



### **Appendix 12 Managing Pupil Transition**

We carefully manage the transition of our students before they join us, whilst with us and as they prepare to leave Nether Stowe. A particular strength of our school is the strong relationship staff develop with student. Staff communicate well to pass on appropriate information. We are especially careful in ensuring that vulnerable students are supported as they transfer between key stages. We have positive relationships with primary schools and students are encouraged to attend taster days and visit us.

#### **Transition from Primary school to Secondary**

A member of staff has specific responsibility for the Y6/7 transition process. Every student is visited at their primary school during the summer term. During this visit meetings also take place with the class teacher and other professionals who work with the individual. A standard data collection form is used to populate a transition database. This enables key information to be shared with relevant individuals during the transition days and at the start of term. Students have the opportunity to attend two days of transition activities in the summer term of Year 6. They spend time with their tutor during these days, with parents having an opportunity to come into school during the evening as part of the settling in process. Year 7 have the first day of term in school on their own to familiarise themselves with the school, before the other students return on the next day. Blue Tie Buddies support the students around the school and all students are encouraged to attend a team building residential in the autumn term.

Appropriate additional support is available to vulnerable students, e.g. Additional visits.

#### **In year admission**

Potential students are encouraged to have a tour of the school during normal operational hours, before applying to the school. An 'In year admission form', which is available on the website, is then completed. When a place is offered contact is made with the previous school to ascertain any additional support that needs to be put in place. Meetings with other professionals may also be held. On the day of admission, students are allocated a buddy. The head of year/tutor will check in with the student on a regular basis to see how they are settling in. Students also complete a number of tests to establish their academic profile and identify any additional support they may require.



### **Key Stage 3 to Key Stage 4**

In Year 9 students receive advice about the KS4 option process and a separate parents' evening is organised to give students and parent an opportunity to speak to subject specialist staff. Careers advice is also available to students.

At the end of each key stage the EHCP is reviewed with input from the careers service

### **End of Key Stage 4**

Throughout KS4 students are given impartial information, advice and guidance (IAG) with regards to career guidance. This IAG includes the transition to Nether Stowe Sixth Form as well as other education establishments and work based training opportunities. In Year 11 students receive advice about the KS5 option process and a separate parents' evening is organised to give students and parent an opportunity to speak to subject specialist staff. Careers advice is also available to students.

Students applying to our Sixth Form are given the opportunity to attend taster days. Any additional needs are identified as part of the application process.

### **End of Key stage 5**

Throughout KS5 students are given information, advice and guidance (IAG.) This IAG includes the transition to University, as well as other education establishments and work based training opportunities. In Year 12 students receive advice about the UCAS application process.

### **In year exit**

Students leaving Nether Stowe are supported through the transition phase by providing all the relevant information as quickly as possible to the new school. This will include any identified additional needs that the student has.

Please refer to the SEN and Careers Education Policy for further information with regard to these specific areas.