



International, Inspiring, Incredible

Pupil Transfer Policy

Aim of Policy

Pupils transfer successfully educationally and emotionally to and from SHAPE School.

Arrival

Preparing for arrival

The office staff are the first point of contact for new families. This should be welcoming and informing; the school website should be maintained to provide detailed information and a positive first-impression for new parents and pupils. Admission forms should be provided and contact details for CEAS provided if necessary. Any parents with a child who has SEN must talk to the Headteacher to check that needs can be met. Pre-visits can be arranged, preferably with a tour a conducted by the Headteacher.

Teacher should ensure that new pupils have a prepared space to sit, hang coats and keep work. Academic preparation includes attention to teaching groups and provision of information about the timetable, class booklet and curriculum leaflet for the term.

Records from previous school

Records should arrive with the child and the former school contacted if details are missing. Prior assessment data should be noted and the Integris assessment sheet populated by Office Manager. Teachers should be given records to look through and then either return to child, in the case of samples of work, or store in the child's file in the School Office.

Once the pupil has arrived

Parents and pupils are introduced to the Headteacher and class teacher, and given a tour throughout the school. They are invited to complete, school admission forms and the Home/School agreement if they have not already done so.

On the day the pupil starts school they are:

- Introduced to peers and staff;
- Given a tour of the school by buddy, school council member or prefect;
- Name and photograph added to school's welcome board (computer in parents' room) by office staff;
- Given "class, lunch and bus buddies" to support them in the first few days.

Within the first two weeks

It is essential, that once a child has started the school, there is follow up with both the pupil and parents to ensure that all pastoral and academic issues are addressed. This can be both formal and informal, but demonstrates that 'every child matters' and that the pupil's interest is at the forefront of the school's efforts. This will include a meeting or telephone conversation between teacher and parents shortly after the child has settled into school.

The SENCO should be informed of any pupil with Special Educational Needs. This will be followed-up with meeting between the SENCO, teacher and parent(s) to ensure that the child's needs are met and that an Individual Education Plan is written. Records of prior IEPs and reports by outside agencies should be secured in the SEN record files.

Within the first month

Teachers should assess pupils within the first month and enter the data onto Pupil Tracker, including end of year level targets. Targets should be set with pupil in core subjects.

Departure

The school will prepare relevant documentation that should accompany child and parents. Copies of report and SEN records should be kept in case the documentation is lost.

Documents that accompany the child

It is SCE policy that schools provide a leaving report for children and accompanying parents to take to their new school. This will either be in end of year or transfer report format depending on departure date. This report will contain details of:

- Current National Curriculum levels for core subjects;
- The child's current targets in these core subjects;
- Details of attainment and achievement in foundation subjects;
- Summary of special needs and/or gifted and talented;

- DCSF (DfE) UPN and CTF (Department for Children, Families and Schools Unique Pupil Number and Common Transfer Form). Note that UPN and CTF may not be available for students transferring from countries other than England and Wales.

The report should be supplemented with a sample or complete set of current school-work and depending on the age of the child will also include completed test papers.

Helping the child with their move

When adequate notification is given SHAPE school can assist the pupil moving by:

- Leaving booklet or card made;
- LSA and child research new school on Internet;
- Child's name placed on 'Leavers' Board' (computer in parents' room)
- Discussion with teacher and class about the move, location and new school. Other children may have attended the new school and be able to share their good experiences;
- British School's "Leaver's Coin" presented in the child's final assembly

Pupil's last day

Pupil records should be collected by parents on the last day that their child is in school and they should sign out in the Admissions Book. On the final school day parents and pupils are invited to speak to the Headteacher so providing him with an opportunity to wish the family well and asking them to stay in contact.

Evaluation and monitoring of policy

Annual parent and pupil questionnaires are used to assess success of policy. Informal monitoring by Headteacher includes talking to pupils, parents and staff regarding success of transfer.

Policy reviewed by staff February 2016/date to be reviewed 2020