

In Term Transition Policy

All pupils who transfer to Bishop Barrington Sports with Mathematics College, in term time, will follow an induction process that is designed to ensure they are:

- looked after
- Able to access a curriculum appropriate to their ability.
- Have any issues dealt with sensitively and appropriately with support structures, should they be required, implemented immediately.

To facilitate this, the following systems are in place:

1. All transfer meetings will be attended by the AHT Pupil Engagement. Any issues regarding child protection or the need for specific guidance and support will be discussed and noted for further action.
2. The AHT will share information with the relevant staff in school. Any outside agencies already working with the child and/or family will be informed at the earliest opportunity of the move.
 - Child Protection/Child in Need. Arrangements will be made at the transfer meeting for collection of the C.P. file. This will be housed in the Achievement Centre. Information will be shared with relevant staff and any in school support put in place immediately. Contact with Social Services will be initiated by one of the following: PLO/SINCO/AHT.
 - LAC. All information will be shared with the SINCO (who will attend if possible) and arrangements made for PEP to be in place prior to pupil starting at the school.
 - Identified emotional/behavioural issues (SA/SA+). SINCO will be informed to update school's register and begin looking at a support package. If behaviour support, crisis response, CAMHS etc. are already working with the child and/or family this will be maintained. If a CAF is in place a review meeting will be held to address the impact of a change of school.
 - Pupils identified as having low literacy skills will be referred to SINCO and appropriate resources utilised e.g. one to one literacy intervention, teachers made aware of need for differentiation, possibility of reduced timetable.
3. The first day in school will be spent in our Achievement Centre. This provides an opportunity for the pupil to meet our Learning Mentors and feel safe and secure. The mentors will fully explain how the school runs on a daily basis; show the pupil around the school; introduce them to their form tutor; provide them with a diary and timetable; buddy them up with a pupil from their form class who where possible lives in the same area and/or gets the same bus to school. If the pupil has friends in the school, and it is appropriate to do so, they will be put in to the same form class. Basic literacy and numeracy tests will take place, based on evidence of attainment from the previous school. Pupils with low literacy skills will be introduced to our literacy co-ordinator. Pupils with behavioural/emotional problems will be allocated a weekly slot with one of our mentors.

4. The length of time spent in The Achievement Centre will depend upon the needs of the child. Most pupils will go straight to registration and a full timetable on day 2. For other pupils there will be a staggered approach to full integration.
5. The AHT (pupil engagement) will attend meetings at the PRU for all pupils who have been permanently excluded from another mainstream school. A support package will be agreed with the PRU and shared with staff. The pupil will be allocated a key-worker and integration will be monitored through a PSP. If outside agencies are involved then the protocol for all in term transition will be followed.

Policy approved by Governors on 24th June 2010 (Curriculum Committee)

Policy review date : Summer 2012