

**Transitions – Review of school transfers July 2004 - February 2006**  
**Brief update**

A working group was convened by the lifelong learning and scrutiny panel and looked at school transfer from primary to secondary school reporting in 2006. The paper produced was a well-researched and evidenced report that made a series of recommendations. Below are the recommendations and current position.

Transition clearly still occurs however, at the time of this report funding and resources were within the Local Authority to establish provision, support and guide the development of practice. The educational landscape has shifted immeasurably within the time since this report was published. Governing Bodies and the head teachers have the responsibility and accountability for ensuring effective transition arrangements are in place between their schools.

Improvement adviser's support and challenge schools over their approach to effective transition through questioning as part of the universal offer.

At a more targeted level, SEN Officers ensure that they prioritise attendance at all Year 5 annual reviews to make sure that plans reflect outcomes appropriate to successful transition. Additional educational psychology support is available to develop these plans. The new Standards and Effectiveness Officer with SEN responsibilities within school improvement will add challenge and support to this together with additional focus on those children supported through an SEN support plan.

As with all Looked After Children, an LA officer is present at the PEP meeting and provides direct liaison between the two schools to ensure seamless transition.

All children known to the behaviour support service have a Pastoral Support Plan in place and transition materials have been made available to all schools to support the successful transition to secondary school. In addition, there is a worker within the behaviour support team with dedicated responsibility for year 6 to year 7 support and liaison with outreach staff at College Hall.

Year 7 catch up funding is still within schools budgets although there are no specific reporting requirements regarding the use/ difference made by this funding. All schools are directed to the Education Endowment Fund toolkit to identify cost effective evidence based support.

**Previous recommendations**

**(i) That a more consistent approach could be taken to the use of teaching materials during the transition period.**

At the time of this report there were Government Transition Units that had a low uptake across this LA. These units have subsequently been withdrawn with the demise of the National Strategies and the Government push towards greater school autonomy.

**(ii) That it may help if information sent to secondary schools followed a more consistent format with fuller personal details and was available earlier in the transition process.**

This is a current focus of the school improvement reference group with a standards and effectiveness partner leading on it. With the changes to academic monitoring, recording and reporting the format of the transition form requires updating. This will be developed by the working group and distributed to all schools.

**(iii) That opportunities for increasing the interaction and liaison between teachers of Year 5, 6 and 7 pupils might be considered.**

## Unrestricted

In the 2006 report the budgetary constraints in relation to achieving this were highlighted. This situation has not improved. However, all secondary schools have transition opportunities built into their curriculum and the new transition form that the working party is developing will give a basis for progress and attainment data to be meaningfully shared.

**(iv) That consideration should be given to providing some form of central learning resource in each secondary school, accessible both before and after school hours and with teacher support available.**

This was a component of the extended schools model. Unfortunately, with the removal of this funding this wrap around provision has stalled.

**(v) That it would be useful to consider establishing Learning Support Units at all secondary schools.**

Each secondary school has a form of Learning Support Unit. These usually support vulnerable learners as a result of behaviour but not exclusively so. The latest government guidance on behaviour has revisited this and will look to extend this to primary schools. We will support schools through traded support and guidance to establish effective nurturing provision.

**Response to recommendations set out in *Creating a Culture: How school leaders can optimise behaviour (DfE, Mar 2017)***

**Funding for internal inclusion units**

**Recommendation 1** Fund schools to create internal inclusion units to offer targeted early specialist intervention with the primary aim of reintegrating students back into the mainstream school community. This funding should be focused on schools with higher than average levels of challenging behaviour, and should also be focused on schools that have already demonstrated reasonable efforts to create this provision using their existing budgets and resources.

**DfE response**

The Government's planned changes to alternative provision (AP) support the spirit of this recommendation. Under these measures, it is our ambition to give schools control of budgets for AP, alongside introducing stronger lines of accountability for schools when placing pupils in AP. Schools would be responsible for commissioning AP for pupils who need it and for the pupil's educational outcomes. This will incentivise schools to take earlier action, which can include through supporting pupils in internal inclusion units where pupils are at risk of exclusion, and ensure that where AP is required it is in the best interests of the child.

**(vi) That the LEA consider circulating this report to headteachers and chairs of governing bodies of all primary and secondary schools in Bracknell Forest for their information.**

It is unknown if the report was circulated to head teachers but there is no record of this being the case

Subsequent to the 2004 report there was a report regarding the Common Assessment Framework (CAF) in 2012. Within this report, **A Review of the Common Assessment Framework by a working group of the Children, Young People and Learning Overview and Scrutiny Panel 2012** were a series of recommendations including;

**Recommendation 4** The Council should resolve as a matter of urgency the need for schools to share CAF information to assist the transfer of children between schools, through obtaining the consent of the 'competent child' and parent as a matter of routine on the CAF form.

The situation with information sharing has been resolved. The default position is that any open CAF is shared at transition unless explicitly requested by the parent not to do so. This has not

Unrestricted

occurred. The CAF team are pro-active in supporting information sharing and through the early help hub identifying support with transition if requested.