



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL

Transition Policy

Rhiannon Stephens Davies, Head Teacher.
Rachel Faulkner, Deputy Head - Standards
Gwyn Daniels, Acting Deputy Head - Wellbeing



‘ Opening Doors To The Future ’

‘ Agor drysau i’r dyfodol’

Original Completion Date

Author

MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: Date:
.....

Headteacher

Signed: Date:
.....

Chair of Governors

Review Date

Author

Our Vision

'To open the doors to the future'

Our Mission Statement

In Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other's successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.





Aims

- To develop pupils' communication skills
- To use technology to impact positively upon quality of life
- To develop pupils' independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community

We Value

- Communication
- Kindness
- Creativity
- Respect
- Team work
- Well-being
- Innovation
- Manners
- Celebrating success
- Effort

Our vision and values have been developed using the UN Convention on the Rights of the Child (UNCRC) as our guide, to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our vision and values also compliment the 'Four Purposes of Learning' which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become;

Ambitious Capable Learners 	Healthy Confident Individuals 	Enterprising Creative Contributors 	Ethical Informed Citizens 
--	---	---	---

Entry/Foundation

Once a parent/carer has confirmed that they wish to accept the offer of a place at the school, the school arranges a meeting between the parent/carer and staff and an appropriate transition plan is compiled. This may include the parent/carer completing an 'All About Me/One Page Profile' booklet for their child and one or more of the following:

- regular visits with Portage Advisor
- parent/grandparent/carer visits to meet the staff
- completion of an Individual Education Programme (IEP) and healthcare plan with school nurse
- assessments and any additional information that Portage/nursery/school/LA may provide
- sharing information and discussing any Safeguarding, Child Protection or Common Assessment Framework issues with the school staff to ensure a seamless transition
- parents/carers receive a school information pack including dates of school events, web site and the school prospectus
- Within the first year of starting all pupils have a transition plan as part of the Person Centred Practice review.

4. Foundation to Key Stage 2

Once a child reaches Year 2 they begin to prepare for entry into Key Stage 2 in the following ways:

- the child visits the Key Stage 2 class and they are included in planned activities. If the pupil is from another school this initially will be for short periods building up to half a day and then maybe a whole day visit
- where a pupil is new to the school, the parent/carer will be invited to look around the school, discuss the needs of their child and to complete a care plan with the school nurse
- where a pupil comes from outside the school, contact will be made with the previous school during the transition period to gain information about the pupil.
- Parents/carers are given the opportunity to meet the Key Stage 2 staff at Parents' Evening
- a smooth transfer of all information such as Individual Education Plans (IEP), Records of Achievement (ROA), examples of work evidence, Child Development Profile, P Scale data and SALT programmes are provided by the Foundation Class to the receiving class. For internal transfers, electronic data is available on the server under files for each individual pupil. For external transfers, paper information will be requested from the other educational placement
- Foundation and Key Stage 2 teachers meet to discuss and share information regarding the child
- any equipment particular to the child is passed on at the end of the term with information shared regarding its use and training provided, where appropriate
-

5. Key Stage 2 to 3

Pupils who enter Key Stage 3 either come from the Key Stage 2 department or from outside the school. Once a decision has been made that the pupil will be entering Key Stage 3 the transition process begins. When pupils are in Year 6 they begin a programme of events for Transition into Key Stage 3. This includes the following process:

- pupils visit the class that they will be moving into for planned activities. If the pupil is from another school this initially will be for short periods building up to half a day and then may be a whole day visit.
- year 6 are involved in a transition through PCP reviews.
- where a pupil is new to the school, the parent/carer will be invited to look around the school, discuss the needs of their child and to complete a healthcare plan.
- a smooth transition of all information such as Individual Education Plans (IEP), Records of Achievements (ROA), examples of work evidence, Child Development Profile, P Scale data, and SALT programmes from the Key Stage 2 class are passed to the class teacher in the receiving class. Information regarding pupils transferring from another school is provided in paper format but internal transfers use information provided available electronically on the server under files for each individual pupil. Some paper information is provided, if available.
- Key Stage 2 and Key Stage 3 teachers meet to discuss and share information on the child.
- any equipment particular to the child is passed on at the end of the term with information shared on its use.
- the transition from Key Stage 2 to Key Stage 3 is discussed during the PCP Annual Review for Year 6 and the Parents Evening for that year. Transition plans are used to support this. Any concerns that the parents/carers may have are addressed during this time and parents also have the opportunity to meet Key Stage 3 staff.
- once in Key Stage 3, parents/carers are invited to a coffee morning and Parents Evening to discuss their child's settling and transition period.
- parents/carers receive the Key Stage 3 information leaflet detailing provision.

6. Key Stage 3 to KS4

- All pupils have annual Transition Reviews from Year 9 onwards and each pupil has a transition plan
- Parents/Carers are given information regarding the 14-19 curriculum, visits are made and information given about all services involved
- Pupils follow a timetable that is varied in nature, offering opportunities to work with a range of providers if it meets the need of the pupils through their learning pathway. This includes provision across a range of establishments including mainstream schools, college and work providers.
- Staff in KS3 and KS4 discuss IEP targets in the summer term to ensure they are in line with accreditation courses for the following year

9. Post 16 to Adult Services/College Placement (Day/Residential)

- The curriculum ensures that pupils across the 14-19 department work with a variety of staff and pupils.
- Throughout the three years spent in post 16 provision at Greenfield, school staff work closely with students, parents/carers and careers adviser to determine a suitable post school placement.
- There are excellent transition arrangements in place with the local colleges at Merthyr College and Ystrad Mynach. Pupils in Year 12- Year 14 access college courses for a day per week.
- A decision is usually made during Year 13 and finalised at the Transition review held at the beginning of Year 14. Plans are then drawn up and put into place depending on the student's future placement to ensure a smooth and meaningful transition to either College (Day or Residential) or Adult Services. If a pupil is scheduled to leave early this is planned in their annual review.
- College representatives are invited to the Annual Review/ Individual Development Plan
- Interview with Careers Adviser takes place with every pupil in 14-19 dept. The careers advisor will highlight the pupils that are scheduled/planned to leave and work with these pupils more intensely.
- Application forms filled in with Careers Adviser and sent to named College
- Informal visit to college with school staff if required
- Formal interview at college takes place
- Transition plan with gradual time increased during the summer term, for those attending college when they have left school
- Close college links and meetings between school staff and college staff; as well as sharing information including BKSB assessment results to aid with placing pupils on well matched college courses

10. Adult Services

- Adult Day Service provision identified and agreed with parents/carers
- Transition worker identified
- Student meets with transition worker and timetable of visits to school arranged and agreed with school staff
- Initial visit to identified provision by student and transition worker
- Rolling programme of visits to identified provision starting with one day a week building up to ¾ days a week in the summer term prior to leaving school

11. Equal Opportunities

The school operates a policy of equality for all pupils regardless of gender, ethnicity, religious beliefs or culture. Pupils identified as Looked After Children (LAC), More Able and Talented (MAT) and those on the child protection register are supported in line with their individual needs to afford them equal access to the curriculum.

Every pupil at Greenfield is provided with equal opportunities throughout their education. During the final transition to adult services, all pupils are provided with information and guidance on all the possible placement options. Parents/carers/professionals collaborate to assist the pupil to make decisions regarding his/ her future based on informed choices.

12. In Summary

Students at Greenfield are supported through each phase of transition from the time they enter the school until the time they reach further education or adult placement. Pupils who enter the school from other educational placements are well supported by staff and their peers.

Staff Development

Staff will have access to in-service training as and when appropriate. This is in accordance with the school's policy for staff development. Any new developments in Transition arrangements will be disseminated by the Coordinator throughout the year.

Role of the Coordinator

Deputy Head for Standards provides leadership and direction for learning within the School's Curriculum.

The coordinator plays a key role in supporting, guiding and motivating teachers and other adults in the subject. They evaluate the effectiveness of teaching and learning and progress towards targets for pupils and staff to inform future priorities and targets for the subjects through subject monitoring. The coordinator will identify needs in their own subject and recognise that these must be considered in relation to the integrated curriculum planning across the school.

Role of the Head teacher

- To discuss future developments for Transition with the curriculum coordinator
- To help motivate staff to create a rich and stimulating learning environment
- To support and encourage other professionals to develop their skills and transitional links
- To ensure budget provision for current resources and materials
- To ensure budget provision for staff training

Links to Other Policies

This policy should be read in conjunction with the following:

- Teaching and Learning policy
- Curriculum
- English
- Behaviour Management
- Sex and Relationship education
- E-safety
- Equality
- PCP