



The Smith Foundation

Transfer and Transition Policy (including Admission)

Policy Details

Status:	In-house
Frequency of review:	Annually
Lead member of staff:	Georgina Poole
Last reviewed:	Autumn Term 2024
Next Review Date:	Autumn Term 2025
Policy Number:	FWS 2

1.0 Introduction

In considering arrangements for transition and transfer, this policy takes into account the following:

- Our non-mainstream context – students do not come on roll as a cohort at the end of Y6.
- Transition and transfer for a new student always happen together
- Every transfer is individualised and tailored to the needs of the student
- ‘Transition’ for our students also means transition from one Learning Group to another, or from one house to another and may happen at varying points in the year. We are also committed to supporting ‘emotional transition’ in any home or school situations which may arise, as handling change is often a significant challenge for some of our students.

2.0 Transfer and Transition: core features prior to admission

1. Every student undertakes a school visit, along with a Parent/Carer or appropriate professional. During this, they have the opportunity to ask questions, see the facilities and meet potential peers. Further visits may be felt appropriate, depending on the individual student.
2. When students undertake the tour, they are potential classmates and, as such, this forms part of a ‘buddying’ approach to aid transition.
3. Every student receives a home visit. At this meeting, our staff aim to begin building a positive relationship with the new student. The student will get the chance to look at photographs and other media.
4. Pre assessment and taster days are undertaken, where a student can sample and experience our school environment, some of the routines, activities and school systems and meet other key staff who will be working with them.
5. The school nurse will contact parents/carers to obtain a full medical picture of the student, specifically including issues around medication, diet, independent functioning and personal hygiene.
6. A summary of key features pulled from the student’s paperwork is used to form part of the pre-assessment and 15 week Assessment process.
7. The timescale of the above is set at a minimum of 4 weeks and the pace of admission is then further geared to the needs of each individual student.
8. All of the above is undertaken in the expectation that the student may well be anxious, frightened or intimidated by the thought of a new school and may therefore present as unwilling, de-motivated and anti-school.

3.0 Transfer and Transition: core features immediately following admission

1. The student is assigned to the Admissions team, where the staff are particularly experienced in handling transition issues and challenges.
2. The student is assigned a buddy where deemed appropriate for the first few weeks.
3. The Admissions team will judge the pace of integration into lessons and full school life; always linking this to the progress and needs of the student.
4. Initial Assessment procedures are undertaken, handling any issues the student may have about being assessed in a sensitive way.

5. The Admissions team may present as additional support and keyworkers during this period. Thus, the student has the constant opportunity to reflect on and comment on the experience of transition and transfer.
6. The Induction pack is worked through between the Admissions team and the student.
7. The Initial Assessment process takes place over 15 weeks and a plan derives from this.
8. The Initial Assessment includes information on any potential therapeutic inputs needed, as well as subject assessment across a range of academic features. This helps the school draw up the most appropriate learning programme for each individual.
9. After approximately 15 weeks, an Initial Assessment meeting is held.

4.0 Transfer and Transition: continuing core features

1. The EHCP and outcomes are reviewed termly by the Learning Mentor Team, which includes the student, class teacher and Key Worker.
2. Future house or class moves are regarded by the school and staff as key transitions needing care and attention.
3. A key on-going feature of this 'internal transition' is the Social Progress system, the Social Skills programme and, as the student reaches 16, potential transfer into the school's Post 16 provision, geared towards greater independent living.
4. There is a significant amount of individual support as students consider and sample the transition into the world of work or Further Education.
5. The LMT meet regularly to discuss individual student progress and the arrangements for transfer and transition.
6. Through Supervision and the provision of CPD, the admissions team has the opportunity to reflect and refine all aspects of the transfer and transition process.