



PATRON
HM THE QUEEN



Transition Policy & Procedure

Responsibility: Governing Body

Reviewed: October 2019
Next Review due: October 2020

Reviewed by: Louisa Allison-Bergin

This policy is available:

- On the website - <http://www.lvs-oxford.org.uk/policies/10632.html>
- On request from enquiries@lvs-oxford.org.uk



Introduction:

LVS Oxford is an independent special school for young people aged 11-19 with a diagnosis of Autism Spectrum Disorder, usually high functioning autism or Asperger's syndrome. We offer day placements over 38 weeks in Key Stage 3 and Key Stage 4. Sixth Form day placement includes work experience and college link.

Many of the young people who are referred to LVS Oxford have encountered negative school experiences as a result of their diagnosis. These can include:

- Poor attendance, disengagement from learning and social isolation at school- which may have included bullying
- School breakdown as a result of their autism spectrum disorder
- Elevated levels of anxiety
- A range of mental health issues such as feelings of low mood and low self-esteem
- Problems with independence skills such as eating, sleeping and personal hygiene

In many cases, over time, these factors combine to reach crisis point and lead to school refusal or multiple school exclusions which result in a poor quality of life for the young person and their family. It is often at this point that referrals are made to LVS Oxford. For these reasons, the school strongly believes that referrals and admissions to the school should be a partnership building process with parents, the placing authority and the school, designed to ensure that the school can meet the needs of the prospective learner.

All applicants are carefully considered to ensure that the school is suitable for the young person's age, ability, aptitude and special educational needs and that the placement is compatible with the provision of efficient education for other learners already attending the school.

No applicants will be treated less favourably during the admissions process on the grounds of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, in accordance with the Equality Act 2010.

The Admissions process appreciates how challenging the transition into a new placement can be for young people and their family. It recognises that the process needs to be planned sensitively and thoroughly, and it is for this reason that LVS Oxford does not believe it is in the best interest of a potential student to be assessed whilst an inpatient of mental health services.



Transition Procedure

Vision

To ensure all pupils and families entering LVS are welcomed and supported through their transition into LVS.

To support pupils and their families in transferring successfully to LVS from previous school or alternative educational provision.

To support pupils and their families in transferring successfully from primary to secondary school.

Aims

To have high standards of communication between LVS and each students previous educational setting.

We will have draft pupil profiles in place for all pupils prior to them starting at LVS- including sensory diet and necessary communication and interaction support. These will be finalized prior to their 6 week review.

We will have Risk Assessments and Positive Handling Plans in place prior to pupils' entry where it is evident that they will be needed.

We will undertake further assessments by the Therapy Team during Year 7 transition period or other year transfers where appropriate.

We will have care plans in place prior to entry to Year 7 or other year transfers where appropriate.

We will have policies and procedures related to transition in place which are agreed and implemented by all stakeholders and reviewed annually.

We will have shared the information about effective teaching strategies and classroom routines shared by Primary schools or other education provision prior to transition.

To use a variety of teaching strategies to meet the needs of all students.

For all staff to support the child as a whole- with particular attention to the individual needs of the children, taking into consideration their social, emotional and educational needs as well as any risk assessments and PHPs.

To undertake visits and use other means to ensure key information is shared between previous educational setting and LVS both for teachers, members of the Therapy Team and pupils.

To ensure that transition is a positive experience which supports and motivates children and their families.



Objectives

- That all relevant assessments are undertaken during the student's first terms. Including CAT assessment, Autism Awareness, Speech and Language, emotional regulation, sensory profiles and skills of independence.
- That key resources are identified, planned for and put in place prior to a pupil's entry to Year 7 or other parts of the school.
- That wherever necessary therapy team or SMT are able to visit pupils in previous education settings before they start at LVS so that their therapeutic support can be planned.
- That the transition programme prior to entry into Year 7 helps pupils understand the routines and expectations in Key Stage 3. For pupils transitioning into other year groups appropriate opportunities are given to visit the school
- That the year 7 classes are predominantly class taught to enable a smooth transition between phases and ensure that all pupils are give appropriate time to settle into Secondary Education and specifically LVS Oxford.
- That a pupil profile highlighting key information from EHCP, school visit/communication and observations from assessment/transition days will be completed for all pupils transferring to LVS, so key information is shared by all relevant staff.
- That LVS offers a bespoke and detailed transition package for every child.
- That appropriate teaching methods are employed to ensure continuity in learning.
- That monitoring and evaluation of all aspects of the transition process are undertaken and any developments are integrated into school improvement planning.
- That staff knowledge and understanding of the pupils joining the school incorporates all information necessary to allow a safe, supportive transition. All staff will also be provided with appropriate training to support the individual student as part of our whole school approach to transition, therapy and learning.

Procedure

Once the placement has been agreed, a start date and timetable will be agreed by the school, student and parents/guardians.

Year 6 students accepted for the year 7 cohort of the following academic year will be invited to 3 transition days. These days will involve:

- Following a timetable
- A tour of the school
- Supervised interaction with the current year 7 cohort
- Meeting key staff- e.g. tutor, therapy team and senior management
- A gradual introduction to the lunch hall



- Group activities
- Observations by both speech and language therapy and occupational therapy
- Social story regarding transition between primary and secondary school
- Discussion of any individual concerns.

At the beginning of the academic year,

- The initial period of induction will include a tour of the school and grounds, support in understanding their timetable, discussion of the school and class rules, discussion of safe spaces, discussion of expectations and support in unstructured times, introduction to key staff (tutor, therapy team)
- Students timetables will be planned on an individual basis- reduced timetables with a gradual build up will be available
- At the end of term 1 parents/guardians will be invited in for a year 7 coffee morning.
- Throughout the transition period, therapy team will support students, individually and as a group. This will include Occupational Therapy assessment to create up to date sensory diet and appropriate support as well as speech and language assessments to create a communication and social interaction profile and advice for staff to support communication and understanding. Gross and fine motor skills will also be observed and assessed by Occupational Therapy.
- Therapy team, year 7 tutor and deputy head will meet once a week to discuss the year 7 cohort.
- After approximately six weeks, the family and young person are invited to a Post Entry Review meeting to discuss how the transition has worked.
- All year 7s will be shown appropriate places for them to go in unstructured times or when feel heightened – e.g. year 7 specific dining table, year 7 safe space.
- All students will take part in social communication groups, emotional regulation groups and ‘What is Autism’ groups with their year group.

All other students transitioning to LVS

- An appropriate timetable will be created with staff, student and parents to allow for a successful transition- reduced if necessary.
- Safe spaces will be highlighted to the student
- Areas for unstructured times will be highlighted to the student
- Staff to provide indirect support to students during their transition period during unstructured times.
- Support provided by tutor to follow and understand timetable
- Sensory profile created by OT following observation and appropriate assessment. Gross and fine motor skills will also be observed and assessed by Occupational Therapy.
- Communication and Interaction profile created by SLT following observation and appropriate assessment
- Therapy team will observe and discuss independence skills with student to support their development of functional life skills.
- Support sheet created for all staff to support learning and interaction.

All students will be supported by Occupational Therapy during their first 6 weeks of transition. Following this, transitional and pastoral support will be handed over to their tutor.