



**Northumberland**  
County Council

**Supporting Children and Young People with Special  
Educational Needs and Disabilities:  
Good Practice Guide for Transitions in  
Schools**



***'Class to Class, School to School'***

**Northumberland County Council  
SEND**



## Contents

<b>Contents Page</b>	<b>Page 1</b>
Definitions	<b>Page 2</b>
Purpose of the Document	<b>Page 4</b>
How This Guidance was Produced	<b>Page 5</b>
How to Use the Guide	<b>Page 6</b>
Identifying Children and Young People in Need of Additional Transition Support	<b>Page 7</b>
Key Principles for Effective Transition	<b>Page 9</b>
Effective Transition: Class to Class	<b>Page 10</b>
Effective Transition: School to School	<b>Page 11</b>
Effective Transition: Case Study	<b>Page 14</b>
Transition: Step-by-Step with links to Resources	<b>Page 15</b>
<b>Appendices</b>	<b>Page 16</b>
<i>Appendix 1:</i> Pre-Transition Questionnaire Template for Parents and Carers	<b>Page 17</b>
<i>Appendix 2:</i> Transition Data Collection Form	<b>Page 19</b>
<i>Appendix 3:</i> Transition Meeting Record	<b>Page 21</b>
<i>Appendix 4:</i> Transition Meeting Action Plan	<b>Page 23</b>
<i>Appendix 5:</i> Post-Transition Questionnaire Template for Parents and Carers	<b>Page 25</b>
<i>Appendix 6:</i> Transition Checklist for Current Setting	<b>Page 27</b>
<i>Appendix 7:</i> Transition Checklist for Receiving Setting	<b>Page 28</b>
<i>Appendix 8:</i> Transition Self-Audit Tool for Settings	<b>Page 29</b>



## Definitions

Throughout this guidance, key terms such as 'transition' and 'SEND' will be used frequently and it is important to ensure that all practitioners who access this guide have a shared understanding of what each word or phrase means.

### SEND

The SEND Code of Practice: 0-25 (January 2015) states that:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

### Transition

The term 'transition' means different things to different people. We know this from the survey that all SENCOs were invited to complete in April 2019. This survey was sent to a variety of professionals including education, social care, employment, inclusion and early years staff.

One of the questions we asked was, what does the phrase 'transition' mean to you? The responses to this question were one of the most important sets of information gathered during this process. In order to produce school guidance on 'transitions', it is imperative that in our locality of Northumberland we share the same understanding around what it means for our children and young people and when it should be considered as part of their education journey.





## Purpose

Although transitions can be an exciting and positive time for many children and young people, some may require additional support. Children and young people with SEND as well as other potentially vulnerable groups may find transitions more challenging than their peers do.

The aim of this document is to provide Primary and Secondary schools in Northumberland with good practice guidance around transitions either from class to class or school to school. This guidance has been produced with SEND learners in mind however it may also be applicable to other potentially vulnerable groups. These decisions will be made by individual schools through consideration of their whole cohorts.

This document provides some practical suggestions for both feeder and receiver educational settings on how to facilitate effective transitions for children and young people. All examples of good practice have come from our Northumberland schools through surveys, focus groups and discussion with SENCOs.

This guidance will provide:

- An overview of how to identify children and young people in need of additional support around transition
- Practical suggestions for successful transitions based on good practice shared by our schools
- Examples of standardised resources for schools to use to support their work around transition

This guidance should be used in conjunction with the Northumberland 'Graduated Approach' document. This can be found at [www.northumberland.gov.uk/senguide](http://www.northumberland.gov.uk/senguide).

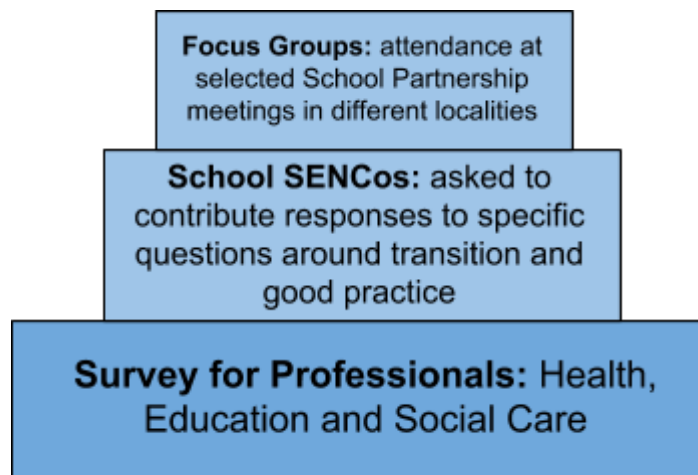


## How This Guidance was Produced

This 'good practice' guide was produced due to transitions being identified by professionals across education, health and social care as an area for improvement.

As co-production is a priority for us as a Local Authority, we wanted to gather the views of our schools to help us decide what content would be most appropriate.

To do this, we opted for a variety of methods. We began with an online survey sent to targeted professionals from health and social care in addition to all SENCos in Northumberland. This survey was followed up with the opportunity for all SENCos to contribute written responses to specific questions covering the following themes:



In addition to this, selected school partnerships were visited and individual SENCos were spoken to.

At the school partnership meetings we asked all attendees to complete a ranking activity of potential content, prioritising from the most important to suggestions that they did not feel were necessary to include. This formed the basis of all content within this guide.

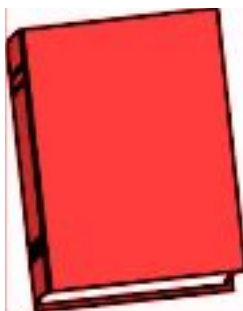
It is important to note that this is not statutory guidance however it is an example of good practice that we would encourage in Northumberland.

**It was important to us to celebrate the good work that our schools are doing. So thank you to all the SENCos who have contributed, we could not have done it without you.**



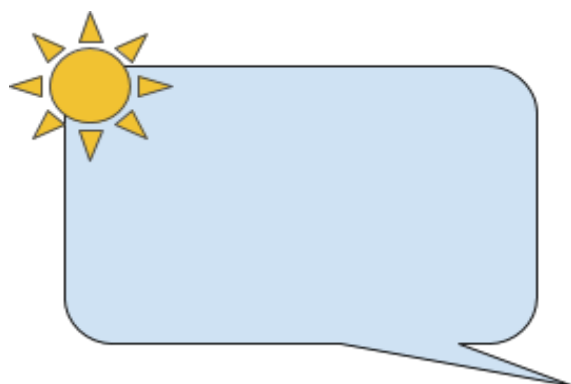
## How to Use the Guidance

Throughout this document, you will come across some frequently used symbols. These will help you to navigate your way through the content. Each symbol is explained below:



This symbol is used to indicate that there are **resource templates** located in the Appendix. For ease, there will also be a reference to the exact location of each specific resource. Any template provided in the Appendix is also available electronically.

This will be used throughout the guidance to provide specific **examples of good practice from Northumberland SENCo's**, shared through survey responses and discussion both in group settings and on an individual basis.



All references to the SEND: Code of Practice 0-25 (January 2015) throughout the document will be as follows:

The **SEND: Code of Practice 0-15 (January 2015)** states that...

You will see these symbols frequently, with the aim of providing an accessible document that practitioners can refer back to on a regular basis.

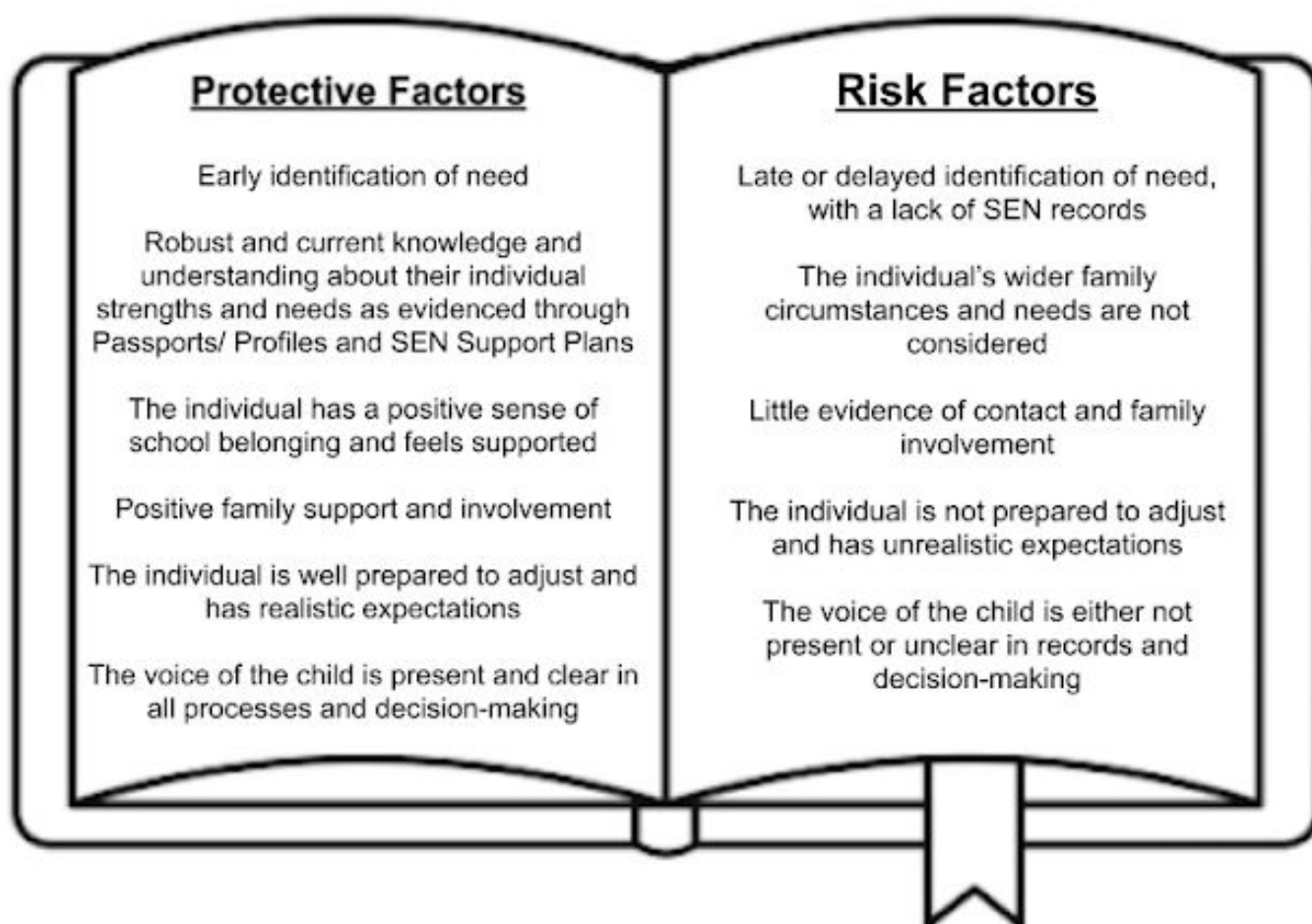


## Identifying Children and Young People in Need of Additional Transition Support

Effective transition processes and procedures are highly important for all children and young people. However, one aspect of the roles and responsibilities of school settings is to identify individuals learners who require additional levels of transition support.

### Factors to Consider for Transitions

When facilitating discussion with colleagues and external professionals around the level of transition support needed, you may wish to consider the following factors to assist your decision-making process:





## Levels of Transition Support

The following terminology will be used throughout this guidance. The brief examples given for each level are merely suggestions and each setting should use their own professional discretion to assess individual needs in order to determine the appropriate level of transition support.

### Universal

**Transition arrangements for all children and young people.**

### Targeted

**Transition arrangements for children and young people with a moderate level of need and/or vulnerability.**

It is important to note that many who would benefit from this level of support will not necessarily fall under an identified 'at risk' group. This highlights the importance of carefully considering the whole cohort.

Children and young people who are identified for 'targeted support' may be known to a single outside agency or be in receipt of internal intervention or additional monitoring within school. **They may be, but are not necessarily, on the school SEN register at SEN support.**

### Specialist

**Transition arrangements for children and young people with a significant level of need and/or vulnerability.**

Children and young people who are identified for 'specialist support' may be known to multiple outside agency and be in receipt of external intervention.

For individuals identified for this level of support, an individual transition package will most likely be required. Facilitating communication between professionals will be a prominent part of the school's role.

Children and Young People receiving specialist transition support may have EHCPs or be at SEN support. This will depend on individual learner needs.

**At each level of transition support, information sharing is vital. All information sharing should be undertaken with reference to your individual school-based guidance in line with GDPR.**



## **Key Principles for Effective Transition**

It is everyone's responsibility to work together with children and young people with SEND and their families to support and encourage positive transitions during their school life. The following principles underpin all types of transition for both the current and receiving settings.

### **Person-Centred Planning**

- Ensures that the child or young person is always at the centre of any discussion or decision-making process
- Understands the views and aspirations of the child or young person and considers them at all stages of the planning process
- Balances the child or young person's interests and motivations with the individual needs that must be met
- Uses practitioner's knowledge of the child or young person to identify the most effective way to communicate with them, to ensure they can contribute to the process
- Helps children and young people and their families collaborate with professionals to set aspirational yet realistic short and long-term outcomes

### **Work in Partnership with Parent/ Carers**

- Ensures that there is a consistent approach used to establish and maintain open communication between home and school
- Ensures any concerns or worries about transition can be addressed at an early stage, to allow time for any necessary interventions or pieces of work
- Provides frequent opportunities to share updates with school around family circumstances that may impact the child or young person

### **Use a Multi-Agency Approach**

- Ensures that there is a consistent approach used to establish and maintain open communication across all relevant agencies
- Ensures the sharing of information between all relevant professionals to enable services to provide the most appropriate support at the right time
- By updating professionals at the earliest opportunity regarding upcoming transitions, it allows them to provide advice and contribute to individual plans

*As with all guidance in this document, schools may use these principles to assist with planning transitions for all learners, at their own discretion.*



## Effective Transition: Class to Class

The transition from class to class is just as important as the transition from key stage to key stage and school to school. For children and young people with SEND, preparation for transition should be an integral part of their ongoing Assess, Plan, Do, Review cycle.

All the following suggestions are intended to be additions to the **key principles of effective transition** as outlined on page 9.

### Universal

- Arrange transition visits to the new classroom
- Plan in time for activities to familiarise learners with their new environment e.g. toilets, storage for personal belongings, new routes to key areas of the building
- If the practice is changing e.g. EYFS to Year 1 then plan for a gradual transition during the Autumn Term



Allow each child to complete a passport, postcard or a booklet about themselves, including anything they would like their new teacher to know. Adapt as necessary e.g. audio clips, visual representations.



Encourage staff from different year groups to teach individual lessons or workshops throughout the year to familiarise learners with key members of staff. Then increase the frequency as transition approaches.

### Targeted and Specialist

- School staff, including but not limited to the SENCo, should identify children or young people who are at risk of having transition difficulties as early as possible
- Additional visits to their new classroom should be timetabled, separate from the main cohort
- Parents, carers and families should be given the opportunity to visit the new class and meet the key members of staff
- A **transition meeting** early in the summer term should be arranged and information shared (*templates can be found in Appendices 2, 3 and 4 starting on page 19 of the 'good practice' guide.*)
- All **professionals** who have been involved with the individual should be contacted and offered the opportunity to advise on transition
- Additional support material such as transition booklets and 'what I want my new teacher to know about me' could be facilitated in intervention sessions either in small groups or individually





## Effective Transition: School to School

The transition from school to school can be a time of apprehension for all learners.

For children and young people with SEND, preparation for transition should be an integral part of their ongoing Assess, Plan, Do, Review cycle.

All the following suggestions are intended to be additions to the **key principles of effective transition** as outlined on page 9.

### Universal

#### Preparation

- Include families of the incoming cohort in existing parents' evenings to allow for introductions and questions
- Staff from the receiving school can visit the feeder settings for assemblies, project work and question and answer sessions
- Learners from the receiving school can visit feeder settings to discuss what to expect and their own experience of transition

#### Explicit Transition Activities

- Arrange transition visits for learners to the new setting
- Organise open afternoon activities and tournaments e.g. sports, arts
- Hold open evenings for families to explore the new setting and meet key members of staff
- Undertake joint tasks or projects to allow for moderation opportunities between the feeder schools and the receiving setting
- Provide basic information about the school e.g. timetables, uniform, rules and responsibilities for feeder schools to use in circle time and interventions



Joint projects between feeder and receiving schools can act as bridging activities and provide valuable insight into individual needs

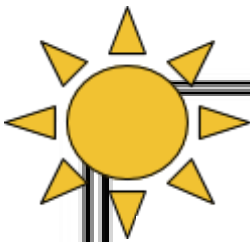


Consider accessibility issues with parental forms - offer open time slots to assist with the completion and submission of paperwork

## Targeted and Specialist

### Preparation

- School staff, including but not limited to the SENCo, should collaborate with feeder schools to produce a risk matrix for factors that may suggest that individuals need additional transition support
- Staff should then use this resource to identify children or young people for additional support
- SENCos from feeder and receiving schools should meet and discuss individual needs
- Both before and after a formal meeting between SENCos, have an open line of communication between settings
- Ensure the SENCo is invited to any scheduled EHCP, EHA or TAF meeting in the summer term before the child or young person moves
- During these scheduled meetings, look to develop coping strategies for any identified need that could impact transition e.g. checklists for equipment if the young person has difficulty with their memory
- The SENCo should share relevant information with **all staff** who will come into contact with the child or young person including support staff, lunchtime supervisors and outside visitors.



### Examples from Northumberland Schools

**Change Detectives** - additional visits to the new setting with the aim of 'finding clues' and 'discovering' things about the school

**Photo Book** - if the school building will change over the summer holidays, take photos and create a visual guide to prepare learners

**Treasure Hunt** - a fun and interactive way to explore the new setting

**Uniform Try-On Events** - to familiarise young people and their families to the uniform

**Additional Visits** - with either buddies or support staff from the current setting

**Parent Questionnaire** - sent to the parent/ carers of any identified children or young people who may require additional support at transition points

## The SEND Code of Practice (2015):

**5.47** - SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.

## Targeted and Specialist

### Explicit Transition Suggestions

- Additional visits to the new setting should be organised either in small groups or on an individual basis for children with SEND
- Consider how to best adapt visits for individuals:*
- For children and young people with sensory processing difficulties, gradually introduce them to the more challenging environments such as PE changing rooms and science laboratories
  - For children and young people with mobility difficulties, these visits can be used to consider if any additional measures need to be put in place to support them
- Opportunities for parents and carers to visit the setting and to speak to key members of staff in an informal environment to discuss any worries or concerns
  - Consider alternate ways for children and young people to explore their new surroundings e.g. stories, pictures and virtual tours
  - Provide a colour coded map of the school buildings and grounds with key areas easily identified
  - Depending on individual needs, consider social stories to address any specific areas of concern
  - Invest time in the current setting to produce 'all about my new school' booklets or guides and revisit them frequently in the transition period.
  - Work directly with the child or young person on ways to communicate their needs to new adults

There are many resources available online, some useful websites are mentioned below:

- Young Minds (<https://youngminds.org.uk/resources/school-resources/>)
- Twinkl Resources (<https://www.twinkl.co.uk/>)
- TES Teaching Resources (<https://www.tes.com/teaching-resources>)
- Mental Health Foundation (<https://www.mentalhealth.org.uk/learning-disabilities/our-work/employment-education/moving-on-to-secondary-school>)

FREE! - Secondary KS2 to KS3 Transition Resource Pack

Free ★★★★★ (5 member reviews)

What do members download after viewing this?

Secondary Transition Resource Pack

Free Secondary Maths Taster Resource Pack

Free Secondary English Taster Resource Pack

All About Me Secondary Transition Pupil Activity Booklet

Download Now

Sign Up for a Free account now and get access to 100s of Free resources!

Join Our 360° Schools' Community

Find Your Feet: Transitioning to Secondary School

Find Your Feet: Transition Tips for Parents

Find Your Feet: Transitions Activity for Year 6 Pupils

Find Your Feet: Transitions Activity for Year 7 Pupils

Transition Tips For Pupils With SEND

Caring For The Wellbeing Of Teachers And School Staff

Academic Resilience



## Effective Transition: Case Study

During discussions with SENCOs from across the County, one individual gave a detailed account of their current practice from First to Middle as well as from Middle to High School.

### First to Middle School Transitions

- **February** - begin informal conversations with all feeder schools around any vulnerable young people who may potentially struggle with transition
- **March** - face-to-face meetings with SENCOs from both schools and class teachers

#### Once school places have been formally allocated and accepted:

- Meetings between parents and the school are organised
- For these, the SENCOs from feeder schools are consulted regarding the most effective way to communicate with the families
- Ongoing communication with all feeder schools to continue to gather information
- An open-door policy is in place with our families

#### Transition Activities:

- Vulnerable children offered additional visits (they do not need to be on the SEN register to access these)
- Additional visits are focused on orientation and getting to know key members of staff



I believe the most important element of effective transition is communication - you need to have positive relationships with other schools and SENCOs

### Middle to High School Transitions


For this specific transition, we have developed our own 'transition booklet'. Our own staff produced the booklet using examples of good practice from national organisations.

- The initial idea was to use it with young people either on the SEN register or considered vulnerable for other reasons
- However it was agreed that the booklet could be beneficial for all learners so it is now given to the whole cohort

#### Putting the Resource into Practice:

- How each learner engages with the booklet varies greatly
- Learners who engage with interventions will work through aspects of the booklet with support staff
- However learners who do not attend intervention activities are encouraged to complete it in their own time
- During tutor time, the whole cohort are encouraged to engage with the resource

**Thank you to Schools from the Morpeth Partnership**



In essence, it is all about mutual respect and trust



## Transition: Step By Step

Throughout this 'good practice' document there are references to numerous templates and resources created specifically for this guide. Below is a simplistic step by step guide for schools with clear references to where each resource can be found. As with all guidance, this is not exhaustive but should provide a basic framework for schools and settings in Northumberland.

### **School Transition: Step By Step**

1. Begin communication with the other schools regarding any individual learners who may be in need of additional transition support.
2. Arrange face-to-face meetings between school staff from the other schools.  
***Use data collection forms found in Appendix 2***
3. Make initial contact with parents and carers to introduce key members of staff and to provide a point of contact.
4. Arrange events for parents and carers e.g open evenings to share information.
5. Send pre-transition meeting questionnaire to parents and carers to gather their views.  
***Use questionnaire template found in Appendix 1***
6. Arrange individual transition meetings for learners identified as requiring specialist transition support in addition to some identified as needing targeted support.  
***Use transition discussion record and action plan found in Appendix 3 & Appendix 4***
7. Ensure that the transition process is robust and comprehensive by undertaking regular monitoring.  
***Checklists for both current and receiving settings can be found in Appendix 6 & Appendix 7. A Post-Transition questionnaire for parents and carers can be found in Appendix 5.***
8. Complete a transition audit to reflect on practice and identify areas for improvement. This can also be done in collaboration with other settings.  
***A self-audit tool is provided in Appendix 8. This can also be used as a foundation for a school improvement plan around transition.***





# Good Practice Guide for Transitions in Schools



*'Class to Class, School to School'*

## APPENDICES

<i>Appendices</i>	<i>Page 16</i>
<i>Appendix 1: Pre-Transition Questionnaire Template for Parents and Carers</i>	<i>Page 17</i>
<i>Appendix 2: Transition Data Collection Form</i>	<i>Page 19</i>
<i>Appendix 3: Transition Meeting Record</i>	<i>Page 21</i>
<i>Appendix 4: Transition Meeting Action Plan</i>	<i>Page 23</i>
<i>Appendix 5: Post-Transition Questionnaire Template for Parents and Carers</i>	<i>Page 25</i>
<i>Appendix 6: Transition Checklist for Current Setting</i>	<i>Page 27</i>
<i>Appendix 7: Transition Checklist for Receiving Setting</i>	<i>Page 28</i>
<i>Appendix 8: Transition Self-Audit Tool for Settings</i>	<i>Page 29</i>



## APPENDIX 1: Pre-Transition Questionnaire For Parents & Carers

We understand that parents and carers are an important part of a young person's transition either from class to class or school or school. Some of our children and young people may find transition more challenging than others, and so individual transition meetings are offered to these learners.

Please complete the form below and bring it to your scheduled transition meeting. The information that you provide will help us to put the right support in place for your child or young person.

### Your Details

<b>Name</b>	
<b>Relationship to child or young person</b>	
<b>Name</b>	
<b>Relationship to child or young person</b>	

### Details of the Child or Young Person

<b>Name of your child/ young person</b>	
<b>Where are they currently?</b> <i>E.g. year group, school name</i>	
<b>Where are they moving to?</b> <i>E.g. year group, school name</i>	

<b>Does your child have any additional needs? If so, circle the area(s) that they currently have needs in:</b>			
<b>Communication and Interaction</b>	<b>Cognition and Learning</b>	<b>Social, Emotional and Mental Health</b>	<b>Sensory and/ or Physical</b>
<i>Any additional comments regarding areas of need:</i>			

## Your Views

**How do you, as parents or carers, feel about your child transitioning either to their new class or to their new school?**

**What are your concerns regarding transition?**

**How do you feel about the approaching transition meeting?**

1 2 3 4 5 6 7 8 9 10

Not confident at all

Very confident

**What support does your child or young person currently receive?**

**What support do you think they will need in their new class or school to enable them to learn?**

**What questions would you like to have answered at the transition meeting?**



---

### General Information

#### Child or Young Person Data

Full Name		Date of Birth (dd/mm/yyyy)		UPN	
-----------	--	-------------------------------	--	-----	--

#### Parent/ Carer Data

Parent/ Carer Name			Parent/ Carer Name	
Address			Address	
Telephone Number			Telephone Number	
Email Address			Email Address	

*Are there any specific Parental Responsibility (PR) arrangements in place for the child or young person?*

--

---

### Setting/ Class Information

	Name of Setting	Year Group / Class	Key Contact
Current Setting/ Class			
Receiving Setting/ Class			

<b>Current Attendance</b>	
---------------------------	--

<b>Please circle or highlight the level of transition support agreed upon:</b>		
Universal	Targeted	Specialist

*For definitions and guidance around the levels of transition support, please refer to page 8 of the 'good practice guide for transitions in schools' document.*

### 'All About Me'

<b>Please circle or highlight the primary area of need for the child or young person:</b>			
Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/ or Physical
<i>Any additional comments regarding areas of need:</i>			

<b>Please circle or highlight any of the following that involve the child or young person:</b>		
TAF (Team Around the Family)		Looked After Children (LAC)
Child In Need (CIN)		SEN Support
Child Protection (CP)		Education Health Care Plan (EHCP)

<b>Professionals currently involved with / or recently been involved with the child or young person</b>			
Name	Job Title	Agency	Contact Details

<b><i>Please use the space below to record any additional information that you feel would be beneficial for the receiving setting or class:</i></b>

**APPENDIX 3: Transition Meeting Record**



**Northumberland**  
County Council

<b>Date and Time of Transition Meeting</b>	
<b>Location of Transition Meeting</b>	

<b>Transition Meeting Attendance</b>			
<b>Name</b>	<b>Job Title</b>	<b>Agency</b>	<b>Contact Details</b>

<b>Please record any apologies and reports provided by professionals absent from the meeting itself:</b>

**Views and Voices**



<b>Views of the child or young person about their transition</b>
<i>If the individual chooses not to attend the meeting, explore alternative ways to record their wishes and feelings to share with the multi-agency group. This could be a picture, writing or even feedback from an advocate.</i>

<b>Views of Parent / Carers about transition</b>

**Views of Professionals about the transition**

--

---

**Summary of Discussion**

**What are the strengths of the child or young person?**

*Refer to SEN Support planning if applicable.*

--

**What is currently in place that is working well?**

*Refer to interventions currently in place for the learner.*

**What support could be made available at the receiving setting or class to ensure a smooth transition and readiness to learn?**

What is currently in place that is working well?	What support could be made available at the receiving setting or class to ensure a smooth transition and readiness to learn?
<i>Refer to interventions currently in place for the learner.</i>	

**Any additional comments or concerns:**

--

---

***Now move on to the Transition Action Plan***



## APPENDIX 4: Transition Action Plan

The following action plan should be produced through collaborative working with internal and external agencies, parents and carers and our children and young people. This should be an integral section of the transition meeting and should be completed alongside the transition data collection form and the transition meeting record. All templates can be found in the Transitions Good Practice Guidance for Northumberland.

**A landscape version can be found electronically.**

<b>Transition Action Plan</b>			
<b>Outcome</b>	<b>Action to be Undertaken</b>	<b>Person(s) Responsible for Action</b>	<b>To be Completed by / Reviewed on:</b>

<b>Does the child or young person have a SEN support plan or a current EHCP in place?</b>	<b>Yes</b>	<b>No</b>
<b>If so, briefly summarise how the completed transition action plan links to the existing documentation for the child or young person:</b>		



**CONSENT: Parent / Carers**

<b>I agree for the transition documentation relating to the meeting to be shared with relevant professionals. This can include the transition action plan, data collection form and the transition meeting record.</b>	<b>Yes</b>	<b>No</b>
--	------------	-----------

<b>Name</b>	<b>Relation to Child or Young Person</b>	<b>Signature</b>	<b>Date</b>

---

**Review Meeting Details**

<b>Date and Time</b>	
<b>Location</b>	
<b>Meeting Chair</b>	



## APPENDIX 5: Post-Transition Questionnaire For Parents & Carers

As parents and carers, your views are highly important to us. Now that you have experienced the transition process alongside your child or young person, we would love to gather feedback as we are always looking to improve our processes and procedures.

Please complete the form below and return it to your school's SENCo or transition lead.

### Your Details (optional)

<b>Name</b>	
<b>Relationship to child or young person</b>	
<b>Name</b>	
<b>Relationship to child or young person</b>	

### Details of the Child or Young Person (optional)

<b>Name of your child/ young person</b>	
<b>Where are they currently?</b> <i>E.g. year group, school name</i>	
<b>Where are they moving to?</b> <i>E.g. year group, school name</i>	

<b>Does your child have any additional needs? If so, circle the area(s) that they currently have needs in:</b>			
<b>Communication and Interaction</b>	<b>Cognition and Learning</b>	<b>Social, Emotional and Mental Health</b>	<b>Sensory and/ or Physical</b>
<i>Any additional comments regarding areas of need:</i>			

### Your Views

<b>At our school, we manage the process of transition well.</b>
---

1   2   3   4   5   6   7   8   9   10  
 Strongly Disagree                                 Strongly Agree

**My child was given all the information and support that they needed to transition well.**

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
--------------------------	-----------------	--------------	-----------------------

**I, as a parent or carer, was given all the information and support I needed to support my child to transition into their new class or school.**

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
--------------------------	-----------------	--------------	-----------------------

**What procedures do you know of that are currently in place to promote effective transition across our school?**

----------------------

**Please describe the transition process that you experienced in 3 words or phrases:**

------	------	------

**Rate the effectiveness of communication between your family and our school during the transition process:**

1 2 3 4 5 6 7 8 9 10

Extremely Poor           Extremely Effective

**How could our transition process be improved?**

----------------------

**Any additional comments:**

----------------------



## APPENDIX 6: Transitions - Checklist for Current Setting or Class

### Identifying Children and Young People (C/YP)

- Staff have decided on the level of transition support needed for each individual
- This information has been shared with the receiving setting in good time

### Views

- Child or Young Person has been consulted e.g. goals, aspirations, concerns about the new setting
- The views of the Child or Young Person have been recorded
- Any professionals currently or recently involved with the Child or Young Person have been informed of their destination and given the opportunity to provide advice around the upcoming transition
- All relevant professionals have been given the opportunity to advise on any specialist training needed for the receiving setting.

### Communication

- Parental consent to share information has been checked
- Staff have outlined how they currently support the Child or Young Person (C/YP) with examples of effective strategies.
- Formal meeting have been held between feeder and receiver settings to share information
- If any existing reviews are in place e.g. TAF, EHCP then receiving settings have been involved and invited
- Children and Young People (C/YP) identified as targeted and specialist support have been offered a formal transition meeting
- All necessary paperwork has been passed to the receiving school including any transition plans that have been produced
- Arrangements have made for any specialist equipment to be moved to the new setting
- Information about the new setting has been prepared for Children and Young People (C/YP) in an accessible way

### Events

- Dates have been set for universal transition events for the full cohort
- Additional dates have been set for targeted and specialist transition
- Date(s) have been set for transition events for parents and carers



## APPENDIX 7: Northumberland Transitions Checklist for Receiving Setting or Class

### Identifying Children and Young People (C/YP)

- Transition support levels have been received from all feeder schools

### Views

- Child or Young Person has been consulted e.g. goals, aspirations, concerns about the new setting
- The views of the Child or Young Person have been recorded
- Any professionals currently or recently involved with the Child or Young Person have been informed of their destination and given the opportunity to provide advice around the upcoming transition
- All relevant professionals have been given the opportunity to advise on any specialist training needed for the receiving setting.

### Communication

- Formal meetings have been held between feeder and receiver settings to share information
- If any existing reviews are in place e.g. TAF, EHCP then receiving settings have been invited to attend
- If invited, receiving settings have attended any scheduled transition meetings
- All necessary paperwork has been received from feeder schools including any transition plans that have been produced
- Arrangements have been made for any specialist equipment to be moved to the new setting
- Any individual risks assessments have been put in place
- Lists of professionals involved with each young person have been pulled together for record-keeping

### Events

- Any necessary adaptations have been completed and assessed
- Open days and open evenings are organised for parents and families
- Any CPD needed to effectively manage the new cohort of learnings has been booked
- Dates have been scheduled for universal transition
- Additional events have been organised for targeted and specialist support



## APPENDIX 8: Northumberland Transitions: Self-Audit Tool for Schools

	Examples of provision that meets this statement	Is it in need of development?	Actions and Next Steps
<b>Collaborative Working</b>			
Transition events and information are well advertised to parents and carers.			
Parents and carers are offered additional support to complete paperwork to apply for places.			
Evidence of parents and carers being consulted in relation to transition.			
Evidence of consultations with other professionals for individual learners.			
Evidence of meetings between feeder and receiving settings.			
Efficient and detailed information sharing between feeder and receiving settings.			
Regular informal conversation between feeder and receiving settings.			
Evidence of information sharing regarding successful strategies used in the current setting.			
Evidence of joint projects/ activities between feeder and receiving settings.			
<b>Voice of the Child/ Young Person</b>			
Evidence of exploring concerns around transition within school e.g. circle time, assemblies.			
Evidence of learners' goals and aspirations in transition and review meetings.			
<b>Events and Activities</b>			

Transition events available for all learners.			
Additional transition visits for those who require targeted or specialist transition support.			
Evidence of multi-agency transition meetings for learners with complex needs.			
Evidence of review meetings to update the individual transition plans.			