The Greater Manchester Secondary School Transitions Charter

Working Together for Successful Transitions

The transition to secondary school is a significant time in the lives of children and their families. As such, it is important that all those involved in the transition process have a shared understanding of what transition is and means, and that a consistent approach is taken, both in principle and in practice. All stakeholders will work together, with professional and mutual respect, to support children and their families through the transition into secondary education.

What we, the Local Authority (LA), will do:

- Coordinate admissions and share Wave 1 of pupil placements with secondary schools at the start of March, including using data analysis to identify pupils and school cohorts that may require additional support with transition and attendance.
- Provide additional training and meeting time for all relevant school staff to support additional collection of information for pupils requiring enhanced transition support.
- The LA will collate transition data and send revised lists to all secondary schools by the end of March in Wave 2 that will contain updated Census data as well as primary school information.
- Encourage meetings between key staff in primary and secondary schools to share key information about children as they transition to secondary school.
- Support in the coordination of at least one Common Transition Day across all our schools.
- Provide useful information to support transition and being 'secondary school ready' with parents.
- Support with ongoing enhanced transition for vulnerable and disadvantaged pupils, making use of available data to support this.
- For pupils with EHC plans, complete the phased transfer process as set out in the SEND Code of Practice 2015, providing clear and concise information and guidance on this to schools, parents and pupils.

What Primary schools will do:

- Develop a clear transition program, coordinating key dates and activity with pupils, families and all relevant secondary schools, including having shared Common Transition Days.
- Provide accurate and reliable information to new settings within agreed timescales, including flagging any agencies that pupils and their families are engaged with, e.g. CAMHS, Social Care, etc., inviting them to transition meetings or requesting reports as applicable.
- Attend the LA-hosted Transition Day event.
- Using the data analysis done by the LA and their professional judgement, identify and implement enhanced transition plans where needed as early as possible alongside the relevant secondary setting, including explaining new routines and organising additional transition days/school visits if needed.
- Engage with and support the LA's phased transfer process for pupils with EHC plans and children with identified SEND.

What Secondary schools will do:

- Designate key link staff to facilitate transition handovers. For pupils with SEND needs, this should also include the SENDCo but also all other relevant staff, e.g. Head of Year.
- Make effective use of information provided by primary schools and the LA to best induct pupils.
- Attend the LA-hosted Transition Day event.
- Work with primary schools to implement enhanced transition plans for pupils where needed, including explaining new routines and facilitating additional transition days/ school visits.
- Invite key support organisations/professionals to transition meetings or request reports as needed.
- Use data and information provided by primary schools and the LA to identify cohorts that may require additional support with transition, working with the LA to provide this support to pupils and families, both before and during the summer holidays.
- Engage with and support the LA's phased transfer process for pupils with EHC plans and children with identified SEND.

What we ask of Parents and Carers:

- Visit settings and attend any transition meetings or events ahead of sending in an application for your child's secondary school place.
- To submit your application for your child's secondary school place ahead of the 31st October deadline.
- To accept or appeal your child's offered secondary school place following National Offer Day on 3rd March. If appealing a decision, send your child to the school they were allocated to until the outcome of the appeal is known.
- To communicate openly with both your child's primary and secondary school, sharing any worries and anxieties.
- Ensure your views are reflected in any documents designed to support your child's transition, e.g. pupil passports, pupil portraits, EHC plans, etc.
- Support your child to attend the Common Transition Day(s) event at their new school and any further transition days/school visits offered to your child.
- Read the information provided in the transition letter in the final half term of summer and use the links to access any support you or your child may require.
- Provide and update contact information.
- If your child has an EHC plan, engage with the LA's phased transfer process.
- Attend meetings/evenings for Year 7 parents at your child's new school.
- Engage with events at your child's new school, e.g. PTA events, fairs, musical/drama performances, trip/residential meetings, etc., to help both you and your child feel part of the new school community.
- After your child has started at the school, communicate any worries or concerns you have with relevant members of the school's staff as early as possible.

What we ask of Pupils:

Before you know which secondary school you will go to:

- Visit settings and attend transition meetings to inform your preferred choice of secondary school.
- Talk to trusted adults in your primary school and your family about moving to secondary school, sharing any worries or anxieties about it.
- When you learn which secondary school you are going to:
- Attend and engage with all transition meetings/events/days hosted by your secondary school.
- Talk to trusted/designated staff members in your secondary school about joining the school, sharing any worries or anxieties about it.
- Ensure your views are reflected in any documents designed to support your transition, e.g. pupil passports, pupil portraits, EHC plans, etc.

When you start at your secondary school:

- Explore the extra-curricular offer at your new school and join clubs/ teams that suit your interests, speaking with school staff about setting up a club if your interests are not catered for.
- Engage with events at your new school, e.g. fairs, musical/drama performance, trip/residential meetings, etc., to help you feel part of the new school community.
- If you have any worries or concerns, speak to a trusted adult at your new school so these can be addressed as early as possible.

Oldham Council · Tameside Metropolitan Borough · Wigan Council · Salford City Council · ONE Trafford (Excellence Investment Efficiency) · Trafford Council · working with Amey · Bolton Council · Bury Council · Rochdale Borough Council · Stockport Metropolitan Borough Council · Manchester City Council

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