



Royal School
for the Deaf Derby

Transition and Career Planning



Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour. Both extremes can inhibit learning. Our transition programme aims to:

- Promote the smooth transition to each new setting
- Prevent and alleviate stress
- Promote the continuity of teaching and learning
- Address issues of planning and assessment as well as whole class organisation and teaching styles
- Prepare the young person for the next stage of their education and beyond as far as possible

Transition from Home to Early Years Foundation Stage (EYFS)

- Parents and carers are encouraged to spend time in Early Years with their child
- Parents and carers invited to 'Toddler group'
- 'Tea and Tissues' sessions are run for new nursery starters to reassure anxious parents/carers
- Parents/carers and children can receive a home visit
- Children receive a preschool visit and assessment (observation/information sharing)



Transition from the Early Years Foundation stage to Key Stage 1

- Attending assemblies together as a whole Primary Department
- Joint playtimes with Key Stage 1 children and staff, with shared equipment/activities
- Children encouraged to visit Year 1 to share good work
- Special books to be taken up to Year 1. Special books sent home after being shared with the teacher/class
- Year 1 teacher to spend time in the summer term with Reception class- reading story, child initiated play etc.
- Year 1 classroom to reflect a similarity to the Reception classroom as it exhibits areas of learning available to the children e.g. role-play, art and creativity, ICT, listening, reading/and writing areas
- Meet the teacher Parents/Carers' Evening
- Transition workshop for Parents/Carers in the Summer term
- In the autumn term, the provision closely reflects summer term practice in EYFS.

Transition from Key Stage 2 to Key Stage 3

- Good cross-phase links including a range of curriculum and transition activities
- Key Stage 2 and Key Stage 3 Leads liaise to discuss academic abilities, special educational needs, inclusion issues, social groupings, talents, medical and pastoral needs of the pupils involved in transition
- Pupils make visits to the secondary school for an induction programme, familiarisation sessions and participation in a range of cross phase activities
- Buddy system in place

Transition from Key Stage 4 to Post 16

- Senior TSC (Transition Support Communicator) liaises from Year 9 to Post 16 exits re progression planning for courses or employment.
- Parents/carers and student open evenings at Post 16 Base and at local colleges.
- Post 16 staff involved in the college interviews.
- Students have a day/half day in Post 16 before the Summer
- Some students study/are supported in Post 16 before they leave Year 11.



Transition to leave

- Leavers have earlier EHCP reviews to ensure plans are made early
- Senior TSC and Post 16 Lead liaise with LA, Careers Service, next placement
- Students visit possible placements i.e. college, university, the work place
- One member of staff dedicated to support UCAS application
- Students normally have a taster session if they are moving to a new college
- Some students start their next placement for 1 day a week, supported by us, before they leave
- Audiology Leaver's Pack
- Take a CV/certificate book when leave
- All students have an exit interview

Residence

- Prospective residential pupils spend a night in residence on assessment
- Parents/carers are invited to see all aspects of residential life
- Children and young people are encouraged to personalise their rooms
- Contact can be made with home at any point between the young person and parent/carer
- Staff contact parents/carers at least weekly
- Residential pupils have a 'settling in' meeting within 4 weeks of their placement

Transition in subsequent years throughout Primary, Secondary and Post 16:

Throughout the child's time at Royal School for the Deaf Derby, a smooth transition from class to class will be encouraged by

- Whole school assemblies as well as a whole school sharing good work assembly
- Children encouraged to share good work with the teacher of 'next class'
- Teachers meet in the summer term to discuss individual children
- All children to visit new classes and work alongside new teachers during an agreed slot in the summer term
- Annual tracking of children's progress. Data informs next teacher of the targets for the following year
- Throughout the year, there are shared assemblies, buddy reading systems, PE coaching and project based opportunities where children throughout the school mix together to enable them to get to know other teachers and staff and each other
- Teachers meet to discuss individual children's progress, as they move from class to class

- Targets in reading, writing and numeracy could be continued over from July to September
- Special writing books move with the children to provide evidence of previous years' progress and targets
- Buddy system for new children

In year admissions

- Parents and children new to the school visit the school to meet staff
- Parents receive an information pack
- Previous setting contacted for all pupils
- Children with Complex Special Educational Needs (CSEN) liaise with the CSENCo and previous setting for information
- Records from previous setting made available to class teacher and CSENCo.
- A letter is sent to the previous school requesting any safeguarding or child protection information
- The first term of any placement is considered to be part of an extended assessment. A review will take place towards the end of that term to determine if the placement is still appropriate to meet the child's needs
- A settling in review will take place within a month of a child or young person joining residence
- A review will take place towards the end of the first term to determine if the placement and fee band is still appropriate to meet the child's needs

Transfer of Information

- Year 1 teacher made fully aware of EYFS Profile for each child. These are passed onto the Year 1 teacher in the summer term
- Phonics Phase tracking sheet passed on along with knowledge of high frequency/ tricky words
- Reading/ writing/ numeracy assessment and tracking data
- Children who may need additional help are highlighted
- Additional information about the child e.g. medical needs



To ensure a smooth transition RSDD offers the following programme

Year	Programme
Home to EYFS	<ul style="list-style-type: none"> ✓ Toddler group ✓ Booklets and information ✓ Support groups.
EYFS to KS1	<ul style="list-style-type: none"> ✓ Joint assemblies and other activities ✓ KS1 teacher spends time in EYFS ✓ Parent / carer information evenings ✓ Practice reflection from EYFS ✓ EHCP Annual Review
Primary to Secondary	<ul style="list-style-type: none"> ✓ KS2 and KS3 Leads regular meetings ✓ Buddy system ✓ School Council ✓ Induction programme and transition days for pupils moving to the Secondary Department ✓ EHCP Annual Review
Y7 and Y8	<ul style="list-style-type: none"> ✓ Induction programme ✓ Curriculum Information Booklet sent home and on school web site ✓ Careers and Health education including safe use of social networking sites ✓ Buddy system ✓ School and Residence Councils ✓ EHCP Annual Review
Y9	<ul style="list-style-type: none"> ✓ Careers interviews with independent Personal Advisor ✓ Careers and health education including safe use of social networking sites ✓ Begin Curriculum Vitae (CV) ✓ Work based learning and enterprise modules ✓ Options booklets to parents/carers and pupils ✓ Options Information sessions for parents/carers ✓ Practical options sessions and tasters for pupils ✓ School and Residence Councils ✓ EHCP Annual Review ✓ Senior TSC involvement
Y10	<ul style="list-style-type: none"> ✓ KS4 options begin ✓ Careers interviews with independent Personal Advisor ✓ Update Curriculum Vitae (CV) ✓ Careers and Health lessons continue including safe use of social networking sites ✓ Duke of Edinburgh's Award offered ✓ Preparation for employment including interview techniques, searching for jobs or courses, preparing application forms, the use of interpreters/communicators, etc ✓ Work based learning sessions including visits to employers ✓ Leadership Award ✓ Parents/Carers to take their child to visit local Post 16 provision during the year ✓ School and Residence Councils ✓ Transition plans reviewed and updated ✓ EHCP Annual Review ✓ Senior TSC involvement

Year	Programme	Timeline
11	<ul style="list-style-type: none"> ✓ Induction programme for new pupils where appropriate ✓ Transition plans reviewed and continued, sent to parents/carers and discussed at Annual Review- all agencies invited ✓ Careers interviews with independent Personal Advisor ✓ Update Curriculum Vitae (CV) ✓ Careers lesson continue within Citizenship including safe use of social networking sites ✓ Duke of Edinburgh's Award continues ✓ Skills Festival ✓ Open days and evenings at local colleges ✓ Taster days for courses ✓ Post 16 Information Evening ✓ Work experience ✓ Parents/Carers to take their child to visit local Post 16 provision before annual review ✓ College applications and interviews ✓ Buddy system led by Year 11 ✓ School and Residence Councils ✓ Transition to Post 16 education – including use of TSC / CSW, independent travel where appropriate ✓ Enterprise ✓ EHCP Annual Review ✓ Senior TSC involvement 	<p>October Open Evening in Post 16</p> <p>October/November Individual Careers interviews</p> <p>October/February Open Days at Colleges/Providers</p> <p>November/December Annual Reviews and requests for funding</p> <p>December/January Applications to Colleges/Providers</p> <p>February/April Interviews for Post 16, Colleges/ Providers</p> <p>Summer term LA decision on funding</p> <p>August Exam results</p> <p>August/September Enrolment and induction</p>
Post 16	<ul style="list-style-type: none"> ✓ Induction programme for new students ✓ Individual induction to college courses and Post 16 ✓ Programme of Study include work experience ✓ Target setting ✓ Careers drop in sessions and interviews with independent Personal Advisor ✓ Update Curriculum Vitae (CV) ✓ Duke of Edinburgh's Award continues ✓ Skills for Life as part of Wider Key Skills e.g. budgeting, independent living, driving theory support, travel, safe use of social networking sites ✓ Health education e.g. awareness of drugs, alcohol, sex and relationships ✓ Working with other external agencies, e.g. Social Care, OT ✓ Parents to take their young person to Open Days and Open Evenings at local colleges, universities, where appropriate ✓ Taster days for new courses ✓ School and Residence Councils ✓ Preparation for leaving RSDD on an individual basis including researching employment, further education at a local college and UCAS application support ✓ Leavers pack ✓ EHCP Annual Review ✓ Senior TSC involvement 	<p>August/September Enrolment and induction</p> <p>October Final timetables and Programmes of Study agreed</p> <p>October/November Individual Careers interviews</p> <p>October/February Open Days at Colleges/Providers</p> <p>January/February Annual Reviews and requests for funding</p> <p>January/March Applications to and interviews with Colleges/Providers for course progression</p> <p>Summer term LA decision on funding</p> <p>August Exam results</p> <p>August/September Enrolment and induction</p>

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