



## Transition at Danesgate Community KS4

What does transition look like at Danesgate?

Some of our pupils join us at the start of a new academic year in September. Some of our pupils join us at different points throughout the year. We like to offer every pupil an enhanced transition package to ensure that they fully understand Danesgate's values and approach before they join us for classroom learning. We are also passionate about ensuring that pupils feel that they have begun to build secure relationships with a variety of key staff in the school before their journey begins.

Step 1 Quiet Visit
Step 2 Busy Visit
Step 3 Meet & Greet
Step 4 Social Activity
Step 5 Vocational Activity
Step 6 Learning Activity

Step 1 Quiet Visit	
What is a 'Quiet Visit'?	Why do we do this?
<p>The pupil and their parent/carer and a representative from school or social care come to see Danesgate for a guided visit when most pupils have left for the day (2:45). The pupil and their parent/carer and representative from school will go around with a member of SLT who can answer their questions and begin to build a relationship. A social story can be available on request.</p>	<p>It allows the pupil to begin to get comfortable with the building and the space. It is quiet but there are lots of adults around who are very friendly. Pupils can see classrooms and begin to see what is different about Danesgate and what is similar to their current experiences. Pupils can see the variety of provisions and specialist areas in the school (DT, Art, Cooking etc). Pupils and their parents/carers can ask questions about anything they like which can often help to set minds at ease. The pupil has the comfort of their parent/carer being with them, which often allows them to be more confident. It allows staff to begin to build relationships with pupils and parents/carers. We can begin to find out a bit more about the pupil and understand their needs.</p>
<p>Approximate Duration: 30-45 minutes</p>	

Step 2 Busy Visit	
What is a 'Busy Visit'?	Why do we do this?
<p>The pupil and their parent/carer and a representative from school or social care come to see Danesgate for a guided visit while the school is in 'full flow'. This visit will be with a member of SLT. The pupil and their parent/carer will get a better feel for how the school works when it is full of pupils.</p>	<p>It is important for everyone to see the relationships between staff and pupils so that our new pupils know what to expect when they come. It is crucial that pupils have the chance to see how people are treated at Danesgate - with respect, kindness and a genuine desire to support during moments where individuals may be struggling to regulate. It is also an opportunity to see some groups working in certain areas of the school. Pupils and parents/carers can also clarify any queries from their previous visit or use this an opportunity to ask questions that have come up since the last visit. Parents/carers are encouraged to write a list of questions. Pupils can be introduced to key staff such as SLT and members of the pastoral team. Pupils are shown 'safe spaces' in the school. There is an opportunity to continue to build relationships with pupils and parents/carers.</p>
<p>Approximate Duration: 30 minutes</p>	

Step 3 Meet & Greet	
What is a 'Meet & Greet'?	Why do we do this?
<p>This is an opportunity to for the pupil to meet the adults who will be part of the team around them when they join Danesgate. It will be after the end of the school day (2:30 onwards) and they will do an activity or a game together with no academic pressure. Parents/carers are also invited. The pupil's link SLT member will also join to ensure that the pupil feels they have an adult they already trust with them. Pupils and parents/carers will be provided with an 'All About Me' introduction sheet from all adults who will meet the pupil. They will also be provided with a short social story about the classroom.</p>	<p>It is a chance for the pupil to build a relationship with the teacher and TA(s) that will be working with them when they join. There are no other pupils present which means that the focus is solely on building the adult/pupil relationship. It is low demand and soft touch. It is important the pupil has the opportunity to build this relationship before there is the added pressure of navigating peer relationships. This is also an opportunity for the staff to talk about the fun things that happen in school/class, the way the day runs, expectations etc. This is all done in a very positive, welcoming way. It reiterates what has been discussed in previous visits to assist the pupil to process this information effectively. Staff can point out visual timetables, rules, different Zones. Staff can begin to find out about pupils's special interests, worries and areas where they are confident. It helps staff to develop their understanding of the pupil's needs and aids the pupil's understanding of the classroom and the relational practice that Danesgate relies on. This also helps staff to get to know pupils well enough to begin writing a SENoP (Special Educational Needs on a Page). This document uses the EHCP, information shared by parents, carers and schools and finally from the presentation of the pupil themselves.</p>
Approximate Duration:20-30 minutes	

Step 4 Social Activity	
What is a 'Social Activity'?	Why do we do this?
<p>Pupils come in, for the first time, with other pupils. Parents/carers are welcome to stay in the classroom if they would like to, or they can wait in the canteen. The pupils will spend some time in a classroom (not necessarily the one they will be in in September) with their key staff and peers who are part of their target group. There will be snacks and drinks available. There are stations set up around the room with independent activities (logic puzzles, Lego, colouring, code breakers etc), collaborative games (UNO, Dobble, Square Up etc) and 1:1 teacher led activities (Perfect School, sorting activities, emotional regulation activities). These activities non-intrusively focus in on what the pupil found challenging in mainstream school and allow staff to sensitively demonstrate and explain how Danesgate manages things differently. Pupils will mostly have free choice over what they do but staff will encourage and support interaction and collaborative activities. Pupils will be incentivised to complete at least one of the teacher led activities. At this point, pupils who are already placed at Danesgate and members of the same target group may join. The link member of SLT will also usually attend.</p>	<p>It is a lovely, welcoming event which feels very relaxed and allows pupils to gently ease their way into life at Danesgate. It is a very positive session with very little pressure on the pupils. It gives staff a chance to observe peer relationships forming and helps to inform our approach with each individual. We can see if there are pupils who will require more support with social interaction and communication while also gently supporting relationships between any pupils and identified peers. The teacher led activities give us information about the pupil, their experiences of mainstream education and also gives staff the chance to explain how they, as teaching staff, could support them in moments they find challenging. It lets pupils/adult relationships continue to flourish and pupils are able to see how the staff work and manage a group rather than just one individual. Peer relationships can grow and develop, and parents/carers can also meet each other for the first time. Pupils are, hopefully, more confident by this point and are beginning to come out of their shells. Staff can begin to see how pupils cope with the pressure of peer relationships, noise and small levels of demand.</p>
Approximate Duration: 1 hour	

Step 5 Vocational Activity	
What is a 'Learning Activity'?	Why do we do this?
<p>Pupils will be able to access a taster session for one of their option choices for GCSE qualification. The options for these sessions include Construction, Art, Salon, PE and Catering. The session will be led by the Skills teacher and supported by at least one member of their Keyworker staff team. We ask that parents/carers do not come into the classroom for this session as it is important to see how pupils cope without their parents/carers nearby.</p>	<p>It gives pupils the opportunity to see what to expect when they join in September. It allows pupils to make wider relationships with peers and staff in the school. Pupils are able to consolidate and further their relationships with their staff team. Pupils are able to see the support level they receive at Danesgate and understand the difference between Danesgate and a mainstream setting. Pupils can begin to understand and experience the different strategies they can use to co-regulate within our setting. There is the opportunity to discuss the workload/expectations that comes with each option with the Skills teacher.</p>
<p>Approximate Duration: 30-45 minutes</p>	

Step 6 Learning Activity	
What is a 'Learning Activity'?	Why do we do this?
<p>It is very similar to the previous 'Social Activity' that the young people did. The environment remains the same; young people are in a classroom but not necessarily the one they will be in in September, and there are snacks and drinks available. We ask that parents/carers do not come into the classroom for this session as it is important to see how young people cope without their parents/carers nearby. The session will be based around a fundamental principle of Danesgate - some examples include Zones of Regulation, Ready, Respectful and Safe, or an exploration of emotional wellbeing or regulation. There will be a short input from staff followed by individual activities, small group activities or carousel activities. Staff will be available to support any learners throughout this. At this point, young people who are already placed at Danesgate and members of the same target group may join. Young people are able to 'opt out' if they need to but they will always be encouraged to remain in the classroom or return, if they are unable to remain in the space initially.</p>	<p>It gives staff an idea of how young people manage when the level of demand is raised slightly higher. It is an opportunity for young people to see what a 'Danesgate lesson' looks like in terms of structure and expectation. It further embeds both adult/young person relationships and peer relationships. It imparts fundamental principles of Danesgate and gives staff an even greater understanding of the young people in the class and the dynamics between them. It is a good opportunity for staff to model appropriate interactions and show how we can support young people through challenges and dysregulation. Young people need to feel confident that the staff understand them and they are willing and able to help them when they struggle to allow them to come in feeling confident that they will be fully supported in September.</p>
<p>Approximate Duration: 1 hour</p>	