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Gretton School is owned and operated by Newcome Education, a subsidiary group of Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each and every one of its learners and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside all of these policies in order to ensure an awareness of the bigger picture. In particular it should be read in conjunction with the Equality Policy, the Health and Safety Policy and the Safeguarding Children and Child Protection Policy.

All of these policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole school is undertaking to ensure the implementation of its core values.

In all the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child. [Department for Education guidance](#) considers a 'parent' to include:

- all biological parents, whether they are married or not*
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula HROnline
- Peninsula BusinessSafe (Health and Safety)
- Carecheck (DBS)
- Educare (online CPD)

1 INTRODUCTION

This policy relates to transitioning to Gretton School. A 'transition' is defined as the period of time that it takes for learners to progress to full time from starting on roll at the school. (It is different to an 'attendance plan' which may be introduced for a learner who was already full time, but is now facing barriers to attendance. Such learners may need to go onto a reduced timetable to support their needs). Transitions are pivotal to the start of every placement at Gretton School, but are tailored to the needs of every individual and so may differ in their length. In order to make the transitions to and from our school as easy as possible, we have developed a series of steps to aid children and their families with the process.

2 TRANSITION TO GRETTON SCHOOL

- When the placement is agreed by a Local Authority, the school will confirm a suitable start date with the parents and they will agree on a proposed transition plan.
- Parents will be sent a welcome pack welcoming them to the school and asking them to fill in parental/carer consents. The returned parental forms inform staff more about the child and family situation, which is an important part of understanding the individualities of the learner. It also provides the parents/carers with the information they need to know about the school.
- A learner will then be provided with a transition booklet explaining what a transition is and their 'transition calendar'. The calendar will show visually the days and times that they will be attending school until they are full time. The transition timetable will remain in place as a visual aid for the learner to describe what they should expect in their day throughout this period. As they settle into class, this is continued as appropriate or replaced with the whole class visual timetable.
- The learner and their parents/carers will be invited to a 'Pre Placement Meeting' (PPM) before a placement commences at the school. As placements can take a long time to be confirmed, this is a chance for the learner to re-familiarise themselves with the school setting, by having a tour and meeting their class. It is also an opportunity to ensure there is a shared understanding on what the school can provide and that the school can fully meet the needs set out in the most recently shared EHCP. During the meeting, the most recently shared or finalised EHCP will be discussed for any changes

in provisions, since the offer, which the school may or may not be able to meet the need of.

- Learners will start on a reduced timetable which will increase on a gradual basis. Start and end times of each day will be varied, as well as the number of days the learner will attend each week.
- This transition can be flexible and can be adjusted and adapted to suit the learner's needs. Typically, learners transition into school within 4-7 weeks whereas some learners require a longer transition period.
- The aim of the transition process is to gradually introduce learners to their class (learners, staff, new environment, structure, timetable etc) but also allow time for the learners within the class to adjust to the new learner. It is also an important time to start building relationships with key staff within the school, as well as within their class group.
- At Gretton school we have learners with a wide range of needs so we have to take this all into consideration. During the transition, staff will work with learners to help them learn about the school and for staff to learn about the learner. While we realise this can be a difficult time for parents/carers managing childcare, the transition allows the learner uptake time for longer journeys and tiredness, while getting used to a different environment and is integral to supporting a successful placement here at Gretton School.
- The transition period gives an opportunity for the learner to become more familiar with the school environment, establish strategies together to support the learner's needs, learn about school routines and expectations and begin therapy assessments, as appropriate.
- In order to make the first few weeks of starting school as easy as possible for the parent and learner, we try to be flexible in responding to different family needs.
- Parents/carers are regularly updated as to how their child is settling in through communication from the class team and transition team; we understand this can be an anxious time for parents as well as learners, so we aim to give positive feedback and support throughout.
- We are aware that younger learners may take longer to settle in, as well as learners who have not previously spent time away from home or have been out of school for a long period of time. Learners who have had a period of absence, such as a holiday, may also need a period of reintegration and will need a longer transition period.
- Transition review: if needed (e.g student out of the education for a long time) class staff will meet internally to discuss how transition is going and plan a draft plan going forward. After the draft plan is prepared, class staff/ transition support will discuss it with parents and finalise the plan.

2 TRANSPORT

- Gretton School is not responsible for the transportation of learners to and from/school. This responsibility rests with the parents/carers of the learner and their local authority.
- During the transition period a bespoke arrangement will need to be put in place for the learners' transportation to and from Gretton School, as they will not be attending the school at regular times. As the need for the transition relates to a learner's SEN, Gretton School considers this temporary period a reasonable adjustment to accommodate a learner's disability and which is vital to the success of a placement.
- Where funding for transportation is paid for by the local authority, and a taxi provided for the learner, the local authority will need to agree to the transition plan to provide transport at the right times.
- The parents/carers will need to make an application, and share the transition plan with the local authority. They need to follow their respective local authority's guidance to do this. Generally, a transport team requires a minimum of 10 working days notice of any change.
- The responsibility rests with parents/carers to communicate with the local authority in relation to any transportation that needs to be put into place, and confirm pick up/drop off times. However, Gretton School can support by sharing transition plans and other requested information (Eg transition attendance) with LA if asked.

3 LEAVING GRETTON SCHOOL

The following is the process we follow to assist learners with their transition to another school, college or employment:

- Learners are prepared for any transition to another placement if this is in the learner's interests. Learners are prepared with visits, social stories and time to talk with familiar staff to discuss worries and concerns. School staff support parents with meetings to ensure the transition is well planned and learners are sufficiently supported.
- Transition planning for those who may leave us at the end of Year 11 starts in Year 9. Learners are encouraged to think about their future, their aspirations and the transition review in Year 9 begins this process which is then revisited over the course of the next two to four years to plan their career pathway.
- School staff liaise with outside agencies local to the learner's home community to ensure necessary support and advice is available on local options for further education.

- Learners are prepared in the curriculum at Key Stage 4 and 5 through “work related learning” sessions, work experience placements and college links to make informed choices about their future.
- The transition plan started in Year 9 is revisited in their Year 10 and Year 11 Annual EHCP reviews ensuring Local Authorities are kept informed about learner and parent preferences for post-16 educational or vocational courses.
- Key Stage 4 and 5 staff work closely with parents, learners and other professionals during Years 10, 11, 12 and 13, to ensure learners have the necessary skills to prepare to leave Gretton as well as the necessary information to be able to make informed choices about their post 16/19 pathway.
- As the time to leave Gretton approaches, staff continue to talk in positive terms about the learner’s next experience and welcome feedback from the children and young people, being sensitive to any concerns.
- We prepare social stories around the planned move if this is appropriate.
- We encourage learners to talk about their future regularly and throughout their time at Gretton.
- Key Stage 4 and 5 learners take part in a Leavers’ assembly where parents are invited to join with school staff in congratulating learners on their achievements and wishing them well in their future.
- We welcome visits from future placements for learners in order for their staff to become more familiar with the young people prior to their move.