



TRANSITIONS POLICY AND GUIDANCE FOR EDUCATIONAL SETTINGS: PRIMARY TO SECONDARY 2025–2027





POLICY

2025-2027



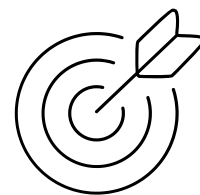
Contents of Policy and Guidance



The Enfield policy and guidance for transitions is written with all children and young people in mind, including those who might require additional layers of support to ensure success. The policy has been co-produced by a multi agency partnership, including children and young people, their families, educational settings and representatives from education, health and social care.

Included within this policy and guidance:

- ▶ Key **themes** in Enfield from Transitions Review
- ▶ **Transition protocol** in schools and the **responsibilities of key stakeholders**
- ▶ **Enhanced Transition Support Plans**
- ▶ **Reasonable adjustments** at transition and beyond
- ▶ Details of **SEND Partnership**
- ▶ **Guidance related to Transitions** in both primary and secondary schools



Useful websites and information

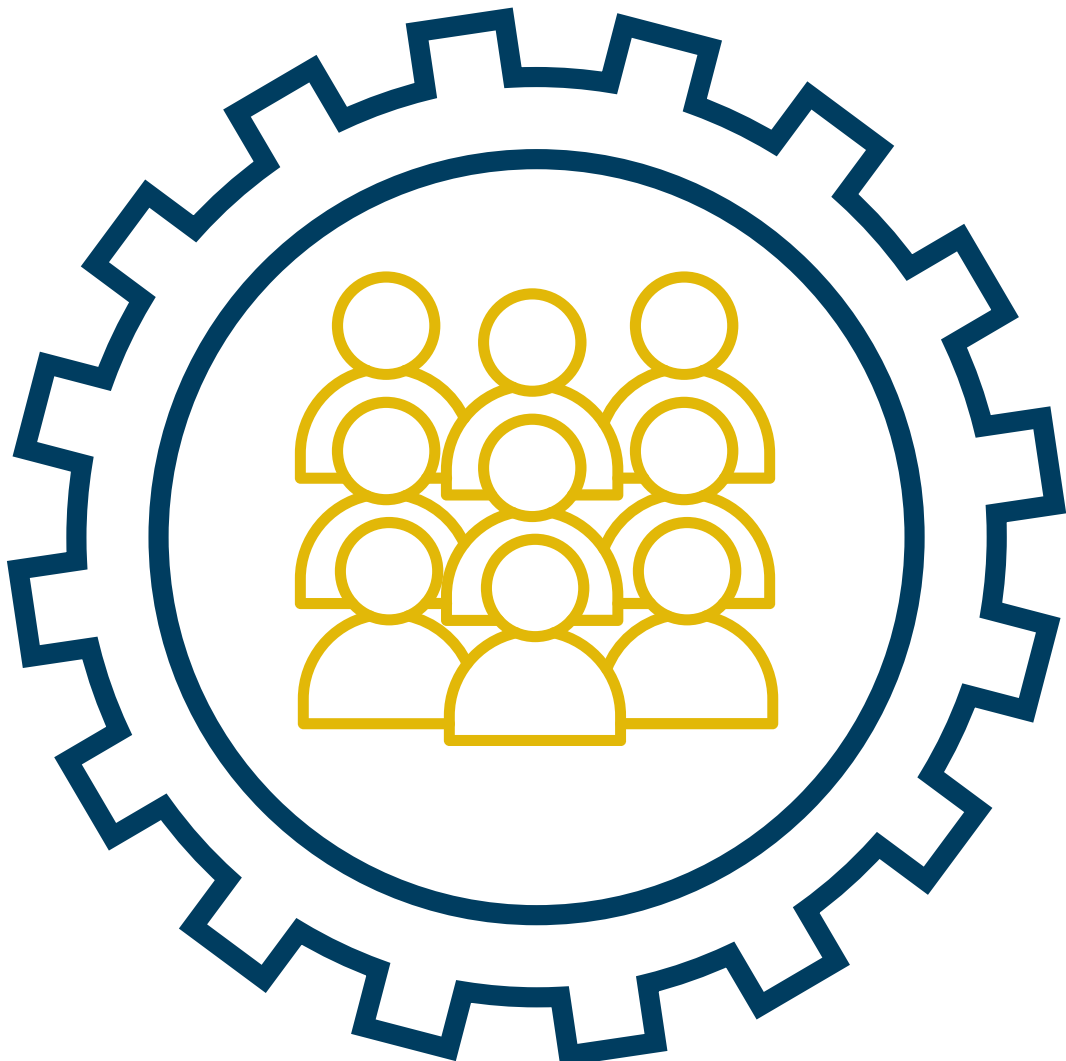
Co-Production is Key

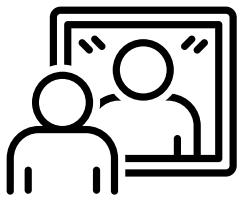


In Enfield, co-production is essential. By involving a diverse range of stakeholders, we ensure inclusivity and representation.

We have organised 15 engagement events, collaborating with a wide range of individuals, including 40 young people and their families, primary and secondary settings, and educational, health, and social care professionals. The collaborative approach to developing the policy, has supported us in identifying priorities and themes in the Transitions policy and underpins our commitment to co-production.

In addition to the schools Transitions policy, accompanying guidance for parents / carers has been co-produced with the parent carer forum 'Our Voice'. The guidance will reflect the policy's priorities and aspirations, underpinning our commitment to co-production.





Transitions Review: What has it shown us?



Key Themes

Data, feedback and research have identified the key themes which underpin the priorities, which are set out in the Transitions Policy. These will be subject to review and will evolve, considering data; feedback and the changing educational climate.

The key challenges in Enfield around transition include:

- A consistent borough approach to transitions
- Inconsistent communication between settings
- An inconsistent identification of young people at risk of an unsuccessful transition
- Meeting the need of young people with SEND, particularly the SEN Support cohort during transition periods



Priorities

1

The need for early identification and focus on SEN Support pupils during transitions

Evidence and data indicates that this group of young people are at the highest risk of experiencing an unsuccessful transition from Years 6–7. This has led us to produce a 'Transition Support Plan', focusing on the identification of these young people, efficient information sharing and the subsequent enhanced offer that may be needed to support them both at and in preparation for secondary.

2

The link between strong pastoral care and a successful transition, which impacts outcomes and attendance

Feedback from young people and families highlighted that on a national and local level, the main concerns which impact transition focus around the pastoral offer in schools. Reasonable adjustments and a carefully considered transitional period are impactful in influencing the overall success of transition.

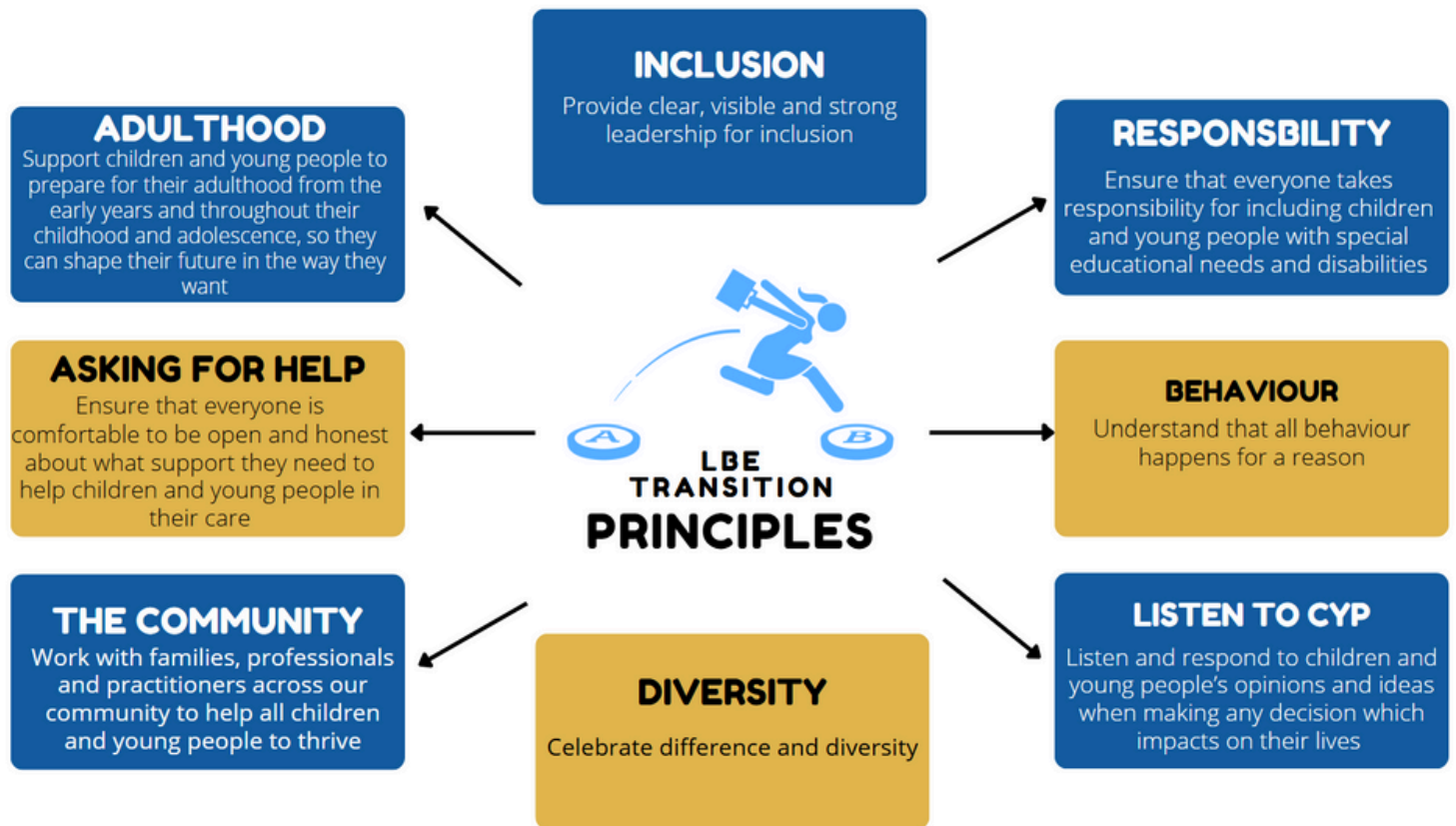
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The importance of a revised offer from services, to support schools with educational transitions.

The Local Authority and partners recognise that the transition offer across services needs to be adjusted and revised to meet Enfield's vision of supporting more need at a universal and targeted level.

Transition Protocol

The London Borough of Enfield (LBE) and partners are committed to providing the best educational opportunities and achieving the highest standards for all children and young people. The policy is underpinned by the principles of the LBE Inclusion Charter to support all pupils in making the best start possible to their primary and secondary school journeys. These principles are:

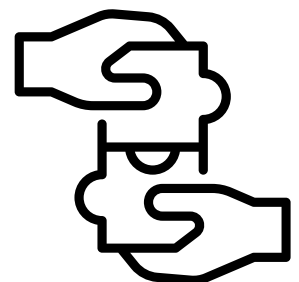


Why do we need to get transitions 'right'?

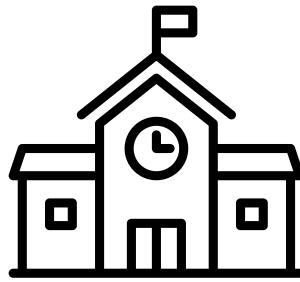
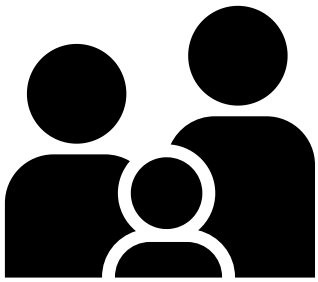


Our children and young people experience many transitions during both their time in education and in their lifetimes. In education, they move from nursery to reception, primary to secondary school, school to college and employment or to adult social care support. All pupils benefit from considered, positive transitions.

Stronger transitional experiences are more likely to be achieved through partnership working: services working collaboratively with schools; young people and their families. In Enfield, we aim to create a clear pathway through these periods of change and to adopt a consistent approach, with our schools and families being part of the conversation.



The Responsibilities of Key Stakeholders



Parent/Carers

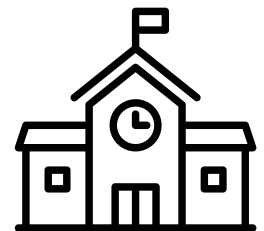
Parent/carers play a crucial role in supporting their young people during school transitions. They can support the transition process in many ways including:

- Supporting their young people in preparation and communication, for example planning travel routes and meeting with other young people going to the same school.
- Collaborating with the school setting and attending any necessary meetings and information sharing sessions.
- Supporting in practical arrangements and ensuring all necessary documentation is complete.
- Advocating for their young people where necessary if they require reasonable adjustments or additional support. Ensure that the school is aware of any specific requirements.

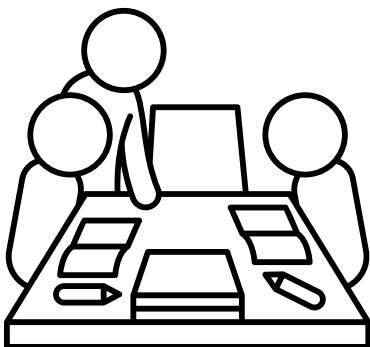
The School

OECD (Directorate for Education and Skills) research has shown that school systems that are given **autonomy** with **strong accountability** are the most successful. Each school should be given autonomy to serve its community in the best way that they can.

This protocol aims to give support to schools with joined up work between settings, schools and colleges at all key points of transition. It will still allow schools to make their own additional arrangements for a good process of welcoming pupils in the next stage of their education or life.



The Local Authority and their Partners



At a system level, the LA will act as a champion for the children and young people in the borough by convening as a steering group to ensure regular process monitoring, evaluation and improvement. This group will include school representatives, parent/carers and education, health and Social Care partners. It will also collect feedback from children and young people about the process. This will support further improvement to ensure pupils are ready for the next phase of their education. The group will regularly evaluate the effectiveness of the transition programs and services from this feedback: thus improvement will be made.

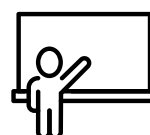
Implementing these key components, the education system can create a more supportive and seamless transition for students, fostering their success in the next educational phase of readiness for independent life as a adult. 7

Expected Transition Protocol in all Schools

The following transition expectations will be needed across all settings for Year 6 to Year 7 transition to ensure consistency across the borough

PRIMARY TO SECONDARY

- Transitions PSHE lessons for all year 6 children



- Transition Support Plan for identified children



- Transition booklets for identified children



- 2-day Transition Day Offer



- Parent/carer offer available



Transition Support Plan available on pages 9 to 12

Further information relating to **2-day transition offer** on page 13

Transition Support: Screening Guidance for Primary Schools

It is important to consider all of our young people when we are thinking about transitions. It might not be immediately apparent that a young person will require support and so the steps below have been created as a guide to help class teachers screen their class in Year 5 and to decide who would require a **Transition Support Plan**.

A **Transition Support Plan** would involve more detailed communication to secondary schools about specific young people (likely those who are already SEN Support). It might also involve sign-posting their parent/carers to the appropriate support networks and involving the young people themselves in bespoke smaller group work in the run up to transition between settings.

1



Considering your Young People: Y5

Record the name of all pupils in Year 5 on a document. Class teachers and those who know the young people the best should contribute to this document.

2



Checklist: Screening: Y5

Go through the checklist on page 10/Step 2, noting down any of the risk factors which are applicable to each young person in turn.

3



Identification: Y5

Look at all of the factors: not every factor has equal weight, but the checklist should flag those who have co-occurring risk factors and who may require additional support. Only some children will need a Transition Support Plan: the teacher who is screening will decide who will need additional support depending on which factors are a 'risk'.

4



Support Package

Focus on identified pupils in Year 5 and 6 to support them in 'softer skills' for example self-advocacy. The school should consider using the intervention 'Language for Behaviour and Emotions', which the Local Authority can provide training on.

5



Review

Review the list in Year 6 before transfer and check that it is accurate.

6



Information Gathering

Complete the Transition Support forms for each young person and store these for transfer of information to secondary school

Transition Support: Risk Factors to Consider for Step 2



Checklist: Screening Tool for Primary (Y5 and Y6)

Go through the checklist below, noting down any of the risk factors which are applicable to each young person in turn.

Name of Child: _____

☐

Personal circumstances: these could include bereavement; family break-up; caring responsibilities at home; more than two moves of school/home. Previously Looked After Child (PLAC), adopted children; Looked After Children (LAC) or children in Kinship Care.

☐

Attendance: below 90%

☐

Low self esteem/negative self-view: including support needed with emotional regulation

☐

Friendship difficulties: difficulties in sustaining or maintaining friendships

☐

Child/young person with SEMH needs: experiences frequent emotional distress and/or can present as emotionally withdrawn

☐

High Levels of support: copes well because of high levels of support at primary which may structurally be difficult to replicate at secondary

☐

Young person with SEND: has been identified as having additional needs and will be on the SEN register

☐

Working over one year below age related expectations

☐

Social care involvement or safeguarding concerns/ ever had a social worker

☐

Either internal or external exclusion which has resulted in days out of learning over the last two years

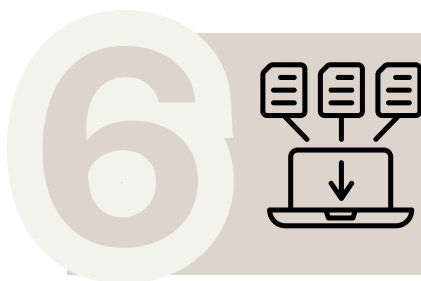
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Pupil Premium

☐

Summer born young person in cohort





Transition Support Form

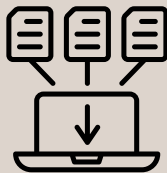
To pass on to Secondary School by May of Year 6

Full Name:			
Current Primary:		Secondary:	
Gender:		SEN Support? Please tick.	<input type="checkbox"/> No SEN <input type="checkbox"/> SEN Support
If SEN, what is the primary need?			<input type="checkbox"/> Stat needs assessment in process <input type="checkbox"/> EHCP
Home/School communication: (Key contact and most effective method)			
Attendance:		Fixed term exclusions:	
Details of services who are working with/ have worked with the child in the last 2 years:			
Any medical diagnosis:			

Copy of Screening Checklist (Step 2)

Personal circumstances: these could include bereavement; family break-up; caring responsibilities at home; more than two moves of school/home. Previously Looked After Child (PLAC), adopted children; Looked After Children (LAC) or children in Kinship Care.	Child/young person with SEMH needs: experiences frequent emotional distress and/or can present as emotionally withdrawn	Social care involvement or safeguarding concerns/ ever had a social worker	
Attendance: below 90%	High Levels of support: copes well because of high levels of support at primary which may structurally be difficult to replicate at secondary	Either internal or external exclusion which has resulted in days out of learning over the last two years	
Low self-esteem/negative self-view: including support needed with emotional regulation	Young person with SEND: has been identified as having additional needs and will be on the SEN register	Pupil Premium	
Friendship difficulties: difficulties in sustaining or maintaining friendships	Working over one year below age related expectations	Summer born young person in cohort	

Please use space on the next page to provide additional information relating to the above



Transition Support Form

To pass on to Secondary School

Please provide any further details in the space below



Form completed by: _____ Job Role: _____

Signed: _____ Date: _____

Date shared with parents/carers: _____

2-DAY TRANSITION OFFER:

Enfield schools agreed that each school would hold a 2-day transitions offer on set days, to support young people moving from primary to secondary. The agreed 2 days for 2024/2025 are **3rd July** and **4th July 2025**.

PLEASE SEE SUGGESTIONS OF GOOD PRACTICE BELOW FROM ENFIELD SCHOOLS



Include a tour of the school site and provide a colour-coded map of the school highlighting important places (eg school entrance, classrooms, office, lunch/assembly hall, accessible toilets)



PLANNING FOR THE DAY

Create checklists or provide planners so that the correct items are taken to and from school for each day's activities (eg PE kit, homework)



ROUTINES

Use the days to help establish and practice routines in the new school environment



For students with SEND especially, make it clear where designated spaces are and where they can go for help and support



ASSESSMENTS

Results of assessments conducted during the transition process may not accurately reflect the student's true abilities or knowledge, while they are adjusting to a new environment and navigating a new routine



Provide 'getting to know you' activities to give CYP joining from other settings a chance to find out about one another and build relationships



For identified students, use buddy systems so that young people have a friendly face who they can go to for help



Involve parent/carers in the plan for the day so that they can speak to their children about it afterwards and ask questions

ADULT SUPPORT

For identified students, ensure that there is an identified keyworker or adult that young people can go to for help



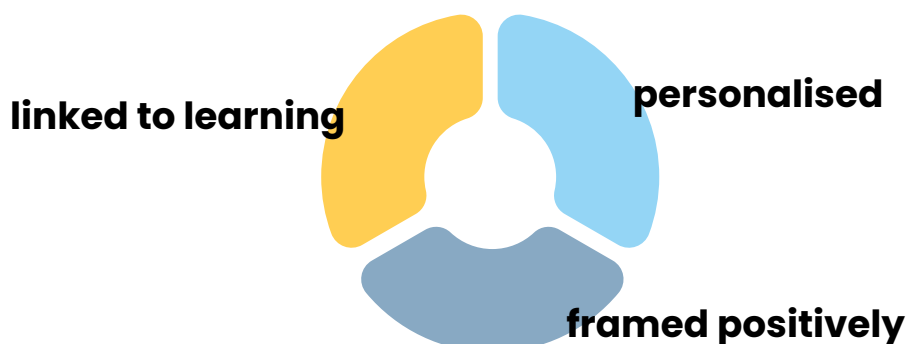
There should be a pastoral focus for the days to build a sense of security and safety: so that students will be ready to learn and to be part of their school community



Communicating with Parents /Carers

Successful communication between parents/carers and schools requires empathy and a carefully considered and well designed approach on the part of the school. It is key for fostering positive relationships and impacting on good attendance, especially during the period of transition when families and parents/carers may need reassurance as well as the young person.

The EEF (Education Endowment Foundation) reports that a high number of schools say they do not have an explicit plan for how they work with parents. If this is the case, it might be useful to critically review aims and current approaches. Research by the EEF has also shown that to be successful, communication with parents/carers should be:



For young people with a SEND need, increased communication with parents / carers during transition periods for young is recommended & good practise, to enable a successful transition.

Questions for reflection should include:

- 1.How does the school include parents/carers at points of transition for the young person? For example, new schools, new teachers/teaching assistants, new Key Stages?
- 2.What tips, support and resources are shared with parents/carers? Are they personalised?
- 3.When do parents/carers of young people with SEND typically communicate with the school? Is the SENCo available at parents' evenings, as well as the class teacher/s?
- 4.Are personalised messages to parents/carers linked to learning and celebrating successes?
- 5.Are school communications with parents evidence based? How are the effectiveness of communications with parents/carers monitored?
- 6.Are parents/carers signposted to the Local Offer so they are aware of wider support for themselves and their young child?
- 7.In what way does the school support parents/carers who might have learning needs themselves?
- 8.How does parent/carer voice come through for young people with an EHC plan? How is this shared across the school?
- 9.How does the school encourage attendance at parent/carer events where engagement is low?
- 10.How does the school communicate shared reading with parents/carers?





GUIDANCE

2025–2027

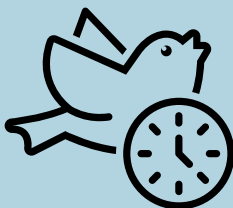
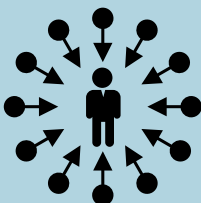




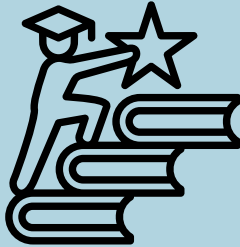


The 'Guidance' section of the policy document provides practical guidance to support schools during the transition between Year 6 to Year 7. The guidance is research based, using national and local best practice.

Recommended key components of a successful transition at school level



These are areas that are led by the school, although there is other specific input from the partnership services which is available in addition to this, and which is detailed separately on page 13.

	Element	Description
1	Early intervention Programmes 	<ul style="list-style-type: none"> • Implement programs that introduce pupils to the expectations and requirements of the next educational level in advance. • Visits arranged into the receiving schools. • Offer assemblies, workshops, seminars, or online modules covering study skills, time management, and academic expectations. • Transition courses focused on developing skills necessary for success in the next educational level such as independent dressing, independent travelling, advanced study techniques, critical thinking, and effective communication.
2	Individual Transition Plans 	<ul style="list-style-type: none"> • Develop individual transition plans (within PEP for LAC or annual review for pupils with EHCP) for vulnerable pupils, including those with EHCP, who are LAC or CP. • Involve teachers, parents, Virtual School, educational psychologist and SEND officers in the creation and review of plans.
3	Parental Involvement 	<ul style="list-style-type: none"> • Arrange open evenings, workshops and information sessions for parents to understand the expectations of the next educational level. • Provide resources and strategies for parents to support their child's transition at home.

	Element	Description
4	Mentorship Programmes 	<ul style="list-style-type: none"> • Pairing incoming pupils with older pupils who can provide friendship, guidance and support. • Mentors to share their own experiences and tips for success in the new educational environment. • Youth mentors used as part of the individual programmes in place for the most vulnerable pupils.
5	Curriculum Alignment 	<ul style="list-style-type: none"> • Encourage alignment of curriculum offer where possible for transition between educational phases. • Language challenges between primary and secondary school to be addressed. • Share information to support identification and revisiting of any gaps in knowledge or skills.
6	Social and Emotional Support 	<ul style="list-style-type: none"> • Programs addressing the social and emotional aspects of transition, including coping with changes in peer groups and dealing with increased academic pressures. • Offer services and peer support groups for students who may struggle emotionally during the transition.
7	Integration of Technology 	<ul style="list-style-type: none"> • Leverage educational technology platforms to provide additional resources, interactive learning materials, and support for students transitioning to a higher level.

Reasonable Adjustments at Transition and Beyond

The Equalities Act (2010) sets out the requirement that schools must make reasonable adjustments to ensure that some young people are not at a substantial disadvantage compared to their peers.

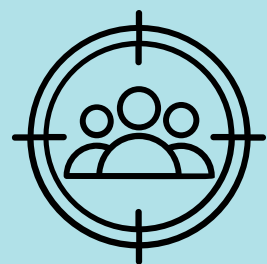
Reasonable adjustments minimise or eliminate the disadvantages that pupils with disabilities might face compared to their peers. The adjustments that are proposed should be discussed and agreed with parent/carers, school staff and the young person. Referring to examples of best practice in similar settings will be helpful in determining which adjustments might be most effective in different circumstances.

Below are some examples of reasonable adjustments from Enfield schools.



Specialist

Specialist adjustments will be written in to **Section F** of a young person's EHCP. It is important considering the size of an average Secondary school that these are communicated to all relevant staff via inset days in early September and/or single page profiles are shared with staff.



Targeted

'Specific seating for some students: for example that they may need to sit near to the front and close to the teacher and board in every lesson.'

'Getting changed for PE before they come to school instead of in school, due to social vulnerabilities and mobility issues.'

'Adaptations for assessments and exams and the opportunity to practice and then to sit their exams with a smaller group of students.'



Universal

'All of Year 7 go to lunch 15 minutes early for the first half term so that they can become used to the systems in place and so that they know that they will always have time to have their lunch and not be late to their next class.'

'We are more lenient for the first few weeks about homework and equipment and we avoid giving detentions for these kind of things. This gives Year 7 time to adjust and means they are less likely to be anxious.'

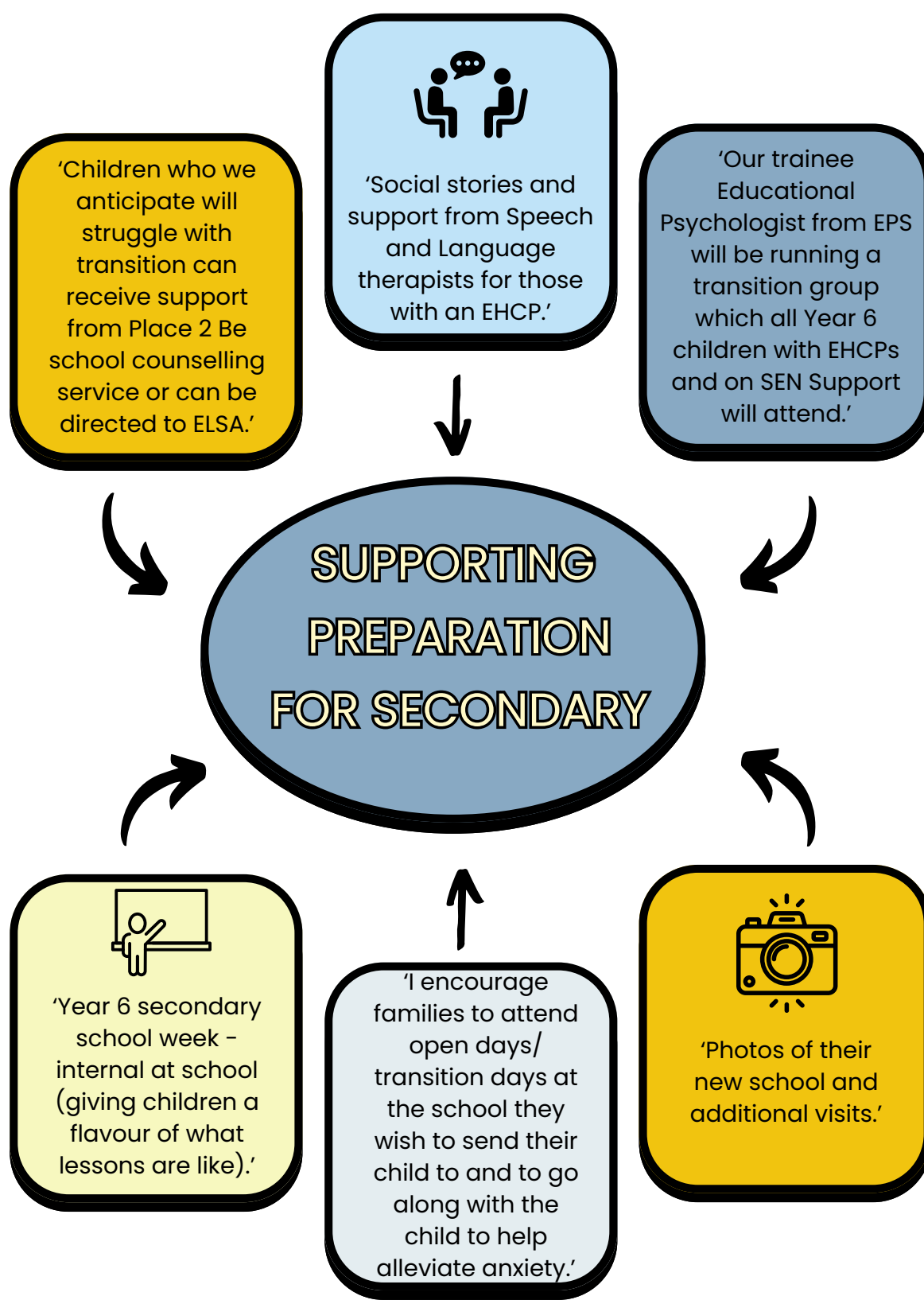
'Year 7 have more time built in with their form tutor for the first couple of weeks. This strengthens the relationship with a key adult and means that we are able to address any emerging issues in a safe environment.'

Becoming Secondary-Ready: Ideas to Support Children in Years 5 and 6

It is important that preparation for transition starts early on in a child's life in primary school. Developing skills in independence, self-advocacy and organisation for example can be built in to the curriculum in every year of primary education.

Below are some examples of the activities that Enfield primaries are doing to support with becoming 'Secondary-Ready'. Please see pages 9-12 for 'Transition Support' documents. These can be adapted to support children on SEN Support or those who have other associated risk factors which might mean that they need extra consideration during transition.

All children are supported by the use of a transition pack, which will be circulated to schools for use in Year 6.



Ideas from Secondaries: What is working well at transition?

Lots of work goes in to preparing for Secondary Transition and it is important that primary and secondary school representatives are included in the at key points, so that we can share success stories and discuss future priorities. This is particularly important in supporting young people who have SEND at key points of transition i.e. annual review, so that we can share success stories and discuss future priorities

Taking time to familiarise all students with the building: we do a treasure hunt as part of the transition day offer

Bridging with primary to offer some of the same interventions for consistency: for example Zones of Regulation

Asking the 'right' questions during the transitions process so that we can put any reasonable adjustments in place

We endeavour to visit ALL students in their primary school prior to them starting at the school

We invite primary schools in during years 5 and 6 for things like drama productions so that they get to know the school a bit

We meet face to face with primary teachers to discuss students and any concerns

We train our older students as peer mentors so that they can provide support and strong role models to the Year 7

Reasonable adjustments being made for all students for the first half term i.e. going to lunch early

Enhanced transition student profiles for those on SEN Support without an EHCP

Being flexible and offering additional tours and visits if needed

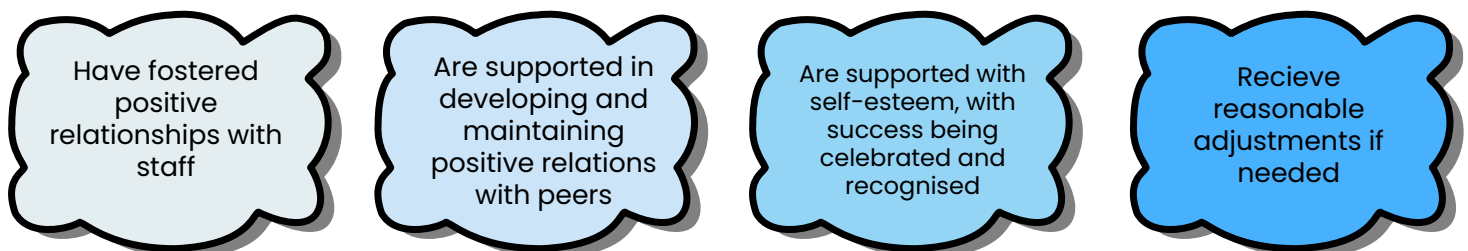


Supporting Emotional Wellbeing through Transition

We know that the process of transition can be challenging for young people and subsequently lead to developing and experiencing lowered mental health. It is key that emotional wellbeing and mental health are placed at the heart of any transitions work to ensure that a consideration of wellbeing is embedded in our practice. It is also imperative that this an approach taken by all staff consistently. NICE guidelines recommend that a 'whole-school approach is taken to support positive social, emotional and mental wellbeing of staff, children and young people (including people with a neurodiverse condition) in primary and secondary education.'



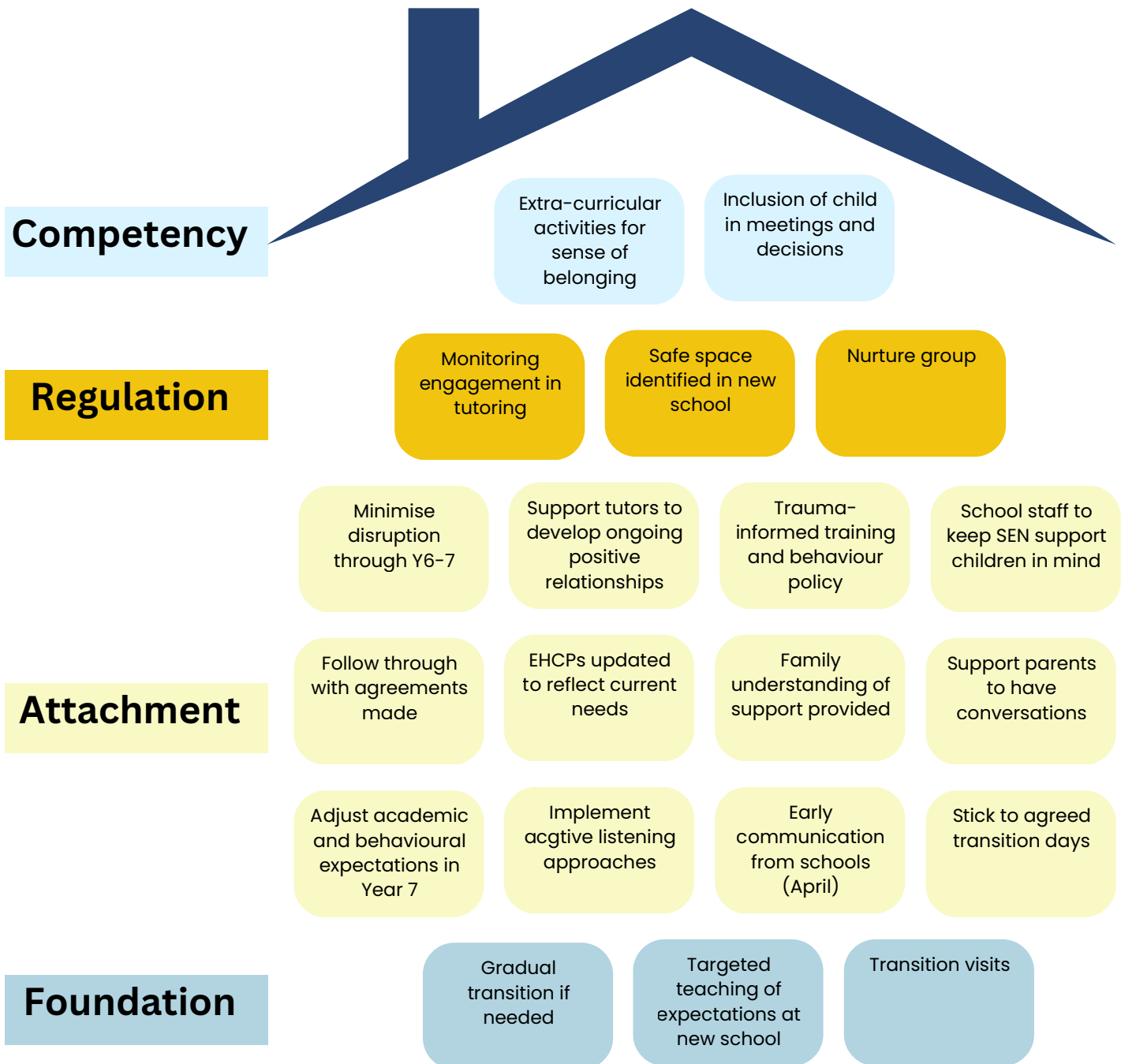
NICE also highlights the importance that education settings should 'ensure that the school has a culture, ethos and practice that strengthens relational approaches and inclusion, and that recognises the importance of psychological safety.' The idea of safety in education is key: referring to Maslow's hierarchy it becomes clear that for young people, they will be unable to learn effectively when they do not feel safe. A safe learning environment would be one in which the students....



Maslow's Hierarchy of Needs in the Classroom



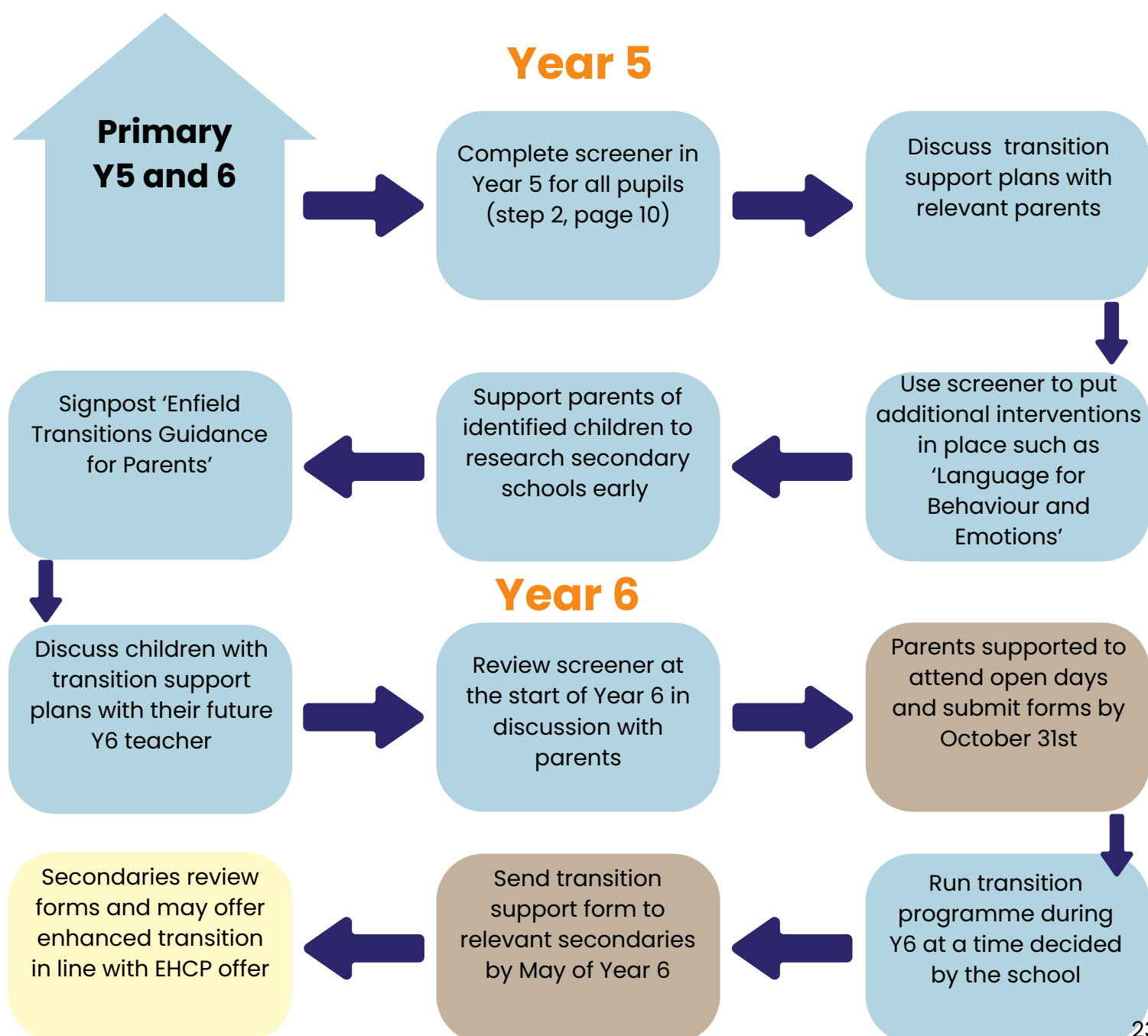
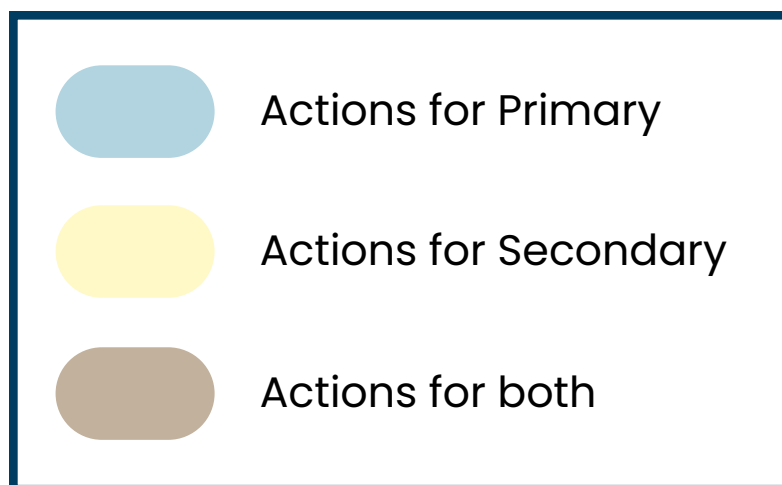
Trauma Informed Transitions to Year 7

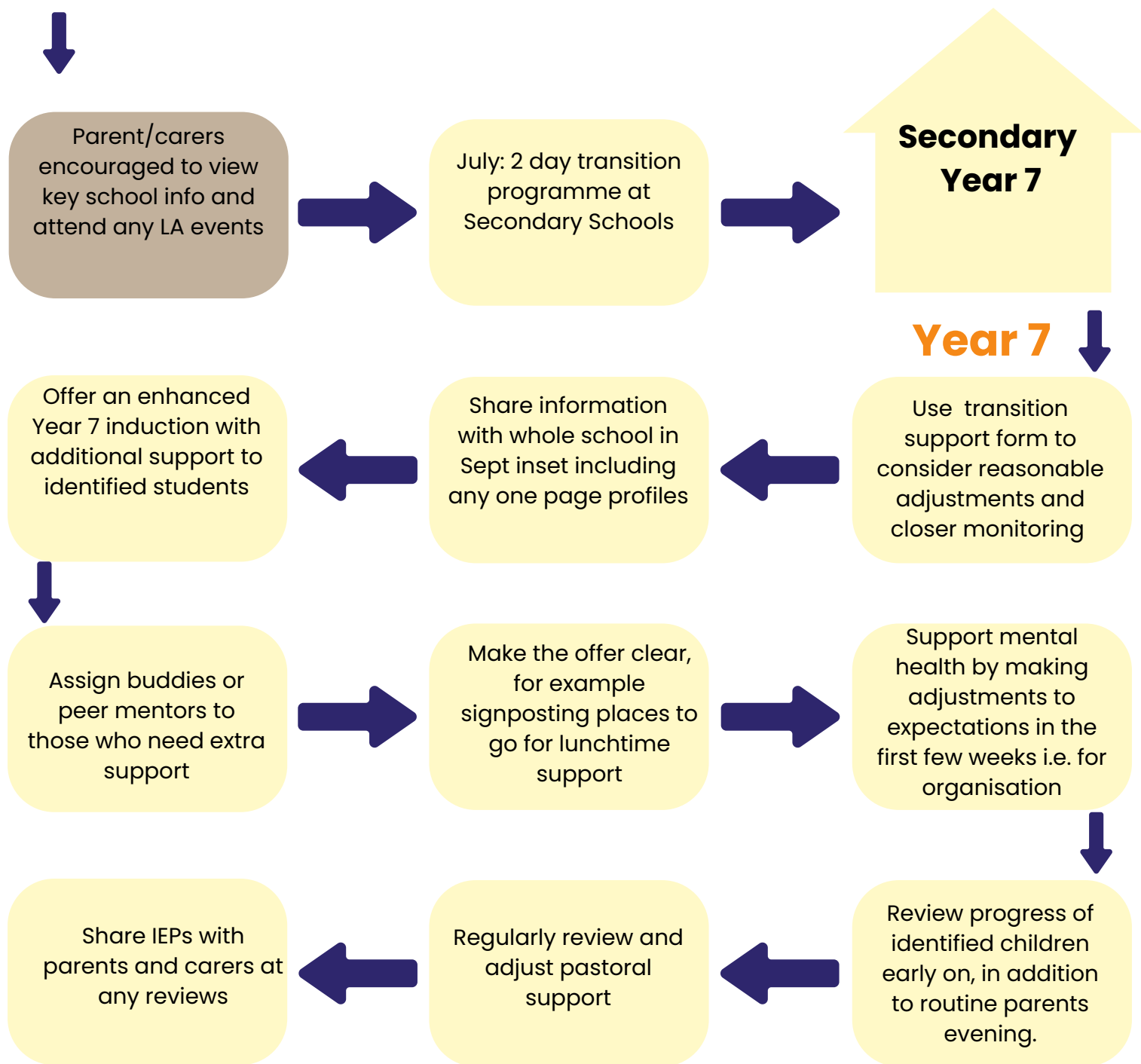


*Molly Carl and Claire Cooper, Enfield EPS, 2023
Adapted from: Blaustein & Kinniburgh 2010, Kinniburgh & Blaustein, 2005*

Enfield advocates for schools to be Trauma Informed. The Educational Psychology Service in Enfield deliver whole school training to support the actualisation of this ideal. It is crucial that a trauma-informed approach is embedded into the behaviour policy, whereby staff across the entire school community are consistent in their understanding of the impact of trauma. Literature suggests that it is most effective to take an approach that recognises all behaviour as a form of communication and as an opportunity to develop self-regulation (Emerson, 2022).

Suggested Transitions Timeline for Transition Support and the Role of the Schools







Useful websites and information



[Transitioning to secondary school – BBC Teach](#)

This includes resources for schools to support transition and case studies from different areas



[Ofsted publication template](#)

School examples of good practice case studies from Key Stage 2–3



[CROSS-PHASE TOOLKIT Supporting Smooth Transitions for Pupils Between the Phases of Formal Education – DocsLib](#)

Teach First's tool to support smooth transitions across phases



[Supporting school transitions | Resources | YoungMinds](#)

Young Mind's website is worth exploring when considering the mental health of young people



[Transition tool.pdf](#)

EEF blog which summarises the key components of a successful transition






[Microsoft Word – STARS Report Final Version](#)

The Nuffield Foundation sets out identifying factors that predict successful and difficult transitions to secondary school

Key Contacts Primary to Secondary Transitions

From Enfield SEND Partnership 2024–25

Contact 	Job Role 	Email 
Erin Bunday	Strategic Lead for Transitions, Enfield Local Authority	erin.bunday@enfield.gov.uk
Lucy Nutt	Head of School Improvement	lucy.nutt@enfield.gov.uk
Catherine Lane	CEO Attigo Trust, Chair of Transitions Workstream	ceo@attigoacademytrust.co.uk
Olivia Bray	DBV Programme Manager	olivia.bray@enfield.gov.uk
Ian Hewison	Head of Service: Admissions and Attendance	ian.hewison@enfield.gov.uk
Cigdem Alkan	Service Lead, ECASS (Enfield Communication Advisory Support Service)	cigdem.alkan@enfield.gov.uk
Rachel Walker	Service Lead, EASA (Enfield Advisory Service for Autism)	rwalker@enfieldasa.org.uk
Helen Cooke	Service Lead, Neurodiversity Pathway	helencooke2@nhs.net
Mark Maidens	Head of Service: SWERRL Enfield Primary Behaviour Support Service	mark.maidens@enfield.gov.uk
Malaika Williams	Virtual School Assistant Head for Vulnerable Children	malaika.williams@enfield.gov.uk
Leyla Mulisa	Senior Educational Psychologist	Leylla.Mulisa@enfield.gov.uk
Anya Ghambary	Transition Manager, Secondary Behaviour Support Service	anya.ghambary@enfield.gov.uk
Our Voice	Parent/carers Forum	info@ourvoicenfield.org.uk

With thanks to representatives from the SEND Partnership for your contributions to the Transitions workstream; policy and discussions:

Children and Young People from Enfield Schools

Alma Primary School
Chace Community Secondary School
Edmonton County School
Enfield County School
George Spicer Primary School
Hazelwood Primary School
Heron Hall Academy
Highfield Primary School
Houndsfield Primary School
Kingsmead School
Laurel Park School
Oasis Academy Hadley Primary School
Oasis Academy Hadley Secondary School
St Edmund's Catholic Primary School
St Ignatius College

Attendance and Admissions
EASA (Enfield Advisory Service for Autism)
ECASS (Enfield Communication Advisory Support Service)
Educational Psychology Service
Enfield SEN Service
Enfield Social Care
Enfield Virtual School
NEXUS
NHS Health Partners
Our Voice Parent/Carer Forum
SBSS (Secondary Behaviour Support Service)
SEYIS (School and Early Years Improvement Service)
SWEERL (Primary Behaviour Support Service)

