

Transition Timeline – KS2-KS3											
Year 5 - Spring & Summer Term		Year 6 - Autumn Term		Year 6 – Spring Term		Year 6 – Summer Term (before starting Secondary School)		Year 7 – Autumn Term (after starting Secondary School)			
Begin planning for Transition:		Continue Planning for Transition:		Prepare for Transition:		Commence transition process:		Continue transition process:			
Universal Transition:											
Nominate a ‘Transition Lead’ to oversee updates on the school website, communications, visits and liaising with respective primary and secondary schools.	PS SS	LA will send out application information to all parents/carers in the first week of September.	LA	1st March – NATIONAL OFFER DAY. LA will send offer letters to all parents informing them of the allocated school.	LA	Excel transition document is sent to secondary school via Broadcast at the beginning of the summer term.	LA	Reaffirm key member of staff for each student (e.g. form tutor, head of year, pastoral staff member).	SS		
		Confirm transition lead in primary and secondary. Share on school website.	PS SS		LA will share initial allocation lists with primary and secondary schools.	PS SS	Secondary school staff visit students in their primary schools. Where it is not possible, alternative sessions should be offered.	SS PS	Provide students with accessible guidance on new routines and systems at their secondary school.	SS	
Ensure websites are up to date with transition information, open days and links to the secondary school transition section. Secondary schools to provide a generic transition email address for any transition related queries.	PS SS LA	Ensure the website information on transition is up-to-date and accessible.	PS SS LA	Encourage families to respond to offers promptly.	PS SS	Review the given information, to provide opportunity to raise concerns, and put any appropriate support in place. Hold additional conversations with primary schools enhance communication and quality of data.	SS	Provide students with accessible guidance on new routines and systems at their secondary school.	SS		
		Advertise open days using website and social media.	SS	The Local Authority will send the transition spreadsheet to primary schools by agreed date. Primary schools are required to complete and return it via Broadcast by agreed date.	LA PS			Secondary schools offer graduated support over the first four weeks to help students settle in, including assistance with punctuality, uniform, homework, equipment, information sessions, and reminders of school systems and expectations. Sanctions for related issues are removed for this period.	SS		
		Encourage parents/carers to submit secondary applications in September, advising them three choices should be made.	PS	Transition Leads to attend spring term transition meeting.	PS SS LA	Invite secondary schools to summer term PEP for CIOC.	LA				
		Primary schools to promote RCBC Secondary Admissions Guide and share portal link on websites/social media.	PS LA	Consider offering sessions to help parents with admission processes.	PS	Set up meetings with secondary to share information.	PS	Secondary schools offer welcome events to share important information with parents/carers, including key staff, contact information, uniform, equipment, and relevant dates.	SS	Offer drop-in sessions for students and parents to meet key staff and address any questions or concerns.	SS
Begin discussions with students about secondary school. Invite previous students to share their experiences of moving up.	PS SS	Send reminders for the 31st October deadline to all parents/carers who have not yet submitted application for secondary school.	LA	Provide students with opportunities to discuss their thoughts and feelings about moving school.						PS	Ensure students and parents can access and understand all transition information. Consider providing information in a video format and/or use social media.
		Transition Leads to attend autumn term transition meeting.	PS SS	Where incoming students have specific health needs secondaries may need to identify staff to complete specific training and/or arrange assessment of the school environment. Primary staff to offer guidance.	SS PS	Students and parents/carer have had the opportunity to visit the secondary school and meet staff.	SS	Each Year 7 student to write a letter back to their year 6 teacher.	SS		
Provide opportunities to develop self-organisation skills.	PS	Provide opportunities for students to visit their new schools as part of their scheduled curriculum for sports, arts, performances or science experiences.	PS SS	Visit students in primary school. Prepare Q&A presentations and have discussions with class teachers/SENCOs.	SS	Year 6 student to write a letter to their year 7 form tutor. Guidance in writing these letters can be found in Appendix 2.	PS				
Signpost and encourage parents/carers to visit secondary schools. Provide them with questions to ask.	PS SS	Provide students with opportunities to discuss their thoughts and feelings about moving school.	PS	Share key information, key dates, uniform and equipment requirements with students and parents/carers. Use accessible languages and avoiding acronyms. Consider making the information available in a video format.	SS	LA share final school allocation lists subject to the appeals timeline.	LA				
Monitor and review student’s individual development to identify any emerging needs.	PS	Offer ‘preparation for secondary’ lessons to all Y6 students. This should cover: - emotional readiness - organisational readiness (inc. reading secondary timetables, social readiness). Conversations should be framed in terms of exciting opportunities that secondary will offer. Consider involving outside agencies in these sessions.	PS	Liaise with parents/carers to further develop independence, including organisational skills, self-care and travel training.	PS SS	Transition week - all students have an opportunity to spend time in their new school. This should include: - Familiarisation of the school site - Taking part in activities and a range of subjects - Opportunities to make friendships and develop a sense of belonging	SS PS				
Identify and plan for students who may need enhanced transition to secondary. Start graduated response. Consider support from community and LA services.	PS	Support students to understand higher expectations, uniform, double lessons, using a planner, homework, changes in teachers and moving around the school. Encourage independence skills of year 6 students throughout the year. Support parents/carers to do the same at home.	PS	Work together on; terminology sanctions and ensuring a graduation of an increase in homework.	PS SS	Identify any students that struggle during transition week and gain additional information from primary.	SS PS				
Where possible primary staff (Y5/Y6/SENCo) to visit secondary feeder schools to ensure familiarity with the environment and offer.	PS SS			Consider using apps for homework or offering homework clubs.	PS	Transition Leads to attend summer term transition meeting.	PS SS LA				
Enhanced Transition:											
Primary SENCo meets with Year 5 staff. Plan for year 6 to help them be ‘secondary ready’. Engage parents/ carers within the process.	PS	Primary SENCo meets with Year 6 staff. Continue consideration for secondary readiness.	PS	Update SEN Plans with parent and child voice. Share with all staff and embed across school day.	PS	Arrange meeting with parents/carers and other professionals involved to plan for transition and identify any support or adjustments.	PS	Arrange meeting with parents/carers and other professionals involved to discuss progress and any emerging concerns. Identify clear next steps.	SS		
Review EHCP’s and SEN plans.	PS	Ensure all students with SEN needs are on the SEN register. Discuss need for HNF and map out support	PS	Primary SENCO to confirm EHCP and SEN support plan review meetings with Secondary SENCO.	PS SS	Triad of support identified and introduced to parents and student.	SS	If applicable, 1:1 support staff work closely with parents to give regular feedback and updates.	SS		
Ensure all students with SEN needs are on the SEN register.	PS	Utilise the ‘Supporting Families Toolkit’ to ensure all parents/carers are supported effectively.	PS	Secondary school SENCO to visit child and parents/carers at primary school to discuss child’s needs.	SS PS	Additional enhanced visits with key staff showing areas where they can access additional support.	PS SS	Consider completing an ‘Our Family Plan’ with parents/carers if there are concerns for the child and family.	SS LA		
Promote LA Services: • STS • EPS • SEND Family Voice	PS	LA to populate Part A of the Excel transition document. Liaise with PS to identify vulnerable students.	LA PS	Consider completing an ‘Our Family Plan’ with parents/carers if there are concerns for the child and family.	PS LA	‘Transition Passports’ created by primary schools with input from parents/carers and shared with secondary schools.	SS LA	The Early Help Assessment or Our Family Plan Redcar and Cleveland			
For additional guidance on providing enhanced transition, see appendix 3.											

