** Portsmouth Inclusive Education Quality Mark Portsmouth Education Partnership logo**

**Objectives and their related strands linked to:**

**Standard 10 –** Transition

**Overview of all Standards**

**Standard 1 –** Welcoming School and Ethos (includes access & environment)

**Standard 2 –** Leadership and Management

**Standard 3 –** Behaviour and Safeguarding

**Standard 4 –** Curriculum and Opportunities

**Standard 5 –** Social & Emotional Health & Well-Being

**Standard 6 –** Teaching and Learning

**Standard 7 –** Monitoring Progress and Attainment

**Standard 8 –** Participation of Students & Young People

**Standard 9 –** Partnership with Stakeholders (Families, Governors,Community)

**Standard 10 –** Transition

**Standard 10 – Transition**

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| **10.1 How effectively the school manages movement around its site.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has expectations for movements around its site. | Students are supported in their movement around the school site.  E.g. Use of adapted visual timetables.  Expectations for movement around the site are understood and consistently followed. | The school has adapted the environment so that all students are able to manage their own movements around the school site.  E.g. Slopes of wheelchair access, braille signs/textured walls. |

**Standard 10 – Transition**

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| **10.2 How the school supports new arrivals.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| There are clear policies and procedures in place to support students in their transition into and out of the school.  Key staff members are identified to lead on transition. | New arrivals' transition into the school community is supported.  E.g.  • a member of staff allocated as first point of contact  • structured interview with a member of the Senior Leadership Team (SLT);  • a buddy/peer mentor is allocated  Home visits are used to develop relationships with parents/carers and to gather additional information. | The induction and transition policies and procedures are regularly monitored, evaluated and reviewed.  The school has a good knowledge of the students joining them from their feeder school or nursery.  Information gathered during the transition process is used to inform strategic planning for increased inclusion and accessibility.  One page information sheets are created for target students and shared with all appropriate staff.  The school reviews the changing intake up until September to ensure the later allocations are as well catered for. |

**Standard 10 – Transition**

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| **10.3 How effectively the school supports the transition to new schools.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has knowledge of feeder schools and knows the link staff.  E.g. safeguarding lead, SENCo. | The school ensures that a member of staff is the key link to support with transitions to new schools. They meet with key staff in new school to share information.  The school has incorporated city transition materials into their practice with their feeder schools. | Appropriate paperwork is sent to new schools with reply slip to enable new school to report back that they have received all paperwork.  The school supports families with any paperwork or transition documents if required. |

**Standard 10 – Transition**

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| **10.4 How effectively the school plans for and manages transitions within their own setting.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| There are opportunities for students to meet with their new teachers and support staff. | Transition arrangements are tailored for students with additional needs and their parents/carers to ensure their needs are met within the school and reasonable adjustments are made.  E.g. Use of social stories. | The school gains the views of students when planning for transition and agrees what information is appropriate to share.  Students are well prepared for their next stage of education. |

**Standard 10 – Transition**

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| **10.5 How effectively the school manages the induction of new staff.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| All new staff have an induction with key members of staff.  E.g. With the Inclusion Lead, Safeguarding Lead so they are clear of procedures and expectations.  Use of a school handbook. | New staff have a named member of staff (Team around the Worker) to support them with their transition into the school.  A probation meeting is held within the agreed time. | New staff are well-supported and fully integrated. |

**Standard 10 – Transition**

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| **10.6 The extent to which data is used to support new arrivals.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school receives data from the student's previous school to identify needs.  E.g. Attainment, attendance. This allows the new school to be aware of any concerns or needs for the new student. | Parents/carers with individual needs and disabilities are encouraged to share relevant information with the school to enable them to be fully involved with their child’s education.  New arrivals attend a visit to the school before they start and meet with all relevant members of staff to ensure a smooth transition. | The school works in partnership with parents/carers and agrees what information is appropriate to share as part of the transition process.  Transition visits demonstrate an understanding of the student and clear enthusiasm for the student to come to the school.  Vulnerable students and those with SEND have a bespoke transition package with additional visits and activities planned according to their needs. |