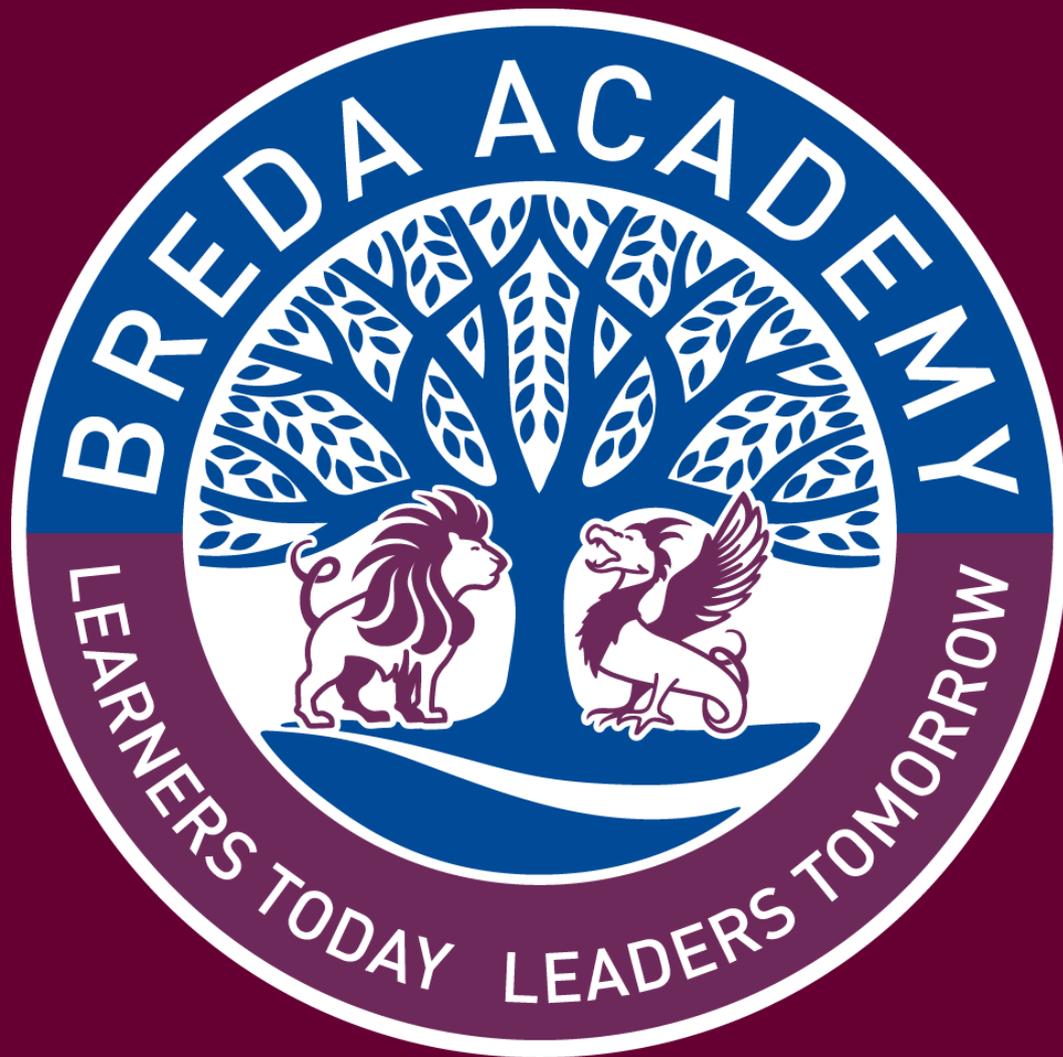


Transition Policy for students with Special Educational Needs and Disability



BREDA ACADEMY

- **Reviewed by the BoG on 27.09.22**
- **To be reviewed again before Sept & \$25**

Transition Policy for Students with Special Educational Needs and Disability

Rationale

At Breda Academy we aim to be a safe, caring community of life-long learners where positive relationships, based on courtesy, commitment and co-operation, enable young people to develop their skills, resilience and confidence for success in life and society.

It is recognised by Breda Academy that although transitions are a regular process rather than a single event in school life and can be exciting for some students with special educational needs and disability (SEND); others will find the experience of moving between various phases more challenging and will require extra support to enable them to make progress within their education.

Therefore, this transition policy will outline the roles and responsibilities involved in ensuring a whole school approach which is designed to support students with SEND in adapting to their new learning environment, so that they can show progress in all aspects of their learning.

Definition

For the purpose of this policy, transition will be defined as ‘means by which children experience a smooth passage from one setting or stage to another’ (Department of Education, 2015)

Policy Aims

This transition policy aims to outline the high quality teaching, learning and assessment strategies identified through whole school planning and advice received from external agencies where appropriate, to support the unique challenges that may be faced when trying to meet the individual needs of students with SEND at the following phases:

- Primary school to Year 8;
- Year group to year group;
- Newly-enrolled students with SEND throughout the school year; and
- Preparation for leaving school

A successful experience of transition at each of these distinct stages will help children with SEND to settle well into the routines and organisation of school life at Breda Academy. The pace and quality of the teaching delivered will ensure that children continue to build upon their prior knowledge and experience so that they can make progress in all aspects of learning and reach their potential.

Equal Opportunities and Inclusion

At Breda Academy, the views of the student with SEND, their parents/carers and staff regarding their thoughts and concerns about transition are actively sought, acknowledged and valued.

By involving students and taking into account the individual needs of the student from their perspective, as well as information obtained from parents/carers, school staff and other agencies, a well-planned and co-designed transition process will help to outline what is expected of them ahead of transition to the next chapter in their learning. This will provide an opportunity to help the student to develop independence and confidence in their ability to manage change within a supportive environment.

Staff at Breda Academy are committed to listening to and working in partnership with parents/carers, to support them in preparing their child with SEND for either beginning or leaving school as well as the movement into the next year group. This facilitates better home-school communication links so that the parents/carers can feel confident about expressing their views and knowing who to speak to if they have any concerns about their child.

Since transition is a process that may pose additional challenges and barriers for students with SEND, teachers at Breda Academy use their professional judgement, skills and expertise in assessing, planning for and using a range of strategies and activities in the best interests of the child. Information, including medical or social services information, is shared with staff, in a sensitive manner and in the strictest of confidence. Transfer of information is in line with the school's Data Protection Policy.

Teaching assistants are included in the development of the transition processes and policy and play a valuable role in supporting the individual needs of students with SEND.

Transition Activities

Staff at Breda Academy in conjunction with students, parents/carers and other professionals where appropriate, have identified the following activities as the best practice that they can offer to support the transition for students with SEND at each of the key phases of transition which are outlined below:

Primary School to Year 8

Lead responsibility: Mrs G Scott, Mrs L Parry and Mr A. Galbriath

This phase of transition is important in creating a positive experience for children with SEND who are starting their post primary education at Breda Academy.

Parents/carers are encouraged to talk to their child about their feelings, regarding school in a constructive manner. They are also advised to help their child set good routines in order to establish independence in preparing for school each day, completing homework and revision so that they enjoy a better school life/balance.

The following activities put the child with SEND at the centre of assessing and planning to build upon the learning experiences that students have brought with them from primary school.

- Breda Academy staff visit to Primary feeder schools to talk to students and their teachers.
- Open night-opportunity for students and parents/carers to visit subject departments, SEND provision is mentioned within the Principal's address. SENCO is available for 1:1 meeting, SEND rooms are on display with material available on all of the support Breda Academy has to offer. SEND students are available for students to speak to and to carry out activities with them.
- Taster days- sports, art and crafts, technology events to assist familiarisation process.
- Breda Academy makes initial contact with Primary school regarding Year 8 intake and to obtain information on any student with SEND.
- Year 8 talk for parents/carers of new students, SEND information provided to parents/carers.
- Information packs provided for parents/carers and students, these include information on subject curricula, extra-curricular activities, school procedures.
- Tour of the school provided for students during familiarisation days, students are provided with a map of the building.

- SENCO uses CTF file that is transferred from Primary school to identify initial concerns and follow up on these where necessary.
- EA correspondence with school regarding students with statements
- SENCO meets individually with parents/carers of statemented students to discuss transition needs, provision and plan to be created.
- Transition photo booklet forwarded to all students. This booklet uses photographs to familiarise students with the school environment and relevant staff members. It holds important information in a simple, visual format on subject curricula, timetable, breaks and lunches, uniforms and what to bring.
- With consent, the SENCO contacts services who are already involved with students who are enrolling in September for information on level of needs.
- Staff are made aware of student's needs, prior to them commencing school, by SENCO and HOY.
- Year 8 students will attend familiarisation days at the start of term with fewer other students in the building to allow students a chance to become accustomed to the school environment and to meet with teaching assistants, if applicable.
- Students with SEND are provided with colour-coded timetables to match the colour-coded school.
- School planners are used to store timetables/contain important information about school policies and procedures and are used for recording and organising home works and things to remember.
- 6th year buddies are assigned to year 8 Form Classes to support transition.
- Identified students will be shown sensory room/quiet room and time out procedures explained.
- Identified students who require a more nurtured environment at unstructured times will be invited to use the Student Support Room, in the mornings, at break times and lunch times. Leaving class early to enter the canteen without other students is offered, if required.
- Parents/carers are invited to attend the Year 8 Parent's Day in the Autumn term. This is an opportunity to meet their students Form Teachers and discuss any concerns.

Year group to year group

Lead responsibility: Mrs L Parry, Mr D McCann

Head of Year for year 9-14

Transitioning to the next class group in September can be a time of anxiety and worry for many students with SEND as they need to get used to new routines, change in some members of staff and the increasing level of difficulty in the work provided as well as expectations about how work should be completed or behaviours accepted within the classroom setting.

The following activities aim to build upon the knowledge of the student and consolidate their attainments to ensure that they enjoy continued success in their learning:

- A meeting is held during the summer term between the student's current head of year and the new HOY.
- Pastoral Intervention Log (PIL) is shared with new HOY/Head of KS
- Information on student's IEPs/Student Passports are reviewed and updated as necessary.

- Parent-Teacher meetings are held throughout the year so that parents/carers can meet the teachers and discuss any concerns.
- SENCO attends all parent meetings
- IEPs are reviewed twice a year, in consultation with student/parent/staff and other professionals involved with the student.
- Students with a statement of SEND will be invited to attend their annual review.

Newly enrolled SEND students throughout the school year

Lead responsibility: Mrs L Begemann, Mrs L Parry, Mr D McCann

Breda Academy offers a warm welcome to students with SEND and their parents/carers who choose to join our school throughout the year.

The following activities aim to provide a supportive environment so that the student feels included and happy about coming to school and parents/carers will feel confident in the knowledge that their child will be encouraged to reach their potential;

- An initial meeting is held between the Principal, Vice Principal, SENCO, parents/carers and the student (if appropriate) to be enrolled.
- Individual tours of the school are offered to incoming parents/carers and students.
- Parents/carers are provided with a copy of the school prospectus.
- Students are given time to settle into their new routines. They will be assessed as necessary by the subject teacher/SENCO.
- Parental permission to access student records from previous school is sought.
- SIMS data passed on from previous school (CTF file)
- Student meets with Head of Year
- Student meets with Form Teacher and new class
- A “buddy” is identified to help the new child to integrate

Preparation for leaving school

Lead responsibility: Ms G Ferguson, Mr D McCann, Mrs L Begemann, Careers Service (NI), Transitions Service (EA)

At Breda Academy, we recognise that some of our students with SEND will face additional challenges in the preparation for leaving school.

The following activities aim to guide the students with SEND through the process as effectively and efficiently as possible so that any concerns can be addressed in a timely manner.

- Students with SEND participate in Learning for Life and Work as part of the curriculum.
- Students with SEND participate in one period per week of Employability
- Students with SEND are invited to careers events throughout their school career. We have established close links with a range of local businesses, training opportunities, further and higher education colleges and universities.

- For students with a statement of SEND, the Education Authority allocated a Transitions Co-ordinator during year 10 who supports the student and parents/carers to help prepare them for making choices for the future.
- During year 11, students will have the opportunity to undertake 'work experience'. Staff will work closely with SEND students to support them in seeking out an appropriate placement, if deemed appropriate, information about how to support the student will be shared with consent with the employer.
- Students with SEND will be given additional support, if necessary, to complete application forms, CV's and personal statements.
- In year 12 students receive a one-one careers guidance interview, firstly with Ms Ferguson or Mr McCann and then with one of our careers advisors.
- All students and parents/carers in years 10-14 can request a careers guidance interview with the careers advisor.
- In year 12, and 14 students will receive extra support and career's guidance sessions to assist with jobs and courses of further study.
- There is a drop-in-session for all students every Thursday at break time in the Careers Suite if additional support and guidance is required.

Monitoring and Review

At Breda Academy, members of the teaching staff have been allocated key responsibilities for each phase of transition. They will collaborate with Mrs Begemann (SENCO) and teaching assistants, to ensure that the processes are supportive and enable transition for students with SEND to be as smooth as possible.

The transition policy will be monitored and reviewed on an annual basis or sooner if required, to ensure that it reflects examples of best practice in meeting the needs of the students with SEND.

Where reasonably possible, the views of the students with SEND and parents/carers, as well as school staff will be sought to highlight areas that are working well together with those which may need strengthened.

The policy is available on Breda Academy's website. A hard copy or one in an alternative format can be made available upon request by contacting Mrs Begemann, SENCO. The contact details are as follows:

Address: Breda Academy
Newtownbreda Road
Belfast
BT8 6PY

Phone number: 02890645374

Email address: lbegemann945@c2ken.net

Documentation

Breda Academy found that the following publications and resources were useful in the development of this transition policy:

Council for Curriculum, Examinations and Assessment:

Key stage 2 to key stage 3 Transitions Guidance (2015)

Department of Education:

The Code of Practice on the Identification and Assessment of Special Educational Needs (1998)

The Special Educational Needs and Disability Order (SENDO) (NI) (2005)

The Supplement to the Code of Practice (2005)

A Resource File for Schools to Support Children with Special Educational Needs (2011)

The Special Educational Needs and Disability Act (NI) (2016)

Education Authority:

Education Welfare Service: Moving Forward

SEND Implementation Team: Transition Training (2019)

Seeking the View of the Child (2019)



Signature – Principal



Signature – Chairperson of the Board of Governors

Date: 27th September 2022