



### **Transition Checklist for Secondary Schools**

<b>Suggested Actions</b>	<b>Notes/Actions</b>
<b>YEAR 6 - Spring term</b>	
Ensure that a key person has visited the pupil in their primary setting.	
Ensure that you receive a transition proforma (appendix a) with all relevant information at the transition meeting or before. Add your own notes onto the form where necessary.	
Make sure that primary schools have updated copies of example timetables, homework expectations, uniform, map of the school etc. to prepare their pupils.	
Provide the school with transition dates and discuss if there is a need for the pupil to have extra transition visits and the aims of these.	
<b>YEAR 6 - Summer term</b>	
Identify a key adult at the secondary school who will be the pupil's key contact. Provide the primary school with details of who this person is, a photograph and where they can find them.	
Provide the pupil with a map in advance, identifying key routes the pupil will need to take during the day.	

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Provide the primary school with information of who the pupil's teachers will be, along with pictures for their transition book	
Ensure that the pupil has a list of what they will need on their induction days and what will happen on the day so they can be prepared	
Provide the primary school with the pupil's timetable for September. This is so that they can support the pupil with understanding it (eg. drawing clock faces of the time a lesson starts/finishes, if telling the time is an issue).	
Ensure discussions have taken place around what support for the pupil will look like at secondary and so that the primary school can prepare the pupil.	
Ensure that someone attends the annual review for the pupil.	
Ensure that you receive a Pupil Passport and/or an Information Card (appendix b) about the pupil and this is distributed to all the adults who will work with the pupil.	
Ensure that examples of best work are seen by a member of staff so that expectations for work and independence have been evidenced.	
Identify if any more additional visits are needed beyond the original plan.	

Ensure that the identified 1:1 TA for secondary has visited the pupil in the primary setting to observe strategies (EHCP pupils).	
Ensure at least one meeting or conversation has taken place with parents so that their views are considered.	
<b>YEAR 7 – First half term</b>	
Meet with parents to discuss concerns and measures in place to support their child.	
Ensure that the pupil has a clear timetable and colour coded map of the school. Routes to different rooms could be identified.	
Ensure there is a system in place whereby the pupil can communicate to an adult if they need time out of a lesson due to identified needs (eg. visual symbols, exit card etc.)	
Ensure that the pupil has a key person with whom they can meet regularly and contact in an emergency.	
Identify with the pupil where they should go if they need support eg. the SEND room.	
Check that all staff who work with the pupil have a copy of their Pupil Passport and/or their Information Card (appendix b) and understand the needs of the pupil.	
Consider where the pupil is seated in their classrooms in relation to physical and/or sensory needs.	

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Ensure that the pupil knows the areas that they shouldn't go and why they shouldn't go there.	
Identify with the pupil where the toilets are, fire drill arrangements, where they come in and out of school, changing room expectations etc.	
Plan check-ins with the pupil, staff and parents to monitor how the pupil has settled into school and if the provision is right.	
Meet with staff to discuss planning and differentiation for the pupil especially if working significantly below age related expectations.	
Set up any interventions that are needed.	
If transition has proven tricky, troubleshoot with the primary staff and parents to plan a way forward.	