

# Transition Policy



*Learning together in a changing world, creating success for all.*



## TRINITY FIELDS SCHOOL and RESOURCE CENTRE

### Transition Policy

**Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.**

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

#### School context

Trinity Fields is a **Rights Respecting School**; we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF’s “Rights Respecting School Award” in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

We are a **Healthy School**; we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

During the re-accreditation process (2019), the school’s work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

We have demonstrated through a national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and develop classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils' ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

**Our overarching philosophy is summarised in the following statement:**

**“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.**

## **Education in Wales: Our National Mission**

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **“Education in Wales: Our national mission (2017)**. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

## **Rationale**

This policy sets out our protocols and procedures for planning and coordinating the transition arrangements for pupils into and out of Trinity Fields School and Resource Centre.

The arrangements outlined within this transition policy aim to ensure a smooth transition based upon the individual needs of each pupil and will be co-ordinated by a Key Transition Worker (KTW). This policy should be read in conjunction with our **“Transition Protocol”** flowchart.

## **Vision**

Pupils transitioning into and out of Trinity Fields School and Resource Centre will have well-planned, well-coordinated and individualised transition support based upon their individual needs.

## **Aims**

- Pupils will be at the centre of the transition planning process; this ensures that our commitment as a Rights Respecting School (RRS) and our commitment to the United Nations Convention on the Rights of the Child (UNCRC).
- Pupils and their parents/carers will be fully involved wherever possible.
- Transition is not just a series of assessments and reviews. It is a continuous process which is assisted by clear and agreed decisions at significant points.
- All agencies involved will contribute to the development of the pupil's transition plan as set out in the legislation and national guidance.
- Effective partnership working is essential so that each pupil has a well-planned and well-coordinated transition.
- A KTW will be allocated to each pupil transitioning into Trinity Fields to ensure the effective co-ordination of all the required arrangements.

Our transition process will promote:

- Independence
- Integrated planning
- A holistic approach
- Choice and ownership

**Our transition co-ordinator is:** Tracey McGuirk ( Deputy Headteacher)

## **Transition arrangements: foundation and primary phases**

### **Placement**

Pupils are placed in Trinity Fields School by the local authority's Specialist Placement Panel; as part of the ongoing review of Additional Learning Needs (ALN) across the authority these arrangements are also being reviewed. When the outcomes are confirmed this policy will be reviewed and amended to reflect any changes. Currently Ian Elliott (Headteacher) and Nia Parry attend monthly panels and discuss the following:

- Diagnosis and needs of the pupils
- Medical needs
- Current placement
- Transition requirements

Information from the panel is fed back by Ian Elliott to senior leaders and where necessary to SLT meetings; these will form the basis of any transition plan and a KTW for transition will be allocated dependent on the needs of the individual. Our Home Support Worker may also be used to support the transition needs of pupils or their family. The KTW in most cases will be a member of SLT.

**The KTW will be responsible for the following:**

- Ensuring parents/carers have visited the school (by the end of spring term).
- Meet with parents/carers and the child to discuss transition needs (by the end of spring term).
- If the pupil is transferring from another school the KTW will arrange to visit, discuss and observe the pupil. Wherever possible the new class teacher will also attend any visits (by Whitsun half term).

- Liaise with the class team/home support/CASS over any resources which may need to be created to support the pupil during transition.
- Attend any annual reviews, meeting and gaining pupils' views where applicable.
- Liaise with any other agencies involved, a meeting may be required to share information or ensure medical information/Health Care Plans are shared with the school nurses.
- Arrange visits for the pupil to Trinity Fields School, the number of visits will be dependent on needs of the pupil (by the end of summer term).

**If the pupil has complex medical needs or extenuating circumstances an enhanced transition plan may be required. This information will be discussed at panel and fed back to SLT via Ian Elliott.**

**Where pupils are placed throughout the school year or late in the school year a KTW will still be allocated and the transition protocol will be followed as closely as possible (time allowing).**

**All parents/carers of pupils due to start school at the beginning of the academic year will be invited to the new parent coffee morning in July.**

### **Transition arrangements: Year 7 or Year 12**

Transition arrangements remain the same as above and a KTW will be allocated. The KTW in these cases could be allocated to the 14-19 team leader class teacher, Nia Parry or a member of SLT. As well as the duties above the Key Worker will attend the Year 6 or Year 11 Annual Review (with the class teacher if possible). In addition to this a visit to the pupil's current school will be arranged by the new class teacher wherever possible.

### **Transition arrangements: for pupils leaving the school (post 19)**

In most cases the class teacher will be the KTW for pupils leaving the school; this will be overseen by the 14-19 team leader.

The KTW will ensure the following:

- Annual reviews form the basis for identifying transition needs and outcome actions for identifying placement.
- Referral to adult social services where appropriate.
- Liaison with other social services and other agencies regarding transition arrangements/visits.
- Wherever possible the school will support pupils on transition visits to other sites.
- Liaise with Home Support and families to ensure smooth transition arrangements.

### **Staffing of transition visits**

Wherever possible any new pupil will spend time in class with their new class teacher. Where this is not possible they will spend time in a class as similar as possible to the class they will be placed in from September.

Where it is not possible to place a pupil into class for transition visits they will be given the opportunity to access other facilities in the school during visits. Visits will be staffed in the following ways:

- Where additional support is already in place for the pupil they will be requested to accompany transition visits.
- It may be possible to accommodate a pupil into a class with the staffing already in place.
- Our Home Support Worker may be requested to support pupil on transition visits.
- In some instances the KTW may support transition visits when required.

- In extenuating circumstances where transition requirements are prolonged or above what the school can accommodate within its current staffing, the local authority will be approached to support transition staffing.

## Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

<b>Signed</b>		<b>Headteacher</b>
<b>Signed</b>		<b>Chair of Governors</b>
<b>This policy will be reviewed in line with the school's policy review cycle.</b>		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention:

**Article 12:** Every child has the right to be heard.

**Article 28:** Every child has the right to an education.

**Article 29:** Education must develop every child's personality, talents and abilities to the full.

**Article 42:** Every child has the right to know their rights.