

Transition at Beaver Primary School



Transition to secondary school

Beaver Primary school liaises closely with the many Secondary Schools we feed in to, to ensure that they have all the information that they need to make the transition as smooth as possible for our children. In 2024-2025 the deputy headteacher worked with the Local Authority as part of the '6 into 7' working party to look at how Oldham can make this transition smoother and following this, a new way of working was trialled in 2025 whereby information is shared much earlier, to ensure children's needs are fully met from the moment they visit their new school.

Both the SENDCO and Pastoral Lead ensure meetings are held with the receiving schools so that they can talk about the children with the staff including the child's needs, strengths, interests and learning styles.

For those children on the SEND register, the secondary schools are invited to the summer term PCR's where possible and additional transition is requested so children can visit the school prior to the main transition day to support them with this significant event.

All information and personal equipment (e.g. specialist seating, communication aides, etc.) is transferred to the secondary school prior to the child starting in September.

All children are supported with preparing for this transition through assemblies, crucial crew activities, social stories and making preparations and talking about transition as the end of term nears. Secondary schools are also invited into school to talk to those children who will transition to them so the children are in their own safe and familiar environment when they meet the new staff.





Transition between year groups

Moving classes can be worrying for any child. For some children with SEND it is a particularly difficult time and we want to make all transitions as smooth as possible. At Beever Primary School we make sure all pupils are prepared and have opportunities to build strong relationships with new staff. Some of the opportunities we put in place are:

- We spend a lot of time with children who need the extra support, providing additional visits to the new classroom and giving them extra time with their new teacher.
- If your child has additional key worker support we will discuss if it is in their best interest for the Key Worker to move on with your child. If it is in the child's best interests, whenever possible, we will aim to do this.
- Your child's class teacher/key worker will have discussions with the new teacher/key worker about your child's specific needs. All action plans, equipment and resources they need will be passed on ready for the change. The SENDCo will also help with this.
- The whole year group will be making preparations and talking about transition and every child will be fully included in this. Social stories are often used to help and these may be used in school and at home.
- When children have moved to the next class the new class teacher continues to draw on the expertise and advice from the previous teacher and may also need your help in settling your child.
- It is important that you also build up a relationship with the new teacher/key worker so that you are comfortable and happy to share your thoughts, successes and any concerns.

Children joining Beever Primary School in Key Stage 1 and 2:

- Ideally before your child starts at our school there will be the opportunity for you and your child to come and have a look around, meet with the Headteacher, the SENDCo and the Class Teacher. We will have the chance to talk about your child's needs and what we can do to support him/her.
- We contact the previous school to ask for any up-to-date advice to be forwarded to us so that we can put any special provision requirements in place ready for them to start with us.

- With parent's permission, we will contact any other professionals that have been working with the child or their family so that we have all the information we need before they start.
- A class 'buddy' will help the child to follow the class routines and will help with establishing friendships.
- A visual timetable (pictures to show what is happening in the day) and a structured daily routine are in place to help with settling in.
- On the first day the parents bring their child to the school office in the morning.
- Social stories are used if needed.
- Lunchtime supervisors will be made aware to keep a special eye on individual children over the lunchtime period and support them when needed.
- For children who already have an Education, Health and Care Plan, the SENDCo or member of staff will attend meetings at the current school prior to transfer and the support stated in the EHC Plan will be in place for the child when they start at Beaver Primary School.
- For pupils who speak English as an additional language, careful planning of support is discussed with the school to ensure the child is supported. All staff are taught how to pronounce the child's name correctly and a buddy system, visual timetable, communication aids (CIP), and a reminder of key areas in classroom and support with routines are put in place.
- We also make regular check-ins with parents to ensure their child is settling in and happy in school.