

Transitions

Transitions occur throughout the school day and beyond, and supporting students to manage these changes successfully is an integral part of the school's approach to treating each child as a unique individual. Classroom staff, in consultation with SLT where required, work closely with the pupils and their families to ensure that change and the pupil's response to that change does not have a negative impact on their educational development or social and emotional wellbeing.

As part of this approach, 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.

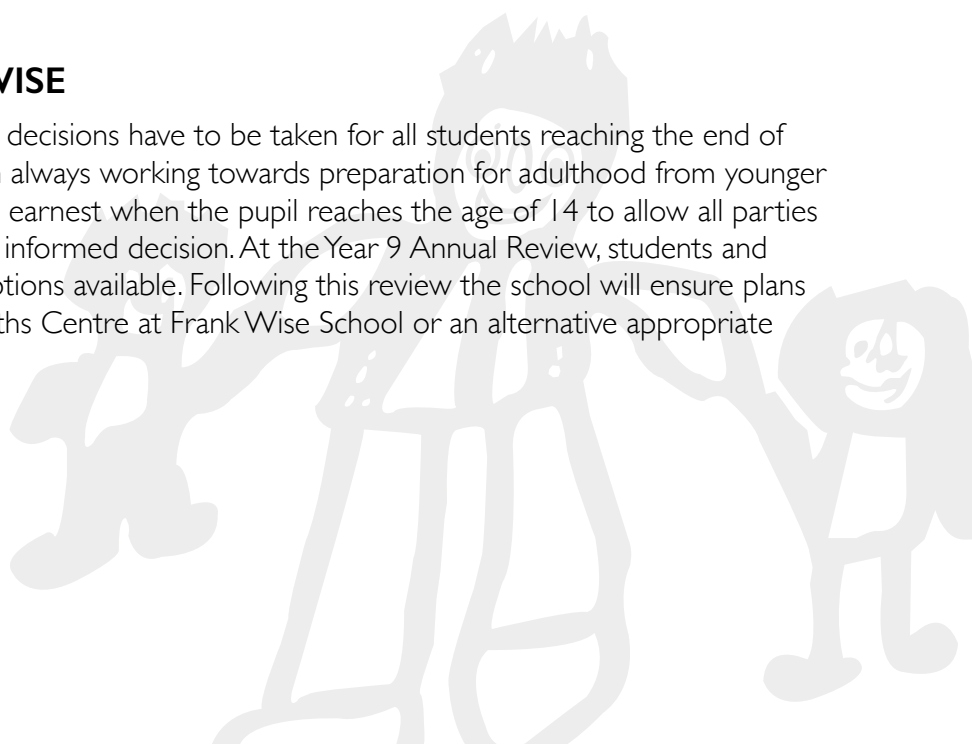
TRANSFER TO FRANK WISE

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 Foundation Family Group, 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 an 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. Although always working towards preparation for adulthood from younger years, we start the planning process in earnest when the pupil reaches the age of 14 to allow all parties involved appropriate time to make an informed decision. At the Year 9 Annual Review, students and parents are encouraged to explore options available. Following this review the school will ensure plans for transition to the college, The Griffiths Centre at Frank Wise School or an alternative appropriate provision are included in the EHCP.



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 at 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 is usually agreed through an Annual Review process, as it would require a change in the EHCP. 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 an 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 and would also include copies of reports from any other professionals linked with the pupil who had contributed to the most recent Annual Review, as well as any safeguarding records and associated documentation.

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 very occasionally be necessary at other times of the year. Continuity and progression is embedded into the school's system of recording teaching programmes and class 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: August 2023

Approved by Governors:

Date: September 2023

