

Salford Transition Policy

Key Stage 2 to Key Stage 3



Date of policy: January 2020

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Introduction

The Salford transition policy has been developed from consultation with primary and secondary school representatives across the city, as well as professionals from a range of agencies. This document is a guide for everyone supporting pupils with transition from primary to secondary. The audience for this policy includes staff at all Salford primary schools, staff at all Salford secondary schools, parents/carers of all Salford pupils and all agencies involved in primary to secondary transition. In addition, this policy will help ensure all educational settings in Salford are meeting statutory legislation for inclusion and equality as stated in the Children and Families Act.

Through early intervention and a proactive approach to meeting the needs of young people in the city, children will make increased gains in their progress.

This policy will be subject to regular review.

Salford's Vision

Every child and their family are entitled to a consistent and effective transition as they transfer between primary and secondary schools.

Transition planning will promote collaborative working to ensure the best outcomes for the child and their family.

Aims

To ensure that all children in Salford have consistent, quality and inclusive transition experiences in order to enhance their well-being and performance as learners.

Information sharing

In order for effective transition to take place, adequate planning and provision needs to be made. As a result, sensitive information will need to be shared with the child's new school. This may be both verbal and non-verbal and will be documented by the new school. Informed consent of the parent/carer for this information to be shared should usually be obtained in the primary setting when a child joins the school. The school document should make clear what information is to be shared, with whom and what purpose it serves. A privacy notice must be distributed to parents of primary school children to inform them of data sharing between the primary and secondary school. Information outlining why a child may be vulnerable and may find transition challenging can be shared with the appropriate educational settings and agencies. Some families may need to open an Early Help Assessment in order to gain the best support possible for the child's transition. If an Early Help Assessment is already open during Years 5 or 6, transition arrangements should already be included.

Effective transition in Salford

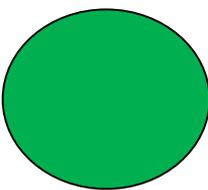
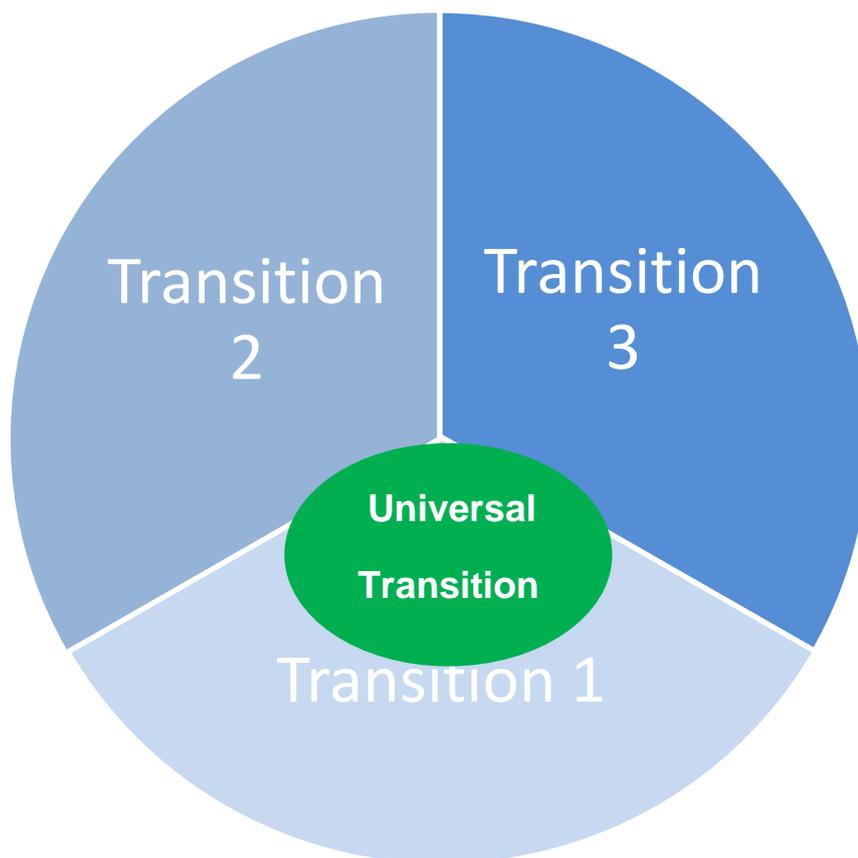
In order for effective transition in schools in Salford, the following actions are required;

- Consent for information sharing obtained from a parent/carer should usually be obtained in the primary setting when a child joins the school.
- Open day/evenings allocated on different dates at all secondary schools to allow parents to attend more than one.
- Secondary schools will have a Year 7 or transition section on their website that contains information such as uniform, equipment, behaviour policy or expectations, key dates and events etc.
- Key dates shared and easily accessed on school websites.
- Secondary school application deadline 31st October
 - Parents/carers have access and support to complete the online admissions form from gateway centres and primary schools, should they require it.
- Two induction days for all Year 6 children held on, Thursday and Friday, the same week, across Salford
 - In 2020: Wednesday-Friday 1st – 3rd July (3 days already agreed, however there is a recognition that these dates were provided late and therefore it may not be possible for all schools to accommodate this. However, In 2020 transition days must take place within week beginning Mon 29th June)
 - In 2021: Thursday 1st and Friday 2nd July
 - In 2022: Thursday 30th June and Friday 1st July
 - In 2023: Thursday 29th and Friday 30th June
- Induction days should include activities such as:
 - Completion of a 'This is me' booklet
 - Meeting the form tutor and other pupils in their form
 - A tour of the school to orientate pupils
 - Well-planned and engaging lessons in different parts of the school so pupils get used to moving from one classroom to another and from one teacher to another.
 - Team building activities with peers
 - Introduction to routines and systems
 - Early lunch breaks, away from older pupils, to introduce new pupils to lunchtime routines and systems, including those used for purchasing lunch
 - Opportunities for pupils to learn how to organise themselves, e.g. books, equipment
 - Opportunities to meet and get to know key staff such as the Head of Year and pastoral staff.

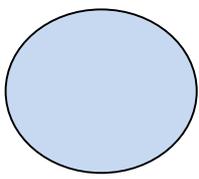
- Basic transfer of information (Transition information gathering spreadsheet – see appendix 9) to be completed by the primary school **by February Half Term** and sent to school.admissions@salford.gov.uk. This information will be collated and shared with secondary schools once places are allocated. The LA transition coordinator will collect this information from primary schools and distribute to secondary schools.
- ‘Face-to-face’ meetings (or phone call conversations for small numbers of pupils) to take place between primary and secondary colleagues in March and April to share information about individual pupils highlighted as needing additional transition support.
- Follow-up information gathering conversations to take place between primary and secondary schools where a pupil’s circumstances change following the face-to-face meetings, e.g. if the pupil is excluded or experiences a bereavement
- Accessible information to be provided to parents/carers by primary and secondary schools about the transition process including:
 - The role of the parent/carer during transition
 - The role of the primary school
 - The role of the secondary school
 - Transition timeline for children and parent/carer
 - Key dates for events
- Ensure effective pupil tracking and transferring of information to support continued progress e.g. an example of a pupil’s best piece of independent writing, their most recent maths book etc.
- Common Basic Data Set, maintained for every child, in a school’s management information system transferred from the primary to secondary school using a Common Transfer File in the summer term. (This is a statutory obligation for all maintained schools)

Packages for transition

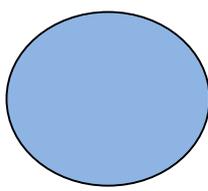
Through robust research and reviewing of existing policies we have defined packages of support for pupils during transition from Year 6 to Year 7. Children can enter at any level and do not necessarily need to access the previous package of support. The decision to place a child on a package for transition should be made during the 'Face-to-face' information sharing discussion (appendix 1) unless the pupil has an EHCP or is LAC, in which case additional transition arrangements will be undertaken earlier (Transition 3). It is important to discuss individual transition needs with parents and pupils in order to ensure the pupils receive the most appropriate support, particularly if pupils need more than universal transition support.



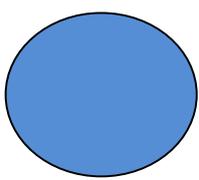
Universal: Advice and guidance for transition for every child in Salford.



Transition 1: Need for some targeted help for a successful transition.



Transition 2: Need for more targeted help for a successful transition.



Transition 3: Need for individualised specialist help for successful transition.

Definition of each package

Universal: To ensure a fully integrated approach, the transition levels are immersed within the Universal Framework. The universal offer is aimed at every child in Salford Education and is designed to promote effective transition.

Transition 1: All universal packages should still be fully offered to these children plus additional support. This stage is focused on children with **some** levels of vulnerability; concerns about these children would usually be raised by the Year 6 teacher to the secondary transition lead during the Face-to-face information sharing meeting. This is aimed at children who are not accessing any formal support and seem to be coping in the primary setting but may experience more than the usual difficulty at transition. Examples would be a child who has low self-esteem, a child who becomes particularly anxious in new or social situations, experienced a recent upset within the family such as bereavement or loss, a young carer, a child receiving SEN support who does not have an EHCP. Transition 1 would help any pupils going out of their area for Year 7.

This level of transition support requires an increased vigilance, monitoring and a cascade of information to relevant staff.

Transition 2: Again, universal packages should still be fully accessible to children on package 2, alongside a more detailed planned package and additional support opportunities. This stage has a more focused approach to children with **increased** levels of vulnerability. This stage will require additional liaison and transition support such as extra visits, a key worker and careful consideration of unstructured times, and maybe additional training for staff.

Children who are frequent users of the behaviour policy, children who have previously had a team around the child or been at Children In Need, children who have accessed a Pupil Referral Unit (PRU), children who have displayed a significant response to bereavement and loss, children who have SEN who do not have an EHCP, but receive significant school intervention, children who have experienced trauma such as domestic violence or come from areas of war or have experienced significant events such as a violent attack are all examples of children who may need this level of support.

At this level a designated member of staff from both primary and secondary would need to carefully co-ordinate, monitor and cascade information to relevant staff.

Transition 3: This stage is aimed at children with **severe, complex and/or persistent** levels of vulnerability. This is specialist support, so will require additional support from other agencies within Salford. There is a deeper challenge to provide effective transition at this stage because there is a greater need for collaborative planning, integrated support, multi-agency communication and preparation from both the primary and secondary staff to make appropriate provision. Children who have an Educational Health Care Plan (EHCP), are provided with support by the Looked After Children (LAC) team, are on a Child Protection (CP) plan, a Children In Need (CIN) plan, or have been permanently excluded and are currently attend a pupil referral unit at the end of Year 6 are all examples of children who may need this level of specialist support. At this level other agencies should also be involved in designing and implementing an appropriate transition a designated member of staff from both primary and secondary would need to carefully co-ordinate, monitor and cascade information to relevant staff.

Note: Parents and pupils views should be considered when deciding whether a pupil needs to have a transition package in place.

The universal, 1 and 2 transition package process timeline

By February Half Term:

- Send information gathering excel spreadsheet (see appendix 9) to LA transition coordinator school.admissions@salford.gov.uk (information will be processed and shared by LA with relevant secondary schools once places are allocated)



Year 6, once secondary place is allocated (Early March), primary and secondary colleagues to:

- Share information during the Face-to-face information sharing meeting or phone call (see Appendix 2)
- Gather the views of parents/carers and pupils as appropriate
- Design a suitable and realistic transition plan (universal, 1 or 2)



Year 6, primary and secondary colleagues to implement the transition plan throughout June and July:

- Key staff monitor and evaluate the plan regularly, amending as necessary, particularly for transition 1 and 2 plans.
- Regular communication between primary and secondary staff, parents/carers and pupils.



Year 7, implement the transition plan throughout the Autumn term:

- Key staff ensure all relevant secondary staff are aware of the arrangements for transition 1 and 2 plans
- Key staff Monitor and evaluate the effectiveness of the plan and amend as needed
- Regular communication with parents/carers and pupils.



Secondary colleagues complete a review of transition plan by October half term of Year 7:

- Continued tracking of both academic and pastoral transition.
- Feedback gained from pupil and parent/carer.

Early Identification of vulnerable students (Year 5). Discussions to be held at:

- LAC professionals meetings
- CP plan
- Annual review of Education Health Care Plan (EHCP)



Develop a transition plan:

- Gather information from school staff, other agencies, children and parents/carers, to produce an effective and realistic transition plan.
- If a FAF (CAF) is already in place, this will become a useful document for reference.
- Any professional meetings for LAC pupils, invite desired secondary schools from year 5 onwards.



Year 6, once a secondary place is allocated, implement the transition plan:

- Continuous monitoring and evaluation of the plan needs to take place by key staff, incorporating planned strategies and support.



Year 7, implementing the transition plan:

- Continuous monitoring and evaluation of the plan needs to take place by key staff, incorporating planned strategies and support.



Review of transition plan by October half term of Year 7:

- Continued tracking of both academic and pastoral transition, consistent monitoring and feedback gained by primary schools, pupil, parent/carer.

Universal Package: Advice and guidance for transition support for all children

Minimum requirements for all pupils in Salford:

- Parent/carer and student able to attend open evenings of all Salford secondary schools.
- Primary schools to offer support to the most vulnerable families in Year 6 who may need additional support in completing an online school application form, before the deadline of the 31st October, who otherwise would not engage with applying for a school place. Schools can direct parents to gateway centres where support will be provided.
- Parent/carer and student able to state a preference of secondary schools. (With awareness that they may not be successful in gaining a place at their priority 1 choice school).
- Information gathering sheet to be sent to the LA transition coordinator by February half term.
- Information to be transferred to relevant secondary schools by the Local Authority after a student's place has been confirmed by the Local Authority.
- A Face-to-face meeting between primary and secondary transition team staff to gather further information during early June. This information should then be cascaded by the secondary transition team to relevant staff.
- Minimum of a 2 day induction package for Year 6 children. Dates as set out in this policy.. (consider inviting Year 6 staff to attend some of the days)

Recommended / best practice actions for a successful transition at this package drawn from current good practice in Salford;

- Year 5/6 invited to attend associated secondary school drama/music productions.
- Year 5/6 tour of associated secondary school accompanied by question & answer sessions with current Year 7 students.
- 1 day Year 5 induction programme at associated secondary school.
- Members of the primary and secondary school transition team to work collaboratively in hosting a Year 5 parent/carer and student information evening delivered in the primary setting for preparation of transition to secondary school, including how to submit applications. This could include distribution of information leaflets.
- Secondary school welcome pack for parents/carer and student.
- Welcome evening/meet the form tutor (assign tutor before the induction days) hosted by the secondary schools delivered in the secondary setting.
- Peer mentors assigned to each Year 7 form group e.g. year 10 mentor
- Cross-phase curriculum activities (e.g. joint Year 6 and Year 7 enterprise project)
- Transition activity/discussion time held during Year 6 and 7 PSHE time.
- Year 6 or Year 7 residential activity with the high school.
- Academic work pack developed by all Year 6 students sent over to secondary school at the end of the final term (e.g. last English and maths book, best piece of art work etc.).
- Key Stage 3 staff to team teach/observe pupils in lessons at primary schools after SATS.
- Year 6 complete a 'this is me' booklet to use on the first transition day, which can be shared with peers and form tutor. This could be completed during the first transition day rather than in the primary setting.
- Year 7s visit their previous primary schools and meet with the Year 6 pupils.

- Refer to supporting documents for specific needs from LSS and EMTAS <https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/learning-support-service/>

**Universal Plus Package 1:
Targeted support for learners with some levels
of vulnerability**

This package focuses on students with some levels of vulnerability such as students who may become anxious in new environments, may have experienced bereavement and loss, a recent upset in the family, struggles to form friendships and so on. This package would also include those pupils who are transitioning to a secondary school on their own (no primary school peers attending the secondary school) young carer and previous LAC status pupils*.

Recommendations at this package include all elements of the universal offer plus some or all of the below, tailored to meet specific needs;

- Additional transition visit before the 2 day universal induction programme.
- Individualised plan to identify student strengths and needs.
- Assign a buddy system with a current Year 7, regular contact with this buddy through final term of Year 6.
- Visit with Year 7 form tutor before September.
- Student 1-1 tour of the school with Head of Year 7 and parent/carer.
- Pastoral support and nurture sessions offered in Year 6 and Year 7.
- Parents/carers invited to additional coffee mornings in Year 6 and Year 7.
- Regular contact from Head of Year 7/pastoral key worker with parent/carer throughout Year 7.
- One page profile/passport for the pupil shared with all staff.
- Continuing to refer to support documents and checklists for specific learning needs from Learning support services (<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/learning-support-service/>), where relevant.
- Access support from EMTAS within The Local Offer (<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/ethnic-minorities-and-travellers/emtas-and-referral-form/>), where relevant.

*NOTE: Pupil Premium + funding is available for post LAC pupils, however primary schools are not able to share this information, adoptive parents have a choice as to whether or not they wish to inform the school. Primary schools should alert parents to this.

Universal Plus Package 2: Targeted support for learners with more levels of vulnerability

This package focuses on students with higher levels of vulnerability. Students, who may be under social care, have displayed additional educational needs in primary school and/or have experienced bereavement or loss.

Recommendations at this package include all elements of the universal offer plus;

- Earlier transition visits on a more frequent basis.
- Small group sessions with secondary SENDCO/ behaviour manager
- More visits from secondary key workers to primary setting
- Seek advice and help from targeted support agencies/make referrals (see service directory).
- Nurture groups/interventions on a weekly basis.
- Secondary to attend any relevant meetings including FAM during Year 6 or earlier.
- Key secondary staff to have 1-1 meeting with parents/carers
- Resources fully stocked.
- Key worker assigned with daily check-ins i.e. form tutor.
- Peer mentoring/buddy system.
- Support during unstructured times.
- 1-1 meeting with parents/carers, regular contact maintained throughout Year 6 & Year 7.
- Make reasonable adjustments based on the need of the child, where relevant.
- One page profile/passport for the pupil shared with all staff.
- Continuing to refer to support documents and checklists for specific learning needs from Learning support services (<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/learning-support-service/>), where relevant.
- Access support from **EMTAS** within The Local Offer (<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/ethnic-minorities-and-travellers/emas-and-referral-form/>), where relevant.
- Arrange a consultation meeting with the **School Co-ordinator** regarding learner's transition. If no social care involvement, then an Early Help Assessment may be completed with the whole family to identify support needs for the learner and any other identified areas of need, as well as areas of strengths. In the October of the new term, the School Co-ordinator will lead a 'pastoral transition meeting' ensuring all needs of the learner are being met.
- For pupils known to Alder Brook and/or the PIT team, contact the Transition lead. The role of the Transition Lead, working within the Primary Inclusion Team, is to facilitate a successful transition for vulnerable children in to Year 7. These children will have been referred to the Primary Inclusion Team in Upper KS2 or will be transitioning from Alder Brook. The Transition Lead will work with primary and secondary schools to ensure effective support is in place for pupils and staff, in order to reduce FTE and PEX for this group.

Universal Plus Package 3: Specialist support

This package focuses on students who require specialist targeted support such as students who are LAC or have an EHCP. (Timetables are available in appendices 6-8).

Recommendations at this package include all elements of the universal offer plus;

- LAC transition programme
- SEN transition support from discussions with appropriate agencies
- Regular visits to secondary school from 2nd term Year 6
- Where applicable early identification of named school
- TA/pastoral support-key worker identified and a relationship built with the student before transition
- A relevant identified individual to attend review meetings.
- Additional interventions/support clubs
- External agency support (see services directory)
- 1-1 meeting with parents/carers, regular contact maintained throughout Year 6 & Year 7
- Make reasonable adjustments based on the need of the child, where relevant.
- More detailed One page profile shared with all secondary staff
- Educational Psychologist's transition event
- Secondary SENDCO to maintain the link with the primary SENDCO into the autumn term of Year 7 to ensure continuity and links with parents.
- For pupils known to Alder Brook and/or the PIT team: contact the Transition lead. The role of the Transition Lead, working within the Primary Inclusion Team, is to facilitate a successful transition for vulnerable children in to Year 7. These children will have been referred to the Primary Inclusion Team in Upper KS2 or will be transitioning from Alder Brook. The Transition Lead will work with primary and secondary schools to ensure effective support is in place for pupils and staff, in order to reduce FTE and PEX for this group.

Appendix 1

Recommendations and suggestions to prepare pupils for Secondary school

Discussion with professionals have highlighted that the preparations for secondary school need to begin as early as possible in Key stage 2 and that good relationships between the primary and secondary schools are paramount. The following examples and recommendations are taken from current good practice in Salford.

In Year 4 and 5;

- Primary school children access specialist resources and facilities at secondary schools (e.g. science, ICT and PE facilities etc.);
- Secondary specialists, transition leads and subject leads work alongside primary colleagues to observe/team teach aspects of the primary curriculum and develop a shared understanding of expectations in Key Stage 2 as well as foster positive relationships;
- Cross phase training if appropriate.

In Year 6;

- Send out parent and pupil questionnaire (see appendix) for feedback ahead of transition to secondary school. Refer to the feedback when planning transition intervention and support around the Year 6 pupils;
- Maths activities such as, reading time tables and schedules;
- Comprehension tasks based on secondary school information packs/ website i.e. school rules and expectations;
- Map reading skills;
- Transition workbook;
- Develop further independence e.g. each pupil having personal stationary sets and school bags to be lesson ready;
- Homework diaries are used, signed by parents and collected in on a certain day;
- Moving around school independently (e.g. playtimes, lunchtimes, assemblies, PE in the hall etc.);
- Wearing a formal shirt and tie as part of the school uniform;
- Summer schools
- Cross phase teaching to develop a shared understanding of expectations in Key Stage 2 and Year 7, so primary children can experience a change of staff and foster positive relationships;
- Cross-phase training.
- Pupils to be encouraged to access BBC Bitesize resources: <https://www.bbc.co.uk/bitesize/tags/zh4wy9q/starting-secondary-school/1>
- Secondary transition leads/heads of Year 7 subject leaders to work with Year 6 pupils in the primary schools to get to know them and be a 'familiar face' in the first few weeks in secondary.
- Secondary schools to provide Year 6 pupils with summer homework to prepare them for subjects taught in Year 7.
- Gather pupil views around how effective transition practices have been for them to inform future plans.

In Year 7:

- Staff to have an awareness of where the pupils are in their understanding of secondary school expectations e.g. getting to class promptly, making their way around the building, coats off inside etc.
- Spend time teaching personal organisation skills e.g. packing your bag to be lesson ready, tying a tie, map reading, organising homework etc.
- Activities to encourage positive friendships e.g. team building
- Time planned in, possibly during tutor sessions for check-ins and discussing secondary school expectations;
- Website to support Year 7 parents and pupils with key information such as quantity of homework, time tables, PE kit checklist, stationary checklist, topics being covered in core and foundation subjects, key dates and trips;
- Cross-phase teaching during the autumn term to ensure pupils are building on previous academic work (e.g. primary colleagues observing/team teaching in secondary settings)
- Mapping Key Stage 3 schemes of work to take into account the curriculum coverage in Key Stage 2
- Cross phase training.
- Gather pupil views around how effective transition practices have been for them to inform future plans.
- Year 6 staff to visit Year 7 pupils after first few weeks in Year 7. Pastoral, celebratory activities.

It is recognised that the support given to a child in a primary setting may differ to the support that a child requires when they transition to secondary school. In a few cases, the transition to high school may need additional support when previously this had not been required.

EMTAS Mobile Children

There are a number of children in the city who are more likely to be mobile at various points throughout the year than others; examples of these include: asylum seekers/refugees, Gypsy Roma and Travellers, children of foreign students. Some of these children leave the area/country for specific periods and then return to the same school a few months later, or start at a different school. These children are at risk of missing out on many transition activities and visits and schools need to have arrangements in place to offer catch up activities/visits to ensure a positive transition.

Gypsy Roma Traveller children

Gypsy Roma and Traveller children are statistically much less likely to make a successful transfer to secondary school than other children. In order to try and address this, positive transition activities, including outreach into the community, need to take place at the start of key stage 2.

Appendix 2

The following information will be gathered during the face to face meetings, or phone calls for small numbers, and collected by the secondary school onto the spreadsheet. A copy of the first page (key contacts) should be completed separately and kept by both primary and secondary colleagues.

Transition information gathering form- Face-to-face Conversation Template

This template should be completed by secondary colleagues during the face-to-face conversation which should take place

Primary School name: [Click here to enter text.](#)

	Name	Email address	Main contact
Year 6 teacher	Click here to enter text.	Click here to enter text.	<input type="checkbox"/>
SEND/CO	Click here to enter text.	Click here to enter text.	<input type="checkbox"/>
Safeguarding/family liaison	Click here to enter text.	Click here to enter text.	<input type="checkbox"/>
Other key staff:	Click here to enter text.	Click here to enter text.	<input type="checkbox"/>
Secondary School staff			
Secondary school name:			
Head of Year:			
Transition lead:			
Other key staff:			

Please tell us about your pupils as a class group. What works well for them? What should we avoid? Are there any triggers for problems with the class? Are there any significant situations to be aware of or any friendship group issues?

[Click here to enter text.](#)

Please complete individual forms below for those pupils that will require a higher level of support at transition.

Individual child information form

This form should be used to record conversations about any pupils identified as needing additional support at transition

Name of child: [Click here to enter text.](#)

Date of birth: [Click here to enter text.](#)

Primary School attended: [Click here to enter text.](#)

Main areas of concern: (select all that apply)

- | | | | |
|---|--------------------------|---|--------------------------|
| Attendance: | <input type="checkbox"/> | English as an additional language | <input type="checkbox"/> |
| Behaviour | <input type="checkbox"/> | Social interactions e.g. friendships | <input type="checkbox"/> |
| Attitude to learning | <input type="checkbox"/> | Home situation , including social care involvement, young carer | <input type="checkbox"/> |
| Learning needs , including physical and medical needs | <input type="checkbox"/> | Other significant events e.g. bereavement and loss | <input type="checkbox"/> |
| Emotional health and well-being (including neurodevelopmental conditions e.g. ADHD, autism) | <input type="checkbox"/> | | |

Please click on the arrow to complete only the relevant sections based on the above choices:

Attendance:

Current attendance: [Click here to enter text.](#)

Attendance strategies used and their impact:

[Click here to enter text.](#)

Behaviour:

Has the child been referred to: PIT team Short term placement at Alder Brook (Please include details below)

Please comment on the behaviours observed; the strategies implemented and their impact. What ongoing support do you anticipate they may need in order to make a successful transition to high school?

[Click here to enter text.](#)

What does the child's behaviour look like through the following stages? Please identify suggested or successful adult responses.

	Calm	Anxious	Crisis	Calming
What the behaviour looks like	Click here to enter text.			
Suggested/successful adult responses	Click here to enter text.	Click here to enter text.	Click here to enter text.	

Attitude to learning:

Please comment on the child’s attitude to learning and any interventions that are currently in place. What ongoing support do you anticipate they may need in order to make a successful transition to high school?

[Click here to enter text.](#)

Learning needs:

Is the child: School SEN register EHCP Please state funding band: [Click here to enter text.](#)

What is the child’s primary area of need? Please label 1-4 as appropriate, 1 being the primary area of need.

Cognition and learning	Choose an item.		Social, emotional and mental health	Choose an item.
Communication and interaction	Choose an item.		Sensory and/or physical	Choose an item.

Please comment on the child’s learning needs and the support they currently receive. What ongoing support do you anticipate they may need in order to make a successful transition to high school?

[Click here to enter text.](#)

Does the child have any medical needs or allergies the high school need to be aware of? Are any reasonable adjustments required?

[Click here to enter text.](#)

Emotional health and well-being:

Does the child have/exhibit any of the following:

- | | | | |
|--------------|--------------------------|------------------|--------------------------|
| ADHD/ADD/ODD | <input type="checkbox"/> | Depression | <input type="checkbox"/> |
| Autism | <input type="checkbox"/> | Eating Disorder | <input type="checkbox"/> |
| Anger | <input type="checkbox"/> | OCD | <input type="checkbox"/> |
| Anxiety | <input type="checkbox"/> | Selective mutism | <input type="checkbox"/> |

Attachment issues	<input type="checkbox"/>	Self-harm	<input type="checkbox"/>
Bereavement and loss	<input type="checkbox"/>	Suicidal thoughts	<input type="checkbox"/>
Confidence, self-esteem issues	<input type="checkbox"/>	Trauma	<input type="checkbox"/>

Has the child been referred to any of the following services:

Educational Psychology	<input type="checkbox"/>	Counselling	<input type="checkbox"/>
CAMHS	<input type="checkbox"/>	Other therapeutic services:	<input type="text" value="Please give details"/>
Community Paediatrician	<input type="checkbox"/>		
Community Eating Disorder Service	<input type="checkbox"/>		

Please give details of the child’s emotional health needs and how these are currently being supported. What ongoing support do you anticipate they may need in order to make a successful transition to high school?

[Click here to enter text.](#)

English as an additional language:

Is the child:

Asylum seeker
 Refugee
 Other (please state) [Click here to enter text.](#)

What is the child’s home language? [Click here to enter text.](#)

How many years has the child been in the UK? [Click here to enter text.](#)

Please indicate the child’s English Proficiency Code:

New to English (code A)	<input type="checkbox"/>	Competent (code D)	<input type="checkbox"/>
Early acquisition (code B)	<input type="checkbox"/>	Fluent (code E)	<input type="checkbox"/>
Developing competence (code C)	<input type="checkbox"/>		

Does the child receive support from EMTAS? Yes No

What is the parents’ preferred language? [Click here to enter text.](#)

Do parents’ require an interpreter when visiting school? Yes No

Please provide any additional information about the child’s additional language needs, such as support provided by EMTAS or previous educational history.

[Click here to enter text.](#)

Social interactions:

Please give details of the child’s social needs, including any pupils whom it would be beneficial for them to be with, or kept away from. What ongoing support do you anticipate they may need in order to make a successful transition to high school?

[Click here to enter text.](#)

Home situation:

Is the child a young carer? Yes No

Gypsy Roma
Traveller

[Click here to enter text.](#)

Is the child:

- | | | | |
|-----------------------|--------------------------|---|--------------------------|
| Looked After | <input type="checkbox"/> | Child in Need Plan | <input type="checkbox"/> |
| Child Protection Plan | <input type="checkbox"/> | Returned home from a period of care | <input type="checkbox"/> |
| Adopted | <input type="checkbox"/> | Special guardianship or residence order | <input type="checkbox"/> |
| Early Help Assessment | <input type="checkbox"/> | | |

Does the child have a social worker? If so, please provide their details:

Name of social worker: [Click here to enter text.](#)

Local Authority: [Click here to enter text.](#)

Social worker email address: [Click here to enter text.](#)

Social worker telephone number: [Click here to enter text.](#)

Please provide brief details of the home situation and of any social care or early help involvement. What ongoing support do you anticipate the child may need in order to make a successful transition to high school?

[Click here to enter text.](#)

Other significant events

Please comment on any other significant events that may affects the child’s transition to high school. What ongoing support do you anticipate they may need in order to make a successful transition to high school?

[Click here to enter text.](#)

Targeted support

Please identify the level of support the child will require:

Universal plus package 1
(Targeted support for learners with some levels of vulnerability)

Universal plus package 2
(Targeted support for learners with more levels of vulnerability)

Universal plus package 3
(specialist support)

Please detail here what this package of support will entail:

[Click here to enter text.](#)

Appendix 3

***example* - One page profile – edit as needed**

Pupil voice I like... I need..... I don't like....	photo	Parent voice – What I want to you know about my child:			
Strategies that work to support me - - - -	Calm Quiet, Responding positively, Answering questions	Anxious Tapping, Head down quiet	Crisis Threatening, Damaging, Shouting,	Calming Quiet, Tired, Head down	
	Praise, Clear recognition, Thumbs up	Praise, Repeat instructions 1:1, Time to process	Directed to time out, Supported for time out and space, Offer support,	Offer support, monitor, Space and time, Return to class when ready	
<u>Personal targets</u> I will ask for help by putting my hand up and waiting for an adult to respond. I will use kind words towards others. I will use time out strategy when I am feeling frustrated.	<u>Personal strategies</u> Breathe and count to 10 Zip it, lock it, pocket Ask for adult support / ask for exit pass				
<u>External agencies involved:</u>					

Appendix 4

	Salford Transition Project Summary Report
Date:	July 2018
Schools Visited:	A sample of five secondary schools were visited across the authority. We would like to express our thanks and appreciation to all those who took part.
Purpose:	To gather information from different secondary schools in Salford about how they organise transition from primary schools

Findings:

- All of the schools visited have well-established links with their main feeder primary schools and have established visits to meet the Year 6 pupils who are planning to come to their school. These visits focus mainly on answering pupils' questions about what it is like in secondary school. The pupils found these visits helpful and welcomed the opportunity to have the information provided by the 'visitor' from the secondary school. A particularly effective feature is when a secondary Year 7 pupil returns to their primary school to talk to the pupils about their experience of transition.
- Some schools go well beyond the focus on YEAR 6 pupils: Induction Leaders visit primary schools to meet pupils in Years 4 and 5. This leads to a greater depth of knowledge and understanding of the most vulnerable pupils in particular. In some cases it allowed an opportunity for a relationship to be established not only with the child but also with a parent or guardian and the Induction Leader. Focused observations within lessons are used to identify strategies that could be used by secondary teachers to help the most vulnerable pupils to make progress, and barriers to learning can also be identified. It is not clear whether such extended contact is used as effectively to help the secondary schools consider what might be the best support for other groups of pupils, for example the most able.
- However, where pupils come from primary schools which are not the main feeder schools, it is strategically difficult for such visits to take place. The secondary schools visited do attempt to support such pupils with the chance to 'make up' some of the missed contact by providing additional induction time for pupils. In general this is half a day, but the schools acknowledge this does not make up the 'shortfall'. It was clear in the small sample of pupils I met, there were two who would have benefitted from more extended induction time than was possible. In both cases the final decision about which secondary school the pupil would attend was made late and there was little the secondary school could have done to make the transition work better than it did. In these cases the pupil took longer to settle into the secondary school and a lot of support was needed to help them, and their parents, get through what proved to be a difficult transition.

- In all of the schools part of the induction programme includes visits by secondary subject teachers to primary schools where they either teach, or team-teach with the primary teacher, some aspect of the subject. In some of the schools the pupils have a similar experience but it is located in the secondary school. In the discussions with pupils it was the latter lessons that stood out for them. They had vivid recollections of some of the lessons they had experienced, particularly in science and drama. They spoke of the excitement this created about the thought of coming to the secondary school.
- Another part of the induction programme invariably includes visits to the secondary school. Most pupils spoke really positively about these days. They enjoyed meeting new people: their new class mates as well as the teachers. They found the lessons exciting and were, in most cases, amazed by the size of the school and the range of resources it has. The realisation happened quickly that they were about to become the smallest fish in the very big pond. They heard many stories about what the new pupils would have to endure at the hands of the older ones. Most took these stories with a pinch of salt. Quite disturbing to hear was that some pupils had been 'warned' about the secondary school teachers by those at the primary school. This sounded somewhat threatening.
- There were mixed views about the quality of the information that was provided by the primary schools about pupils. Where there were long-established practices the information was generally sufficient and reliable. However, there were some concerns that the information rarely identified clearly enough if a pupil was exhibiting poor behaviour or negative attitudes. This is an aspect which requires closer examination and open discussions if it is to be improved.
- A number of secondary schools have provided a summer school to help with the transition process. Those pupils who had experienced it spoke very positively about the days and the teachers involved talked about the very real benefits of getting to know the pupils in this more relaxed, informal, setting. There have been some funding issues which has meant fewer summer schools are running this year but most schools said they wish to run them next year.
- The first day at secondary school was a blur for most of the pupils I spoke to. It was interesting to compare their accounts of the day with what the teachers told me. Some pupils said they had no lessons that day when in fact they had three. Some wanted to have a map of the school which the teachers said had been provided. Some didn't recall meeting their form tutors whereas the teachers said they were in their form groups all morning. Nevertheless all the pupils said the older pupils who had helped them (usually referred to as prefects) had been really helpful and supportive and had made sure they didn't get lost. No-one was 'set upon' by the bigger pupils as they had feared, and those who had the chance enjoyed the treasure hunt which ended up locating the Headteacher.
- Most secondary schools provided details of the support they provide for the most vulnerable pupils, often in a 'nurture' group. These pupils, who have usually been correctly identified by the primary school as being most in need of this help, often experience a more limited curriculum than their peers and have a space in the school which is designed to make them feel safe and secure. I spoke to a small number of pupils who had experienced this type of support. Some have moved on from the nurture groups but expressed real gratitude for the support they had received at a challenging time whilst others are continuing to have a high level of support which they feel they still need.
- Different approaches were taken to starting Year 7. In one school several days are spent helping the pupils acclimatise and emphasising the skills and attitudes that are needed to be successful in the new setting. This seems to pay dividends certainly from the perspective of the pupils in this context. In another school the view it taken that it is right to get the pupils used to the usual school routines as quickly as possible. The pupils in this school liked that approach.
- The pupils were generally of the view that the secondary teachers didn't know anything about

the work they had done in primary school, and they didn't expect that they should! They accepted that secondary schools need to test them as soon as, or even before, they started at the school. One girl was particularly disappointed that the secondary school didn't know how good she is at maths and put her in a bottom set where the pupils messed about and prevented her from getting on well in a subject she loves. In the end, after two and a half terms, she has got it sorted out, but it has been hard work! A boy made the interesting observation that in history they had studied the same historical mystery and although much of the information was the same, the approach taken had been different. In the secondary school the topic was treated much more like a crime case to be solved. He enjoyed that.

- No pupils mentioned taking pieces of work that they had completed in their primary to their secondary school.
- Transition can be a testing time for parents, particularly for those whose children needing extra support. The parents of such pupils welcome the opportunity to get to know, both formally in meetings and informally (for example in coffee mornings), those responsible for looking after the needs of their children in secondary schools. Some parents acknowledged that they are wary of secondary schools and needed time to learn to trust the people now looking after their child's education. Great skill and patience is needed by those managing induction to win over such parents in order to establish good communication and to ensure the right support is being provided for the pupils.
- A concern emerged around a small number of pupils in different schools who were quickly identified at the start of Year 7 as needing extra support. The process of applying for an EHC plan should have been, or in one case had been, started in Year 7 but had not or had not been completed. A minimum of two terms is, I understand, needed for this. The secondary schools were doing all they could to provide whatever was needed to meet the pupils' needs but, it seems, without the financial resources provided. This needs further investigation to identify what the issues are and how they can best be addressed.
- The resource demands for transition are high. The schools understood the need for this investment and were able to cite the many benefits accrued from getting it right. In one interview a number of questions were raised about the balance of the investment of time and other resources between primary and secondary schools in relation to transition. My discussions did not include primary school representatives so I am not able to comment on their views.

Overall:

A number of overarching points emerge:

- It is vital that there are excellent relationships between primary and secondary schools which put the needs of the pupils at the heart of their transition strategies
- Communication between the parents / carers of the most vulnerable pupils and the secondary induction leads should start as early as possible and continue as long as is needed. It is vital to get this right
- Issues relating to Year 6 pupils who need an EHCP but don't have one need to be resolved
- The induction programme for pupils from schools other than the usual feeder primaries needs further consideration
- Curriculum continuity and progression at transition needs much more attention
- More cross-phase discussions are needed to identify the skills and routines that are requirements if pupils are to thrive in the secondary school environment (Before starting primary school his parents were told that Benjamin needs to be able to: get

dressed, do up his shoes, wash his hands, complete his toilet routines, hold a pencil, know his full name and address, use a knife and fork.. ..what is the list for starting secondary school?).

Appendix 5

The Local Offer

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

Teams within Salford who can further support pupils

- Health – School nurse
- Looked After Children (LAC) – Virtual School Team (VST)
- Learning Support Services (LSS)
- Primary Inclusion Team (PIT)
- Speech and Language Therapy (SALT)
- Child and Adolescence Mental Health Services (CAMHS)
- Salford Information, Advice and Support Services (SIASS)
- Educational Psychologist Services (EP)
- Special Educational Needs (SEN)
- Integrated Youth Support Service (IYSS)
- Youth Justice Service (YJS)
- Occupational Therapy (OT)
- Adoption Agency
- Early Intervention 0-25 (EIP)
- Salford Adoptive and Families Support Services (SAFSS)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Early Help Assessment and Team around the Family (TAF)

What is Early Help Assessment and Team Around the Family?

The Early Help Assessment Form and Team around the Family Meetings (TAF) are all about having a simple conversation with the family, to identify what is going well for them and what needs they might identify.

The assessment focuses on the assets of the family and produces a smart action plan that clearly shows the next steps for the family, and any professionals supporting them. These actions are then reviewed under a Team Around the Family meeting. It is only to be completed with consent from the family, as it is their assessment. It is to be used at an early help level within Salford, using an asset based solution focused model.

It can be completed by any professional working alongside the family. They may be working with the adult or child/young person in the household.

The process aims to improve outcomes for families in Salford. Looking at what is working well, what are the worries and what support is needed.

There are a number of supporting tools that professionals can download.

For more information Tel: 0161 603 4239 or visit: www.salford.gov.uk/familyassessment

i- Reach

What is i-Reach?

i-Reach is a Salford CAMHS initiative and offers additional school based support to schools who are part of the project. Referrals for pupils requiring additional transition support to secondary school can be made through a School's Mental Health Lead. Support will be offered throughout

Year 6 and the summer holidays, if required, as well as a minimum of 3 review appointments with High School in Year 7. This allows for 1 meeting per term to monitor and facilitate a successful transition.

Emotional health services directory

A useful tool when looking at the services available for particular needs within a child

<http://www.partnersinsalford.org/youngemotionalhealth.htm>

Appendix 6 – Transition timetable for LAC pupils

Salford City Council	Virtual School Guidance for Moving Up from Primary Year 6 to Secondary Year 7 <i>Please contact the Virtual School Teacher Advisors for any additional support</i> Specialist SEND: rachel.binns@salford.gov.uk Primary: nicola.rafter@salford.gov.uk Secondary: karen.bromelow@salford.gov.uk			
Summer Term Y5	Autumn Term Year 6	Spring Term Year 6	Summer Term Year 6	Autumn Term Year 7
<p>Designated Teacher, Social Worker and Carer discuss possible Secondary School choices at the final Y5 PEP review.</p> <p>If the Young Person has and EHCP, please also refer to the SEN Moving Up Guidance</p>	<p>Pupils and carers attend open days and information evening at Secondary Schools</p> <p>PEP meeting is held and transition requirements are discussed.</p> <p>All Salford secondary school application forms must completed by 31st October https://www.salford.gov.uk/schools-and-learning/schools-admissions/secondary/</p> <p>Social Worker and Carer complete the Local Authority application form online and ensure that they provide first and second choices of Secondary School. Both choices must be Ofsted rated at least 'Good'</p> <p>Social Worker must notify The Virtual School Teacher Advisers which schools have been applied for</p> <p>Primary DT begins to gather information for the 'Moving Up' meeting and planning document and makes initial contact with the Secondary School DT (either by email or by phone)</p>	<p>March 1st (or next working day if falls at a weekend) Secondary School places are confirmed by the Local Authority</p> <p>N.B it is expected that the first choice school should offer a place. If there are any issues, then this should be raised at the earliest opportunity.</p> <p>Secondary school places must be formally accepted by the social worker/parent by the deadline provided by the Local Authority</p> <p>Primary DT and Secondary DT and VST Adviser meet to complete a 'Moving Up' meeting (transfer of information about the child). Discuss any additional support that may be needed (e.g. resources, any EP involvement required)</p>	<p>One page profile to be populated by the school with pupil and if appropriate, carer involvement</p> <p>Primary School (DT), Social Worker and Carer ensure that young person attends the Secondary School Moving Up days</p> <p>Year 7 PEP review is prioritised by Social Worker, DT, Carer, VST Adviser and if possible the Secondary DT</p>	<p>Secondary School DT to monitor the progress of the young person and how they settle into YEAR 7. Link with the Moving Up lead if necessary</p> <p>DT ensures that information shared (moving up document and one page profile) between necessary staff</p> <p>Check in phone call, visit or email from a VST Adviser within September</p> <p>Year 7 Autumn PEP meeting to be arranged and attended by the SW and prioritised by DT and Virtual School Team Adviser. A round robin from Secondary School staff with involvement is needed here.</p>

Appendix 7 – Transition timetable for SEN support pupils

Salford City Council			
Learning Support Service for Moving Up from Primary Year 6 to Secondary Year 7			
<i>Please contact the LSS Team Leader/Specialist Teacher for any additional support</i>			
<i>Team Leads: Daniel.downes@salford.gov.uk, jane.angus@salford.gov.uk, simone.leese@salford.gov.uk, asma.hughes@salford.gov.uk</i>			
Autumn Term Year 6	Spring Term Year 6	Summer Term Year 6	Autumn Term Year 7
<p>Primary school setting to ensure any pupils with concerns at SEN Support to be referred to LSS no later than Autumn 2.</p> <p>One page profile of year 6 pupils already known to LSS to be populated by the school with pupil involvement</p> <p>Primary school to make timeline of key dates for transition specific events</p> <p>Primary setting to begin introducing planner/diaries to develop independence and organisation skills.</p>	<p>LSS Team Lead (TLR) for all 4 teams within LSS to begin gathering information re CYP on existing caseload moving to Year 7.</p> <p>LSS TLR to gather named secondary school for pupils noted in Year 6 on caseload and share with specialist teacher</p> <p>Once secondary school information is published to parents / children, Primary setting to update One Page Profile in consultation with LSS Specialist Teacher and other agencies (e.g. EP, SaLT etc) if required. This, where possible, should include the secondary school setting, and may form the transition meeting between primary and secondary.</p>	<p>Primary school to ensure information about pupils known to LSS (as identified in Spring Term Year 6 is gathered and up to date (this should include any LSS reports/diagnosis/updated hearing/vision information)</p> <p>Primary setting to generate list of key questions for secondary school with pupil and parents to be asked at secondary school transition dates (additional dates may need to be arranged)</p> <p>Where required Primary setting to consolidate all information collected at transition meetings into a booklet about secondary school for pupils to refer to over summer holidays</p> <p>Primary setting to provide opportunity to describe similarities/differences between primary and secondary schools</p> <p>TLR/Specialist Teacher to contact Secondary School to discuss additional needs/diagnosis with a view to supporting identified needs in secondary setting (such as training needs/learning plan targets/environmental recommendations/staff photos etc.)</p>	<p>TLR/Specialist Teacher to contact Year 7 setting to check progress and offer additional advice/support if required</p>

Appendix 8 – Transition timetable for EHCP pupils

Salford City Council	Special Educational Needs Team Guidance for Moving Up from Primary Year 6 to Secondary Year 7 <i>Please contact the SEN Team for any additional support</i> specialeducationalneeds@salford.gov.uk			
Autumn Term Y5	Spring & Summer Term Y5	Summer Holidays	Autumn Term Year 6	Spring Term Year 6
<p>SEN Team collate information on Year 5 pupils with EHCP and create spreadsheet to track receipt of reviews and decision making</p> <p>SEN Team email all primary schools to request Year 5 annual reviews to be held with clear recommendation for high school provision and placement and documentation submitted by 30th June</p>	<p>As Y5 annual review documentation is received by SEN Team action by either No Change to EHCP or as per Local Authority decision if changes requested for primary provision and placement</p> <p>On receipt of Y5 annual review documentation prepare for consideration at Panel for high school provision (held during July / August)</p> <p>In March arrange Local Authority Panels for:</p> <ul style="list-style-type: none"> • Enhanced Resources • Special Schools • Mainstream Schools <p>In May SEN Team to contact all primary schools where Y5 annual reviews have not been submitted to ensure they are received by 30th June</p>	<p>Local Authority decisions on high school provision and placement made via Panels in line with annual review recommendations and parental preference</p> <p>Where parental preference is unclear SEN Team to contact parents to ascertain their views</p> <p>SEN Team maintain clear records of places allocated in special schools and Enhanced Resources</p>	<p>Draft Amended EHCPs written and issued to parents and professionals; if no representations received from parents EHCP finalised after 15 days</p> <p>Consultation with proposed high school takes place</p> <p>Where representations are received from parents or schools, Local Authority will reconsider and make final decision on provision and placement.</p>	<p>SEN Team ensure that all Final EHCPs issued naming high school provision by 15th February</p> <p>SEN Team continue to work with parents where there are any concerns or disagreement regarding high school placement</p>

Appendix 9 – Instructions to complete transition report

For schools with an RM contract for SIMS please read the following instructions:



SCC Year 6
Transition Report 20

For all other schools please complete this excel spreadsheet following the instructions given in the comments:



Year 6 Transition
report FINAL Jan 20
