



*International, Inspiring, Incredible*

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## Pupil Transfer Policy

### Aim of Policy

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

### Arrival

#### Preparing for arrival

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 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;
- 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 a plan is written. Records of prior plans 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 Learning Ladders, 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**

SHAPE School British Section will 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 attainment

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;
- 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.