KS2 – KS3 Transition Provision Map

This KS2-KS3 Transition Provision Map provides a guidance framework of support to help pupils successfully transition from primary to secondary education.

- **Universal** provision refers to the support, information, and opportunities that are available to **all pupils** as part of effective transition practice.
- **Targeted and Targeted Plus** provision refers to additional support for pupils who may face barriers to a successful transition, including those with SEND, social, emotional and mental health needs, attendance concerns, or previous difficulties with change and transition.
- **Specialist** provision refers to highly personalised and intensive support for pupils with complex needs, such as those with an EHCP, significant SEND, medical needs, or circumstances requiring multi-agency planning and bespoke transition arrangements.

Abbreviations

SEND	SENDCo	PE
Special Educational Needs and Disabilities	Special Educational Needs and Disabilities Coordinator	Physical Education
Yr6	**Yr7**	**Q&A**
Year 6	Year 7	Question and Answer

Relationships

KS2-KS3

Universal

- A secondary school representative to visit the primary school after Easter to begin building relationships with pupils. This can include an introductory presentation, Q&A session and activity.
- Year 7 Head of Year to send a general video introducing themselves to Yr6 pupils.
- Yr6 pupils to state top 3 friends/peers they would like to be in a form with.
- In the Summer term, parent/carer meeting in the secondary school or online to meet the form tutor, Head of Year, SENDCo and Pastoral team.
- Key staff to meet with pupils who have been identified as those who may struggle with the transition.
- Year 7 team to send a video to the upcoming Yr6 pupils during the final term introducing themselves.
- Secondary school starter booklet to be shared with all pupils. Information can include pictures of key staff, map of the school, uniform, and links to pages on the school's website.
- During the Summer holidays, a transition project to be given to Yr6 pupils going to the secondary school. Work can be shared during the first day/week at secondary school. It can be displayed in their form room e.g., 'Welcome to 7B' and give the pupils identity and belonging as soon as they arrive.
- During the first term in Yr7, deliver assemblies that focus on building positive relationships, such as promoting kindness and showing care and respect for others.



Targeted (+)

- Secondary school to facilitate a parent/carer meeting for SEND pupils and pupils who may face barriers during an open evening and/or coffee morning.
- A secondary school representative to visit the school after Easter to carry out activities with SEND and pupils who may face barriers.
- Year 7 team and current Yr7 pupils to visit the Yr6 pupils in the primary school for a Q&A session.
- Emotional Literacy Support for SEND pupils and pupils who may face barriers during the Summer term and start of Autumn term.
- Pupil mentor roles – assign a secondary pupil to support the Yr6 pupil when they start school. Meet in the final term during transition visits.
- Primary school key worker working with a Yr6 pupil to attend transition visits with them.
- SEND pupils and pupils who may face barriers to be allocated a key member of staff and have an opportunity to meet them.
- Pupil/s to complete a transition passport/one page profile to send to the secondary school. Share with key staff.
- Postcards to be exchanged over the summer between new staff and SEND pupils, and pupils who may face barriers.
- From September, secondary school to facilitate a lunchtime group for new Yr7 pupils to build peer relationships.



Specialist

- Where there is an identified need, secondary school staff to visit the primary school and have a transition meeting/s with school staff, parents/carers, the pupil and professionals.
- Where there is an identified need (EHCP/Transition Plan), staff from the secondary school to begin working with the SEND pupils or pupils who may face barriers in their primary school.
- Key member of staff to 'check in' with SEND and pupils who may face barriers during transition days and, where possible, support them in lessons/activities.
- Make links between the pupil and secondary staff based on their interests and talents.
- Staff named on the current school's Individual Heath Care Plan (IHCP) and intimate care plans to attend the transition day/s to support intimate care/medical needs. New staff member to shadow and note good practice.
- Extra visits to be facilitated in the primary school as needed including additional identified training.



Environment

KS2-KS3

Universal

- Secondary school open evening for parents/carers and pupils to attend. Current pupils to be tour guides.
- During the Yr6 academic year, pupils and parents/carers to be invited to events happening at the secondary school. e.g. Christmas Fayre, music and drama productions, Easter egg hunt, sports activities, coffee morning, etc.
- During the summer term, Yr6 pupils to attend whole group transition days/afternoons.
- Transition days to be accessible to all and any adaptations or adjustments to be made, where possible, beforehand.
- During the transition day, organise a treasure hunt using a map (provided in advance) to help pupils become familiar with the layout of the secondary school and locate key rooms and facilities. Visual supports may include symbols and colour-coding.
- Secondary starter booklet to include information about the environment and key routines. E.g. toilets, fire drill assembly points, lockdown procedures, first aid room, P.E kit and changing expectations, etc.
- Have access to short video tours on the secondary school's website to explore key areas e.g. the bus lanes, canteen, library, lockers.



Targeted (+)

- Prior to the whole school transition days, SEND pupils and pupils who may face barriers, to have enhanced **group** visits to the secondary school beforehand. During the visit/s, pupils can take photos, meet and greet staff, stay for dinner, carry out activities in the classroom. The length of time in school and visits to gradually increase over the term.
- Prior to the transition day/s, share and implement provision and strategies from the pupil's sensory plan.
- During the transition days, SEND pupils and pupils who may face barriers to be introduced to spaces in school they may access for enhanced support e.g. pastoral/SEND hub, sensory space for regulation and supportive equipment.
- During the transition day/s, have a designated area for pupils to go to if they feel overwhelmed. This should preferably be the same place when they start school in Yr7.
- In September, identified Yr6 SEND pupils and pupils who may face barriers to visit the secondary school prior to the start of the academic year. E.g. invite them in during the INSET day to meet key staff, visit their form room and ask any questions.



Specialist

- After the transition day/s, SEND pupils and pupils who may face barriers may need additional **individual** school visits. During the visit/s, pupils can take photos, meet and greet staff, stay for dinner, carry out activities in the classroom and familiarise themselves with the layout of the school.
- If secondary have Summer school provision, invite SEND pupils and pupils who may face barriers.
- Ensure specialist equipment is in place and use the advice from DCC services and Health.
- For SEND pupils and pupils who may face barriers who may have sensory processing needs, gradually introduce them to the environments e.g. dinner hall, P.E changing rooms, Design Technology, Food technology, etc.
- Prior to the Yr6 transition days and during Yr7 Autumn term, school to implement, review or create pupil plans relating to the environment. Involve parents/carers and professionals. For example:
  - Personal, Emergency, Evacuation Plan (PEEP).
  - Physical impairment (PI), Teachers of the Deaf (TOD) and Vision Impairment (VI) plans.
  - Dietary requirements.
  - Speech and Language.
  - Sensory Plans.
  - Risk assessments deemed appropriate by the school.



Understanding new expectations/routines

KS2-KS3

Universal

- Secondary starter booklet to include reference to new skills e.g. paying for lunch, reading a timetable, self-organisation and school specific APPs.
- Prior to the transition days, Yr6 pupils to be given a copy of a timetable so they can familiarise themselves with the structure of the day / layout etc.
- Prior to transition days, Yr6 pupils to be provided with a list of what they will need and the timetable for the day.
- Yr6 pupils to send specific questions to the secondary school prior to the transition visits.
- Provide a tip sheet for parents/carers e.g. knowing / practising the route they are going to walk, getting the bus, packing their school bag, uniform and homework expectations, etc.
- Yr6 pupils to bring their own pencil cases and books in the final term to build independence.
- Secondary school to have an up-to-date transition page on their website, including FAQs for pupils and parents/carers.
- During the transition visit and/or parent's evening, have access to uniform, P.E kit, expected equipment, etc.
- Secondary school ambassadors or current Yr7 pupils to send a poster, letter, PowerPoint to the Yr6 pupils on what to expect.



Targeted (+)

- Identified pupils to have an accessible timetable i.e. visual, colour-coded, symbols, etc. This can be used during the transition day for practice.
- Year 7 team to send videos to the upcoming Yr6 pupils during the final term. For example, at lunch showing what is on the menu that day, showing them their soon-to-be form room, etc.
- Create picture sequences or social stories showing the steps involved in learning a new skill. For example, Scenario 1) Knowing how to order lunch, where to stand, how to pay and scenario 2) Using the online system, take a photo of a piece of homework and upload it.
- Provide a booklet for SEND pupils and pupils who may face barriers about the school. It could be more information including maps, visuals, etc.
- Where there is an identified need, allow the pupil to have a transitional object between home and school.
- During the Yr6 summer term, mimic secondary school movement between lessons.
- During the summer term, practise walking the route to school in **groups**, discuss bus routines and using a travel card and share road safety tips.
- At the start of the Autumn term, have transition mentors to support pupil/s learn and practice routines e.g. get the bus at the end of the day, get and pay for lunch, go to the first aid room, etc.



Specialist

- SEND pupils and pupils who may face barriers may need additional **individual** school visits to explore new routines e.g. visiting the P.E department and getting changed, arriving by bus and walking to their form room, moving between rooms, lining up.
- Additional visits may include opportunities to visit the school outside of the school day to provide emotional reassurance and support.
- Timetable to be given to the pupil before they finish for the summer holidays. This can be personalised and practiced, as well as organising books and equipment.
- Teach organisation explicitly e.g. how to use planners, online platforms, lockers and bags.
- Practise getting from home to school by getting on the bus together and/or walking the new route to school.
- Create an individualised transition booklet identifying routines, key staff, safe spaces and sensory spaces.
- Support pupils to develop an understanding of social expectations within classrooms and communal spaces, respecting individual communication and interaction styles.

