

## Transition Arrangements

At Holy Spirit Catholic Primary School we recognise how important it is to ensure that, at times of change, children receive the right amount of support and encouragement to make these potentially stressful events as smooth and non-threatening as possible! Change is hard for any child, but for children with special educational needs it can be very frightening.

When children leave EYFS to go to Key Stage 1, they leave the security of a play based environment, in which they are nurtured and supported in all aspects of their development. Some children find the change of room and routine very worrying, and so staff make every effort to ensure children with identified concerns/needs are supported via the following:-

- Planned 'taster sessions' in the new setting, usually with a familiar member of staff accompanying them and noting any areas of concern which appear to trigger anxiety
- An IEP which is written by the EYFS teacher to be carried forward into the next phase for continuity-this may incorporate a particular style of visual timetable; prompt cards; particular actions to be carried out in response to particular triggers/events
- Where a pupil is funded additionally, a member of staff employed to assist this child will usually move up into the next phase with the child
- Review meetings before and during early transition involving the parent/carer, pupil and other professionals where deemed appropriate
- A curriculum/environment which in part mirrors the EYFS setting for continuity
- Handover meetings between staff, involving parents where necessary
- Transfer of 'The Learning Journey' and EYFS assessment record for continuity and knowledge building
- Support from the SENDCo

KS1-2 follows the same principles.

## Key Stage Two - Key Stage Three

When children are preparing to leave the security of Holy Spirit Catholic Primary School, we recognise that some may find the prospect of secondary school to be a daunting one. This can be amplified further for a child with special educational needs.

During Year 5, a child identified at 'School Action Plus' or with a 'Statement' would have an annual review of their special needs and the provision outlined in their IEP. As well as parents, the pupil and other professionals attending the meeting, the SENDCo invites a member of the SEND team from the secondary school to attend the meeting. This supports transition planning in that all partners are aware of the child's difficulties and can take note of the elements of provision which have been successful in helping the pupil to make progress.

During the review meeting, a transition plan is created to meet the expectations and hopes of all participants. This usually consists of additional visits to the new setting from the Easter Term of the year in which the pupil would access Year 7. It often also consists of tours/visits for parents for information exchange purposes. Often these meetings are arranged between the secondary school and parents without the involvement of the primary school.

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