**Children and Families Services
Education**

Transition Programme for Redcar and Cleveland Schools, Settings, Alternative Provision and Colleges

March 2019

Produced Spring 2019.

Foreword

Towards the end of 2018 elected members were becoming increasingly concerned at the relatively poor performance of secondary schools in the borough. This, coupled with the increasingly high numbers of both temporary and permanent exclusions prompted the establishment of a member led task and finish group to look into these matters and to bring forward recommendations.

In the first instance and as part of this work we decided to look into the intractable issue of transition arrangements from primary to secondary education.

Photo: Cllr Ian Jeffrey

It is reported that pupils in English schools are the most tested in western Europe; it is further stated that in comparable schools in China, pupils at the same time on the same day will be receiving identical lessons, that is by rote. Neither would seem acceptable in today's modern environment, indeed, in the mature developed democracies, but not exclusively, there are no tests, no inspections, no early formal schooling and certainly no homework. These regimes are looked on by professionals as examples of best practice.

In Spring 2019, it was reported nine million adults in the UK are functionally illiterate and one in four British five-year-olds struggle with basic vocabulary. The DfE reports that one in five children left primary school last year unable to read or write properly – this in the 21st century and in the 5th richest country in the world, where, as we know, the gap in Health and Wealth inequalities is widening. Clearly something is wrong. In Redcar and Cleveland the outcomes from our primary sector are very high and we hope that the secondary sector will learn from our primary schools to enable a flying start for pupils through this Transition programme.

I would like to record my thanks to the members and officers of the council who participated in this work and also to the schools and other organisations who gave willingly of their time. Above all, however, I would like to thank the pupils who participated; they were delightful and an inspiration to us all.

I trust the incoming administration will continue our work.

Councillor Ian Jeffrey, Chair of the Task and Finish Scrutiny Committee Group.

About this Transition Programme

The need for a clear offer on transition is imperative. We know this from what children and their parents and carers say.

"She seemed to do so well in Year 6 and was really proud of her work but in Year 7 her work is scrappy and her motivation has fallen off."

Parent of Yr 7 pupil.

We know this from what practitioners say.

"I also met with # this morning and discussed the transition form further. We gave it a bit of a dry run with my deputy completing one and this helped to give another perspective. We're keen to help in anyway we can to improve transition outcomes for our children."

Headteacher, Primary School

"I updated the other Heads in our HT Board Meeting. There was a great deal of enthusiasm for working on the development of transition. We all look forward to working with you and others in the future on this."

CEO, Primary MAT

We know this from what research says. Primary-to-secondary transition is regarded as an important time in a child's school career and can have ongoing effects, both academically and socially, even after the transition itself (Fenzel, 2000; Galton et al, 2003; Mullins & Irvin, 2000; Thompson et al, 2003). And as highlighted by Ofsted (2015):

"The importance of a good start to a pupil's secondary school education cannot be overemphasised. Too many secondary schools did not work effectively with partner primary schools to understand pupils' prior learning and ensure that they built on this during Key Stage 3."

In 2015, a partnership between the Local Authority and schools in Redcar and Cleveland began the journey towards a shared vision for transition, particularly between KS2 and KS3, that would effectively address these issues. The work resulted in the following aims being agreed:

Redcar & Cleveland Transition Universal Offer of Entitlement – Draft Aims:

- ensure continuity and progression in learning as part of school improvement and raising the achievement of children
- promote mutual respect, partnership and professional development within and between schools and teachers across the local educational community
- ensure that educational programmes include curricular and organisational arrangements for transfer
- reduce underachievement and disaffection due to the problems of transition
- ensure effective deployment of resources and support staff across the family of schools
- encourage best practice in the transfer and use of data between schools
- build on the existing strengths of schools through local ownership,
- commitment and the further development of an integrated programme of school improvement
- share best practice between all schools with a particular focus on transition between Key Stages but also with a general focus on mutual support
- recognise shared responsibility for the educational community and to enable participation and contribution beyond traditional boundaries
- contribute to service change and the development of a focus on learning and learner need

In autumn 2018, these aims were revisited with the intention of forming a transition programme for all Redcar and Cleveland settings, including to Alternative Provision for our most vulnerable pupils.

The intention was to set out the crucial elements of a transition programme which states the following key essential ingredients of a transition agreement:

1. What information about pupils is going to be shared between primary and secondary partner schools. This information will need to include:

   * coverage of the curriculum
   * academic attainment
   * special educational needs, children in our care and vulnerabilities information
   * relevant family information including information regarding early help or social care engagement.

2. When information is to be shared to enable adequate time for provision to be made and individual pathways to be planned. Children could be ragged for vulnerability and transition activity could start from Year 5 onwards.

3. What shared activities will take place to enable classroom practitioners to understand pupil starting points. This could include shared projects or the simple hand over and use of common exercise books.

4. When familiarisation activities between schools take place to enable joint planning between schools and adequate opportunities for children to be mentored and inducted into their new environments.

5. Shared professional development opportunities such as routine joint moderation, creatively planning schemes of work to build on from previous learning and training events in quality first teaching to meet the specific special educational needs of young people or the needs of other vulnerable pupils.

This is to make certain that there is a consistent transition offer for all the pupils across the local authority and that we all work collectively to develop greater understanding so that pupils get off to an exceptionally good start within the next phase of their education to support better outcomes.

The content of the following programme has been created through discussion and collaboration through a wide range of forums and working groups. It has been led by a Task and Finish Group of the Scrutiny Committee in Redcar and Cleveland Council who are determined to add their leadership to raising standards in the Borough and enabling the high performance of the primary school cohorts to develop into better secondary attainment.

To inform this Transition Programme and seek agreement from all stakeholders the following discussion sessions have been held:

- Scrutiny Task and Finish Group 1.11.18
- Strategic Education Board 30.11.18
- Primary Leadership Forum 4.12.18
- Education Improvement Partnership 6.12.18
- Scrutiny Task and Finish Group 17.12.18
- DfE Opportunity North East discussion 11.1.19
- Practitioner Working group meeting 15.1.1
- Practitioner Working Group meeting 24.1.19
- Visits to schools by councillors in January 2019
- Strategic Education Board 29.1.19
- Task and Finish Group 31.1.19
- Education Improvement Partnership 7.2.19
- Governors' Association Meeting 14.2.19
- Scrutiny Task and Finish Group 1st March with Senior HMI in attendance
- Primary Leadership Forum 6.3.19
- Meeting 12.3.19 with Department for Education and Opportunity North East regarding Transition strand
- Task and Finish Group 18.3.19.

The Transition Document

The key information exchange between schools when pupils transition is a crucial element of this programme.

It has been widely recognised that the richer the information, the better start a pupil will have as their pastoral, academic and social needs will be better planned for and met.

This programme has worked extensively to create a document and process that exemplified best practice, was accessible and useful as well as being mindful of work load. The implications for GDPR and confidentiality were also scrutinised.
The resulting agreement has been to use an excel spreadsheet with information that is manageable and meaningful to impact on a flying start for pupils.

The KS2-KS3 Excel Transition Document

Secondary colleagues should pre-populate the Excel Transition Document with the following information before it is forwarded to primary settings:

* Pupil Surname
* Pupil UPN
* Pupil forename
* Pupil DOB
* Pupil Gender
* Current Primary
* Pupil address
* Pupil postcode
* Home language
* Parents speak English at home
* Parents speak English proficiently
* Ethnicity
* Religion

Primary colleagues should complete the following information:

* PPG (Pupil Premium Grant)
* FSM (Free School Meals)
* Child in our Care (LAC)
* Date of next PEP (Personal Education Plan)
* Previously a Child in our Care (Previously LAC)
* Young Carer
* CiN (Child in Need) CP (Child Protection) – last CiN CP meeting – social worker
* Active Early Help
* If previous Early Help date case closed
* Any other external agencies involved
* EAL (English as an Additional Language)
* Any parental/family issues to be aware of
* Attendance %
* Attendance additional comments
* Punctuality
* SEN (Special Educational Need) status
* Date of next EHCP (Educational Health Care Plan) /SEN (K) support plan review
* Primary area of need
* Costed provision total
* Pupil taught in Primary Resource Base
* Wave 3 interventions
* Individual transition plan required
* Social/learning behaviours
* Behaviour additional comments
* Number of days excluded in last 2 years
* Redcar and Cleveland Inclusion Team involvement
* Pupils to avoid grouping with
* Friendship group
* Predicted attainment
* General level of confidence in learning
* Exam arrangements required
* MFL (Modern Foreign Languages) studied
* Additional academic comments
* Pupil interests
* Extra-curricular activities attended
* Siblings at receiving school
* Parents easy to contact

Many of these columns have a drop-down function that can be used to complete the information.

The KS4-KS5 Excel Transition Document:

An excel spreadsheet is designed to be completed by the secondary school and sent to all Post 16 providers in the Local Authority for every Yr11 student. The following information is included on the sheet:

* Secondary School
* Pupil Name
* % Attendance
* LAC
* Adopted from Care
* FSM
* Armed Forces
* Social Work Intervention
* EHA in Place
* SEN Support
* EHCP
* Counselling and or CAMHS support
* Exam Concessions
* Any Relevant Information

The Mid Year Transfer Word Document:

To be completed by previous school within one week of transferring to new setting. For secondary pupils this should include the Redcar and Cleveland mid-year transfer passport.

All relevant work to be transferred to new setting **within** two weeks of transfer.

The Alternative Provision Transfer Word Document:

Setting to complete when sourcing support from an Alternative Provision

Pupil Placement Panel Word Document:

Setting to complete when sourcing support from the LA PRU

All documents are available in the appendices.

Data Protection

Each school will set out in their Privacy Notice and General Data Protection Regulations (GDPR) Data Protection Policy:

* The categories of pupil information they collect
* The lawful basis they collect this information
* How they collect pupil information
* How they store pupil information
* How they share information
* How they handle requesting access to information
* The basis on which they process any personal data
* How everyone handling such data adheres to the data protection principles set out in Article 5 of the GDPR and section 83-89 DPA 2018 and their compliance with these principles.

Principle 6 states: personal information should be processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures (integrity and confidentiality). It is therefore a matter of course that each school takes sufficient precaution to meet this principle when sending or receiving personal data.

GDPR (Written signed consent Post 16 Transition)

It is a misconception that consent from parents is required for transfer of information at the point of Post 16 Transition. Consent is required from the young person only, from the age of **13 years** as stated below.
The final UK Data Protection Act 2018 was adopted (received royal assent) on 23 May 2018. Section 9 of the UK Data Protection Act sets the age of child consent with regard to information society services at 13 years. According to the Explanatory Notes on the Act, this decision is "in line with the minimum age set as a matter of contract by some of the most popular information society services which currently offer services to children (e.g. Facebook, WhatsApp, Instagram)." Moreover, the explanatory note also provides that "as long as a child is capable of understanding the processing to which they are consenting and is capable of making a free and informed decision, then it is considered that the child is capable of consenting to any processing of personal data." Parental consent is required where not capable of the above.

Information Sharing Timeline for KS2-KS3:

KS2	Whilst pupils are in Y5:	Whilst pupils are in Y6:
September	Primary SENCO starts: a) Seeking permission from parents for secondary colleagues to attend Y6 EHCP review and Y6 SEN support plan review. b) Begins to seek additional advice/information to support the preparation of individual pupil's transition into Y7 (SEN; Children in our Care and vulnerable pupils).	
February		Primary designated teachers contact secondary designated teacher to make them aware of: ∗ Children in our Care and any specific attachment issues; ∗ CIN and CP ∗ This will include date and invitation to next PEP; CIN; CP meetings.
March		∗ Primary SENCO (Special Education Needs Co-Ordinator) to confirm EHCP and SEN support plan review meetings with Secondary SENCO ∗ Secondary Transition leads to prepopulate the excel Transition document – forward to primary schools. ∗ Primary staff to complete and return the excel Transition document - transition meetings between Secondary and primary colleagues begin.
May		∗ Transition planning meetings between Secondary and primary colleagues conclude.

June		* Resource Base; EHCP; Children in our Care and any other pupils identified as vulnerable start individual transition visits. * Planned familiarisation activities
July	Primary SENCO informs secondary SENCO of: * Y6 EHCP reviews (including pupils in Resource Bases) Based on parents preferred Secondary choice. * Y6 SEN support plan reviews	* Primary schools pass on independent pieces of written work to Secondary. * Transition week - final week in academic term.

Whilst Pupils are in Year 7

September	* Secondary Senior Management Team (SLT) ensure that all required UPN data is entered within the DFE Analyse School Performance to utilise the 'Question Level Analysis' enabling the correct use of data to enhance Yr7 Catch Up within English and mathematics.
October Marking	* SLT Identify the drop in any progress from starting points - identify processes to close this gap rapidly by the Autumn Half Term.

Information sharing timeline for KS4 to Post 16:

KS4	Whilst students are in Y9-Y11:
Yr9 and EHCP Reviews	* Career Events/Gatsby Secondary SENCO: * Arrange for careers advice and instigate Post 16 discussions.
Yr11 September Onwards	* Open Evenings at Post 16 providers * Careers events at Secondary settings
September	Secondary SENCO starts: * Seeking permission from parents for Post 16 colleagues to attend Y11 EHCP review and Y12 SEN support plan review. * Begins to seek additional advice/information to support the preparation of individual young person's transition into Y12 (SEN; Children in our Care and vulnerable pupils).
February	* Secondary designated teachers contact Post 16 designated teacher to make them aware of: * Children in our Care and any specific attachment issues; * CIN and CP This will include date and invitation to next PEP; CIN; CP meetings.
During Y11	* Secondary SENCO to confirm EHCP and SEN support plan review meetings with Post 16 SEND Lead Students to sign GDPR forms to agree to data release to Post 16
February/March	* Secondary Transition leads to prepopulate the excel Transition document – forward to Post 16 Providers.
May	* Transition planning meetings between Secondary and Post 16 colleagues conclude.
June	* Alternative Provision; Resource Base; EHCP; Child in our Care and any other students identified as vulnerable, start individual transition visits. Planned familiarisation activities
July	* Bridging/Transition activities at Post 16 provision begins

15	**Whilst Students are in Year 12**
September	* Shared data of students who do not attend Post 16 provision will be destroyed. * September Guarantee completed and to the DFE about Post 16 Destination.

Familiarisation Activities

These activities include:

* Induction visits and Induction Week.
* Professional transition discussions and planning.

They support receiving practitioners to understand a pupil's starting place at the point of transition and the pupil to have greater understanding of expectations and procedures within their new setting. They also allow for receiving practitioners to have a deeper understanding of a pupil and aspects that may affect a pupil's wellbeing – the promotion of which is vitally important to ensure that pupils achieve their full potential (Barnes M. Harrison E. 2017).

KS2 to KS3 Familiarisation Activities

Secondary schools should continue to prepare all pupils – but particularly the more vulnerable pupils they are receiving by making certain that they understand the following:

* Behaviour Policies
* Timetables
* Tutor time/house systems
* Libraries
* Uniform - including PE equipment
* Planners
* Independent travel
* Homework expectations
* School Nurse (location)
* How unstructured periods within school are organised
* How pupils choose and pay for their lunch
* How to move around the school site

These learning opportunities should be carried out in a planned induction programme.

KS2 to KS3 Transition Induction Week

Historically in Redcar and Cleveland Year 6 pupils have been offered a variety of induction weeks towards the end of the summer term. Where primary settings send their pupils to a range of different secondary settings, this has been hard to manage and has proved logistically difficult.

It has been agreed, therefore, that one week induction period to further familiarise pupils with their new setting will be planned for the **vast majority of pupils** in the final week of the summer term. This means that after leavers' assemblies in Yr6, pupils will not return to their primary setting.

Secondary settings should provide an 'induction week programme' to pupils in Year 6 prior to this Induction Week.

KS4 to Post 16+ Transition Activities

There are several groups of young people that will need a carefully planned, individualised and longer familiarisation period with their new setting. These include (but are not limited to):

* Resource Base pupils
* SEND pupils
* Children in our Care
* Vulnerable pupils

Transition Activities to Understand Pupils' Starting Points

The purpose of a transition activity is to ensure practitioners have an example of the work the pupils are capable of and an understanding of expectations in attainment levels.

Given the complexity of some secondary schools receiving pupils from many primary partners the decision taken was to ensure this aspect of the programme was as simple as possible.

Therefore, a single piece of independent written work will be selected by the primary schools for each pupil. This will be an extended piece of writing which may be from a foundation subject or a piece of English work.
Each Year 7 secondary teacher will ensure there is a copy of this piece of written work stuck in the front of all the pupil's secondary exercise books.

This will evidence:

* the pupil's use of presentation and handwriting
* the pupil's use of punctuation and grammar
* the complexity of the use of vocabulary
* the pupil's ability to write cogently over several paragraphs
* the pupils' ability to manage content within the text.

This evidence will serve as a prompt to the pupil to maintain their high standards and achieve more.

This will also serve as a benchmark for the secondary practitioner to ensure standards are maintained and the pupil makes progress from this starting point in all the elements above.

Primary to Secondary transition - Cohort Curriculum Overview

Primary settings should provide a cohort curriculum overview to secondary colleagues. This can be attached to the Excel Transition Document or handed over during professional transition meetings.

The Curriculum Overview sheet is available in the appendices
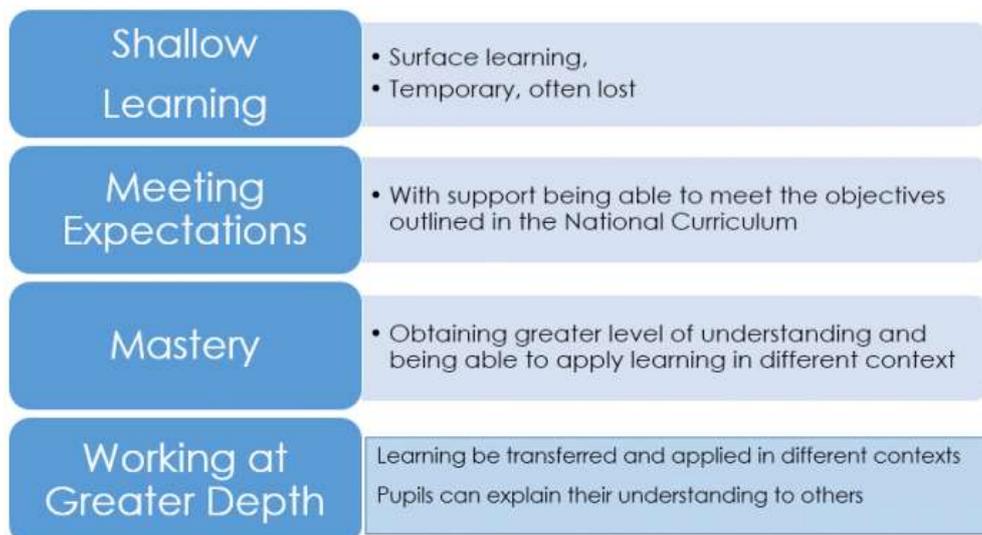
Shared Professional Development

The aims of the shared professional development offer are:

* To further strengthen professional knowledge and understanding of the standards expected and achieved by our primary pupils.
* To build ever stronger links between the key stage 2 and key stage 3 curriculum so that learning is seamless and good rates of progress are maintained.
* To continue to develop professional expertise to support vulnerable learners in the lead up to, during and post transition so that their needs are well met effectively and they are able to access learning and achieve well.

To achieve these aims the central programme of shared professional development will include (but is not limited to) a focus on:

* Joint Standards and Testing Agency (STA) moderation sessions
* Joint subject twilight sessions
* KS2 to KS3 scheme of work planning
* Special Educational Needs.

Secondary subject leads will form collaborative working parties with primary colleagues to develop schemes of work (SoW) to engage pupils in a curriculum that is broad, dynamic and fast paced and builds on the robust outcomes of KS2. This curriculum will be developed to include all learning levels:

Shallow Learning	• Surface learning, • Temporary, often lost
Meeting Expectations	• With support being able to meet the objectives outlined in the National Curriculum
Mastery	• Obtaining greater level of understanding and being able to apply learning in different context
Working at Greater Depth	Learning be transferred and applied in different contexts Pupils can explain their understanding to others

An example of the Primary and Secondary shared professional development:

Primary and Secondary shared professional	
September	Local Authority to circulate invitations to: ∗ STA moderation meetings. Focus Eng reading or writing at expected standard and greater depth standard. ∗ Joint twilight sessions. Foci: 1. Spelling, grammar, punctuation expectation; link into writing and link between KS2 and KS3 curriculum. 2. Mathematics at expected standard and greater depth. ∗ Primary and Secondary – scheme of work (2018-2019 – English reading/writing).
October	∗ STA moderation meeting (English reading or writing) Y6 and Y7 colleagues
December	∗ EXAMPLE Joint subject twilight session – spelling grammar and punctuation – Y6 and Y7 colleagues.
January	∗ STA moderation meeting Y6 and Y7 colleagues
February	∗ SENCO cluster meetings ∗ EXAMPLE Joint subject twilight session – Y6 maths (expected and greater depth) – Y6 and Y7 colleagues.
March	∗ STA moderation meeting Y6 and Y7 colleagues
April	∗ STA moderation meeting Y6 and Y7 colleagues.
May	∗ SENCO cluster meetings
July	∗ SENCO conference

AT ALL POINTS OF TRANSITION

Special Educational Needs

Preparing for effective transition of young people identified as having special educational needs sits within existing national and local policy and guidance (Special Educational Needs Code of Practice: 0-25 Years January 2015, The Redcar and Cleveland Way to Success for All SEND Provision; All Age Transition Planning Guidance).

During transition meetings all colleagues should ensure that they share and provide copies of the following:

* the pupil's personal chronology
* the pupil's EHCP
* the pupil's SEN support plan and interim EHCP support plan
* the pupil's costed provision map
* academic Progress
* any relevant risk assessment
* any professional reports – Educational Psychology; CAMHS; Paediatrician; Specialist teachers; Other (e.g. school nurse)
* completed local authority behaviour checklist if required.

The Behaviour Checklist is available in the appendices.

Children in our Care and Children who were previously in our Care

The Designated Teacher is fundamental to helping pupils who are in our care or who have experienced care make a successful transition between settings. Any transition of this group of pupils should include:

* efficient transfer of the pupil's PEP between settings
* the pupil's EHCP and any interim planning
* the pupil's SEN support plan
* the pupil's costed provision map
* academic Progress
* attendance of key staff from the receiving school at the pupil's final PEP and Child in our Care review (LAC review) in year 6
* transfer of information around how PP+ has been used to support the pupil.

The receiving setting should determine, during the professional transition meeting, any concerns around mental health of the pupil and any specialist services involvement either current or historical e.g. CAMHS, educational psychologist.

The receiving setting should then identify any staff training needs in regard to any specific needs of the pupil. The setting should seek to liaise with the Virtual School for support and guidance around staff training.

The Designated Teacher of the receiving setting should seek to develop quickly a deep understanding of the specific needs of the pupil transferring into their setting and develop an appropriate transition plan for the pupil. They should share key information and the transition plan with appropriate staff within the setting prior to the Transition Induction Week. The plan should include proactively building strong links with the Virtual School, social worker, carers and other services involved with the young person.

Further guidance can be found in the appendices.

Pupils not identified as Special Educational Needs but identified as having vulnerabilities

There are various groups of pupils that could fall under this umbrella, whether as a result of being in care, because of mental health issues, poverty or their ethnic characteristics for example. For the purposes of this Transition Programme we define pupils with vulnerabilities as those that are at risk of harm, either physically or emotionally due to their particular needs or circumstances.

Pupils identified as having vulnerability but who are not special educational needs should be highlighted to colleagues during transition meetings. It should be made clear:

* The nature of the vulnerability.
* Any intervention work carried out with the pupil to date and its impact.
* The pupil's particular circumstances.
* Any involvement with supporting local authority services (e.g. Inclusion Team), health or other services (including community based organisations).

Pupils with mental health issues

Beyond factors described above, specific triggers are associated with the potential development of mental disorders in pupils. Some of these common triggers relate to the transition between phases of education as well as additional triggers: exam stress, family and relationship stress including domestic violence, sexual health and relationship difficulties. These can manifest in perpetuated negative thought processes for example depression and anxiety (Newham et al 2017).

It is vitally important that leading up to, during and post the 'transition period' that these pupils have been correctly identified and supported to develop their resilience. Therefore, the pupil's current setting needs to begin to identify this group of pupils as early as possible so that prompt intervention, access to effective support and care can be implemented. It also necessitates receiving settings ensuring that effective support and care is available during the transition period and beyond.

In all the above cases it is vitally important that:

* Information passed between settings is of the highest quality and comprehensive.
* A personalised written transition plan is discussed with parents/carers and the pupil (if applicable) the current setting and the receiving setting.

   Consideration should be given to what enhancements the pupil will require in addition to what will be provided for all others. This may involve:

* very small steps
* a gradual approach
* introduction to key people
* additional, well planned visits
* time spent in the new environment (for children transitioning from a Primary Resource Base this **must** include experience of working within a whole class situation)
* photographs of key people and the environment
* a transition book
* access to lessons of particular interest.

Pupils with medical needs

Pupils identified as having a medical need should be highlighted to colleagues during the transition meetings. It should be made clear the nature of the medical need and a copy of the health and care plan provided.

Asylum Seekers and Refugees

Article 28 of the United Nations Convention on the Rights of the Child (UNCRC) recognises the right of the child to an education. In England, education is compulsory and it can be provided at school "or otherwise" (as set out in the 1996 Education Act, section 7). Asylum seeker and refugee children aged 5-16 have exactly the same entitlement to full-time education as other UK child and economic migrant. This rule applies equally across maintained schools, academies and Free Schools.

Refugee and asylum seeking children have equal access to the full curriculum, appropriate to their age, ability and aptitude and any special educational needs they may have. They are admitted to our schools/academies using the same local authority criteria as applies to any other child seeking a school place. Admissions into our post 16 provision are the same as for any other student but considerations around funding may be discussed during the process.

It is important to remember that asylum seeking and refugee children have often had an interrupted education. Some will have never attended formal education, so you might need to take steps to make the mainstream curriculum offer accessible for them. The British council website can provide additional information

https://www.britishcouncil.org/voices-magazine/english-language-teaching-migrants-refugees

It is also important to remember that asylum seeking and refugee pupils are very vulnerable, they may have experienced emotional or mental health problems, discrimination and racism. Pastorally, an asylum seeking or refugee child will need a safe and supportive environment, both physically and emotionally. Many refugees have come from unstable social situations and have high levels of anxiety or emotional distress as a result of the trauma of leaving their home country and their initial experiences of the host country. Some asylum seeking and refugee children may exhibit behaviour which can be related to their recent experiences. These behaviours can be disruptive, emotional, social or learning-related. Such behaviours are equally associated with SEN and mirror other social, emotional and mental health difficulties, requiring schools to be measured about the cause so that the right support can be provided.

Asylum seeking and refugee children can also experience racism, bullying and discrimination within and outside school. It is important that pupils and staff are

clear that this is unacceptable and that they must report any incidents promptly.

If a child is an unaccompanied minor, the Designated Teacher for Children in our Care should be invited to the admissions meeting and be fully involved in any subsequent meetings. There is also a dedicated social worker for unaccompanied minors within the local authority who identify the children and work in partnership with Virtual Head Teacher to ensure that they access the appropriate educational setting.

Additional advice can be found in the Appendix

Oversight of the implementation and effectiveness of the Transition Programme

The responsibility for driving the Transition Programme full implementation across the local authority will be the responsibility of the Local Authority Education Service. Oversight of this implementation and its effectiveness will be held by the Strategic Education Board who will report through to Scrutiny. The members of this body are ambitious for all pupils and have a commitment to continuous improvement that enables all our pupils to achieve the very best outcomes. The oversight of the implementation and effectiveness of the Transition Programme will be conducted with good judgement, resilience and determination.

Monitoring of the implementation and effectiveness of the Transition Programme

To inform the oversight body the Local Authority's Education Service will gather high-quality objective data and a full understanding of the views of pupils, staff, parents and carers with regards to evaluating the impact of the Transition Programme. This will include (but is not limited to):

* Personal views from key people. This may include technological ways to gather feedback e.g. Survey Monkey.
* The number of settings that implemented the Transition Programme.
* The progress of pupils as they proceed through their secondary education from their primary starting points.
* Exclusion and attendance data gathered in the autumn term.

The outcomes of these exercises will be presented as a quarterly report to the oversight body. This will allow the oversight body to explore the take up and effectiveness of the Programme and make recommendations to that can then be implemented in a timely manner and shared with settings.

In respect of aim 5 of the Transition Programme 'shared professional development' the Local Authority's senior advisory teachers will gather feedback throughout the year and will report to the oversight body in the summer term. They will make recommendations on how this element of the Programme can be improved or built upon for consideration by the oversight body. The Transition Programme will be kept under review and updated against its effectiveness to meet its five core aims.

Appendices

The KS2-KS3 Transition document:

The KS2-KS3
Transition document

The KS4-KS5 Excel Transition Document:

Post 16 Transition
Spreadsheet.xlsm

The Mid Year Transfer Passport:

Redcar and
Cleveland Borough Co

The Alternative Provision Transfer Word Document:
Pupil Placement Panel Word Document:

Transition Info YP
into AP.docx

TOR Pupil
Placement Panel.doc

Local Authority Behaviour Checklist:

Local Authority
Behaviour checklist.d

Primary Cohort Curriculum Overview:

Primary Curriculum
Overview.docx

The Designated teacher for Looked-after Children and Previously Looked-after Children:

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EHCP Post 16 Transition Documents:

Transitions
Information booklet

Preparation for
Adulthood checkilst

Preparing for
Adulthood careers f

Example of Post 16 Data Consent Letter:

Transition Data
Consent Letter.docx

Example of Destination Consent Letter:

Destination
Consent Form Exam

Additional advice Asylum Seekers and Refugees:

Additional advice
asylum seekers and r

Glossary:

Academic Attainment	This is the extent to which a person has achieved their short or long-term educational goals, cumulative assessment and completion of educational benchmarks such as Key Stage Testing represents academic attainment.
Achievement	Despite, and perhaps because of its amorphous nature, the term 'academic achievement' is one of the most widely used constructs in educational research and assessment within Education. It is used here to describe a range a milestones of the young person.
Benchmark	Benchmarking in education occurs when measurable standards are set for learning. For example, benchmarks might be set for the concepts that must be mastered in each grade. They might also be used to see where an individual, class, or even school ranks in comparison to others.
CAMHS	Child and adult mental health services.
Children in Our Care (CioC)	A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. Looked after children are also often referred to as children in care, a term which many children and young people prefer.
Child in Need (CiN)	A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.
Child Protection (CP)	Child protection is the protection of children from violence, exploitation, abuse and neglect. Child protection systems are a set of usually government-run services designed to protect children and young people who are underage and to encourage family stability.
Costed Provision Map	Provision Mapping is a succinct and inclusive way of showing the range of provision available to pupils throughout the school. The provision map describes the provision the school will make each year for pupils with Special Educational Needs and disabilities. The purpose of this Costed Provision Map is to describe the additional provision/support currently being offered to an individual child or young person and detail the costs of this provision.
Designated Teacher	The Designated Teacher should be a central point of initial contact within the school. This helps to make sure that the school plays its role to the full in making sure, arrangements are joined up and minimise any disruption to a child's learning. This involves, working

	with VSHs to promote the education of children in our care.
Early Help	Early Help means acting to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood, and applies to any problem or need that the family cannot deal with or meet on their own.
Educational Health Care Plan (EHCP)	An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.
Educational Psychology	Education and psychology aim at the same thing-behaviour of the individual. Educational psychology has two dimensions Education and Psychology. It is the scientific study of human growth and development, heredity and environment, maturation and learning which have immense significance from the educational point of view.
Educational Psychologist	Educational psychologists work within local authorities, in partnership with families and other professionals, to help children and young people achieve their full potential. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning.
Exam Concessions	Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way, Awarding Bodies, will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.
External Agencies	Community partners supporting the curriculum or wishing to support the learning of children and young people as either an approved support agency authorised to work in schools or an external provider.
Free School Meals (FSM)	FSM are a crucial entitlement for families living in poverty. They help to ensure that children from the lowest income families get a nutritious meal in the middle of the day.
Gatsby	The Gatsby Benchmarks originated in a research report (Good Career Guidance) from the Gatsby Foundation in 2013. The report was commissioned by Lord Sainsbury and Sir John Holman was appointed to lead a research team to focus on international

	evidence for 'what works' in career development. The benchmarks define world-class career guidance, every young person needs high-quality career guidance to make informed decisions about their future.
General Data Protection Regulations (GDPR)	The General Data Protection Regulation (GDPR) is a legal framework that sets guidelines for the collection and processing of personal information of individuals within the European Union (EU). GDPR came into effect across the EU on May 25, 2018.
Graduated Approach	SEN support should arise from a four- part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.
Inclusion Team	The term inclusion captures, in one word, an all-embracing societal ideology. The Inclusion Team works with individuals with educational needs, inclusion secures opportunities for a young person with needs to learn alongside their peers in general education classrooms and alternative provision.
Joint Moderation	This is the process used to standardise the marks given by schools for coursework and controlled assessments. Two or people or organisations come together to complete the process.
Key Stages	The precise definition of each of the main 5 Key Stages is age-related, incorporating all pupils of an age at the beginning of each academic year. Key Stage 1 – ages 5-7 (Years 1 and 2) Key Stage 2 – ages 7-11 (Years 3-6) Key Stage 3 – ages 11-14 (Years 7-9) Key Stage 4 – ages 14-16 (Years 10-11) Key Stage 5 – ages 16-18 (Years 12-13)
Mental Health	Mental health is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.
Mid-Year Transfer	Transferring from one academic setting to another in the middle of the academic year.
Pastoral Needs	This is a complementary practice; it is policy and practices fully integrated throughout the teaching and learning and the structural organisation of a school to effectively meet the personal, social (wellbeing) and academic needs of individuals.
Personal Education Plan (PEP)	All Children in our Care (LAC) have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them. The Personal Education Plan (PEP) is a legal part of the Care Plan; which is a statutory requirement for LAC from a child of 3 years if in education provision up to the age of 18.

Pupil Premium Grant (PPG)	The Pupil Premium was introduced by the DFE in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM.
Primary Area of Need	The Department for Education has identified four broad areas which cover a range of needs: ∗ Communication and Interaction ∗ Cognition and Learning ∗ Social, Emotional and Mental Health Difficulties ∗ Sensory and/or Physical Needs
Primary Resource Base	A mainstream school has a special "unit" or "resource base" on site so children with SEND can receive specialist teaching but also access mainstream resources and mix more widely with their peer group.
Privacy Notice	A privacy policy is a statement or a legal document (in privacy law) that discloses some or all of the ways a party gathers, uses, discloses, and manages a customer or client's data. It fulfils a legal requirement to protect a customer or client's privacy.
Professional Development	Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage.
Quality First Teaching	Children/young people under 'SEN support' receive 'high quality teaching that is differentiated and personalised [to] meet the individual needs.
Schemes of Work (SoW)	A scheme of work is a guideline that defines the structure and content of an academic course. The scheme of work is usually an interpretation of a specification or syllabus and can be used as a guide throughout the course to monitor progress against the original plan.
School Improvement	School improvement is mainly concerned with the processes through which schools can raise standards: the changes they can make and the strategies they can use to improve pupil outcomes.
SEN (Special Educational Needs)	A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. For a child under two years of age, special educational provision means educational provision of any kind.
SEND (Special Educational Needs and Disabilities)	A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.
SEN K (Special Educational Needs Support)	The SEN support, a plan that school or local college will use to ensure a child or young person's needs are met (where an EHC Plan is not required)

Special Education Needs Co-Ordinator (SENCO)	A SENCO is responsible for the day-to-day operation of the school's SEND policy. All mainstream schools must appoint a teacher to be their SENCO this person is normally a member of the SLT.
SENCO cluster meetings	Group cluster meetings are organised as an opportunity for SENCOs in the local area to get together to informally discuss and share good practice/issues relevant to their setting. It is hoped that the meetings will also provide opportunities to moderate and assess together current issues.
Social Care Engagement	Is the young person accessing social care defined as the provision of social work, personal care, protection or social support services to children or adults in need or at risk, or adults with needs arising from illness, disability, old age or poverty.
Social Needs	The five stages in Maslow's hierarchy of needs in order from lowest to highest level include physiological, safety, social (love and belonging), esteem, and self-actualization. Each need must be met from lowest (physiological) to highest (self-actualization).
Standards and Testing Agency	The Standards and Testing Agency (STA) is responsible for developing and delivering all statutory assessments for school pupils in England. It was formed on 1 October 2011 and took over the functions of the Qualifications and Curriculum Development Agency.
Transition	Two words 'Transfer' and 'Transition' are used interchangeably to refer both to the young people's move out of one school system and into another, or within the same school between different years, or within the same year between one setting and another.
Virtual Head Teacher	Virtual school heads (VSHs) are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.
Virtual School	The Virtual School does not exist in real terms as a building, and children and young people do not attend. It is a service provided by dedicated professionals within the Children, Schools and Families Directorate whose work is to promote and co-ordinate educational support for Looked After Children and Care Leavers to succeed at nursery, school, college and university; wherever their place of learning.
Wave 3 Intervention	Wave 1 describes quality inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to

	work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs. Programmes such as ELS or Springboard would be regarded as Wave 2 interventions. Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.
Young Carer	A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled or misuses drugs or alcohol.

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