



Broadfield School **Transition Policy**

For children and young people with SEND, key transitions points within their education often require a greater level of preparation time to ensure a smooth and informative transition. Lancashire Toolkit for SEND

The purpose of this policy is to ensure that Broadfield School facilitates effective and timely transitional arrangements for pupils moving to and from our school, which form a core component of the SEND Code of Practice. These arrangements provide an increased likelihood of improving pupil engagement, attendance, educational outcomes, health, independence skills and employability, as well as Preparing for Adulthood.

Purpose

This document provides guidelines regarding;

- The statutory duty of Lancashire Local Authority prior and during the transition process
- the responsibilities of school during the transition process
- time frames and coordination of individualised transition plans
- the contributory roles of pupils, parent/carers, partnership schools, colleges and external agencies during the process

Audience

This document is intended for staff, teaching and non-teaching, who work at Broadfield School, as well as Governors, parents/carers and any other interested parties, such as personnel from Lancashire Children's Services.

Aims

- Ensure that pupils moving to Broadfield School have a recent EHC plan and reasonable steps are taken to meet the requirements outlined within Section F of the plan
- Coordinate an individualised transition plan, taking into account specific needs and requirements, as identified within the most recently updated EHC plan
- Provide well-managed best practice, to ensure new pupils experience a smooth and informative transition to and from Broadfield School
- Provide effective and timely communication between all parties, including the young person/ pupil, parents/ carers and previous or future education placements.

Transition to Broadfield School

An EHC plan must be reviewed and amended in sufficient time prior to a child or young person moving between [and within] key phases of education, to allow for planning and, where necessary, commissioning of support and provision at the new institution. 9.179 SEND Code of Practice

For pupils moving between phases of education:

From Primary to Secondary School (Year 6 to Year 7):

The review and any amendments – including specifying and naming the new placement, **must be completed by 15th February in the calendar year of the transfer at the latest**, for transfers into or between schools on 1st September.

Where an EHC plan is updated, including where the school has been named in Section I, **after 15th February**, transition to Broadfield School will be completed **within a maximum of 13 working school weeks** (school holidays not included), which is equivalent to one term, and where possible sooner.

From Secondary School to Post-16 provision (Year 11 to Year 12):

For young people moving from secondary school to a post-16 institution or apprenticeship, the review and any amendments to the EHC plan, including specifying the post-16 provision and naming the institution for transfers into or between schools on 1st September, **must be completed by the 31st March in the calendar year of the transfer**.

Where an EHC plan is updated, including where the school has been named in Section I, **after 31st March**, transition to Broadfield School will be completed **within a maximum of 13 working school weeks** (school holidays not included), which is equivalent to one term, and where possible sooner.

For pupils moving within phases of education or mid-academic year:

For pupils moving within different year groups (other than Year 7 or Year 12 as above), or transfers mid-academic year, the review and any amendments to the EHC plan must include transition arrangements and result in clear outcomes which will prepare the individual for successful transition. This must also allow time for planning for and, where necessary, commissioning of support and provision outlined within Section F, G and H of the EHC plan.

Once a school is named in Section I of the EHCP, the school is obliged to ensure that all reasonable steps are taken to ensure the placement would be suitable for the age, ability, aptitude or SEN of the young person and that the attendance of the young person would be compatible with the efficient education of others with whom they will directly come into contact on a regular day-to-day basis, and compatible with the efficient use of resources. Any new arrangements necessary should be in place as far in advance of the start date as practicable, to allow for the individualised, smooth and informative transition plan to commence.

Where an EHC plan is updated, including where the school has been named in Section I, within phases of education or mid-academic year, transition to Broadfield School will be completed **within a maximum of 13 working school weeks** (school holidays not included), which is equivalent to one term, and where possible sooner.

Responsibilities of Broadfield School

- Ensure all provision outlined within Section F, G and H is in place, or commissioned where necessary, prior to commencement of the transition, including, where applicable, a medical care plan
- Pupils will be included in the planning of transition, either personally or with advocacy
- A supportive partnership between school and parents/carers, acting in the best interests of the pupil, will be sought
- Liaising with parents/ carers and professionals to manage the gathering and sharing of up-to-date information
- Maintaining a record of relevant information relating to the pupils involved in the transition process
- Liaising with the partnership placement, including arranging visits or observations, where appropriate
- Preparation of resources which would prepare the young person and enable them to understand and prepare them for the transition ahead, including visuals, information booklet, timetables, photographs, maps, etc.
- Coordinating a personalised plan, in line with the needs of the pupils, which includes a tour and transition visit(s) with the opportunity to establish relationships with staff

Policy written by J. Darwin 08/11/18

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