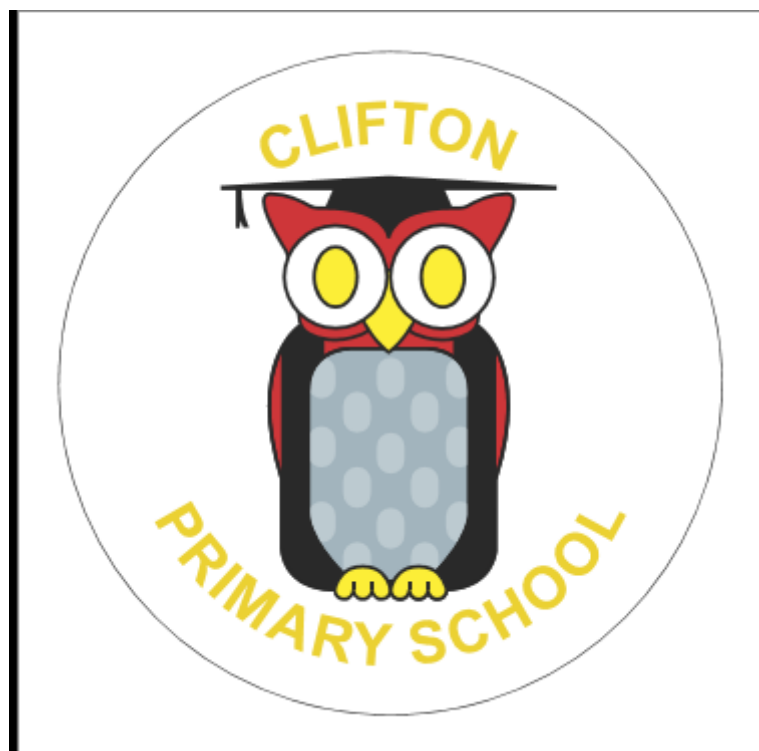


Salford Transition Policy

Key Stage 2 to Key Stage 3



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Introduction

The Salford Transition draft policy has been developed from consultation with primary and secondary school representatives across the city as well as professionals from a range of agencies. Parent and pupils views have been captured to continually evaluate the transition arrangements for key stage 2 to 3 to further enhance the good practice recommendations in this policy. This document is a guide for everyone supporting pupils with transition from primary to secondary. The audience for this policy includes staff at all Salford primary schools, staff at all Salford secondary schools, parents/carers of all Salford pupils and all agencies involved in primary to secondary transition. In addition, this policy will help ensure all educational settings in Salford are meeting statutory legislations for inclusion and equality as stated in the Children's and families Act.

This transition policy is underpinned by the ethos that early intervention is a proactive approach to meeting the needs of young people in the city and through early investment in the young people greater gains will be seen throughout. Furthermore, it is a 'living' document and may be amended or adapted to reflect changes in need across Salford or in education.

Salford's Vision

The Salford transition policy document ensures that every child and their family are entitled to a consistent transition as they transfer between primary and secondary schools.

Transition planning will take into account the whole child and ensure that all agencies involved are working collaboratively to ensure the best outcome for the child and their family.

Aims

To ensure that all children in Salford have consistent, quality and inclusive transition experiences in order to enhance their well-being and performance as learners.

Information sharing

In order for an effective transition to take place, adequate planning and provision needs to be made, as a result sensitive information will need to be shared with the child's new school. This can be both verbal and non-verbal and will be documented by the new school. Informed consent of the parent/carer for this information to be shared should usually be obtained in the primary setting when a child joins the school. The school document should make clear what information is to be shared, with whom and what purpose it serves. A privacy notice will be distributed to parents of existing primary school children to inform them of data sharing involving their child between the primary and secondary school. Therefore information outlining why a child may be vulnerable to finding transition challenging can be shared with the appropriate educational settings and agencies. Some families may need to open a Family Assessment (FAF) in order to gain the best support possible for the child's transition. If a Family Assessment Form is already open during Year 5 or 6, transition arrangements should already be included.

Effective transition in Salford

In order for effective transition in schools in Salford the following actions are recommended;

- Consent for information sharing obtained from parent/carer should usually be obtained in the primary setting when a child joins the school.
- Open day/evenings allocated on different dates at all secondary schools to allow parents to attend more than one.
- Secondary schools will have a Year 7 or Transition section on their website that contains information such as uniform, equipment, behaviour policy or expectations, key dates and events etc.
- Key dates shared and easily accessed on school websites.
- Secondary school application deadline 31st October
 - Parents/carers have access and support to complete the online admissions form from primary schools.
- Three induction days for all Year 6 children held during the same week across Salford (The week beginning 1st July 2019)
- In Year 5 the transition tool should be completed for vulnerable pupils by Christmas and emailed to the local authority transition lead.
- In Year 6 the transition tool should be updated by the end of the autumn term and then updated by the end of the spring term and emailed to the local authority transition lead.
- Transfer of information (CTF files/ Transition information gathering form) once place allocated (primary to secondary by the 1st May 2019)
- Quality information provided to parents/carers about the transition process including:
 - The role of the parent/carer during transition
 - The role of the primary school
 - The role of the Secondary school
 - Transition Timeline for children and parent/carer
 - Key dates for events
- Ensure effective pupil tracking and transferring of information to support continued progress e.g. best piece of independent writing and standardised tests.
- Common Basic Data Set, maintained for every child, in a school's management information system transferred from the primary to secondary school using a Common Transfer File.

What does “secondary school ready” look like?

Definition:

A child who is secondary ready will have strong social skills; can cope emotionally with change; is independent with their own personal care and organisation and has a curiosity about the world and a desire to learn.

An example of what a secondary ready child can do:

Plan an outing in the local area - a child will decide on where they are going; arrive at a set time; use public transport in order to get to their destination; organise their personal belongings (e.g. keys, phone, money/expenses, lunch etc.); take part in an activity whilst on the outing and have the required equipment/resources and return home.

Recommendations and suggestions to prepare pupils for Secondary school

Discussion with professionals have highlighted that the preparations for secondary school need to begin as early as possible in Key stage 2 and that good relationships between the primary and secondary schools are paramount.

In Year 4 and 5:

- Primary school children access specialist resources and facilities at secondary schools (science, ICT and PE facilities etc.);
- Secondary specialists, transition leads and primary leads work alongside primary colleagues to deliver the primary curriculum and develop a shared understanding of expectations in Key Stage 2 as well as foster positive relationships;
- The Transition Tool is completed for Year 5 pupils in order for early identification of vulnerable pupils and support/interventions put in place;
- Cross phase training if appropriate.

In Year 6:

- Send out parent and pupil questionnaire (see appendix) for feedback ahead of transition to secondary school. Refer to the feedback when planning transition intervention and support around the year 6 pupils;
- Maths activities around reading time tables and schedules;
- Comprehension based around secondary school information packs/ website i.e. school rules and expectations;
- Map reading skills;
- Transition workbook;
- Develop further independence such as each pupil having personal stationary sets and school bags to be lesson ready;
- Homework diaries are used, signed by parents and collected in on a certain day;
- Transitioning around school independently (e.g. playtimes, lunchtimes, assemblies, PE in the hall etc.);
- Wearing a formal shirt and tie as part of the school uniform;

- Cross phase teaching to develop a shared understanding of expectations in Key Stage 2 and Year 7, so primary children can experience a change of staff and foster positive relationships;
- Cross phase training.

In year 7:

- Staff to have an awareness of where the pupils are in their understanding of secondary school expectations e.g. in class promptly, making their way around the building, coats off inside;
- Time planned in possibly during Tutor sessions for check-ins and discussing secondary school expectations;
- Website to support year 7 parents and pupils with key information such as quantity of homework, time tables, PE kit checklist, stationary checklist, topics being covered (e.g. share medium/long term plans) in core and foundation subjects, key dates and trips;
- Cross phase teaching during the autumn term to ensure pupils are building on previous academic work (primary colleagues teaching in secondary settings)
- Mapping Key Stage 3 schemes of work to take into account the curriculum coverage in Key Stage 2;
- Cross phase training.

The support given to a child in a primary setting may differ to the support that a child requires when they transition to secondary school. In a few cases the transition to high school may 'trigger' the need for additional support where previously no support had been required.

EMTAS Mobile Children

There are a number of children in the City who are more likely to be mobile at various points throughout the year than others; examples of these include: asylum seekers/refugees, Gypsy Roma Travellers, children of foreign students. Some of these children leave the area/country for specific periods and then return to the same school a few months later or start at a different school. These children are at risk of missing out on many transition activities and visits and schools need to have arrangements in place to offer catch up activities/visits to ensure a positive transition.

Gypsy Roma Traveller children

Gypsy Roma and Traveller children are statistically much less likely to make a successful transfer to secondary school than other children. In order to try and address this, positive transition activities, including outreach into the community needs to take place at the start of key stage 2.

Vulnerable Year 6 Pupil Transition Form (RAG Form) and the E-Transition Tool

What is the Vulnerable Year 5 and 6 Pupil Transition Form (RAG Form)?

The Vulnerable Year 5 and 6 Pupil Form, or 'the RAG form' as it is commonly referred to, identifies pupils in the primary setting who may be vulnerable and are likely to need additional support before and during their transition to secondary school. Pupils are identified as being of low, medium or high vulnerability based on a set of criteria which are colour coded (red, amber or green) to indicate the suggested level of need. For example, a child who has previously been permanently excluded in a primary setting, has a reduced timetable, are LAC, has previously been on CP, CIN, FAM or has an EHCP would be considered highly vulnerable when transitioning to secondary school and would be colour coded red. A child who struggles at social/unstructured times, is a child of concern but does not meet children's services thresholds or is below age related expectations by one year is classed as being at medium risk of vulnerability and would be colour coded amber. However, a child displaying low-level behaviours that are manageable in class or receives less than one hour of intervention a week would be considered as being at a low level of vulnerability and be colour coded green.

What is the purpose of the form?

The purpose of the form is to support effective communication between primary and secondary schools, and through early identification of pupils who are vulnerable, appropriate packages of support can be developed and implemented that meet the needs of specific individuals. It allows for support to commence prior to the secondary school placement as well as when a pupil has transitioned to secondary school if necessary.

When should the forms be completed?

The Year 5 form is to be completed and emailed to the authority's Transition Lead by the end of the autumn term.

The Year 6 form is to be completed and emailed to the authority's Transition Lead by the end of the autumn term and then updated, if required, and resent by the end of the spring term.

What happens to the data?

Each primary school is required to complete the form in Years 5 and 6 for all pupils who they believe are vulnerable and then the completed form should be emailed to the Transition Lead for the authority who is based at Alder Brook Primary Partnership Centre (alicia.barnes@salford.gov.uk). The Year 5 and 6 autumn term data allows the level of need to be monitored across the authority and plans developed with teams in the local authority such as LSS/PIT to support pupils who are vulnerable whilst the Year 6 spring data will be disseminated to the named secondary school for each pupil on the form. The reason why a child has been placed on the form can now be shared with the secondary schools as the General Data Protection Regulation (GDPR) does not prevent this information from being distributed. From the information that is sent to secondary schools, along with face-to-face meetings between primary and secondary colleagues, the package and type of support a child needs can be jointly decided upon. Furthermore, secondary staff will also be able to assess the level of need for the cohort and group children depending on those needs. For example, a secondary school can decide how many nurture forms will be required and whether the focus will be additional English and mathematics (SEN) or social, emotional and mental health (SEMH) or whether a group of children will require an alternative curriculum. Alternatively, secondary staff may seek advice from other colleagues/professionals in order to provide specialist support for individual pupils.

What a completed form should look like.

Vulnerable Year 6 transition Pupils

School: Lily Road Primary School

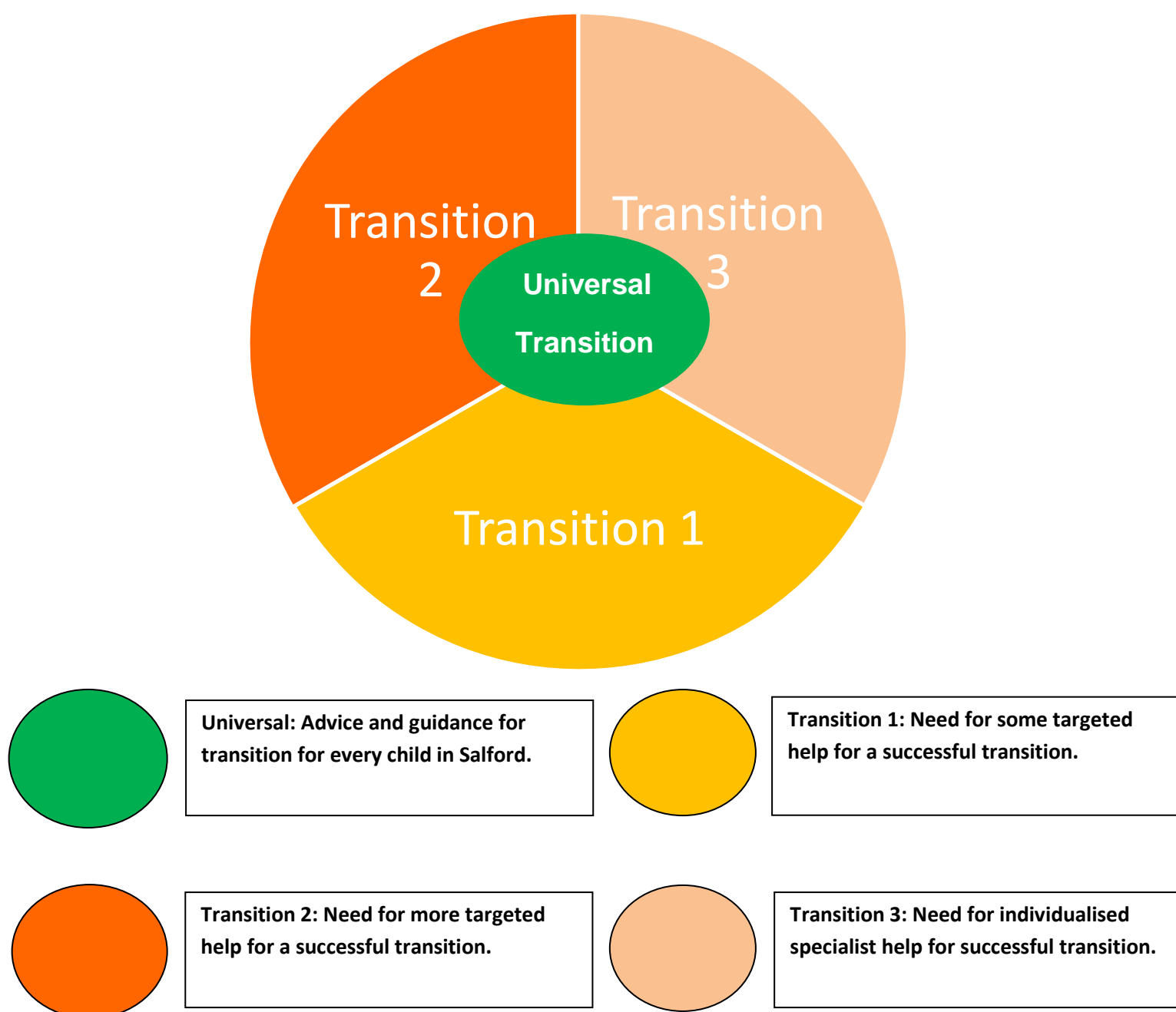
Category	Number of pupils in total	Pupil's name	Potential High School:
High <i>Pupils who have been previously permanently excluded in a primary setting</i> <i>Pupils that have had fixed term exclusion in the last 3 years</i> <i>Pupils who have had a managed move</i> <i>Pupils who are on a reduced time table out of class/need continual adult support/supervision (not funded 1:1)</i> <i>Pupils who consistently access the behaviour policy</i> <i>Pupils who are LAC</i> <i>Pupils currently or previously on CP, CN, FAM/social care involvement/young carer</i> <i>Pupils who have an EHCP</i> <i>Persistent absentees/school refusers</i> <i>Pupils with SEN</i> <i>Pupils who are adopted</i> <i>Pupils working above greater depth</i> <i>Experienced a significant event in life & struggles to cope</i>	4	John Smith Jane Smith James Smith Janet Smith	Broughton Academy St. Matthew's High School Broughton Academy St Matthew's High School
Medium <i>Children of concern (don't meet children's services thresholds)</i> <i>Struggles at social/unstructured times</i> <i>Low self esteem</i> <i>Experienced a significant event in their life but copes within primary setting</i> <i>Below age related expectations by more than 1 year</i>	3	Jamie Smith Jason Smith Julie Smith	St Matthew's High School St Matthew's High School Broughton Academy
Low <i>Receiving catch up lessons-less than 1 hr a day</i> <i>Low level behaviours that are manageable in class</i>	1	Jay Smith	St Matthew's High School

E-Transition Tool

The E-transition tool is currently in the process of being developed and will replace the vulnerable Year 5 and 6 pupil form. The purpose will remain the same, with the main differences being that practitioners will have access to an electronic form with drop down boxes, comment boxes and tick boxes and the program will generate a recommended package. This data will be stored on the SIMs system and will be able to be transferred electronically to secondary schools. The e-transition tool is estimated to go live in the spring term 2019.

Packages for transition

Through thorough research and reviewing of existing policies we have defined packages of support for pupils during transition from year 6 to year 7. Children can go straight in at any level and do not necessarily access the package of support previously. For example a child on an EHCP would go straight in to Transition 3; they would not need to access Transition 1 and 2 first. Currently, the decision to place a child on a package will primarily be based on criteria from the vulnerable Year 5 and 6 form (RAG form). Once the e-transition tool is live, a suggested package will be generated by the computer program. However, the decision/ package may be reviewed during discussions between primary and secondary practitioners; parents and pupils in order to ensure the pupils receive the most appropriate support.



Definition of each package

Universal: To ensure a fully integrated approach the Transition levels are immersed within the Universal framework. The Universal offer is aimed at every child in Salford Education and is designed to promote effective transition.

Transition 1: All universal packages should still be fully offered to these children plus additional support. This stage is focused on children with **some** levels of vulnerability; concerns about these children would usually be raised by the Y6 teacher to the Secondary transition lead. This is aimed at children who are not accessing any formal agencies and seem to be coping in the primary setting. Examples would be a child who has low self-esteem, a child who becomes anxious in a new or social situations, experienced a recent upset within the family such as bereavement or loss, a young carer, a child on SEN who does not have an EHCP but receives school intervention Band C and so on. Transition 1 would help any pupils going out of their area for year 7. This level of transition support requires an increased vigilance, monitoring and a cascade of information to relevant staff.

Transition 2: Again universal packages should still be fully accessible to children on package 2 alongside a more detailed planned package and additional support opportunities. This stage has a more focused approach on children with **more** levels of vulnerability. This stage will require additional liaison and transition support such as extra visits, a key worker, careful consideration of unstructured times, access to classes and training of staff. A designated member of staff from both primary and secondary would need to carefully co-ordinate, monitor and cascade information to relevant staff. Children who are frequent users of the behaviour policy, children who have previously had a Team around the Child or been at Children In Need, children who have accessed a Pupil Referral Unit (PRU), children who have displayed a significant response to bereavement and loss, children who have SEN who does not have an EHCP but receives school intervention Band B, children who have experienced trauma such as domestic violence or come from areas of war or experienced significant events such as Manchester arena bombing are all examples of children who may need this level of support.

Transition 3: This stage is aimed at children with **severe, complex and/or persistent** levels of vulnerability. This is specialist support so will require additional support from other agencies within Salford. There is a deeper challenge to provide effective transition at this stage because there is a greater need for collaborative planning, integrated support, multi-agency communication and preparation from both the primary and secondary staff to make appropriate provision. Children who have an Educational Health Care Plan (EHCP), are provided care by the Looked After Children (LAC) team, are on a Child Protection (CP) plan, a Children In Need (CIN) plan or have been permanently excluded and are currently attend a pupil referral unit at the end of year 6 are all examples of children who may need this level of specialist support.

Note: Parents and pupils views should be considered when deciding whether a pupil needs to have a transition package in place.

The Transition 1, 2 and 3 process timeline

This is a snapshot overview of the sequence of events expected in Transition1, 2 and 3.

Early Identification of vulnerable students:

- Early alerts/concerns raised via the RAG system /e-transition tool used within primary school from Year 5.
- Annual review of Education Health Care Plan (EHCP)



Year 5/6, Develop a transition plan:

- Gather information from school staff, other agencies, children and parents/carers, to produce an effective and realistic transition plan.
- If a FAF (CAF) is already in place, this will become a useful document for reference.
- Any professional meetings for LAC pupils, invite desired secondary schools from year 5 onwards.



Year 7, Implementing the transition plan:

- A continuous monitoring and evaluation of the plan needs to take place by key staff, incorporating planned strategies and support.



Review of transition plan by October half term of Year 7:

- Continued tracking of both academic and pastoral transition care, consistent monitoring and feedback gained by primary schools, pupil, parent/carer via questionnaire.

The Local Offer

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

Teams within Salford who can further support pupils

- Health – School nurse
- Looked After Children (LAC) – virtual schools team
- Learning Support Services (LSS)
- Primary Inclusion Team (PIT)
- Speech and Language Therapy (SALT)
- Child and Adolescence Mental Health Services (CAMHS)
- Salford Information, Advice and Support Services (SIASS)
- Educational Psychologist Services (EP)
- Special Educational Needs (SEN)
- Integrated Youth Support Service (IYSS)
- Youth Offending Service (YOS)
- Occupational Therapy (OC)
- Adoption Agency
- Early Intervention 0-25 (EIP)
- Salford Adoptive and Families Support Services (SAFSS)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Family Assessment and Team around the Family (TAF)

What is Family Assessment and Team Around the Family?

The Family Assessment and Team Around the Family (TAF) is Salford's Early Help (Level 2) assessment tool, designed to promote integrated working and family participation within Salford, using an asset based solution focused model. A single Family Assessment can include individual assessments of any family member, including significant others, who give consent to be included.

The Family Assessment is a holistic assessment tool used to identify needs at an early stage and develop a family's action plan. Practitioners using the Family Assessment and TAF process are encouraged to empower families to take ownership of their action plan by encouraging them to highlight their own strengths, needs and actions. The TAF process can also be used for the ongoing review of cases, transferred down from Child in Need and Child Protection level by a Children's Social Worker to an identified lead professional at Level 2.

There are a number of supporting tools that professionals can download.

For more information Tel: 0161 603 4239 or visit: www.salford.gov.uk/familyassessment

- i- Reach

What is i-Reach?

i-Reach is a Salford CAMHS initiative and offers additional school based support to schools who are part of the project. Referrals for pupils requiring additional transition support to secondary school can be made through a School's Mental Health Lead. Support will be offered throughout Year 6 and the summer holidays, if required, as well as a minimum of 3 review appointments with High School in Year 7. This allows for 1 meeting per term to monitor and facilitate a successful transition.

Emotional health services directory

A useful tool when looking at the services available for particular needs within a child

<http://www.partnersinsalford.org/youngemotionalhealth.htm>

Universal Services

Children and young people may experience anxiety or difficulties in response to life events or changes in circumstances which are generally temporary episodes between otherwise good emotional health and wellbeing. Many of these children can find appropriate support and advice through existing networks (e.g. family and friends) or via services that are open to all children and young people ('universal services') like health services and schools/college.

Pregnancy & Birth	0-5 Years	Primary Years	Secondary Years	Transition to Adulthood
Children's Centre			Connexions	
Family Nurse Partnership		GP's & Practice Nurses		
Health Visiting		Interlink Foundation		
Maternity Services			Princes Trust	
Midwives		School Nursing	Shine	
			Salford Housing Options Service	
			Young Carers Service	

www.partnersinsalford.org/youngemotionalhealth

Targeted Services

There is a range of services that are 'non-medical' and are often community based, that identify and support children with emotional / mental health difficulties with the aim of intervening earlier to prevent escalation of need and risk. Some of these services may target specific groups of children and young people. Many offer a range of skills and therapies to engage and support children and young people.

Pregnancy & Birth	0-5 Years	Primary Years	Secondary Years	Transition to Adulthood
		Achieve		
Health Visiting			2nd Street	Connexions
			Early Intervention & Prevention (EIP)	
		Educational Psychologists		
Family Nurse Partnership		FMTAS	MINI	
IYSS		Integrated Youth Support Service (IYSS)		
Portage Service		Place2Be	Princes Trust	
		Relate		
		Salford Information, Advice & Support Service (SIASS)		
		Salford Therapeutic Advisory & Referral Service for IAC (STARLIAC)		
		Salford Adoptive Families Support Service (SAFSS)	Start in Salford	
		School Nursing	Self Help Services	
		Speech & Language Therapy (SALT)		
		Secondary Inclusion	Six Degrees	
		The Gaddum Centre		
		Young Carers Service		
		Young Fathers Project		

Specialist Services

There may be occasions where some children and young people need support from specialist mental health services where there are significant concerns related to their mental / emotional health or psychological wellbeing, or the concerns are of a high risk / urgent nature.

Pregnancy & Birth	0-5 Years	Primary Years	Secondary Years	Transition to Adulthood
		3D Treatment Fostering		
		Child & Adolescent Mental Health Service (CAMHS)		
		CAMHS - Learning Difficulties		
		Community Paediatrics	Chapman Barker Unit	
			Community Mental Health Team	
		CAMHS - Emergo	Community Engagement & Recovery Team	
		Critical Incident Team		
		Early Detection & Intervention Team (EDIT)		
		Eating Disorder Service		
		Galaxy House	Eating Disorder Service	
		Gardener Unit		
		Junction 17		
		Panda Unit	MIND	
		Speech & Language Therapy (SALT)	Recovery Academy	
			Salford Foyer	
			Salford Early Intervention Team (EIT)	
		Vulnerable Young Person Nursing Service		
		YOS - Health		

Universal Package: **Advice and guidance for transition support for all children**

Minimum requirements for all pupils in Salford to receive during transition

- Parent/carer and student able to attend open evenings of all Salford secondary schools.
- Primary schools to assist families in Year 6 who may need additional support in completing an online school application form before the deadline of the 31st October.
- Parent/carer and student able to state a preference of secondary schools. (With awareness they may not be successful in gaining a place at their priority 1 choice school).
- Common data information to be transferred between settings after a student's place has been confirmed by the Local Authority. This could be done using SIMS.
- Liaison between primary and secondary transition team staff to gather further information, this information should then be cascaded by the secondary transition team to relevant staff.
- Minimum of a 3 day induction package for Year 6 children.

Recommended actions for a successful transition at this package include;

- Year 5/6 invited to attend partner secondary school drama productions.
- Year 5 tour of partner secondary school accompanied by question & answer sessions with current Y7 students.
- 1 day Year 5 induction programme at partner secondary school.
- Members of the primary and secondary school transition team to work collaboratively in hosting a Year 5 parent/carer and student information evening delivered in the primary setting for preparation of transition to secondary school, including how to submit applications. This could include distribution of information leaflets.
- Parent/carer and student questionnaires offered to all Year 6 families during Autumn term in order for parents/carers and students to communicate their own views and concerns regarding their child's transition to secondary school. Information shared with primary staff with focus for year 6 teachers to further support their pupils.
- Secondary school welcome pack for parents/carer and student.
- Welcome evening/meet the form tutor (assign tutor before the induction days) hosted by the secondary schools delivered in the secondary setting.
- Peer mentors assigned to each Year 7 form group e.g. year 10 mentor
- Cross-phase curriculum activities (Joint Year 6 and Year 7 enterprise project)
- Transition activity/discussion time held during Year 6 and 7 PSHCE time.
- Year 6 or year 7 residential activity with the high school.
- Academic work pack developed by all Year 6 students sent over to secondary school during the final term.
- Year 7s visit their primary schools and meet with the year 6 pupils.
- Refer to supporting documents for specific needs from LSS and EMTAS
<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/learning-support-service/>

Universal Plus Package 1: Targeted support for learners with some levels of vulnerability

This package focuses on students with some levels of vulnerability such as students who may become anxious in new environments, may have experienced bereavement and loss, a recent upset in the family, struggles to form friendships and so on. This package would also include those pupils who are transitioning to a secondary school on their own (no primary school peers attending the secondary school) young carer and previous LAC status pupils.

Recommendations at this package include all elements of the universal offer plus;

- Additional transition visit before the 3 day universal induction programme.
- Individualised plan to identify student strengths and needs.
- Assign a buddy system with a current year 7, regular contact with this buddy through final term of Year 6.
- Visit with Year 7 form tutor before September.
- Student 1-1 tour of the school with Head of Year 7 and parent/carer.
- Pastoral support and nurture sessions offered in Year 6 and Year 7.
- Parents/carers invited to additional coffee mornings in Year 6 and Year 7.
- Regular contact from Head of Year 7/pastoral key worker with parent/carer throughout Year 7.
- One page profile/passport for the pupil shared with all staff.
- Continuing to refer to support documents and checklists for specific learning needs from Learning support services (<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/learning-support-service/>), where relevant.
- Access support from EMTAS within The Local Offer (<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/ethnic-minorities-and-travellers/emtas-and-referral-form/>), where relevant.

NOTE: Children who are adopted are eligible for Pupil Premium + but this information is not captured on CTF files and therefore not passed onto Secondary schools. Parents need awareness of this and so would need to notify the secondary school themselves.

**Universal Plus Package 2:
Targeted support for learners with more levels
of vulnerability**

This package focuses on students with more levels of vulnerability. Students, who may be under social care, displayed additional educational needs in primary school, have experienced bereavement or loss.

Recommendations at this package include all elements of the universal offer plus;

- Earlier transition visits on a more frequent basis.
- Small group sessions with secondary senco/ behaviour manager
- More visits from secondary key workers to primary setting
- Seek advice and help from targeted support agencies/make referrals (see service directory).
- Nurture groups/interventions on a weekly basis.
- Secondary to attend any relevant meetings including FAM during year 6 or earlier.
- Secondary to have 1-1 meeting with parents/carers
- Resources fully stocked.
- Key worker assigned with daily check-ins i.e. form tutor.
- Peer mentoring/buddy system.
- Support during unstructured times.
- 1-1 meeting with parents/carers, regular contact maintained throughout year 6 & year 7.
- Make reasonable adjustments based on the need of the child, where relevant.
- One page profile/passport for the pupil shared with all staff.
- Continuing to refer to support documents and checklists for specific learning needs from Learning support services (<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/learning-support-service/>), where relevant.
- Access support from EMTAS within The Local Offer (<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/ethnic-minorities-and-travellers/emtas-and-referral-form/>), where relevant.

Universal Plus Package 3: Specialist support

This package focuses on students who require specialist targeted support such as students who are LAC or have an EHCP.

Recommendations at this package include all elements of the universal offer plus;

- LAC transition programme
- SEN transition support from discussions with appropriate agencies
- Weekly visits to secondary school from 2nd term
- Where applicable early identification of named school
- TA/pastoral support-key worker
- A relevant identified individual to attend review meetings.
- Additional interventions/support clubs
- External agency support, see services directory
- 1-1 meeting with parents/carers, regular contact maintained throughout year 6 & year 7
- Make reasonable adjustments based on the need of the child, where relevant.
- More detailed One page profile
- Educational Psychologist's transition event

Improving Schools' Effectiveness

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	Salford Transition Project Summary Report
Date:	July 2018
Schools Visited:	A sample of five secondary schools were visited across the authority. We would like to express our thanks and appreciation to all those who took part.
Purpose:	To gather information from different secondary schools in Salford about how they organise transition from primary schools

Findings:

- All of the schools visited have well-established links with their main feeder primary schools and have established visits to meet the Y6 pupils who are planning to come to their school. These visits focus mainly on answering pupils' questions about what it is like in secondary school. The pupils found these visits helpful and welcomed the opportunity to have the information provided by the 'visitor' from the secondary school. A particularly effective feature is when a secondary Y7 pupil returns to their primary school to talk to the pupils about their experience of transition.
- Some schools go well beyond the focus on Y6 pupils: Induction Leaders visit primary schools to meet pupils in Years 4 and 5. This leads to a greater depth of knowledge and understanding of the most vulnerable pupils in particular. In some cases it allowed an opportunity for a relationship to be established not only with the child but also with a parent or guardian and the Induction Leader. Focused observations within lessons are used to identify strategies that could be used by secondary teachers to help the most vulnerable pupils to make progress, and barriers to learning can also be identified. It is not clear whether such extended contact is used as effectively to help the secondary schools consider what might be the best support for other groups of pupils, for example the most able.
- However, where pupils come from primary schools which are not the main feeder schools, it is strategically difficult for such visits to take place. The secondary schools visited do attempt to support such pupils with the chance to 'make up' some of the missed contact by providing additional induction time for pupils. In general this is half a day, but the schools acknowledge this does not make up the 'shortfall'. It was clear in the small sample of pupils I met, there were two who would have benefitted from more extended induction time

than was possible. In both cases the final decision about which secondary school the pupil would attend was made late and there was little the secondary school could have done to make the transition work better than it did. In these cases the pupil took longer to settle into the secondary school and a lot of support was needed to help them, and their parents, get through what proved to be a difficult transition.

- In all of the schools part of the induction programme includes visits by secondary subject teachers to primary schools where they either teach, or team-teach with the primary teacher, some aspect of the subject. In some of the schools the pupils have a similar experience but it is located in the secondary school. In the discussions with pupils it was the latter lessons that stood out for them. They had vivid recollections of some of the lessons they had experienced, particularly in science and drama. They spoke of the excitement this created about the thought of coming to the secondary school.
- Another part of the induction programme invariably includes visits to the secondary school. Most pupils spoke really positively about these days. They enjoyed meeting new people: their new class mates as well as the teachers. They found the lessons exciting and were, in most cases, amazed by the size of the school and the range of resources it has. The realisation happened quickly that they were about to become the smallest fish in the very big pond. They heard many stories about what the new pupils would have to endure at the hands of the older ones. Most took these stories with a pinch of salt. Quite disturbing to hear was that some pupils had been 'warned' about the secondary school teachers by those at the primary school. This sounded somewhat threatening.
- There were mixed views about the quality of the information that was provided by the primary schools about pupils. Where there were long-established practices the information was generally sufficient and reliable. However, there were some concerns that the information rarely identified clearly enough if a pupil was exhibiting poor behaviour or negative attitudes. This is an aspect which requires closer examination and open discussions if it is to be improved.
- A number of secondary schools have provided a summer school to help with the transition process. Those pupils who had experienced it spoke very positively about the days and the teachers involved talked about the very real benefits of getting to know the pupils in this more relaxed, informal, setting. There have been some funding issues which has meant fewer summer schools are running this year but most schools said they wish to run them next year.
- The first day at secondary school was a blur for most of the pupils I spoke to. It was interesting to compare their accounts of the day with what the teachers told me. Some pupils said they had no lessons that day when in fact they had three. Some wanted to have a map of the school which the teachers said had been provided. Some didn't recall meeting their form tutors whereas the teachers said they were in their form groups all morning. Nevertheless all the pupils said the older pupils who had helped them (usually referred to as prefects) had been really helpful and supportive and had made sure they didn't get lost. No-one was 'set upon' by the bigger pupils as they had feared, and those who had the chance enjoyed the treasure hunt which ended up locating the Headteacher.
- Most secondary schools provided details of the support they provide for the most vulnerable pupils, often in a 'nurture' group. These pupils, who have usually been correctly identified by the primary school as being most in need of this help, often experience a more limited curriculum than their peers and have a space in the school which is designed to make them feel safe and secure. I spoke to a small number of pupils who had experienced this type of support. Some have moved on from the nurture groups but expressed real gratitude for the support they had received at a challenging time whilst others are continuing to have a high level of support which they feel they still need.

- Different approaches were taken to starting Year 7. In one school several days are spent helping the pupils acclimatise and emphasising the skills and attitudes that are needed to be successful in the new setting. This seems to pay dividends certainly from the perspective of the pupils in this context. In another school the view is taken that it is right to get the pupils used to the usual school routines as quickly as possible. The pupils in this school liked that approach.
- The pupils were generally of the view that the secondary teachers didn't know anything about the work they had done in primary school, and they didn't expect that they should! They accepted that secondary schools need to test them as soon as, or even before, they started at the school. One girl was particularly disappointed that the secondary school didn't know how good she is at maths and put her in a bottom set where the pupils messed about and prevented her from getting on well in a subject she loves. In the end, after two and a half terms, she has got it sorted out, but it has been hard work! A boy made the interesting observation that in history they had studied the same historical mystery and although much of the information was the same, the approach taken had been different. In the secondary school the topic was treated much more like a crime case to be solved. He enjoyed that.
- No pupils mentioned taking pieces of work that they had completed in their primary to their secondary school.
- Transition can be a testing time for parents, particularly for those whose children needing extra support. The parents of such pupils welcome the opportunity to get to know, both formally in meetings and informally (for example in coffee mornings), those responsible for looking after the needs of their children in secondary schools. Some parents acknowledged that they are wary of secondary schools and needed time to learn to trust the people now looking after their child's education. Great skill and patience is needed by those managing induction to win over such parents in order to establish good communication and to ensure the right support is being provided for the pupils.
- A concern emerged around a small number of pupils in different schools who were quickly identified at the start of Y7 as needing extra support. The process of applying for an EHC plan should have been, or in one case had been, started in Y6 but had not or had not been completed. A minimum of two terms is, I understand, needed for this. The secondary schools were doing all they could to provide whatever was needed to meet the pupils' needs but, it seems, without the financial resources provided. This needs further investigation to identify what the issues are and how they can best be addressed.
- The resource demands for transition are high. The schools understood the need for this investment and were able to cite the many benefits accrued from getting it right. In one interview a number of questions were raised about the balance of the investment of time and other resources between primary and secondary schools in relation to transition. My discussions did not include primary school representatives so I am not able to comment on their views.

Overall:

A number of overarching points emerge:

- It is vital that there are excellent relationships between primary and secondary schools which put the needs of the pupils at the heart of their transition strategies
- Communication between the parents / carers of the most vulnerable pupils and the secondary induction leads should start as early as possible and continue as long as is needed. It is vital to get this right

- Issues relating to Y6 pupils who need an EHCP but don't have one need to be resolved
- The induction programme for pupils from schools other than the usual feeder primaries needs further consideration
- Curriculum continuity and progression at transition needs much more attention
- More cross-phase discussions are needed to identify the skills and routines that are requirements if pupils are to thrive in the secondary school environment (Before starting primary school his parents were told that Benjamin needs to be able to: get dressed, do up his shoes, wash his hands, complete his toilet routines, hold a pencil, know his full name and address, use a knife and fork.. ..what is the list for starting secondary school?).

Y6-7 Transition information gathering form

Note: personal information can be obtained on the CTF shared over once place is confirmed.
To be sent to high school ahead of induction days.

Name		Primary school	
DOB	Address	Name of previous primary schools/settings:	

		Name	email address	main contact <input checked="" type="checkbox"/>
Primary school	SENCO			
	Safeguarding/ family liaison			
	Year 6 class teacher			
	Other key staff:			

Attendance	%	Punctuality	%	concerns Y / N
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Academic

Reading	Not achieving	Working below	Age related	Greater depth
Writing	Not achieving	Working below	Age related	Greater depth
SPAG	Not achieving	Working below	Age related	Greater depth
Maths	Not achieving	Working below	Age related	Greater depth
science	Not achieving	Working below	Age related	Greater depth

Current interventions this child is receiving

	Yes/No	Comments
Siblings in high school		
Position in the family		
Friendships in primary school		
Further information i.e. peers to not place with due to conflicts		

	Yes / no	details
Asthma		
Prescribed glasses		
Hearing aid		
Epilepsy / absences		
Diabetes		
Medication / other i.e. ADHD		

Please attach any medical plans the pupil may have for any of the above

Outside agencies involved	Past/Present	Reason for referral/involvement
Educational Psychologist		
Social Care		
CAMHS		
LSS		
PIT		
Paediatrician		
Other		

EAL	Y//N	No of years in UK	
Home language		English Proficiency Code	
MTAS involved	Y / N	New Arrival or EAL Advanced Learner	
Asylum seeker/Refugee Gypsy Roma Traveller	Y/N Specify		
Previous Educational History			

	Please state	Past/ present
Social care – FAF (CAF), CIN, CP, LAC.		
SEN – SIB A/B/C (on school SEN register)		
EHC plan		

Young carer	Yes/no
If 'yes' please give details;	

Parent preferred language	
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If answered yes to either of above please complete 'Further Information' pg. 24

	Strengths/ concerns – please comment
Behaviour in and out of school	
Attitude to learning	
Emotional	
Social	
Other i.e. significant event	

If you have highlighted *concerns* in any of the areas above please complete 'further information' pg.24

Further information (completed as needed)

Current SEN level

School intervention bands - A B C EHC plan band _____ please circle

<u>Area of need</u>	If more than one grade 1-4, 1 being primary area	Details;
Cognition and learning		
Communication and interaction		
Social, emotional and mental health		
Sensory and/or physical		

<u>EHC information</u>	Details i.e. important due dates
Referred but 'No to assess'	
Referred and awaiting outcome	
Referred and 'yes to assess'	
Other	
TAF – Yes / No	

Social care background

Dates of important meetings:	
Social worker/ FSW name: Contact details: Please provide details of social care involvement	

Any other comments i.e. significant event:
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Classroom management and strategies

What doesn't work as well / possibly avoid	
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Note: this table is the starting point to a One Page Profile – see example One Page Profile in appendix

Triggers			
Any significant event(s) / situations to be aware of e.g. unstructured times/socialising:			
Suggested strategies to use in secondary school			
Suggested targets for Year 7:			
Behaviours seen through emotional stages			
Calm	Anxious	Crisis	Calming
Suggested / successful adult responses			

Appendix

example - One page profile – edit as needed

Name Year/Class Date version

Pupil voice I like... I need..... I don't like....	photo	Parent voice – What I want you know about my child:			
Strategies that work to support me - - - -		Calm Quiet, Responding positively, Answering questions	Anxious Tapping, Head down quiet	Crisis Threatening, Damaging, Shouting,	Calming Quiet, Tired, Head down
		Praise, Clear recognition, Thumbs up	Praise, Repeat instructions 1:1, Time to process	Directed to time out, Supported for time out and space, Offer support,	Offer support, monitor, Space and time, Return to class when ready
<u>Personal targets</u> I will ask for help by putting my hand up and waiting for an adult to respond. I will use kind words towards others. I will use time out strategy when I am feeling frustrated.			<u>Personal strategies</u> Breathe and count to 10 Zip it, lock it, pocket Ask for adult support / ask for exit pass		
<u>External agencies involved:</u>					