

## Action Plan – Supporting transition to and from Kents Hill Junior School

**Aim: To provide robust support for pupils transitioning to or from our school so that they have every opportunity to be successful.**

Kents Hill Junior School places significant importance on facilitating smooth transitions for all students, whether they are incoming or outgoing. Following a positive Inclusion Review in the autumn term, which highlighted the school's strengths in inclusive practices and fostering strong relationships, we have committed to integrating these strengths into our transition planning process.

Kents Hill Junior School is actively engaged in ensuring a seamless transition for incoming and outgoing students with SEND, by harnessing our strengths in inclusion and relationship-building, collaborating closely with infant and secondary settings as well as ensuring that both pupil and parents have a voice in this process.

Identified strategies:	
Generic: <ul style="list-style-type: none"><li>● Hold meetings with all stakeholders in order to gather information.</li><li>● Assess current arrangements, replicate successful systems and resources to provide continuity for the pupil.</li></ul>	
Transitioning to:	Transitioning from:
<ul style="list-style-type: none"><li>● Identify the needs of children with SEND that are transitioning to our school in order to ensure that appropriate provision is in place.</li><li>● Observe children within their current setting.</li><li>● Regular and frequent visits for year 2 pupils to the junior school.</li><li>● Regular and frequent visits by year 3 team and other key staff to the infant school.</li></ul>	<ul style="list-style-type: none"><li>● Setting for all core subjects to enable the pupils to become used to moving around to different classrooms and adults.</li><li>● Afternoon timetable of non-core subjects that will mimic a secondary school timetable, meaning that children will independently follow their own timetable, ensure they have the correct equipment and move to different classrooms and adults for a range of lessons.</li></ul>

<ul style="list-style-type: none"> <li>● Ensure that resources, equipment and training have been identified, requisitioned and in place in time for new starters.</li> <li>● Assessment of speech and language skills in summer term.</li> <li>● Completion of 6 core strengths in autumn term in order to identify any unidentified needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for stakeholders to view our setting/observe our transitioning pupils.</li> <li>● Scheduled intervention groups to support move to new school.</li> <li>● Bespoke curriculum that will develop personal skills delivered in small groups. Objectives will be decision-making, resilience, time keeping, timetable reading, road safety, smart thinking and personal safety.</li> <li>● Adult supervised short walks around the local area, to secondary's within walking distance and to bus stops to reinforce road safety, personal safety, map and timetable reading.</li> <li>● Frequent visits to the secondary setting during the school day and supported by a trusted adult.</li> </ul>
<p>Autumn term:</p>	
<ul style="list-style-type: none"> <li>● Initial fact finding conversations with Infant school to establish current SEND need and vulnerable pupils in year 2.</li> <li>● Communication with SEND Operations to establish where KHJS has been named in EHCP Annual Reviews as provision for year 3.</li> <li>● Careful consideration given and response to any EHCP consultations.</li> </ul>	<ul style="list-style-type: none"> <li>● Year 6 EHCP Annual Review meetings, support given to parents to name secondary provision.</li> <li>● Year 6 parents supported to view and make contact with secondary settings.</li> </ul>
<p>Spring term:</p>	
<ul style="list-style-type: none"> <li>● Tours of school with SENCo arranged for year 2 pupils with SEND in collaboration with parents.</li> <li>● Continuing response to EHCP consultations.</li> <li>● Advice requested from specialist teams as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Communication established with feeder secondary schools to request dates of transition activities.</li> <li>● Inclusion Partner involved if needed in cases where appropriate settings have not yet been established.</li> </ul>

<ul style="list-style-type: none"> <li>● Meeting between SENCOs of Infants and Juniors to establish needs of current SEND cohort.</li> <li>● Contact with parents of children for whom we have been consulted or that we are know are coming to the juniors.</li> <li>● Planning for pupil visits to the juniors on a weekly basis, beginning with visits with Mum to the office, progressing to meeting with SEND Team and then touring school site.</li> <li>● Meeting at Infant school to observe SEND pupils in current setting.</li> <li>● Staff training needs to be established in order to ensure continuous provision</li> </ul>	
<p>Summer Term:</p>	
<ul style="list-style-type: none"> <li>● KHJS SEND Team to hold regular visits to observe pupils with SEND in their current setting to enable us to form relationships and better understand needs.</li> <li>● KHJS SEND Team to hold meetings with parents to gather their voice and to ensure that all needs are identified and acknowledged as well as understanding strategies that work well at home so that this can be replicated in school.</li> <li>● IPRA funding to be requested as needed.</li> <li>● Timetable of transition visits to include visits to Infant school to see children in a range of activities in addition to year 2 pupils visiting the junior school to participate in events such as the year 6 production.</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting with secondary school SENCOs to discuss cohort.</li> <li>● Communication with Inclusion Partner as needed.</li> <li>● Schedule of transition visits to be confirmed.</li> <li>● Information to be gathered on secondary setting such as uniform and homework policy, maps of the schools and timetables.</li> <li>● Transition support groups to meet regularly, led by trusted adult and will focus on information gathered from secondary school as well as independent research by pupils using Chromebook.</li> <li>● Secondary staff to visit pupils in current setting.</li> </ul>

- Assessments such as Speech and Language or 6 Core Strengths to be arranged if necessary in order to inform junior school staff.
- Personalised plans to be developed for children with complex needs
- Staff training to take place to ensure that staff are upskilled to meet needs of new cohort
- Consideration given and planning for changes to school site if needed
- Year 3 team to be established
- Regular and frequent visits to the Junior School at mutually convenient times, child to be supported by support staff from Infants or parent.
- KHJS SEND Team to be present for all Summer One Plan meetings.
- Transition booklets and virtual tour provided to Infant school for all pupils in Year 2 – containing photos and names of all staff, rooms and areas of the school. What's different and what's the same.

- Bespoke curriculum to support personal skills, intervention groups, local area walks and secondary based timetabling to begin.
- Families to be supported to access Summer Clubs at secondary setting.