

PARKVIEW ACADEMY

TRANSITION POLICY

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What is transition?

In this policy the term “TRANSITION” refers to a life change that students will go through when they leave ALP Schools to attend another educational setting.

Aim of this policy

This document focuses on the transition from one educational setting to another. It is defined as the process where policy and practice has been adapted to support students in settling into their new learning environment in preparation for future learning and development.

We understand the importance of ensuring transitions procedures are flexible and meet the individual needs of our students.

At ALP Schools we want our students to experience a smooth transition to their next provision. We recognise that students can be vulnerable at stages of transition and so we implement a range of strategies and activities to ensure a smooth and happy transition.

We will make every attempt to ensure that parents are involved at every stage of their child's transition to other provisions.

Moving from one school or setting to another can be stressful, and while all children and young people benefit from positive experiences of transition, some require additional support.

Children and young people with special educational needs and disabilities (SEND) often find transition more challenging than their peers.

This quick guide has some suggestions for what 'feeder' and 'receiving' settings can do to ensure that the transition is as smooth as possible for this group.

Discussions and the collection of information will focus on the whole child and not just child development or academic achievement e.g. routines, interests, family circumstances, relevant medical information, alongside any additional needs.

Transition Support

All students will be supported throughout the transition plan.

The use of in house support will be offered regularly and all students will be supported by relevant external agencies with regards to EHCP and, where required, early meetings will be convened to enable a smooth transition.

A 'Transition Pack' offering external support services will be given to students before they leave.

Transition Support for Looked-after Children

When a Looked-after child moves from ALP Schools to a different school the designated teacher and Careers adviser should meet with the new school to start the transition. An introduction to that pupil should be given to the new designated teacher at the school or college and any support staff that will be involved with the transition. Once the initial visit has been done the ALP Schools designated teacher will do an introduction email to the looked-after child's IRO, Social Worker, Carers and the new designated teacher. This email will include an invitation to the looked-after child's last PEP and LAC review that will be held by ALP Schools, they will also be invited to a transition meeting. Taster days for the looked-after child should be set on a child by child basis, the support given will depend on the child and their needs which will be decided by the designated teacher and the careers adviser.

Transition after care

Staying in touch days will play a massive role in the looked-after child's transition, ensuring any sense of rejection is limited. Up to 6 staying in touch meetups will be on offer to the child once they have moved to their new school or college, when, where and who will attend them will be decided between SMT and the designated teacher, they will also be child dependent. The designated teacher will attend the first PEP at the new school or college and will provide email or telephone support to the new school or college for the first term to ensure a successful transition.

Roles and Responsibilities:

Transition Coordinator: The school will appoint a Transition Coordinator responsible for overseeing all aspects of a student's transition. This includes liaising with parents/carers, receiving and feeder schools, external agencies, and ensuring all EHCP and safeguarding

requirements are met. The Transition Coordinator will monitor progress and maintain accurate records for each student.

Student Voice:

Student Involvement: Students will be actively involved in planning their transition. They will be encouraged to express their preferences, concerns, and aspirations, which will inform transition arrangements, choice of taster sessions, and support provided.

Monitoring and Review:

Evaluation of Transition: The school will review the effectiveness of transition arrangements on an annual basis. Feedback will be collected from students, parents/carers, and receiving schools to inform improvements. The Transition Coordinator will maintain a record of outcomes and any follow-up actions required.

Summary of Transition Timeline:

Transition Timeline Overview: Key stages include:

- Initial consultation with student, parents/carers, and relevant professionals (6–12 months before transfer)
- Collection and sharing of student information, including EHCP, medical, and social/emotional needs (3–6 months before transfer)
- Taster days and visits to the receiving school (1–3 months before transfer)
- Final review meeting and confirmation of support arrangements (last month of term)
- Post-transition support and staying-in-touch days (first term after transfer)

Preparing for Adulthood (Post-16 focus):

Preparing for Adulthood: From Year 9 onwards, students will receive targeted support to prepare for adulthood, including independent living, employment, and social participation. For students with EHCPs, the plan will identify required provision and support post-16.

Transition time-line

Timescales are variable in order to meet the individual needs of the child.

Please refer to ALP Schools Transition Plan Timeline document (Appendix 1).

Key principles for effective transition

This section outlines the key principles underpinning effective transition for children and young people with SEND.

These will apply at any transition point.

- Make sure that the 'receiving' setting is accessible.
- Educational settings are subject to the Equality Act 2010. This has placed duties on establishments not to treat disabled people less favourably and to make 'reasonable adjustments' where disabled students are placed at a 'substantial disadvantage'. The duty is anticipatory, i.e. it does not only arise when a disabled pupil/student is about to join; instead, educational settings should anticipate the requirements of disabled pupils/students and make, in advance, the adjustments they are likely to need.
- As defined by the Gatsby Benchmark criteria, Transition support is tailored to what the student wants to achieve and identifies what practical help is needed in order to do this. Schools should keep systematic records of individual advice given to each student and the subsequent agreed decisions.
- Raise awareness and understanding about particular special needs and disabilities, especially those that are not visible, such as autism.
- Designated teacher to follow the Designated Teacher Policy (transitions and transition after care) to ensure the looked-after child is fully supported through any transition.

From secondary school onwards, schools should help pupils to start planning for their future adult life as early as possible, and by Year 9 at the latest.

This should go beyond thinking simply about the transition to post-16 education and training. Schools should focus on raising aspirations and supporting pupils to achieve the best possible outcomes in education, employment, independent living and participation in society.

Schools should help learners and parents to understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

For learners with EHC plans from Year 9 onwards, it must be considered what provision is required to assist them in preparing for adulthood and independent living.

Education providers and local authorities should support young people in a smooth transition to adulthood so that they:

- are prepared when their EHC plan ends
- understand what support is available after they complete their studies
- are helped to prepare for employment or independent living

Transition Process

Please refer to ALP Schools Transition Plan Timeline document (Appendix 1)

Appendix 1 - ALP Transition Plan Timeline

(For students leaving ALP the following academic year)

Pre-Transition Preparation (Ongoing)

What Happens	By Whom
Student aspirations, concerns, and preferred pathways gathered informally through tutor discussions.	Tutor, Careers Specialist
Parents informed that transition planning will begin and how the process works.	Tutor, Careers Specialist, EHC Coordinator

Spring – 1 Year Before the Learner Leaves

What Happens	By Whom
Identify learners who will be leaving ALP the following academic year.	Headteacher, Assistant Headteacher → Careers Specialist, Careers Coordinator, EHC Coordinator, Tutor
Student voice meeting to discuss goals, anxieties, strengths, needs, and possible destinations.	Tutor, Careers Specialist
Emotional and SEMH support offered.	School Counsellor, Tutor, Head/Assistant Head, Careers Specialist
Transition Plan Timeline provided to learners, parents and carers.	Careers Specialist, Careers Coordinator
EHCP review for Autumn term is booked.	EHC Coordinator

Summer 1 and Summer 2

What Happens	By Whom
Careers interview review.	Careers Adviser
Explore different options: colleges, apprenticeships, employment, supported internships, university (if applicable).	Careers Specialist, Careers Coordinator, Tutor
Attend college open days, virtual tours, or individual visits.	Careers Specialist, Careers Coordinator, Tutor
Begin identifying reasonable adjustments needed in possible next settings.	SENCo/EHC Coordinator
Emotional and transition support for students continues.	Counsellor, Tutor, Careers Team

Autumn Term – Term 1 (Autumn 1)

What Happens	By Whom
Early EHCP review for transition planning (all relevant professionals invited).	Head/Assistant Head, EHC Coordinator, Careers Specialist, Careers Coordinator, Tutor
Ongoing emotional/transition support.	Counsellor, Tutor, Careers Team
Begin applications for colleges, apprenticeships, supported internships, employment or university.	Careers Specialist, Careers Coordinator, Tutor
Information sharing with receiving settings begins (SEN information, risk assessments, behaviour plans, safeguarding summaries).	EHC Coordinator, DSL, Head/Assistant Head
Regular transition reviews commence (continue Dec–July).	Counsellor, Head/Assistant Head, Careers Team, Tutor

Autumn Term – Term 2 (Autumn 2)

What Happens	By Whom
Ongoing transition reviews (Dec–July).	Counsellor, Head/Assistant Head, Careers Team, Tutor
Confirmation check that all applications have been submitted correctly.	Careers Specialist, Careers Coordinator
Continued emotional support.	Counsellor, Tutor

Spring Term – Term 1 (Spring 1)

What Happens	By Whom
Full EHCP Annual Review and transition meeting. Receiving provisions, parents, Connexions/LA Careers Service invited.	Head/Assistant Head, Careers Team, EHC Coordinator, Tutor
For LAC/young people known to Social Care: invite Social Worker, Virtual School, IRO.	Designated Teacher

Summer Term – Term 1 (Summer 1)

What Happens	By Whom
Students attend taster days/transition days at receiving colleges or universities. Meet SENCo/ALS staff at the new provision.	Careers Specialist, Careers Coordinator, Tutor
Students transitioning to employment begin regular visits to employers.	Careers Specialist, Careers Coordinator, Tutor
Confirm transport arrangements (if applicable).	EHC Coordinator, Parents, Local Authority

Summer Term – Term 2 (Summer 2)

What Happens	By Whom
Transition packs given to learners on their last day—including external support services.	Head/Assistant Head, Careers Team, Tutor
Staff ensure students receive a formal goodbye and good luck celebration.	All staff
All SEN, safeguarding, and curriculum files securely transferred to receiving settings.	DSL, EHC Coordinator
Post-transition support options explained to parents and learners (checking-in, drop-ins, LA support).	Careers Specialist, Tutor

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