

# **Sandfield Park School**

## **Admissions and Transitions Policy**

Pupil admissions will be as per Local Authority arrangements and timescales.

At Sandfield Park School, we recognise that for many children and young people changing schools can be traumatic and for others transition is faced with excitement or apprehension. If transition is well managed it could mean the difference between a pupil settling in and progressing well or struggling to adapt to the new circumstances. In schools where transition is effective the staff will be aware of and sensitive to the needs of all pupils as they enter a new school. Transition can also mean within school from class to class or different key stages.

To facilitate a smooth transition to Sandfield Park, ACE and the Hospital School, it is essential that we and from our different units act on the views of pupils, parents and staff. Appendix A shows the transition timeline.

### **Pupils**

It is essential that we develop and maintain links with feeder and receiving schools, and provide the opportunity for initial visits, and induction days into the new school, so that pupils become familiar with the new school and its staff.

This could include:-

- Joint activities such as a shared project or sports day
- Social events e.g. school plays, picnics, pantomimes
- Taster day at new school supported by current staff
- Sharing specialist resources and staff expertise between the schools
- Individual transition booklets to and from primary/ secondary including a DVD
- Additional support those pupils with additional medical needs, looked after children, EAL pupils etc.
- School may use a buddy system to support the new pupils.
- Power point presentation of school activities to show to new pupils.
- Social story books.

### **Parents / carers.**

Parents are an important part of the transition process, and they are often anxious about their child's move from the security of the child's school to a new, often larger school. These fears can largely be eliminated by giving opportunities to visit the new school, where provision and procedures can be outlined.

This should include:-

- Open/visiting days with or without the child. Opportunity for other visits will be available.
- School prospectus, newsletters and parent questionnaire – including translated versions where appropriate

- Any relevant policies, which are on the School's website
- Meet the new teacher to discuss their child.
- Be reassured about methods of communication between home and school.
- Spend time in the school and meet any new supportive staff such as physiotherapists, nurse etc.
- Parents may need/wish to set up new protocols with the nurse prior to the move.
- Where dietary needs are a consideration parents may wish to meet the catering staff or know how the dietary needs are catered for.
- Meet the admin staff and settle practical issues e.g. buy new uniform, take away and sign all relevant documentation and be reassured about transport arrangements.

### **Staff**

At Sandfield Park School, we have designated staff to support the transition process. They should be given sufficient time and resources, to ensure paperwork is completed, passed onto new teachers, and to take pupils on visits to their new school/College setting.

The following information is essential:-

- Pupil transfer information sheet
- Communication profile
- Annual review reports/Educational Health Care Plans
- IEP's
- IBP's
- Records and assessments e.g. PIVATs,
- Medical information is transferred between nurses.
- Physiotherapy data needs to be transferred either via school or via physiotherapists.
- Pupil data is transferred via the School to School Secure data website

Teachers need the opportunity to:-

- Observe the pupil in their present setting.
- To discuss the pupil and their needs with the present teacher
- Visit the receiving school and meet staff to discuss the pupil and finalise transition arrangements.

### **Other Agencies**

It is essential that schools have highlighted the other agencies working with the pupil and ensured effective communication strategies are in place with any relevant outside agencies, e.g. Social workers, CAMHS team, Educational Psychologists, Paediatricians/ Alder Hey Hospital, Physiotherapists, Pupil Advocacy, Respite services etc.