;

- promote continuity in teaching and learning between all Key Stages and post 19 education
- improve consistency in assessment and tracking of pupils;
- evaluate impact on standards.
- To ensure that parents and carers are fully involved in supporting their child in partnership through the emotional and practical opportunities of transition (including individual risk assessments).

Key Stage 2 to Key Stage 3- Transition into Cromwell

Process:

Strategies for primary and secondary liaison and transition are reviewed and evaluated throughout the process to ensure that they are effective. This is in conjunction with the Head of Department and Transition Co-ordinators at the primary schools who will steer and evaluate developments (including the main feeder school and schools within out-of-catchment areas). Transition Plans are drawn up in partnership with primary schools, from the start of the Spring Term.

The Head of the appropriate Department at Cromwell High School who will take responsibility for primary/secondary and will:-

- create and distribute Transition Booklets (social stories).
- arrange and manage the co-ordination of transition activities.
- arrange for joint curriculum planning for continuity in teaching and learning.
- Ensure information is passed on to multi-disciplinary teams to promote ongoing liaison and support (for example VI, HI and Speech and Language Therapy).
- ensure pastoral links allow for the sharing of information on the individual needs of pupils including attainment/attendance/behaviour for individual pupils.
- formulate Transition Plans.
- Undertake individual pupil risk assessment collaboratively with Form tutors.
- **Ensure information is passed on, including individual pupil risk assessment (where essential information is updated).**
- The Administration Staff should:
 - arrange for the computerised transfer of pupil details from primary to secondary during the Summer Term and organisation of individual files (with support from class teams).

Procedure

Close liaison is maintained with our feeder primary schools through a programme of meetings and visits, including the Year 6 Transition Reviews that are attended by the Headteacher, and appropriate Head of Department. In order to inform future planning and expectations in both Year 6 and Year 7, informal visits to primaries are arranged during the start of the Spring Term to share information about pupils' progress and achievement and initiate contact with Year 6 pupils. Information from the Transition Reviews and 'pen-

portraits' of all Year 6 pupils provide a holistic and detailed overview of individual pupils needs, these are documented and shared with the whole staff.

During the Spring and Summer terms opportunities arise for primary pupils to explore Cromwell High School and gain insight into the secondary curriculum, its new subjects/topics and ways of working. Year 6 pupils have the opportunity to experience taster sessions at our school where the aim is to provide personalised activities to enable pupils to make the transition to our school, both comfortable and enjoyable. Teaching Assistants from the primary schools will continue to provide individual support to Year 6 pupils. Over a series of visits levels of support will be gradually minimised to 'phase-in' individual requirements.

During the Summer Term, we have a Coffee morning and later in the term we have an Open Evening where parents are encouraged to accompany their children to tour the site, see pupils' work on display and meet and ask questions of staff. At the Open Evening, the Headteacher meets and addresses pupils and parents to welcome them to the school and introduces the Form Tutors and key staff as a point of contact. Pupils from the School Council accompany parents and pupils on a tour of the school during the evening.

Internal Transition between classes/departments

Process:

Strategies for transition between classes/departments are reviewed and evaluated by the Head of Department throughout the process to ensure that they are effective. Transition Plans are drawn up from the start of the Summer Term.

The Heads of Department will work together and take responsibility for and will:-

- Create and distribute Transition Booklets (social stories).
- Arrange and manage the co-ordination of transition activities.
- **Ensure information is passed on to new class teams including pupils' key information with completed pupil Complete Care Plan (CCP), risk assessments and information from multi-disciplinary teams to promote ongoing liaison and support (for example VI and HI).**

Key Stage 4 to Post 16 Education

Process:

Strategies for transition between key stage 4 and Post 16 Education are reviewed and evaluated by the Enrichment Manager throughout the process to ensure that they are effective. There will be regular communication between Cromwell, Post 16 alternative provision and Positive Steps to ensure a smooth transition for all year 11 pupils. The overall transition process begins in Year 9 with consideration of appropriate placement post 16yrs. Transition Plans are drawn up initially in Yr 10.

The Enrichment Manager will take responsibility for Post 16 transition and will:-

- Invite a Positive Steps advisor and college representatives to attend the year 10 Annual Reviews to share information about transition from KS4 to the Cromwell Sixth Form or other post 16 colleges.
- Work with post 16 colleges, will arrange and manage the co-ordination of transition activities.
- Meet with post 16 college representatives to share important information about pupils including Cromwell's individual pupil risk assessments and behaviour plans.
- **Ensure that at the end of the year pupil information is passed on to post 16 colleges including pupil risk assessments and information from multi-disciplinary teams to promote ongoing liaison and support (for example VI and HI).**

Procedure

Close liaison is maintained with Positive Steps and Post 16 colleges through a programme of meetings and visits, including the Year 11 Annual Reviews that are attended by the Cromwell Head of Department, Positive Steps advisors and college representatives.

During the spring and summer terms Year 11 pupils will take part in a transition programme into Cromwell Sixth Form or at their designated post 16 college. Initial visits to the Post 16 colleges will be supported by Cromwell staff and as pupils become more familiar and confident with their new surroundings levels of Cromwell staff support will be gradually minimised and staff from the post 16 colleges will offer full support.

Pupils will experience taster sessions and gain insight into Post 16 curriculum opportunities, its new subjects/topics and ways of working.

The aim of the transition programme is to ensure that the transition from Cromwell secondary years to post 16 education is both comfortable and enjoyable for all pupils.

Sixth Form to Post Cromwell Provision

Process:

Strategies for transition between Cromwell Sixth Form and Post Cromwell Education/provision are reviewed and evaluated by the Enrichment Manager throughout the process to ensure that they are effective. There will be regular communication between Cromwell, Post Cromwell alternative provision and Positive Steps to ensure a smooth transition for all Sixth Form pupils. Transition Plans drawn up initially in Yr 10 are kept under regular review.

The Enrichment Manager will take responsibility for all Post 16-19 transition and will:-

- Invite a Positive Steps advisor and college representatives to attend the Annual Reviews 2 years prior to expected transition in order to share information about transition from Cromwell Sixth Form to another provider.

- Work with post Cromwell colleges/provision, will arrange and manage the co-ordination of transition activities.
- Meet with post Cromwell college/provision representatives to share important information about pupils including Cromwell's individual pupil CCPs, risk assessments and behaviour plans.
- **Ensure that at the end of the year pupil information is passed on to post Cromwell colleges including pupil risk assessments and information from multi-disciplinary teams to promote ongoing liaison and support (for example VI and HI).**

Procedure

Close liaison is maintained with Positive Steps and Post Cromwell colleges/provision through a programme of meetings and visits, including the Annual Reviews that are attended by the Cromwell Key Enrichment Manager or Head of Department, Positive Steps advisors and college/provision representatives.

During the spring and summer terms prior to leaving Cromwell pupils will take part in a transition programme at their designated post Cromwell college/provision. Initial visits to the Post Cromwell provision will be supported by Cromwell staff and as pupils become more familiar and confident with their new surroundings levels of Cromwell staff support will be gradually minimised and staff from the post Cromwell establishment will offer full support.

Pupils will experience taster sessions and gain insight into the Post 16 curriculum, its new subjects/topics and ways of working.

The aim of the transition programme is to ensure that the transition from Cromwell to post Cromwell education/provision is both comfortable and enjoyable for all pupils.

Monitoring and Review

The transition process will be monitored through:

- participation in annual reviews,
- monitoring of pastoral and academic progress,
- pupil feedback
- parental feedback – both informal and through meetings and surveys

Any identified gaps in this policy and practice will be subject to an action plan to secure improvement. This policy will be reviewed by the Governor Personal Growth and Wellbeing Committee at least every 2 years.