



# TRANSITION

We are committed to implementing transitional arrangements for all pupils, at whatever stage in their school career, with care and sensitivity, always recognising individual needs and circumstances. We approach all transition arrangements for our pupils positively and view them as an integral part of their education and personal development. We plan carefully for each transition point and the details of these processes are captured in the annual task schedule for transition.

## **TRANSFER TO FRANK WISE**

**EARLY YEARS:** In accordance with Oxfordshire LA policy, an Education, Health and Care Plan (EHCP) must be drafted or a child must be undergoing a statutory assessment in order for a child to be admitted to the school. After a period in the Assessment Nursery Class, the school, in consultation with parents and involved professionals, will submit its recommendations for a suitable full-time placement to the Local Authority. This may be within the main body of Frank Wise School, at a local primary school (possibly with additional support), or whatever placement is considered most appropriate for meeting each child's specific special educational needs. Individual pupils' EHCPs would ordinarily be amended to reflect agreed changes in placement at the Annual Review in July prior to transition in the following September.

**TRANSFER FROM ANOTHER SCHOOL (5-19):** An EHCP specifying a special school as an appropriate placement must be finalised in order for a child to be admitted to the school. The school may undertake preliminary observations and/or assessments as part of the transition process if the child is not otherwise known to the school through its outreach service. Transition arrangements can then be carefully planned in accordance with the child's individual needs. These would, wherever possible, include a phased introduction for the pupil to their peer group and/or prospective class teacher and liaison with the previous educational setting over records and reports, as well as opportunities for observation.

## **TRANSFER FROM FRANK WISE**

**POST 16:** This is a time when crucial decisions have to be taken for all students reaching the end of statutory full time education. We start the planning process when the pupil reaches the age of 14 to allow all parties involved appropriate time to make an informed decision. For the Year 9 Annual Review, parents and other professionals are invited to attend. Following this review the school is required to ensure plans for transition are included in the EHCP. These plans will outline any appropriate phased introductions to the college, The Griffiths Centre at Frank Wise School or an alternative appropriate provision, and a suitable bridging period will be coordinated between establishments. We would expect any relevant observations and assessments to be undertaken by the college or other external Post-16 providers to be completed by the end of the Autumn term following the Year 9 Annual Review. Conclusions should be formally recorded in document format, including a clear decision on whether a place is to be offered, and circulated to the school and parents by the Post-16 provider. Other options can include work experience based courses with other providers, and these too would follow the same process and timescale to draw up a transitional plan and make an offer of a place on the course.

**POST 19:** All students transfer from Children's to Adult's Services at the age of 18. The school, as a point of continuity in the students' lives, will work towards ensuring that links with Adult Services are established to aid a smoother transition Post 19. The school will offer Careers Education Information, Advice and Guidance (CEIAG) and will continue to work with agencies, including Social Services, to explore options for each student Post 19. These may include supported or independent living, Further Education, work experience or employment options. The students will be fully involved in the information gathering and decision making processes, and ongoing records will be kept as part of the EHCP discussed at the Annual Review Meeting.

**TRANSFER TO ANOTHER SCHOOL (5-19):** Any proposed transfer to another school for an individual pupil, whether full or part time, is usually agreed through an Annual Review as it would require a change in their EHCP. Changes to EHCPs can be made at other times on request to the LA. Again, the school is committed to ensuring that any such transition is carefully planned to meet the individual needs of the pupil. It would, wherever possible, include a phased introduction for the pupil to the new school, as well as the passing on of all our teaching records and reports. This would ordinarily take the form of the most recent Annual Review Report, which may be supplemented with any requested additional information regarding the student's education not detailed in the Annual Review Report. This would also include copies of reports from any other professionals linked with the pupil who had contributed to the most recent Annual Review.

## **TRANSFER BETWEEN CLASSES**

The most common transitional arrangements occur when pupils transfer between classes within the school. This usually happens in September but it can occasionally be necessary at other times of the year. Continuity and progression is embedded into the school's system of recording teaching programmes and group work, and this makes the transitional process very straightforward. Prior to any move the new and current teachers meet to discuss the pupil's individual needs and the pupil is introduced to their new class via planned opportunities and more informal class links.

**Reviewed by:** Heidi Dennison

**Date:** December 2017

**Approved by Governors:**

*Richard Howard*

**Date:** 8th February 2018