

Transition Checklist for Primary Schools

Suggested Actions	Notes/Actions
YEAR 5	
Staff from the intended secondary school to be invited to the Annual Review (EHCP pupils).	
Encourage parents/carers to visit a variety of secondary schools with and without their child.	
Plan in opportunities to increase independence such as taking messages to the class next door, organising their own bag, selecting resources independently etc.	
Plan in opportunities for familiarisation with different staff members. Ensure that work is completed with different people.	
YEAR 6 Autumn/Spring term	
Ensure that the school choice has been confirmed.	
Discuss any SATs arrangements.	
Start to create a portfolio of best work to transfer with the pupil so that work expectation and quality of independent work is clearly evident.	

Encourage pupils and parents to write down any concerns or questions they have about transition to secondary along with what they are looking forward to.	
Provide opportunities for the pupil to be as independent as possible in the primary school setting (appendix d).	
Meet with parents to discuss promoting independence at home (appendix e).	
YEAR 6 Summer	
Invite key people from the secondary school to attend a transition meeting.	
Staff to fill in the transition proforma providing relevant information for the secondary school (appendix a). Including pupil and parent voice.	
Staff to fill out a pupil passport and/or information card (appendix b) about the pupil including pupil voice.	
Clarify a transition plan with dates for extra visits and the aims of the visits (example in appendix c). Ensure the parent and pupil are involved.	
Pupil begins their transition visits initially supported by a member of the primary school leading to being supported by the secondary school staff.	
Provide opportunities for the pupil to express their thoughts, questions and concerns to the secondary school staff.	

Ensure discussions have taken place around what support for the pupil will look like at secondary and prepare the pupil.	
Look through the information provided by the secondary school with the pupil on different occasions (example timetable, homework expectations, uniform, map of the school etc.)	
Access photographs of the secondary school to create a transition book.	
LSA from the secondary school to visit the pupil and shadow in the primary setting (EHCP pupils)	
Pupil to meet the staff they will be working with at the secondary school (Tutor, SENCo, TA, ELSA)	
Create a social story for transition and starting in a new school.	
Share portfolio of best work with staff at the secondary school.	
Pass on to the secondary school key resources that support the child e.g. social stories, task boards, schedules etc.	