

## Transition Policy and Procedure

### Service Involvement

The team provides additional support at every educational transition stage (e.g. primary to secondary) according to the individual visual needs of the children and young people on the caseloads.

We aim to work in collaboration with parents, and relevant professionals involved with the child/young person at their current pre-school/school placement and with the school/college the child or young person is moving on to.

By joint working and collaborative planning we aim to ensure the child move from home/setting/school to pre-school, nursery, school or post 16 placement is a positive experience.

### Procedure

We use a series of proformas for all children/young people we support including those who do not have a statement of special educational needs. The forms are both a transition action plan and a monitoring mechanism for the process and are shared with the Service manager. They cover the following areas:

#### Home to pre-school and/or nursery settings

- 6 – 12 months before transfer:

Work with parents to visit settings, discuss additional support, update assessments, and encourage child's self help skills;

Ensure other professionals involved are aware of plans.

- Term before transfer:

Meet setting manager and SENCo to share information/reports, to offer staff training (involving parents if possible), to apply for Early Year Access funding (if required).

Arrange Environmental Audit, if necessary.

- When the child starts at setting:

Work with school staff re: child's visual needs, further training (with parents if possible), visit frequency, IEPs & reviews

Work with the child to check use of vision and mobility

Work with parents re: visiting and choosing future school placement

#### Foundation – Key Stage 1

- One year before entry:

Work with parents re: choosing/visiting schools & completing application forms and ensure other professionals involved are aware of plans.

- 6 months before transfer:

Work with school staff on how to meet the pupil's specific needs and offer training  
Provide Statutory reports, attend review meetings & inform Special Needs Officers of likely support required

Complete environmental audit and mobility programme depending on need

Work with parents on extra visits pre-entry & child's proposed timetable

- Reception:

Work with school staff re: child's visual needs, further training (with parents if possible), visit frequency, IEPs & reviews

Work with the child to check use of vision and mobility

Provide direct teaching if necessary

### **Key Stage 1 – Key Stage 2 (if different junior school)**

- Y2:

Use Annual Review report to identify current and future needs (e.g. equipment, training, peer group awareness)

Involve Service's mobility specialist to check new school environment (e.g. lighting, stairs, ramps) and provide training if necessary

Meet SENCo re: nature/level of Service & TA support, equipment, staff training etc

Deliver inset to school staff, mobility training, peer group awareness, re-locate equipment, check IT with school's network, support new intake days

### **Key Stage 2 – Key Stage 3**

- Y5:

Work with parents on secondary school options, involve pupils in decisions, use Annual Review to identify future needs

- Y6:

Work with parents to complete paperwork on time, use Annual Review to identify current and future needs re: equipment, training, peer group awareness etc

Involve Service's mobility specialist to check new school environment (lighting, stairs, ramps etc) and provide training if necessary

Meet SENCo re: nature/level of Service & TA support, equipment, staff training etc

Deliver inset to school staff, mobility training, peer group awareness, re-locate equipment, check IT with school's network, support new intake days

### **Key Stage 4 – further education**

- Y9 and 10:

Work with students, parents and careers staff on post 16 options and visits, provide updated report/Annual Review on specific needs eg exam arrangements

- Y11:

Work with students and parents re: FE open evenings, application forms etc

Use Annual Review report to identify current and future needs (TA hours, material adaptation, equipment, training, peer group awareness) – copy to FE staff

Complete environmental audit & mobility familiarisation at placement (if required)

Meet with FE staff

Ensure return/relocation of VI Service equipment as necessary eg laptop, CCTV etc