

## Heber Primary School – Transition Arrangements

With careful adult support and guidance, children usually manage change with resilience and positivity. For quite personal and specific reasons some children do struggle with moving from one year to the next. As always the team at Heber do all we can to make sure children are supported to ease into the inevitability of the new school year. We are committed to ensuring that change is thoroughly prepared for and handled well. Rest assured that careful consideration is given to what children have missed and where their new academic starting points may be. Well-being, as always, remains at the heart of what we do through a sensitive and gentle reintegration into the new year.

| Provision for all pupils   | Pupils who may need a bit more support   | Provision for those with significant additional needs   |
|--|--|---|
| <p>Classes have a handover day near the end of the summer term where children meet their new teacher and support staff.</p>  | <p>Children who find change difficult, particularly those on the Autistic spectrum will have additional visits to the new classroom, new playground, toilets etc. and may have 1.1 chats with their new teacher in the new year.</p>   | <p>A transition booklet (a book that includes photos of the new adults and new environment) is prepared and sent home for children to refer to as often as is necessary, over the summer holidays. The book is visual and written simply and accessibly.</p> <p>A pupil profile is shared with the next teacher. This has information on how best to work with and support that child.</p>  |
| <p>In the new year teachers talk to the whole class about the year ahead and address any anxieties or practical questions they may have. Parents and children may also submit questions/worries to their current teacher via the office/email.</p>   | <p>Adults may schedule extra time with individual children and or parents to talk through any worries they may have.</p>   | <p>Advice from external professionals already involved in the provision for the child, may be sought and acted upon.</p> <p>Where needed transition groups are put into place to help children adjust.</p>  |
| <p>All teachers provide handover information to the receiving teacher in the summer term. Details of the needs of <b>every pupil</b> are discussed.</p> <p>In the Autumn term, teachers meet with the last teacher to discuss the needs of all pupils and to handover, having had the opportunity to meet all their children by this time.</p> | <p>A Next steps register is a record of the history of actions for children who are on the SEND register or who are a cause for concern. Teachers refer to this during handover to further support their understanding of needs.</p> <p>The next steps register is updated termly by the Class Teacher and the SENCO.</p> <p>Where children are moving on to secondary school or other schools, pupil files and any necessary information are passed on to the receiving school.</p> | <p>Teachers may arrange to meet parents early in the Autumn term to discuss any concerns or aspirations. Where necessary, the past teacher and Inclusion manager are present.</p> <p>For Year 6s or children moving to another school, the following arrangements are made if necessary:</p> <ul style="list-style-type: none"> <li>▪ SENCO contacts the receiving school’s SENCO and shares relevant information.</li> <li>▪ SENCO arranges transition meeting with the next SENCO via online video call if necessary.</li> <li>▪ For children with EHCPs, the annual review process is used as a comprehensive tool for transition.</li> <li>▪ For children with particular needs, referral is made to support from Southwark via a SENDIP Officer where support is required for planning and preparation for the transitions between phases of education.</li> </ul> |
| <p>A staff meeting is held early in the Autumn term to update teachers on SEND including how to identify need and what the procedure is for referring on for additional support should this be needed.</p>   | <p>The staff meeting allows teachers a deeper read of SEN pupil files. The Inclusion Manager/SENCO is on hand to answer any questions or clarify information.</p>  | <p>The SENCO meets with teachers to talk through the needs of specific children.</p> <p>Support strategies are shared to help the new teacher manage needs and ease transition for the child.</p>   |