

# St Mary's Primary School Maghery



## SEN Transition Policy

March 2022

### Rationale

At St Mary's Primary School, we aim to develop all children to their full potential.

It is recognised by St Mary's Primary School that although transitions are a regular process rather than a single event in school life and can be exciting for some pupils with special educational needs (SEN); others will find the experience of moving between the 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 pupils with SEN 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 the "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 pupils with SEN at the following phases:

- pre-school to primary one;
- year group to year group;
- primary to post primary; and
- newly-enrolled pupils with SEN throughout the school year.

A successful experience of transition at each of these distinct stages will help children with SEN to settle well into the routines and organisation of school life at St Mary's Primary School. 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.

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**Equal Opportunities and Inclusion**

At St Mary's Primary School, the views of the pupil with SEN, their parents and staff regarding their thoughts and concerns about transition are actively sought, acknowledged and valued. This will be facilitated with a meeting between the SENCO and parents at the beginning and ending of the child's placement at St Mary's PS. (Appendix 1) All new parents who have a child with additional needs will be asked to complete a transition questionnaire to help the school fully understand the needs of their child. (Appendix 2)

The children will be asked to complete a transition booklet to help the teachers get to know them at the beginning of each transition.

By involving pupils and taking into account the individual needs of the pupil from their perspective, as well as information obtained from parents, 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 pupil to develop independence and confidence in their ability to manage change within a supportive environment.

Staff at St Mary's Primary School are committed to listening to and working in partnership with parents, to support them in preparing their child with SEN for either beginning or leaving school as well as the movement into the next year group. This will facilitate better home-school communication links so that the parents 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 pupils with SEN, teachers at St Mary's Primary School 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 service reports, is shared with staff, in a sensitive manner and in the strictest of confidence. Transfer of information will be in line with the school's Data Protection Policy.

Additional adult assistants are also included in the development of the transition processes and policy as they play a valuable role in supporting the individual needs of pupils with SEN.

**Transition Activities**

Staff at St Mary's Primary School in conjunction with pupils, parents and other professionals where appropriate, have identified the following activities as the best practice that they can offer to support the transition for pupils with SEN at each of the key phases of transition which are outlined below:

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**Pre-school to Primary One**

*Lead responsibility – Mrs Copeland*

This phase of transition is important in creating a positive experience for children with SEN who are starting their primary education at our school.

Parents are encouraged to talk to their child about their feelings regarding school in a constructive manner. They are also advised to ensure that their child is well rested each night, setting good routines for getting ready for school in the morning and making sure that they have everything they need for school so that they leave home calm and relaxed each morning.

The following activities put the child with SEN at the centre of assessing and planning to meet their individual needs:

- Primary One teacher to visit pre-school setting to meet children and discuss individual pupils.
- Transition form (Appendix 3) is completed by Pre School / Nursery staff and this record is stored in the child's personal folder.
- Buddy system introduced between Primary Six pupils and pre-school children.
- Pre-school pupils visit Primary setting for "stay and play" sessions.
- Parents attend Primary One induction talk in June which may be facilitated by the Principal, Primary One teacher and SENCo.
- The Pre-School Transition Record which is used to record strengths and concerns about individual pupils is forwarded with consent from parents, to the Primary school in June.
- "All About Me" booklet distributed at Primary One parent's talk to be completed and brought back to school before the end of June.
- SEN Transition Questionnaire will be given to parents and this should be returned to the school before the end of June. SENCo will be available for a meeting if required.
- SENCo and Primary One teacher will review these booklets, questionnaires and meeting notes and follow up on any concerns regarding SEN.
- With consent and in line with our Data Protection policy, services who are already involved with pupils who are enrolled for September will be contacted by the SENCo for information on level of needs and interventions already in place.
- Completion of Environmental and Risk Assessments of the school pertinent to individual pupil needs.
- Consideration of staff capacity building and training needs to support SEN pupils.
- Individual pupils to visit the school in June with parents to become familiar with the classroom and playground.
- A phased approach to settling pupils in September, e.g. shorter school days, staying for lunch introduced when ready.

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**Year group to year group**

***Lead responsibility – Mrs Copeland***

Transitioning to the next class group in September can be a time of anxiety and worry for many pupils with SEN as they need to get used to new routines, change in 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 pupil and consolidate their attainments to ensure that they enjoy continued success in their learning:

- A meeting is held during the summer term between the pupil's current teacher and the teacher for the following year to discuss support strategies and provision. The current teacher will complete a transition form and this will be stored in the child's personal folder. (Appendix 4)
- The current class teacher alerts the next class teacher about potential areas/situations that are concerning for individual pupils e.g. peer relations, classroom layout, seating arrangements, issues with completing tasks, following instructions, lining up, et cetera by recording it on Appendix 4. A copy of this will also be kept in the pupil's SEN file.
- Individual Education Plans, tracking and assessment data about the pupil's needs and progress are shared which helps to inform the next teacher when planning for and setting targets for the following year.
- Pupils visit new class for short sessions in June. They are encouraged to bring samples of their work to show the teacher.
- Parents are informed about the changes to the daily routine and are encouraged to speak to the new teacher to highlight any concerns that they may have. (Appendix 1 completed if a meeting takes place)
- Assemblies, buddy reading systems, PE coaching and extra-curricular activities are provided throughout the year so that pupils throughout the school have the opportunity to be included in activities to help familiarise them with other staff and pupils.
- Parent-teacher meetings are held during the first school-term, so that parents can meet the new teacher and discuss the targets for their child's individual education plan as well as an outline of work which will be covered during the school year.

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**Newly enrolled SEN pupils throughout the school year**

***Lead responsibility – Miss Robinson and Mrs Copeland***

St Mary's Primary School offers a warm welcome to pupils with SEN and their parents who choose to join our school throughout the year.

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

- An initial meeting is held between the principal, SENCo and parents of child to be enrolled.
- Parents will be asked to provide information to complete a transition form to help build a picture of their child's current needs.
- Parental permission to access pupil records from previous school is sought.
- SIMS data passed on from previous school (CTF file).
- Consent is sought to follow-up with any services currently involved with the child or to make an onward referral for advice and support. Parents will be made aware of the purpose and expected outcome of each request.
- Individual tours of the school are offered to incoming parents and children.
- Parents are provided with a copy of the school prospectus.
- Pupils are given time to settle into their new routines. They will be observed and assessed as necessary by the class teacher or SENCo.
- A "buddy" is identified to help the new child to integrate.

**Primary to Post Primary**

***Lead responsibility – Mrs Delaney***

At St Mary's Primary School, we recognise that some of our pupils with SEN will face additional challenges during the transition phase from primary to post primary. We have established close links with a range of post primary schools that our pupils transfer to once they finish their primary education at our school.

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

- Parents are encouraged to attend open evenings at post primary schools with their child which will be held at various times throughout the year.
- Applications for post primary placements for most pupils including those with SEN (Stages 1-2 of the Code of Practice) are submitted by February of the P7 year.
- For pupils who are subject to a statement of SEN (Stage 3), the Educational Psychology Service will review the child's needs in consultation with the parent and school and provide a transfer review report. Where a fuller assessment is required, the educational psychologist will arrange to do this.

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- During October and November, the Annual Review of the child's statement is arranged by the school on behalf of the EA. It will include input from EPS following an earlier consultation with school and parent. The Transfer Review Consultation form (Appendix 5 of the Annual Review form) is completed. Paperwork from the Annual Review is submitted to the EA by the beginning of December.
- In the event that the outcome of the Annual Review process carried out by the school recommends ceasing the statement, the decision to do so is made by the EA.
- Parents and children are typically notified about their allocated placement in May of the P7 year by EA Special Education: Statutory Operations division.
- Parental consent is sought to transfer information about their child's SEN to the post primary school that their child will be attending in September. The information that will be sent includes: Key Stage 2 attainment levels; information on pastoral care needs; and records of safeguarding concerns.
- During the summer term, all pupils including those with SEN will take part in class activities designed to prepare them for what to expect in relation to starting Year 8 in post primary school. This will give pupils the opportunity to discuss their strengths, fears and concerns about their transition to post primary school. The class teacher will use elements of the CCEA Living. Learning. Together. Personal Development and Mutual Understanding. Strand 2: Mutual Understanding in the wider community. Year 7. Unit 4: Moving On
- Past pupils may be invited back to our school to talk about their experiences from a pupil's point of view.
- Pupils may be invited to the post primary school so that they get the opportunity to familiarise themselves with the school setting and meet their new teachers. Parents are also invited to attend on a specified day and will be addressed separately by the principal and other key members of staff. An opportunity will be provided to raise any concerns and issues.
- The achievement of the cohort of children leaving primary school is celebrated through a Primary 7 Leaver mass, a special leavers' assembly, a leavers' party, a leavers hoodie and the traditional signing of shirts on the last day. Past pupils are always welcome to come back and visit their old primary school.
- If requested and parental permission given, the class teacher will complete the transition to post primary form (Appendix 5)

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**Links with other policies**

This transition policy links with the following school policies:

- Accessibility
- Admissions
- Assessment
- Child Protection
- Data Protection
- Pastoral Care
- Special Educational Needs
- Teaching and Learning

**Useful Publications/Resources**

St Mary's Primary School found that the following publications/resources were useful in the development of this transition policy:

Council for Curriculum, Examinations and Assessment

- **Living. Learning. Together. Personal Development and Mutual Understanding. Strand 2: Mutual Understanding in the wider community. Year 7. Unit 4: Moving On**
- <https://ccea.org.uk/downloads/docs/ccea-asset/Resource/Unit%204%3A%20Moving%20On.pdf>
- **Key Stage 2 to Key Stage 3 Transition Guidance (2015)**

Department of Education

- **The Code of Practice on the Identification and Assessment of Special Educational (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)**
- **Guidance on Induction and Transition in Pre-School Education and Year One (2015)**
- **The Special Educational Needs and Disability (NI) Act (2016)**

Department of Education and Health and Social Care Trust

- **Give Your Child a Helping Hand - Top tips for parents (2019)**

Education Authority

Early Years Inclusion Service

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- Transition- Supporting the child with SEN in the Early Years (2016)

SEND Implementation team

- Transition training and resources (2018/19)
- Seeking the Views of the Child (2019/20)

**Monitoring and review**

At St Mary's Primary School, members of the teaching staff have been allocated key responsibilities for each phase of transition. They will collaborate with Mrs Copeland, the school's Special Educational Needs Co-ordinator and additional adult assistants, to ensure that the processes are supportive and enable transition for pupils with SEN to be as smooth as possible.

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

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

This policy is available on the school's website. A hard copy or one in an alternative format can be made available upon request by contacting Miss Robinson. The contact details are as follows:

Email address: [info@stmarys.maghery.ni.sch.uk](mailto:info@stmarys.maghery.ni.sch.uk)

This policy will be reviewed annually. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy will be brought to the Board of Governors for final approval.

Policy Date: 30/3/2022

Signature of Principal Rita Robinson

Signature of Chairperson of Board of Governors: Jimmy Mc Kee

Review Date: 30/3/2022

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Appendix 1



## Transition Parents Meeting Notes

Meeting conducted by: \_\_\_\_\_

Child's name: \_\_\_\_\_

Parent/carer attending meeting: \_\_\_\_\_

Date: \_\_\_\_\_

Notes:

Appendix 2

**St Mary's Primary School, Maghery  
Starting Primary 1 Parents Questionnaire  
Child with Additional Needs**

Child's name: \_\_\_\_\_

What do they prefer to be called? \_\_\_\_\_

What is their date of birth? \_\_\_\_\_

**Family Background**

Does your child have any brothers or sisters? Who else lives in the same house as your child?

\_\_\_\_\_

What languages are spoken at home?

\_\_\_\_\_

Who has been involved in the care of your child? (e.g. childminders, grandparents)

\_\_\_\_\_

Has your child attended a pre-school or nursery? If so, which one and for how many sessions per week?

\_\_\_\_\_

Who may be bringing and collecting your child from school?

\_\_\_\_\_

**Medical Information**

Has your child had any medical problems or conditions in the past?

Yes  No

If yes, please give more information:

\_\_\_\_\_

Do they have any ongoing medical needs?

Yes  No

If yes, please give more information:

\_\_\_\_\_

Does your child have any allergies or intolerances? Do they have any dietary requirements?

Yes  No

If yes, please give more information:

\_\_\_\_\_

Does your child take regular medication?

Yes  No

If yes, please give more information:

\_\_\_\_\_

**Likes and Dislikes**

What toys does your child enjoy playing with?

What activities does your child enjoy doing?

Does your child have any main interests or fascinations? (e.g. dinosaurs, trains, space)

Does your child enjoy playing with other adults or children?

Who are your child's friends? Are they attending the same school?

Is there anything your child dislikes?

Is there anything that they are scared of or worried about?

If your child becomes upset or frustrated, what is the best way to comfort them or help them to calm down?

**Language and Literacy**

Does your child enjoy books and stories? What is their favourite book?

Can your child recognise their own name?

Can your child write their own name?

Do you have any concerns about your child's speech? Have they been referred to a speech therapist?

**Physical Development**

Does your child enjoy physical activities, such as running, jumping, dancing or swimming?

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Do they have any difficulties with any movements?

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Does your child enjoy making marks with pencils or crayons?

---

Can they use a pair of scissors?

---

**Technology**

Does your child enjoy using technology? What devices have they used? (e.g. tablets, computers)

---

**Creativity**

Does your child like singing, dancing or listening to music?

---

Can they sing some songs or nursery rhymes?

---

Do they have a favourite song or nursery rhyme?

---

Does your child enjoy making models, drawing or painting?

---

Does your child create stories using their toys? Do they enjoy imaginative play?

---

What else would you like to tell us about your child? Have they done something recently to make you proud?

Have you got any concerns?

Thank you for taking the time to fill in this questionnaire.  
We hope the information provided will help your child have a smooth transition into Primary 1

Mrs Copeland (Learning Support Co-Ordinator)



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Appendix 3



St Mary's Primary School  
 SEN Transition Handover  
 Pre – School – Primary 1

**Pupil Name:**  
**Class/Year Group:**  
**Attendance:**

**Current Placement:**

<b>Summary of SEND:</b>	
<b>Pupil's Strength (In and Out of School):</b>	
<b>Support Hours (If applicable)</b>	
<b>Agencies Involved:</b>	
<b>Learning Styles, Approaches and Resources Used:</b>	

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<b>Current Targets/Progress Made</b>	
<b>Medical/Health Information:</b>	
<b>Family Information:</b>	
<b>Pupil Self-esteem and Behaviour For Learning:</b>	
<b>Assessment/Data:</b>	

Educator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Do you give consent for this information to be shared with your child's new Education Setting? Yes/No

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Child's Signature (age appropriate): \_\_\_\_\_ Date: \_\_\_\_\_

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Appendix 4



St Mary's Primary School  
SEN Transition Handover  
End of Year Teacher Handover

**Pupil Name:**  
**Class/Year Group:**  
**Attendance:**

<b>Pupil's Current Strengths (In and Out of School):</b>	
<b>Current Difficulties</b> - Class observations - End of year assessments	
<b>Assessment results for the current school year.</b>	CAT PTM PTE SWST BVP MIST Suffolk Other
<b>Support Hours (If applicable)</b>	
<b>Agencies Involved during this academic year:</b>	

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<b>Learning Styles, Approaches and Resources Used:</b>	
<b>Current Targets/Progress Made</b>	
<b>Medical/Health Information:</b>	
<b>Pupil Self-esteem and Behaviour For Learning:</b>	

Meeting notes
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Current Teacher Signature: \_\_\_\_\_

New Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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Appendix 5



**St Mary's Primary School  
SEN Transition Handover  
Primary School to Post Primary School**

**Pupil Name:**  
**Class/Year Group:**  
**Attendance:**

**Current Placement:**

<b>Summary of SEND:</b>	
<b>Pupil's Strength (In and Out of School):</b>	
<b>Support Hours (If applicable)</b>	
<b>Agencies Involved:</b>	
<b>Learning Styles, Approaches and Resources Used:</b>	

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<b>Current Targets/Progress Made</b>	
<b>Medical/Health Information:</b>	
<b>Family Information:</b>	
<b>Pupil Self-esteem and Behaviour For Learning:</b>	
<b>Assessment/Data:</b>	

Educator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Do you give consent for this information to be shared with your child's new Education Setting? Yes/No

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Child's Signature (age appropriate): \_\_\_\_\_ Date: \_\_\_\_\_

