

UPDATED VERSION FOR 2026/2027

**Salford City Council**

# **Salford Transition Policy**

**Key Stage 2 to Key Stage 3**



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Updated : January 2026

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## **Introduction**

The Salford transition policy has been developed from consultation with primary and secondary school representatives across the city, as well as professionals from a range of agencies. This document is a guide for everyone supporting pupils with transition from primary to secondary. The audience for this policy includes staff at all Salford primary schools, staff at all Salford secondary schools, parents/carers of all Salford pupils and all agencies involved in primary to secondary transition. In addition, this policy will help ensure all educational settings in Salford are meeting statutory legislation for inclusion and equality as stated in the Children and Families Act.

Through early intervention and a proactive approach to meeting the needs of young people in the city, children will make increased gains in their progress.

## **Salford's Vision**

Every child and their family are entitled to a consistent and effective transition as they transfer between primary and secondary schools.

Transition planning will promote collaborative working to ensure the best outcomes for the child and their family.

## **Aims**

To ensure that all children in Salford have consistent, quality and inclusive transition experiences in order to enhance their well-being and performance as learners.

## **Information sharing**

In order for effective transition to take place, adequate planning and provision needs to be made. As a result, sensitive information will need to be shared with the child's new school. This may be both verbal and non-verbal and will be documented by the new school. Informed consent of the parent/carer for this information to be shared should usually be obtained in the primary setting when a child joins the school. The school document should make clear what information is to be shared, with whom and what purpose it serves. A privacy notice must be distributed to parents of primary school children to inform them of data sharing between the primary and secondary school. Information outlining why a child may be vulnerable and may find transition challenging can be shared with the appropriate educational settings and agencies.

Some families will benefit from an Early Help Assessment in order to gain the best support possible for the child's transition. If there is an Early Help Assessment during Years 5 or 6, goals should be developed regarding transition arrangements.

## **Year 7 Allocations**

Should a pupil fail to attend on the expected date in September the school MUST follow normal absence checks. If unable to make contact with parents within 5 school days the school MUST notify [school.admssions@salford.gov.uk](mailto:school.admssions@salford.gov.uk) and refer to CME [Customer enquiry form \(salford.gov.uk\)](#)

## Effective transition in Salford

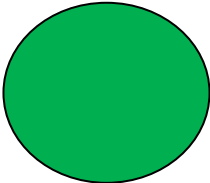
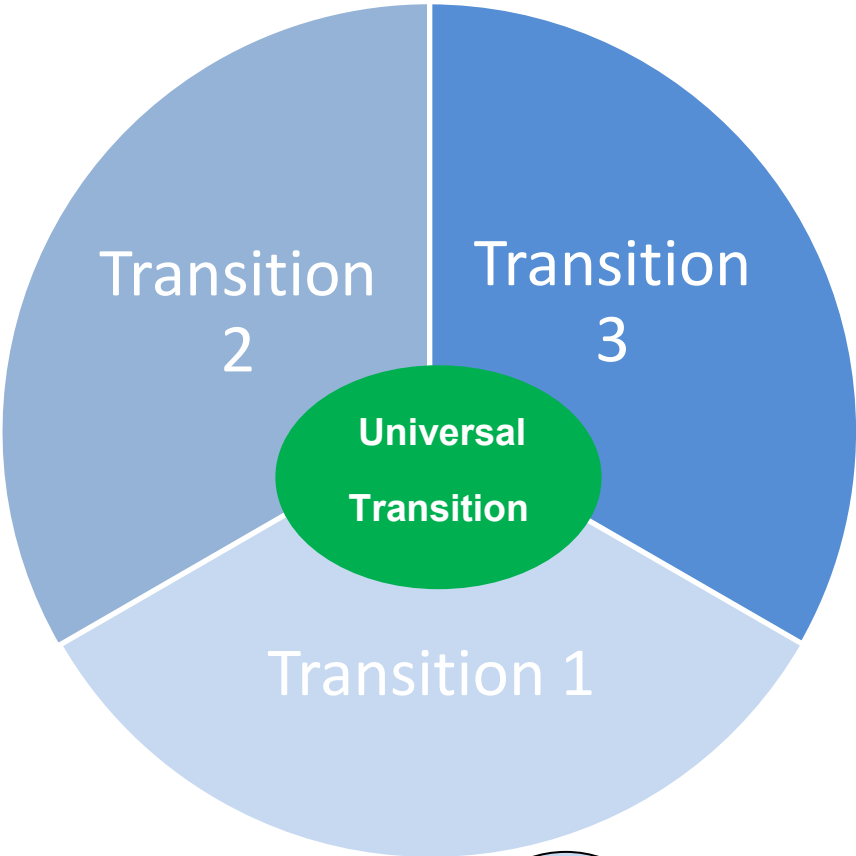
In order for effective transition in schools in Salford, the following actions are required;

- Consent for information sharing obtained from a parent/carer should usually be obtained in the primary setting when a child joins the school.
- Open day/evenings allocated on different dates at all secondary schools to allow parents to attend more than one.
- Secondary schools will have a Year 7 or transition section on their website that contains information such as uniform, equipment, behaviour policy or expectations, key dates and events etc.
- Key dates shared and easily accessed on school websites.
- Secondary school application deadline 31<sup>st</sup> October
  - Parents/carers have access and support to complete the online admissions form from gateway centres and primary schools, should they require it.
- Two induction days for all Year 6 children held on, Thursday and Friday, the same week, across Salford
  - **In 2026 Thursday 25<sup>th</sup> and Friday 26<sup>th</sup> June**
  - **In 2027 Thursday 24<sup>th</sup> and Friday 25<sup>th</sup> June**
  - **In 2028 Thursday 29<sup>th</sup> and Friday 30<sup>th</sup> June**
- Attendance – if a pupil does not attend one or both of the induction days the secondary school **must** notify the primary school by 9.30am at the latest. Primary schools will follow their normal absence procedure.
- Induction days should include activities such as:
  - Completion of a 'This is me' booklet
  - Meeting the form tutor and other pupils in their form
  - A tour of the school to orientate pupils
  - Well-planned and engaging lessons in different parts of the school so pupils get used to moving from one classroom to another and from one teacher to another.
  - Team building activities with peers
  - Introduction to routines and systems
  - Early lunch breaks, away from older pupils, to introduce new pupils to lunchtime routines and systems, including those used for purchasing lunch

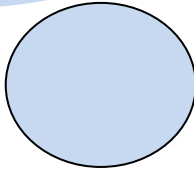
- Opportunities for pupils to learn how to organise themselves, e.g. books, equipment
  - Opportunities to meet and get to know key staff such as the Head of Year and pastoral staff.
- Basic transfer of information (Transition information gathering spreadsheet – see appendix 9) to be completed by the primary school to include the child's attendance in Year 6 up to the February half term. The completed form needs to be returned to School Admissions by 28 February and sent to [school.admissions@salford.gov.uk](mailto:school.admissions@salford.gov.uk). This information will be collated and shared with secondary schools once places are allocated. The LA transition coordinator will collect this information from primary schools and distribute to secondary schools.
  - 'Face-to-face' meetings (or phone call conversations for small numbers of pupils) to take place between primary and secondary colleagues in March and April to share information about individual pupils highlighted as needing additional transition support.
  - Follow-up information gathering conversations to take place between primary and secondary schools where a pupil's circumstances change following the face-to-face meetings, e.g. if the pupil is excluded or experiences a bereavement
  - Accessible information to be provided to parents/carers by primary and secondary schools about the transition process including:
    - The role of the parent/carer during transition
    - The role of the primary school
    - The role of the secondary school
    - Transition timeline for children and parent/carer
    - Key dates for events
  - Ensure effective pupil tracking and transferring of information to support continued progress e.g. an example of a pupil's best piece of independent writing, their most recent maths book etc.
  - Common Basic Data Set, maintained for every child, in a school's management information system transferred from the primary to secondary school using a Common Transfer File in the summer term. (This is a statutory obligation for all maintained schools)

### Packages for transition

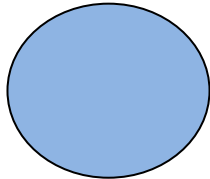
Through robust research and reviewing of existing policies we have defined packages of support for pupils during transition from Year 6 to Year 7. Children can enter at any level and do not necessarily need to access the previous package of support. The decision to place a child on a package for transition should be made during the 'Face-to-face' information sharing discussion (appendix 1) unless the pupil has an EHCP or is cared for, in which case additional transition arrangements will be undertaken earlier (Transition 3). It is important to discuss individual transition needs with parents and pupils in order to ensure the pupils receive the most appropriate support, particularly if pupils need more than universal transition support.



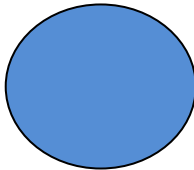
**Universal Package: Advice and guidance for transition for every child in Salford.**



**Transition Package 1: Need for some targeted help for a successful transition.**



**Transition Package 2: Need for more targeted help for a successful transition.**



**Transition Package 3: Need for individualised specialist help for successful transition.**

## Definition of each package

**Universal Package:** to ensure a fully integrated approach, the transition levels are immersed within the Universal Framework. The universal offer is aimed at every child in Salford Education and is designed to promote effective transition. All universal packages should be offered to all children, regardless of the transition package they access.

**Transition Package 1:** is appropriate for those children with **some levels of vulnerability**. For example, children who are not accessing formal support, who may be coping well in their primary setting but are likely to encounter difficulty on transition to secondary school. Children who have accessed a build-up timetable earlier in the school year or are PA. This may be due to low self-esteem, lack of self-confidence, anxiety in new or social situations, difficulties forming friendships, experience of bereavement or loss. They may have young carer responsibilities. This is also helpful for children going out of their local area for Year 7.

**Initial transition meetings between Year 6 teachers and the secondary transition lead to take place from March onwards. Children should be monitored regularly and will be supported in school through the pastoral care system. On transition into Year 7, information should be shared with all relevant staff in school.**

**Transition Package 2:** is appropriate for those children with **increased levels of vulnerability**. For example, children at SEN support who are accessing provision/intervention that is more than, or different to, their peers. Children who have accessed a Pupil Referral Unit (PRU) or AP. Children who have experienced trauma and other adverse childhood experiences. Children who have displayed a significant response to bereavement and loss. Children who are new to the country and/or from areas affected by war. Children attending school on a build up timetable. Children who have previously had a team around the family or the family have received or are receiving support from an Early Help Practitioner. Children who have a SA action plan. Children who have accessed the school behaviour policy on a regular basis.

**Initial transition meetings should take place as soon as school places are allocated in March. The plan should aim to include the autumn term in Year 7. This will involve information sharing between the primary SENDCo and secondary SENDCo/Deputy SENDCo and/or the primary and secondary safeguarding leads and parents. The meeting should result in a plan with clear actions and timescales. A flexible approach to planning is needed and a commitment to reviewing the plan at key points, for children receiving support at this level. On transition into Year 7, information should be cascaded to all other relevant staff.**

**Transition Package 3:** is appropriate for those children with **severe, complex and persistent levels of vulnerability**. For example, children with an Education Health and Care Plan (EHCP) or those going through an EHCP needs assessment. Cared for children, those on a Child in Need Plan (CIN) or Child Protection Plan (CP) and/or supported by the Virtual School Team. Children who have been permanently excluded and will transition from a PRU at the end of Year 6. Children that are accessing AP. Children who are on the EBSA pathway.

**Initial transition meetings should take place as soon as school places are allocated. The plan should aim to include at least the autumn term in Year 7. This will involve additional support from other agencies in Salford along with SENDCOs/safeguarding leads, class teachers and parents. The transition meeting should result in a bespoke plan with clear actions and timescales that meet children's needs so that they are able to transition successfully into their**

**new school. A flexible approach and ongoing evaluation is crucial for children receiving this level of support. On transition into Year 7, all information should be cascaded to all other relevant staff. This could be done in collaboration with primary colleagues.**

**Note: Parents and pupils views should be considered when deciding whether a pupil needs to have a transition package in place.**

**Whilst the examples within these packages are not exhaustive, if you have a question or concern around the identification of the appropriate transition package for children with SEND within your school, then please do not hesitate to contact Kirsty Bailey to discuss further [Kirsty.Bailey@salford.gov.uk](mailto:Kirsty.Bailey@salford.gov.uk)**

**Timeline for supporting transition package 1 and 2. Will also apply to some children allocated package 3. See page 9 for further advice on transition package 3.**

**By February Half Term of Year 6:**

- All primary schools send information gathering excel spreadsheet (see appendix 9) to LA transition coordinator [school.admissions@salford.gov.uk](mailto:school.admissions@salford.gov.uk) (information will be processed and shared by the LA with relevant secondary schools once places are allocated)



Year 6, once secondary places are allocated (Early March), primary and secondary colleagues to:

- Make contact and arrange information sharing/meeting depending on transition package allocated. (see Appendix 2) for sharing information
- Gather the views of parents/carers and pupils as appropriate
- Design a suitable and realistic transition plan



Year 6, primary and secondary colleagues to implement the transition plan from March to July. Secondary to take over from September.

- Key staff monitor and evaluate the plan regularly, amending as necessary, particularly for transition 2 and 3 plans.
- Regular communication between primary and secondary staff, parents/carers and



Year 7, implement the transition plan throughout the Autumn term:

- Key staff ensure all relevant secondary staff are aware of the arrangements for transition 2 and 3 plans
- Key staff monitor and evaluate the effectiveness of the plan and amend as needed
- Regular communication with parents/carers and pupils.



Year 7 secondary colleagues complete a review of transition plan by October half term of Year 7:

- Continued tracking of both academic and pastoral transition.
- Feedback gained from pupil and parent/carer.

## The Transition 3 process timeline

### Timeline for supporting the transition of vulnerable children from Year 5 onwards (package 3)

Early Identification of vulnerable students (Year 5). Discussions to be held at:

- Cared for Children professionals meetings and at the PEP
- CP plan
- Annual review of Education Health Care Plan (EHCP)



Develop a transition plan:

- Gather information from school staff, other agencies, children and parents/carers, to produce an effective and realistic transition plan.
- If a FAF (CAF) is already in place, this will become a useful document for reference.
- Any professional meetings for cared for pupils, invite desired secondary schools



Year 6, once a secondary place is allocated, implement the transition plan:

- Continuous monitoring and evaluation of the plan needs to take place by key staff, incorporating planned strategies and support.



Year 7, implementing the transition plan:

- Continuous monitoring and evaluation of the plan needs to take place by key staff, incorporating planned strategies and support.



Review of transition plan by October half term of Year 7:

- Continued tracking of both academic and pastoral transition, consistent monitoring and feedback gained by primary schools, pupil, parent/carer.

**Universal Package:  
Advice and guidance for transition support for all children**

**Minimum requirements for all pupils in Salford:**

- Parent/carer and student able to attend open evenings of all Salford secondary schools, these should take place on different days in each secondary school and Local Authority informed to avoid clashes.
- Primary schools to offer support to the most vulnerable families in Year 6 who may need additional support in completing an online school application form, before the deadline of the 31<sup>st</sup> October, who otherwise would not engage with applying for a school place. Schools can direct parents to gateway centres where support will be provided.
- Parent/carer and student able to state a preference of secondary schools. (With awareness that they may not be successful in gaining a place at their priority 1 choice school).
- Information gathering sheet to be sent by the primary school to the Local Authority transition coordinator by February half term.
- Information to be transferred to relevant secondary schools by the Local Authority after a student's place has been confirmed by the Local Authority.
- A Face-to-face meeting between primary and secondary transition team staff to gather further information during early June. This information should then be cascaded by the secondary transition team to relevant staff.
- Minimum of a 2-day induction package for Year 6 children. Dates as set out in this policy (consider inviting Year 6 staff to attend some of the days)

**Recommended / best practice actions for a successful transition at this package drawn from current good practice in Salford:**

- Year 5/6 invited to attend associated secondary school drama/music productions.
- Year 5/6 tour of associated secondary school accompanied by question & answer sessions with current Year 7 students.
- 1 day Year 5 induction programme at associated secondary school.
- Members of the primary and secondary school transition team to work collaboratively in hosting a Year 5 parent/carer and student information evening delivered in the primary setting for preparation of transition to secondary school, including how to submit applications. This could include distribution of information leaflets.
- Secondary school welcome pack for parents/carer and student.
- Welcome evening/meet the form tutor (assign tutor before the induction days) hosted by the secondary schools delivered in the secondary setting.
- Peer mentors assigned to each Year 7 form group e.g. year 10 mentor
- Cross-phase curriculum activities (e.g. joint Year 6 and Year 7 enterprise project)
- Transition activity/discussion time held during Year 6 and 7 PSHE time.
- Year 6 or Year 7 residential activity with the high school.
- Academic work pack developed by all Year 6 students sent over to secondary school at the end of the final term (e.g. last English and maths book, best piece of art work etc.).

- Key Stage 3 staff to team teach/observe pupils in lessons at primary schools after SATS.
- Year 6 complete a 'this is me' booklet to use on the first transition day, which can be shared with peers and form tutor. This could be completed during the first transition day rather than in the primary setting.
- Year 7s visit their previous primary schools and meet with the Year 6 pupils.
- Refer to supporting documents for specific needs from LSS and EMTAS <https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/learning-support-service/>
- [Ethnic minorities, asylum seekers and refugees and Gypsy Roma Travellers • Salford City Council](#)

**Universal Plus Package 1:  
Targeted support for learners with some levels  
of vulnerability**

Recommendations at this package include all elements of the universal offer **plus** some or all of the below, tailored to meet specific needs:

- Additional transition visit before the 2-day universal induction programme.
- Individualised plan to identify student strengths and needs.
- Assign a buddy system with a current Year 7, regular contact with this buddy through final term of Year 6. If the primary child is a new arrival EAL child, assign a buddy who has the same language in year 7 if possible.
- Visit with Year 7 form tutor before September.
- Student 1-1 tour of the school with Head of Year 7 and parent/carer. Provide interpreters if necessary.
- Pastoral support and nurture sessions offered in Year 6 and Year 7.
- Consider completion of and Early Help Assessment to create a partnership approach to transition, between parents, primary school and secondary school. This can include and document agreed actions and increase contact with parents.
- Parents/carers invited to additional coffee mornings in Year 6 and Year 7.
- Regular contact from Head of Year 7/pastoral key worker with parent/carer throughout Year 7.
- One page profile/passport for the pupil shared with all staff.
- Continuing to refer to support documents and checklists for specific learning needs from Learning support services (<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/learning-support-service/>), where relevant.
- Access support from EMTAS within The Local Offer (<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/ethnic-minorities-and-travellers/emas-and-referral-form/>), where relevant.

\*NOTE: Pupil Premium + funding is available for previously cared for pupils, however primary schools are not able to share this information, adoptive parents have a choice as to whether or not they wish to inform the school. Primary schools should alert parents to this.

**Universal Plus Package 2:  
Targeted support for learners with increased  
levels of vulnerability**

Recommendations at this package include all elements of the universal offer plus;

- Earlier transition visits on a more frequent basis.
- Small group sessions with secondary SENDCO/ behaviour manager
- More visits from secondary key workers to primary setting
- Seek advice and help from targeted support agencies/make referrals (see service directory).
- SA action plan shared with secondary school.
- Nurture groups/interventions on a weekly basis.
- Secondary to attend any relevant meetings including FAM during Year 6 or earlier.
- Key secondary staff to have 1-1 meeting with parents/carers
- Resources fully stocked.
- Key worker assigned with daily check-ins i.e. form tutor.
- Peer mentoring/buddy system.
- Support during unstructured times.
- 1-1 meeting with parents/carers, regular contact maintained throughout Year 6 & Year 7.
- Make reasonable adjustments based on the need of the child, where relevant.
- One page profile/passport for the pupil shared with all staff.
- Continuing to refer to support documents and checklists for specific learning needs from Learning support services (<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/learning-support-service/>), where relevant.
- Access support from **EMTAS** within The Local Offer (<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/ethnic-minorities-and-travellers/emas-and-referral-form/>), where relevant.
- Arrange a consultation meeting with the **School Co-ordinator** regarding learner's transition. In the October of the new term, the School Co-ordinator will lead a 'pastoral transition meeting' ensuring all needs of the learner are being met.
- If no social care involvement, consider completion of and Early Help Assessment to create a partnership approach to transition: between parents, primary school and secondary school. This can include and document family strengths, agreed actions and increase contact with parents. A referral to the Early Help Service may be relevant to support the family.
- For pupils known to Alder Brook and/or the PIT team, contact the Transition lead. The role of the Transition Lead, working within the Primary Inclusion Team, is to facilitate a successful transition for vulnerable children into Year 7. These children will have been referred to the Primary Inclusion Team in Upper KS2 or will be transitioning from Alder Brook. The Transition Lead will work with primary and

secondary schools to ensure effective support is in place for pupils and staff, in order to reduce suspensions and PEX for this group.

**Universal Plus Transition Package 3:  
Targeted support for learners with  
severe, complex and persistent levels  
of vulnerability**

(Timetables are available in appendices 6-8).

Recommendations at this package include all elements of the universal offer plus;

- Cared for Children's transition programme
- SEN transition support from discussions with appropriate agencies
- Regular visits to secondary school from 2<sup>nd</sup> term Year 6 (at the latest)
- Where applicable early identification of named school
- TA/pastoral support-key worker identified and a relationship built with the student before transition
- A relevant identified individual to attend review meetings.
- Additional interventions/support clubs
- External agency support (see services directory)
- 1-1 meeting with parents/carers, regular contact maintained throughout Year 6 & Year 7
- Make reasonable adjustments based on the need of the child, where relevant.
- More detailed One page profile shared with all secondary staff
- Educational Psychologist's transition event
- Secondary SENDCO to maintain the link with the primary SENDCO into the autumn term of Year 7 to ensure continuity and links with parents.
- For pupils known to Alder Brook and/or the PIT team: contact the Transition lead. The role of the Transition Lead, working within the Primary Inclusion Team, is to facilitate a successful transition for vulnerable children in to Year 7. Alder Brook will speak with parents about the opportunity to be dual registered at the mainstream secondary school and the secondary PRU for pupils that do not have an EHCP so that further transition support and assessment can be completed. These children will have been referred to the Primary Inclusion Team in Upper KS2 or will be transitioning from Alder Brook. The Transition Lead will work with primary and secondary schools to ensure effective support is in place for pupils and staff, in order to reduce suspensions and PEX for this group.

## **Recommendations and suggestions to prepare pupils for Secondary school**

Discussion with professionals have highlighted that the preparations for secondary school need to begin as early as possible in Key stage 2 and that good relationships between the primary and secondary schools are paramount. The following examples and recommendations are taken from current good practice in Salford.

### **In Year 4 and 5;**

- Primary school children access specialist resources and facilities at secondary schools (e.g. science, ICT and PE facilities etc.);
- Secondary specialists, transition leads and subject leads work alongside primary colleagues to observe/team teach aspects of the primary curriculum and develop a shared understanding of expectations in Key Stage 2 as well as foster positive relationships;
- Cross phase training if appropriate.

### **In Year 6;**

- Send out parent and pupil questionnaire (see appendix) for feedback ahead of transition to secondary school. Refer to the feedback when planning transition intervention and support around the Year 6 pupils;
- Maths activities such as, reading time tables and schedules;
- Comprehension tasks based on secondary school information packs/ website i.e. school rules and expectations;
- Map reading skills;
- Transition workbook;
- Develop further independence e.g. each pupil having personal stationary sets and school bags to be lesson ready;
- Homework diaries are used, signed by parents and collected in on a certain day;
- Moving around school independently (e.g. playtimes, lunchtimes, assemblies, PE in the hall etc.);
- Wearing a formal shirt and tie as part of the school uniform;
- Summer schools
- Cross phase teaching to develop a shared understanding of expectations in Key Stage 2 and Year 7, so primary children can experience a change of staff and foster positive relationships;
- Cross-phase training.
- Pupils to be encouraged to access BBC Bitesize resources: <https://www.bbc.co.uk/bitesize/tags/zh4wy9q/starting-secondary-school/1>
- Secondary transition leads/heads of Year 7 subject leaders to work with Year 6 pupils in the primary schools to get to know them and be a 'familiar face' in the first few weeks in secondary.
- Secondary schools to provide Year 6 pupils with summer homework to prepare them for subjects taught in Year 7.

- Gather pupil views around how effective transition practices have been for them to inform future plans.

### **In Year 7:**

- Staff to have an awareness of where the pupils are in their understanding of secondary school expectations e.g. getting to class promptly, making their way around the building, coats off inside etc.
- Spend time teaching personal organisation skills e.g. packing your bag to be lesson ready, tying a tie, map reading, organising homework etc.
- Activities to encourage positive friendships e.g. team building
- Time planned in, possibly during tutor sessions for check-ins and discussing secondary school expectations;
- Website to support Year 7 parents and pupils with key information such as quantity of homework, time tables, PE kit checklist, stationary checklist, topics being covered in core and foundation subjects, key dates and trips;
- Cross-phase teaching during the autumn term to ensure pupils are building on previous academic work (e.g. primary colleagues observing/team teaching in secondary settings)
- Mapping Key Stage 3 schemes of work to take into account the curriculum coverage in Key Stage 2
- Cross phase training.
- Gather pupil views around how effective transition practices have been for them to inform future plans.
- Year 6 staff to visit Year 7 pupils after first few weeks in Year 7. Pastoral, celebratory activities.

It is recognised that the support given to a child in a primary setting may differ to the support that a child requires when they transition to secondary school. In a few cases, the transition to high school may need additional support when previously this had not been required.

### **EMTAS Mobile Children**

There are a number of children in the city who are more likely to be mobile at various points throughout the year than others; examples of these include: asylum seekers/refugees, Gypsy Roma and Travellers, children of international students. Some of these children leave the area/country for specific periods and then return to the same school a few months later, or start at a different school. Asylum seekers are forced to leave their properties, often at short notice and this can be upsetting for the children. These children are at risk of missing out on many transition activities and visits and schools need to have arrangements in place to offer catch up activities/visits to ensure a positive transition.

## **Gypsy Roma Traveller children**

Gypsy Roma and Traveller children are statistically much less likely to make a successful transfer to secondary school than other children. In order to try and address this, positive transition activities, including outreach into the community, need to take place at the start of key stage 2. Poor attendance due to travelling results in GRT children missing transition activities and parents may have cultural concerns which may prevent a successful transition to secondary school. Early conversations with parents and developing trust significantly increases the chances of a successful outcome.

The following information will be gathered during the face to face meetings, or phone calls for small numbers, and collected by the secondary school onto the spreadsheet. A copy of the first page (key contacts) should be completed separately and kept by both primary and secondary colleagues.

## Transition information gathering form- Face-to-face Conversation Template

This template should be completed by secondary colleagues during the face-to-face conversation which should take place

Primary School name: [Click here to enter text.](#)

	Name	Email address	Main contact
Year 6 teacher	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<input type="checkbox"/>
SEND/CO	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<input type="checkbox"/>
Safeguarding/family liaison	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<input type="checkbox"/>
Other key staff:	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<input type="checkbox"/>
Secondary School staff			
Secondary school name:			
Head of Year:			
Transition lead:			
Other key staff:			

Please tell us about your pupils as a class group. What works well for them? What should we avoid? Are there any triggers for problems with the class? Are there any significant situations to be aware of or any friendship group issues?

[Click here to enter text.](#)

Please complete individual forms below for those pupils that will require a higher level of support at transition.

## Individual child information form

This form should be used to record conversations about any pupils identified as needing additional support at transition

Name of child: [Click here to enter text.](#)

Date of birth: [Click here to enter text.](#)

Primary School attended: [Click here to enter text.](#)

### Main areas of concern: (select all that apply)

- |   |                          |   |                          |
|---|--------------------------|---|--------------------------|
| <a href="#">Attendance:</a>   | <input type="checkbox"/> | <a href="#">English as an additional language</a>                               | <input type="checkbox"/> |
| <a href="#">Behaviour</a>   | <input type="checkbox"/> | <a href="#">Social interactions</a> e.g. friendships                            | <input type="checkbox"/> |
| <a href="#">Attitude to learning</a>  | <input type="checkbox"/> | <a href="#">Home situation</a> , including social care involvement, young carer | <input type="checkbox"/> |
| <a href="#">Learning needs</a> , including physical and medical needs                                       | <input type="checkbox"/> | <a href="#">Other significant events</a> e.g. bereavement and loss              | <input type="checkbox"/> |
| <a href="#">Emotional health and well-being</a> (including neurodevelopmental conditions e.g. ADHD, autism) | <input type="checkbox"/> |   |                          |

**Please click on the arrow to complete only the relevant sections based on the above choices:**

#### Attendance:

Current attendance: [Click here to enter text.](#)

SA action plan targets, if relevant:

Attendance strategies used and their impact:

[Click here to enter text.](#)

#### Behaviour:

Has the child been referred to: PIT team  Short term placement at Alder Brook  (Please include details below)  Primary At Risk Panel

Has the child needed to have a Repeat Suspension Toolkit completed? If yes, then please share details below.

Please comment on the behaviours observed; the strategies implemented and their impact. What ongoing support do you anticipate they may need in order to make a successful transition to high school?

Click here to enter text.

What does the child's behaviour look like through the following stages? Please identify suggested or successful adult responses.

	Calm	Anxious	Crisis	Calming
What the behaviour looks like	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Suggested/successful adult responses	Click here to enter text.	Click here to enter text.	Click here to enter text.	

**Attitude to learning:**

Please comment on the child's attitude to learning and any interventions that are currently in place. What ongoing support do you anticipate they may need in order to make a successful transition to high school?

Click here to enter text.

**Learning needs:**

Is the child: School SEN register       EHCP       Please state funding band: [Click here to enter text.](#)

What is the child's primary area of need? Please label 1-4 as appropriate, 1 being the primary area of need.

Cognition and learning	Choose an item.		Social, emotional and mental health	Choose an item.
Communication and interaction	Choose an item.		Sensory and/or physical	Choose an item.

Please comment on the child's learning needs and the support they currently receive. What ongoing support do you anticipate they may need in order to make a successful transition to high school?

Click here to enter text.

Does the child have any medical needs or allergies the high school need to be aware of? Are any reasonable adjustments required?

Click here to enter text.

**Emotional health and well-being:**

Does the child have/exhibit any of the following:

- |                                |                          |                   |                          |
|--------------------------------|--------------------------|-------------------|--------------------------|
| ADHD/ADD/ODD                   | <input type="checkbox"/> | Depression        | <input type="checkbox"/> |
| Autism                         | <input type="checkbox"/> | Eating Disorder   | <input type="checkbox"/> |
| Anger                          | <input type="checkbox"/> | OCD               | <input type="checkbox"/> |
| Anxiety                        | <input type="checkbox"/> | Selective mutism  | <input type="checkbox"/> |
| Attachment issues              | <input type="checkbox"/> | Self-harm         | <input type="checkbox"/> |
| Bereavement and loss           | <input type="checkbox"/> | Suicidal thoughts | <input type="checkbox"/> |
| Confidence, self-esteem issues | <input type="checkbox"/> | Trauma            | <input type="checkbox"/> |

Has the child been referred to any of the following services:

- |                                   |                          |                             |                          |
|-----------------------------------|--------------------------|-----------------------------|--------------------------|
| Educational Psychology            | <input type="checkbox"/> | Counselling                 | <input type="checkbox"/> |
| CAMHS                             | <input type="checkbox"/> | Other therapeutic services: | Please give details      |
| Community Paediatrician           | <input type="checkbox"/> |                             |                          |
| Community Eating Disorder Service | <input type="checkbox"/> |                             |                          |

Please give details of the child’s emotional health needs and how these are currently being supported. What ongoing support do you anticipate they may need in order to make a successful transition to high school?

[Click here to enter text.](#)

**English as an additional language:**

Is the child:

- Asylum seeker
- Refugee
- Other (please state) [Click here to enter text.](#)

What is the child’s home language? [Click here to enter text.](#)

How many years has the child been in the UK? [Click here to enter text.](#)

Please indicate the child’s English Proficiency Code:

- |                                |                          |                    |                          |
|--------------------------------|--------------------------|--------------------|--------------------------|
| New to English (code A)        | <input type="checkbox"/> | Competent (code D) | <input type="checkbox"/> |
| Early acquisition (code B)     | <input type="checkbox"/> | Fluent (code E)    | <input type="checkbox"/> |
| Developing competence (code C) | <input type="checkbox"/> |                    |                          |

Does the child receive support from EMTAS? Yes  No

What is the parents’ preferred language? [Click here to enter text.](#)

Do parents’ require an interpreter when visiting school? Yes  No

Please provide any additional information about the child's additional language needs, such as support provided by EMTAS or previous educational history.

[Click here to enter text.](#)

**Social interactions:**

Please give details of the child's social needs, including any pupils whom it would be beneficial for them to be with, or kept away from. What ongoing support do you anticipate they may need in order to make a successful transition to high school?

[Click here to enter text.](#)

**Home situation:**

Is the child a young carer? Yes  No

Gypsy Roma   
Traveller

[Click here to enter text.](#)

Is the child:

Cared for   
Child Protection Plan

Adopted

Early Help    
Service  
(EHP name  
.....)

Early Help   
Assessment

Child in Need Plan   
Returned home from a period of   
care  
Special guardianship or residence   
order

Does the child have a social worker? If so, please provide their details:

Name of social worker: [Click here to enter text.](#)

Local Authority: [Click here to enter text.](#)

Social worker email address: [Click here to enter text.](#)

Social worker telephone number: [Click here to enter text.](#)

Please provide brief details of the home situation and of any social care or early help involvement. What ongoing support do you anticipate the child may need in order to make a successful transition to high school?

[Click here to enter text.](#)

### **Other significant events**

Please comment on any other significant events that may affect the child's transition to high school. What ongoing support do you anticipate they may need in order to make a successful transition to high school?

[Click here to enter text.](#)

### **Targeted support**

Please identify the level of support the child will require:

Universal plus package 1   
(Targeted support for learners with some levels of vulnerability)

Universal plus package 2   
(Targeted support for learners with more levels of vulnerability)

Universal plus package 3   
(specialist support)

Please detail here what this package of support will entail:

[Click here to enter text.](#)

**\*example\* - One page profile – edit as needed**

Pupil voice I like...  I need.....  I don't like...	photo	Parent voice – What I want to you know about my child:			
Strategies that work to support me - - - -	Calm Quiet, Responding positively, Answering questions	Anxious Tapping, Head down quiet	Crisis Threatening, Damaging, Shouting,	Calming Quiet, Tired, Head down	
	Praise, Clear recognition, Thumbs up	Praise, Repeat instructions 1:1, Time to process	Directed to time out, Supported for time out and space, Offer support,	Offer support, monitor, Space and time, Return to class when ready	
<u>Personal targets</u> I will ask for help by putting my hand up and waiting for an adult to respond.  I will use kind words towards others.  I will use time out strategy when I am feeling frustrated.	<u>Personal strategies</u> Breathe and count to 10  Zip it, lock it, pocket  Ask for adult support / ask for exit pass				
<u>External agencies involved:</u>					

## **EVALUATION REPORT**

### **SALFORD COUNCIL KEY STAGE 2 to KEY STAGE 3 TRANSITION POLICY**

#### **Introduction**

Salford first published the Primary / Secondary transition Policy in 2018 and it was updated again in January 2020 following meetings with primary and secondary leaders. This evaluation took place in the Spring Term 2022 and involved discussions with a sample of primary and secondary school staff. We also talked to a few pupils and parents about their experiences of transition from primary to secondary school.

In total 16 number of meetings were completed. These were equally split between primary schools and secondary schools. In addition, a limited number of pupil and parent interviews were carried out. Copies of the visit templates are included in Appendix A of this report.

We would like to thank all the staff in the schools for the time they gave to us and for the information they provided to help us with this evaluation.

The Salford transition policy has been developed from consultation with primary and secondary school representatives across the city, as well as professionals from a range of agencies. This document is a guide for everyone supporting pupils with transition from primary to secondary. The audience for this policy includes staff at all Salford primary schools, staff at all Salford secondary schools, parents/carers of all Salford pupils and all agencies involved in primary to secondary transition. In addition, this policy will help ensure all educational settings in Salford are meeting statutory legislation for inclusion and equality as stated in the Children and Families Act.

Through early intervention and a proactive approach to meeting the needs of young people in the city, children will make increased gains in their progress.

#### **Salford's Vision**

Every child and their family are entitled to a consistent and effective transition as they transfer between primary and secondary schools.

Transition planning will promote collaborative working to ensure the best outcomes for the child and their family.

#### **What we found out about Transition in Salford**

Overall, there is a great deal of commitment from our schools to get transition right for Salford children. Some excellent practice was seen in transition, particularly in schools where it is given a high profile. Best practice is characterised by good communication

between primary and secondary schools, where children from primary schools are regular visitors to secondary schools from Year 4 onwards. In secondary schools where transition works well, the communication between staff is excellent, with a team working together to plan support for pupils.

### **Awareness of Policy**

- Most school we visited had a good awareness of the policy. Some staff we talked to had been involved in the development of the policy from the start.
- Many transition leads, Key Stage Leads and Year 6 teachers were using it to guide them. In some cases, the policy been shared with all staff in school. They were using the resources, including templates for face-to-face conversations, and adapting these to the needs of their settings.
- A small number of Year 6 teachers had not been made aware of the policy and it had not been passed onto them by senior leaders.
- Some leaders said they would benefit from a briefing session about the policy, and this would also be beneficial for those who are new to role.
- Some leaders would like a list of key contacts to be added to the policy so that they know who to contact in the LA about transition matters.

### **Information Sharing about pupils in writing and in discussion**

- Secondary schools that start transition activity from Year 4 onwards have already got good knowledge of the pupils that they are receiving at the end of Year 6. This also means that children know their way around the school building, they have experienced lessons and other activities in their new setting, and they are already familiar with many of the teachers and have made friends. This works well for schools that have a smaller number of primary school partners.
- Most schools felt that the information provided on the information gathering form was comprehensive. One or two schools said that the form was very large and involved a lot of work. On the other hand, schools appreciated that the use of one consistent form saved on duplication and prevented a myriad of different forms being sent out from each secondary school.
- One or two primary schools said some secondary schools are still expecting primary teachers to do additional administration like filling forms in advance of face-to-face meetings, putting children in form groups. This is not in the spirit of the policy, as these forms are designed to be completed during the meetings.
- Secondary school transition leaders said that this information was used as a starting point for the face-to-face meetings that they have with primary school staff. They said that these face-to-face meetings are the most important step in the process.
- Suggestions made to improve the information gathering form included the use of more drop-down boxes to ensure consistency, ensuring that children with special needs include those with SEN Support as well as those with EHC Plans, a system to record children who have been involved in sports or music activities, ensuring that the language used to record KS2 assessment information was

consistent with the national curriculum, or including rank order of pupils according to ability. EAL information is also considered to be inconsistent by some secondary schools. Some secondary schools would also like information about the reading ages of children.

- A few schools said that because the form is completed in March it could do with updating and some children who started after the form is completed do not get added. Information on these pupils is therefore not as detailed.
- Some secondary schools were unsure how to access Question Level Analysis after SATs.
- Face-to-face meetings between secondary and primary schools are seen as the most useful part of the information sharing process. Secondary schools say that this helps them to get a rounded picture of children, particularly the more vulnerable. Where this works particularly well is when the visit is undertaken by several secondary staff such as the transition lead, SENDCO and attendance officer. One or two secondary schools have adapted the face-to-face meeting form to gather additional information about SEND needs, medical needs, EP involvement and information about what might make a child anxious or stressed.
- Secondary schools provided detailed information about how they use the information that is provided to them by their primary colleagues. Information is shared with SENDCOs, pastoral leads form tutors, curriculum leaders, safeguarding leads, pupil premium leads. It is used to create form groups and seating plans and to determine nurture groups for vulnerable children. In some schools, staff use information to provide additional mentoring support. The information is also used to provide additional transition time for pupils, over and above the official transition days and to organise events for parents whose children might be vulnerable. One school gave an example of how they provided additional support to help a child plan their way to schools and to support them with undertaking this.
- Some secondary schools pay additional visits to the primary schools. An example was given of where one high school sends staff to join primary lessons to observe children.
- Some parents feel that information gathered by secondary staff is not always shared with all teachers.

### **Additional Support provided by the LA/ Other Agencies**

- Some secondary schools have been involved in a funded transition project with the Salford Foundation and Life Centre to include more transition activity with vulnerable pupils. Schools that were involved were able to enhance their transition offer quite considerably by providing additional support to families and to engage children in projects such as storytelling. It would be useful to share the learning from these projects with other schools.
- One Secondary school was engaged in a two-year project funded by SHINE Foundation. This enabled the school to run an enhanced Year 6/7 transition activity for both parents and pupils, including online activities for them to be involved in as well as events in school.

- Some primary schools said they had accessed additional support. Where the PIT Team support was accessed, this was seen as effective. Schools have valued this support for pupils with complex needs. One school mentioned that they had used the I-reach Service. One school said that the Virtual Schools Transition Information was useful.

### **Transition Days in secondary schools**

- Some secondary schools organised summer schools last year as an additional opportunity to enable pupils to come into their new school prior to term starting. Several activities, both academic, sporting, and cultural were included.
- Under normal circumstances, Year 6 attend secondary school for 2 days and take part in lessons and other activities to help them acclimatise to their new surroundings. A variety of activities are planned such as sports days, trips out as well as more formal lessons. Some schools are already thinking of other ideas for future transition activities such as opportunities to use social media, IT based activities and linking transition to inter-house competitions etc. Schools also use transition days to enable pupils to get used to school routines and systems.
- During the Corona pandemic alternatives to transition days were provided. For example, one school provided 12 Zoom sessions for parents and pupils. Several schools told us about how they had improved their websites to include a section on transition with video content for pupils and parents, including virtual tours of the school. Another school provided tours for more vulnerable pupils and the SENDCO did a nurture group afternoon. Another school did a shorter transition period for SEND children. One school told us that they had used first day of term in September exclusively for Year 7 induction as the official transition days did not take place.
- One school told us that during corona they sent teachers into the primary school with some pupils to talk to Year 6 classes. Year 6 pupils planned questions that they wanted to ask the Year 7 pupils in advance.
- Primary staff said that their children enjoy the transition days as they give pupils confidence and help them to make new friends and get to know their teachers. They told us that they help initiate more conversations between staff about pupil's needs. One Primary school was involved in planning a transition day prior to Covid and this included Forest School.
- Primary schools want all the secondary schools to have their transition days at the same time so that they can do Year 5/6 transition or other activity at the same time. Some primary schools feel it is best when the children are in their future form groups on transition days. Ideally primary schools would like secondary schools to have 3 days of transition, but it was felt that two should be a minimum expectation.

### **Transition for Vulnerable Pupils**

- Many secondary schools offer additional transition activities for vulnerable pupils. This means that they come into school more often. Parents are also

offered more opportunities to meet key staff before the term starts. One secondary school sees vulnerable pupils once a week for 7 weeks in the Summer Term to facilitate activities that make them feel more secure in their new setting. Summer schools have also been accessed by these pupils.

- Some secondary schools have a different organisational model for vulnerable pupils. This is operated with fewer teachers teaching the vulnerable pupils, rather like a primary school would. Children do not move around the building as much, other than to attend lessons that are practically based such as PE, Art, or Technology for example.
- Some secondary schools stagger the start to the school day and adapt their lunch breaks for vulnerable pupils in the first few weeks of term.
- Children who have previously been in resourced provision spend more time in secondary schools. Staff in secondary schools visit these pupils in their primary settings as well.
- Some secondary schools have adapted their behaviour policies to consider the needs of vulnerable learners.
- Additional services have sometimes been used to support vulnerable learners such as the Education Psychology Service. One school used additional funding this year to provide Youth Worker support to vulnerable pupils.
- A couple of schools said they would benefit from some training on what the transition packages mean in practice. One primary school felt that the Tiered Response was more of a menu of options that secondary schools could choose from and that it would be more beneficial to know from each secondary school what they were offering for vulnerable pupils.
- Some schools reported that they had not seen the additional guidance about Looked After Children. Some secondary schools said they would like to get more information about the nature of social worker involvement. Schools value additional face-to-face meetings that are separate to the PEP meetings.
- Some schools feel there is inconsistency in the identification and implementation of appropriate transition packages for individuals and that the descriptors are not clear enough.
- One primary school said they would like to visit the children when they are in their new secondary setting in the Autumn Term.
- Some secondary schools plan to do more evaluation of their approaches to transition for vulnerable pupils.

### **Additional Partnership Working between Primary and Secondary Schools**

- This has been a difficult couple of years for additional partnership working due to the pandemic.
- Schools reported that there were additional activities between primary and secondary in previous years and that they would like to do more activity in the future. One school said that they organised activities for children in Y4,5 and 6 and made visits to their partner primary schools. This means pupils are very

familiar with the school by the time they arrive in Year 7. In addition, primary school pupils are invited to the annual school production.

- Schools that have benefited from the additional funding provided by the Salford Foundation have been able to provide additional partnership activities for pupils and families. This has involved providing additional resources for pupils and families, mentoring of pupils, online sessions for both pupils and parents and an additional mailbox for parents of primary school pupils to contact the secondary school.
- Summer schools have provided an opportunity for children and staff to get to know each other and engage in interesting activities.
- Some secondary schools have a dedicated transition website with activities for pupils to undertake.
- One school sends mentors into primary schools to meet pupils and undertake activities. This school also has a Youth Worker who visits primary schools.
- One school has engaged with a primary school on Forest Schools with an external provider.

### **Curriculum and transition**

- Some secondary schools have provided additional lessons in primary schools in English, Maths and Science.
- Some secondary schools are planning to share schemes of work with primary schools.
- Taster lessons are offered to Year 6 pupils that give them a flavour of the Year 7 curriculum.
- In one school pupils are being taught a song that is used in the school production.
- One school offered pupils a Passport to Learning document that pupils complete during the summer prior to starting secondary school. Another school sent all pupils the same novel to read over summer.
- One school runs a Follow-On project in core subjects that is started in Year 6 and then continues into Year 7.
- Some primary schools would welcome more curriculum involvement from secondary schools.
- One secondary school used to invite primary staff in to do a book scrutiny in Year 7, but this has not taken place for a couple of years. It was seen as a useful exercise.

### **Parental and Pupil views of transition**

What helped children to make the transition to secondary school effective

- Parents find information that is given in advance helpful. Where secondary schools have provided helpful videos for parents this has been well received. Parents appreciate email and postal contact.

- Opportunities for pupils to visit secondary schools is seen as helpful in building confidence.
- Having a named secondary school transition lead or key teacher for pupils is useful in helping children become more confident.
- Parents of vulnerable pupils would like more opportunities to visit secondary schools and meet form tutors etc.
- Pupils appreciate having pupil mentors who can help them.

## **Areas for Development and recommendations**

### **Recommendations for the Council**

- To hold a briefing session on transition for all schools, but particularly for transition leads and year 6 teachers who are new to the role.
- To facilitate a sharing of practice session for senior leaders on transition.
- To update the policy with a list of key contacts in the Local Authority so schools know who to get in touch with.
- To review the information sharing form in the light of responses made by schools.
- Consider how pupils that are late joining primary schools are included in information sharing.
- Organise a collaborative meeting for secondary and primary English and Literacy leads, and Numeracy leads. This will assist secondary teachers to understand the standards at Key Stage 2 in English and Maths to enable them to build upon these.
- Ensure descriptors of the transition packages are clear to ensure consistency
- Organise training on the transition packages.
- Ensure communication about Looked After Children, including any involvement with social workers etc. is shared with all schools, as appropriate.

### **Recommendations for Schools**

- Secondary schools should share best practice in transition with each other, particularly on how curriculum links can be made with their partner primary schools.
- Secondary schools to ensure key information is shared with all staff, where appropriate.
- Secondary and primary schools to consider how they can best work together to understand curriculum plans and discuss standards.
- Secondary schools to review their approaches to transition of vulnerable pupils to ensure the support they are getting is appropriate and that it has the impact intended to.

## **The Local Offer**

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

### **Teams within Salford who can further support pupils**

- Health – School nurse
- Cared for Children – Virtual School Team (VST)
- Learning Support Services (LSS)
- Primary Inclusion Team (PIT)
- Speech and Language Therapy (SALT)
- Child and Adolescence Mental Health Services (CAMHS)
- Salford Information, Advice and Support Services (SIASS)
- Educational Psychologist Services (EP)
- Special Educational Needs (SEN)
- Integrated Youth Support Service (IYSS)
- Youth Justice Service (YJS)
- Occupational Therapy (OT)
- Adoption Agency
- Early Intervention 0-25 (EIP)
- Salford Adoptive and Families Support Services (SAFSS)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Early Help Assessment and Team around the Family (TAF)
- Education Welfare

### **What is Early Help Assessment and Team Around the Family?**

The Early Help Assessment Form and Team around the Family Meetings (TAF) are all about having a simple conversation with the family, to identify what is going well for them and what needs they might identify.

The assessment focuses on the assets of the family and produces a smart action plan that clearly shows the next steps for the family, and any professionals supporting them. These actions are then reviewed under a Team Around the Family meeting. It is only to be completed with consent from the family, as it is their assessment. It is to be used at an Universal (getting advice) and early help level (getting help) within Salford, using an asset based solution focused model.

It can be completed by any professional working alongside the family. They may be working with the adult or child/young person in the household.

The process aims to improve outcomes for families in Salford. Looking at what is working well, what are the worries and what support is needed.

There are a number of supporting tools that professionals can download.

For more information Tel: 0161 603 4239 or visit: [www.salford.gov.uk/familyassessment](http://www.salford.gov.uk/familyassessment)

## **i- Reach**

### **What is i-Reach?**

i-Reach is a Salford CAMHs initiative and offers additional school-based support to schools who are part of the project. Referrals for pupils requiring additional transition support to secondary school can be made through a School's Mental Health Lead. Support will be offered throughout Year 6 and the summer holidays, if required, as well as a minimum of 3 review appointments with High School in Year 7. This allows for 1 meeting per term to monitor and facilitate a successful transition.

### **Emotional health services directory**

A useful tool when looking at the services available for particular needs within a child

[Emotional Health Service Directory | Partners in Salford](#)

## Appendix 6 – Transition timetable for Cared for pupils

Salford City Council	<b>Virtual School Guidance for Moving Up from Primary Year 6 to Secondary Year 7</b> <i>Please contact the Virtual School Teacher Advisors for any additional support</i> <b>Primary:</b> <a href="mailto:Daniel.buckley@salford.gov.uk">Daniel.buckley@salford.gov.uk</a> <b>Secondary:</b> <a href="mailto:karen.bromelow@salford.gov.uk">karen.bromelow@salford.gov.uk</a> <b>Specialist</b> <a href="mailto:angela.cooper@salford.gov.uk">angela.cooper@salford.gov.uk</a> Education Officer <a href="mailto:adele.x.foster@salford.gov.uk">adele.x.foster@salford.gov.uk</a>			
Summer Term Y5	Autumn Term Year 6	Spring Term Year 6	Summer Term Year 6	Autumn Term Year 7
<p>Designated Teacher, Social Worker and Carer discuss possible Secondary School choices at the Y5 PEP review. Social worker to contact the Virtual School for advice and guidance.</p> <p>If the Young Person has an EHCP, please also refer to the SEN Guidance</p>	<p>Pupils and parents/carers attend open days and information evening at Secondary Schools</p> <p>PEP meeting is held and transition requirements are discussed</p> <p>All Salford secondary school application forms must completed by 31<sup>st</sup> October  <a href="https://www.salford.gov.uk/schools-and-learning/schools-admissions/secondary/">https://www.salford.gov.uk/schools-and-learning/schools-admissions/secondary/</a></p> <p>Social Worker and Parent/Carer complete the Local Authority application form online and ensure that they provide first and second choices of Secondary School. Both choices must be Ofsted rated at least 'Good' and the Virtual School</p>	<p>March 1<sup>st</sup> (or next working day if it falls at a weekend) Secondary School places are confirmed by the Local Authority</p> <p>N.B it is expected that the first choice school should offer a place. If there are any issues, then this should be raised at the earliest opportunity</p> <p>Secondary school places must be formally accepted by the Social Worker/parent/carers by the deadline provided by the Local Authority</p> <p>Virtual School are informed of school allocations</p> <p>Primary DT begins to gather information for the Summer Term meeting and makes initial contact with the Secondary School</p>	<p>One page profile to be populated by the primary school with pupil and if appropriate, parent/carers involvement (this <b>must</b> be completed prior to final PEP review)</p> <p>Primary School (DT), Social Worker and parent/carers ensure that young person attends the Secondary School Moving Up days</p> <p>Y6 PEP review is prioritised by Social Worker, Primary DT, Carer, VST Advisor and is attended by the receiving Secondary DT. At this meeting, the completed one page Pupil Profile will be shared and discussed as will the Social Care input.  <i>Please hold this meeting before half term</i></p> <p>After the Summer PEP Review, the Primary DT shares the PEP and Pupil Profile, along with any other supporting transition information, with the Secondary DT, copying in the VST Education Officer. This is in addition to standard PEP procedures (please see</p>	<p>Secondary DT to monitor the progress of the young person throughout Year 7</p> <p>DT ensures that information is shared (PEP, Pupil Profile and any other additional information) between necessary staff</p> <p>Check in phone call, visit or email from a Virtual School Advisor within September</p> <p>Year 7 Autumn PEP meeting to be arranged and attended by the Social Worker and prioritised by DT and Virtual School Advisor. A round robin from Secondary School staff with involvement is needed here</p>

	<p>consulted where appropriate</p> <p>Social Worker must notify the Virtual School of school applications</p> <p>Primary DT begins to gather information for the 'Moving Up' meeting and planning document and makes initial contact with the Secondary School DT (either by email or by phone)</p>	<p>DT (either by email or by phone)</p>	<p>the Salford PEP/PPP Guidance Document)</p> <p><i>Please speak to a Virtual School Advisor or the Education Officer if you feel that additional transition meetings are necessary for a pupil</i></p> <p>The Virtual School Advisor will raise with DTs where an additional transition meeting may be in the best interests of a particular pupil</p> <p>Virtual School continue to monitor the admission to care and intervene swiftly for new admissions</p>	
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## Appendix 7 – Transition timetable for SEN support pupils

<p><b>Salford City Council</b></p> <p><b>Learning Support Service for Moving Up from Primary Year 6 to Secondary Year 7</b></p> <p><i>Please contact the LSS Team Leader/Specialist Teacher for any additional support</i></p> <p><b>Team Leads:</b> <a href="mailto:Daniel.downes@salford.gov.uk">Daniel.downes@salford.gov.uk</a>, <a href="mailto:Elizabeth.charlton@salford.gov.uk">Elizabeth.charlton@salford.gov.uk</a>, <a href="mailto:simone.leese@salford.gov.uk">simone.leese@salford.gov.uk</a>, <a href="mailto:asma.hughes@salford.gov.uk">asma.hughes@salford.gov.uk</a></p>			
<b>Autumn Term Year 6</b>	<b>Spring Term Year 6</b>	<b>Summer Term Year 6</b>	<b>Autumn Term Year 7</b>
<p>Primary school setting to ensure any pupils with concerns at SEN Support to be referred to LSS no later than Autumn 2.</p> <p>One page profile of year 6 pupils already known to LSS to be populated by the school with pupil involvement</p> <p>Primary school to make timeline of key dates for transition specific events</p> <p>Primary setting to begin introducing planner/diaries to develop independence and organisation skills.</p>	<p>LSS Team Lead (TLR) for all 4 teams within LSS to begin gathering information re CYP on existing caseload moving to Year 7.</p> <p>LSS TLR to gather named secondary school for pupils noted in Year 6 on caseload and share with specialist teacher</p> <p>Once secondary school information is published to parents / children, Primary setting to update One Page Profile in consultation with LSS Specialist Teacher and other agencies (e.g. EP, SaLT etc) if required. This, where possible, should include the secondary school setting, and may form the transition meeting between primary and secondary.</p>	<p>Primary school to ensure information about pupils known to LSS (as identified in Spring Term Year 6 is gathered and up to date (this should include any LSS reports/diagnosis/updated hearing/vision information)</p> <p>Primary setting to generate list of key questions for secondary school with pupil and parents to be asked at secondary school transition dates (additional dates may need to be arranged)</p> <p>Where required Primary setting to consolidate all information collected at transition meetings into a booklet about secondary school for pupils to refer to over summer holidays</p> <p>Primary setting to provide opportunity to describe similarities/differences between primary and secondary schools</p> <p>TLR/Specialist Teacher to contact Secondary School to discuss additional needs/diagnosis with a view to supporting identified needs in secondary setting (such as training needs/learning plan targets/environmental recommendations/staff photos etc.)</p>	<p>TLR/Specialist Teacher to contact Year 7 setting to check progress and offer additional advice/support if required</p>

## Appendix 8 – Transition timetable for EHCP pupils

Salford City Council	<b>Special Educational Needs Team Guidance for Moving Up from Primary Year 6 to Secondary Year 7</b> <i>Please contact the SEN Team for any additional support</i> <a href="mailto:specialeducationalneeds@salford.gov.uk">specialeducationalneeds@salford.gov.uk</a>			
Autumn Term Y5	Spring & Summer Term Y5	Summer Holidays	Autumn Term Year 6	Spring Term Year 6
<p>SEN Team email all primary schools to request Year 5 annual reviews to be held with clear recommendation, rationale and supporting evidence for high school provision and placement. Record of review to be returned to SEN within 2 weeks of date of meeting. All reviews in Year 5 to be complete by no later than 30<sup>th</sup> June.</p>	<p>As Y5 annual review documentation is received by SEN Team action by either No Change to EHCP or as per Local Authority decision if changes requested for primary provision and placement</p> <p>On receipt of Y5 annual review documentation prepare for consideration at Panel for high school provision (held during July / August)</p> <p>In May SEN Team to contact all primary schools where Y5 annual reviews have not been submitted to ensure they are received by 30<sup>th</sup> June</p>	<p>Local Authority decisions on high school provision and placement made via Panels in line with annual review recommendations and parental preference</p> <p>Where parental preference is unclear SEN Team to contact parents to ascertain their views</p> <p>SEN Team maintain clear records of places allocated in special schools and Enhanced Resources</p>	<p>Draft Amended EHCPs written and issued to parents and professionals; if no representations received from parents EHCP finalised after 15 days</p> <p>Consultation with proposed high school takes place</p> <p>Where representations are received from parents or schools, Local Authority will reconsider and make final decision on provision and placement.</p>	<p>SEN Team ensure that all Final EHCPs issued naming high school provision by 15<sup>th</sup> February</p> <p>SEN Team continue to work with parents where there are any concerns or disagreement regarding high school placement</p>

## **Appendix 9 – Instructions to complete transition report**

For schools with an RM contract for SIMS please read the following instructions:



SCC Year 6  
Transition Report 20

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For all other schools please complete this excel spreadsheet following the instructions given in the comments:



Transition Report  
2026-27.xlsx

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