

# PRESFIELD HIGH SCHOOL & SPECIALIST COLLEGE



## Transitions Policy

**Date Ratified:** 6th May 2026

**Date for review:** 6th May 2030

**Signed:**

A handwritten signature in black ink, appearing to read 'K. Higgins', is written over a faint horizontal line.

**Chair of Governors**

Admissions to Presfield School are completed through Sefton Local Authority SEN Department. Pupils are required to have (or be in the process of receiving) an Education, Health Care Plan which details a diagnosis of Autistic Spectrum Disorder or Aspergers. Parent/carer visits are recommended prior to deciding on Presfield as a suitable school for their child. Presfield must then be named in section I of the child's EHCP during the annual review. This process is the same for in year and new intake admissions

Upon receipt of the EHCP the local authority will contact the school to ask if the school can meet the needs of the child outlined in the EHCP. Members of the SLT will read all documentation sent to assess the child's needs. We will usually visit or contact the school to observe the student and speak with other professionals to get a full picture of the child's needs. Following a visit to the school and an assessment of the child's needs, Presfield will inform, by letter, the local authority's SEND department if we feel we can meet the child's needs. There are three criteria which the school uses to determine if we can meet need.

- Unsuitable to the child's age, ability, aptitude or special educational needs
- Incompatible with the efficient education of other children in the school
- Incompatible with the efficient use of public resources.

Sefton SEND department then decides if they wish to allocate a place at Presfield and inform the school and parent of this decision. The school will then contact the parents to begin a transition process.

Arriving at any new school can seem daunting but for students with Autism it can cause great anxiety, so from well before new students start at the school, we work with their current school, post 16 providers and parents to ensure that we make students feel part of any transition process.

**KS2 to KS3 transition:-**The move to secondary school brings many changes - different classrooms and different teachers for each subject, larger building, new travel arrangements and coping with support from unfamiliar teaching assistants. A well-planned transition between primary and secondary phases will help remove any barriers to learning and enable them to reach their full academic potential as well as feeling less isolated.

Our year 7 classes follow a largely primary model with students staying with the same class team for the majority of lessons to reduce transition around the school and potential anxiety this can cause. The classrooms have direct access onto the schoolyard to support students requiring brain or movement breaks. Year 7 have their own toilets situated between the classes to avoid anxiety of going into toilets with older children.

To ensure smooth KS2 to KS3 transition we hope to:

- Visit each child in their current school
- Meet with current teachers and TAs to gain a clear understanding of needs
- Produce a Pen Portrait for each student investing time in getting to know the pupils
- Produce a Learning Support Plan for each student, identifying proactive and reactive strategies to support when student finds a situation challenging
- Produce an informed Risk Assessment from shared information - previous staff who know the child well and the detailed EHCP

- Transfer academic data - including receiving exemplar work from students previous work to aid expectations
- Safeguarding information will be transferred to and from settings inline with Keeping Children Safe in Education guidance, this will be the responsibility of the Designated Safeguarding Lead.
- Collate information about Primary Curriculum coverage to inform our planning, bridge any gaps in learning in order to inform our recovery curriculum.
- Facilitate parent visits with the Head/Deputy
- Facilitate a parent/carer information session with the opportunity for pupils and parents to socialise
- Plan a bespoke transition including:
  - Facilitate graduated student visits with a key member of staff from their current school beginning with a school tour and social session. Students will then visit the Year 7 classroom and engage in a learning session and experience break-time.
  - Students then have the opportunity to engage in an independent morning visit, accessing the classroom with some of their potential September classmates and stay for lunch.
  - Students have a final visit during Sefton Transition week which will be an independent full day in school, engaging in a taster timetable.
  - Transitions take place from early in the Summer term, which allows flexibility to plan a more enhanced and personalised transition process, if a student needs it.
  - Provision of visual support 'who's who' of Year 7 staff and SLT
  - Hear the student 'voice' through initial conversation and written tasks
  - Have a named parental contact to help with the transition process and family experience
  - Provide visual timetables to all students
- Organise a residential during the first year to support friendship groups
- Organise a Meet and Greet event for Parents and Carers in the first half term to discuss how pupils are settling into Presfield life.

**In year transition:-** Students still face great anxiety about starting a new school no matter their age. It is equally important to ensure a well-planned transition occurs if a student is joining the school during an academic year.

Once the school has been confirmed parents will be contacted to start the transition process. For in-year transfers this is a very bespoke process dependent on the students' needs but also taking into account the needs of the class the student will be joining. The class will need to be prepared for change and given opportunities to discuss and understand the change.

To ensure a smooth transition we hope to:

- Visit the child in their current school or at home if a non attender
- Meet with parents, teachers and TA's to gain a clear understanding of needs
- Plan a bespoke transition package for each pupil; this may be enhanced for some pupils.
- Produce a pen portrait for each student
- Transfer academic data
- Facilitate parent visits with the head/Deputy/Head of Sixth form

- Facilitate student visits and stays of increasing length
- Provide a phased entry and taster lessons where appropriate
- Provide a visual timetable
- Provide experience of break and lunch time.

**KS4 to KS5 transition:-** The move from Year 11 to Sixth Form can be quite daunting for students despite the familiarity of staff and school. We understand the need for a smooth transition to at least reduce if not eliminate any worries the student, or parents/carers, may have.

Entry into Presfield Sixth Form follows discussions that take place during the Annual Review process. The school will be named in the students EHCP. Sefton SEN department will then allocate a place. Students will be asked to complete an application form to confirm their interest in a place within our Sixth Form. Once the application form has been completed and submitted then the students will be invited to attend an interview.

To ensure a smooth transition for external applicants we:

- Visit the child in Year 11 or at home if a non attender
- Meet with parents, teachers and TA's to gain a clear understanding of needs
- Facilitate tours of the Sixth Form for parents/carers and students
- Facilitate visits with the Head of Sixth Form

To ensure a smooth transition for internal applicants we:

- Ensure all parents have the chance to discuss the Sixth Form provision and curriculum at KS4 parents evenings and annual reviews with teachers, TAs and current Sixth Form students
- Have a two/three week infill in July for potential Sixth Form students to have a taste of Sixth Form life through the running of the new academic year timetable
- Transfer academic data
- Transfer pastoral care/intervention care and paperwork
- Organise a Meet and Greet evening for Parents and Carers in the first half term to discuss how pupils are settling in to Sixth Form

We also understand that at the end of KS4 it is time for some students to move on to other establishments. This transition can be particularly difficult and we ensure that a well structured and supported transition takes place.

To ensure a smooth transition we:

- Ensure visits to external providers such as colleges and employers take place
- Ensure external providers attend our KS4 parents evenings
- Facilitate meetings with independent career advisors for all year 11 students to ensure they are aware of their options after KS4
- Include a taster carousel for year 11 students at College, where they will participate in College sessions as a group and experience the College environment.
- Help with the application process
- Provide supported individual sessions for students in their preferred destination where appropriate
- Transfer all data
- Meet with external providers, parents and students to discuss the students needs

- Provide a point of contact for the student, parent and external provider in the first year of their attendance at an alternative establishment

**KS5 transition:** - At the end of KS5 students have to make the transition to another establishment, whether that is Further Education, Training or Employment is up to them, however we are here to ensure their transition is as smooth as possible.

To ensure a smooth transition we:

- Ensure visits to external providers such as colleges and employers take place
- Ensure external providers attend our KS4/5 parents evenings and moving on events
- Facilitate extended work placements or college placements for the students to ensure they are familiar with their new environment
- Meet with external providers, parents and students to discuss the students needs
- Help with the application process
- Facilitate visits from external providers to get to know our students in an environment they are comfortable with
- Transfer all data
- Provide all students and new providers with communication passports on how to best support our students on their new journeys
- Complete travel training where appropriate for our students to practice commuting to their new provider/establishment
- Support with travel passes/bank accounts and benefit claims in discussion with the students and their families
- Provide a point of contact for the student, parent and external provider in the first year of their attendance at an alternative establishment

### **Annual Transition to the next year:-**

Students may face anxiety around transitioning into a new year group, even within a school they are familiar with. It is equally important to ensure a well-planned transition to ensure students feel as comfortable as possible entering a new school year.

To ensure a smooth transition, we hope to:

- Share information about the new form team in advance, including a visual support of 'who's who' within the new form team
- Provide a new visual timetable for the upcoming year
- Enable Teachers to visit students in their current classrooms, gaining an idea of how they currently work to the best of their ability
- Enable staff meetings for teachers and TA's to gain a clear understanding of needs
- Enable staff meetings to transfer academic and social data on the students
- Provide a phased experience of the new timetable with taster lessons - time with new staff and peers. Usually within the last few weeks of the academic year
- Update personalised Pen Portraits for each student
- Enable the current form team to update the Learning Support Plan and Risk Assessment for each student, identifying proactive and reactive strategies to support when the student finds a situation challenging
- Ensure new staff have access to and read students EHCP's