The aim of this audit and action planning tool is to consider your school or setting’s current practice in relation to how you support children and young people through a whole school or setting approach. It will highlight areas of strength whilst identifying areas which could be further developed.

How to use:

* Read the statements
* Assign a RAG rating to each of them
* Identify and plan next steps for development
* Identify who is responsible for this action and what the timeframe / target date is
* Check progress at points between when you set the action and the target date – amend the action if needed to best meet your needs.

|  |  |
| --- | --- |
| School or setting name |  |
| Phase |  |
| Transitions lead |  |
| Areas of concerns around transitions |  |

## Ethos and environment

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress***(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Our school or setting places importance on belonging, celebrating individual strengths and promoting emotional well-being and positive mental health. | * Review school vision and ensure key preventative concepts are considered such as belonging, positive mental health and emotional wellbeing.
* Ensure all staff understand and are confident with the school vision and approaches.
* Consider completing a [whole school audit around mental health and wellbeing](https://mentallyhealthyschools.org.uk/whole-school-approach/england/auditing-your-school-and-implementing-change/)
* Check your environment to ensure it reflects the diverse cohort of children and young people you have in your school or setting across pictures and displays, etc
 |  |  |  |  |
| Our school or setting has clear processes in place to support successful transitions. | * Identify a transitions lead for your school or setting – use guidance within the WSA guide on this role.
* Review your information sharing processes to ensure these are effective and efficient.
* Review what systems you have in place to make connections and build relationships between colleagues in other settings.
* Don’t forget to consider how transitions are supported through Wraparound care and Alternative Provision also.
* Review your processes around identification of needs and provision of support for those children and young people who may need additional support.
* [Anna Freud](https://www.mentallyhealthyschools.org.uk/factors-that-impact-mental-health/school-based-risk-factors/transitions/?searchTerm=transition) provides some top tips on supporting transitions.
 |  |  |  |  |

## Leadership and governors

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress***(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Effective transitions are supported by our leaders, managers, and governors. | * Ensure your leaders, managers and governors are familiar with the principles of successful transitions as set out within the Transitions WSA guide.
 |  |  |  |  |

## Policy development

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress***(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Our policies support children and young people as they move through different phases through our school or setting and into different settings. | * Ensure all policies relevant to transitions are underpinned by up-to-date guidance and legislation.
* If you have a transition policy, ensure it clearly outlines how your school or setting will support children and young people with transitions in practical terms as well as outlining how families will be communicated with. [See further guidance about transition policies on Twinkl](https://www.twinkl.co.uk/teaching-wiki/transition-policies).
 |  |  |  |  |

## Children / young people’s voice

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress***(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| There are clear processes and systems in place to collect children and young people’s voice specifically around transitions, with adaptations made to ensure all children and young people can participate and feel heard. | * Plan in opportunities for children and young people to shares any worries about upcoming transitions allowing time for any possible adaptations to be implemented.
* Plan in opportunities during transition days and events to collect children and young people voice in relation to the support children and young people feel they may need.
* Always plan in opportunities to check in with children and young people after a transition to see how they are doing and if support needs to be adapted in any way.
* Ensure methods for collecting children and young people’s voice are amended as necessary to enable all children and young people to have their voice heard including those with SEND, EAL, etc.
	+ [Person centred planning resources](https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/help-to-cope-with-change/preparing-children-and-young-people-for-transition) on this page can help to collect children and young people’s voice around transitions.
	+ [Participation and co-production best practice in Norfolk](https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/planning-send-services-together/participation-best-practice) has some top tips around children and young people participation as well as signposting to participation resources and tools.
 |  |  |  |  |

## Support and signposting for children and young people

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress***(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| We support children and young people to navigate transitions based on their individual needs and respond appropriately if additional support is needed. | * Follow detailed guidance on how to support children and young people and families through transitions in these [step-by-step timelines](https://www.schools.norfolk.gov.uk/article/61408/Transition-timelines) to help you plan effective transitions.
 |  |  |  |  |

## Partnerships with families

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress***(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Our families feel confident and comfortable when guiding their children through the transitions process. | * Follow detailed guidance on how to support children and young people and families through transitions in these [step-by-step timelines](https://www.schools.norfolk.gov.uk/article/61408/Transition-timelines) to help you plan effective transitions.
 |  |  |  |  |
| Our families are signposted to appropriate sources of support. | * Share appropriate links with families depending on age, stage and needs of children and young people. See some suggestions included within the Transitions WSA guide.
 |  |  |  |  |

## Curriculum, teaching and learning

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress***(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Our curriculum supports children and young people to develop social and emotional skills which helps them prepare and cope with change by focusing on how to recognise and manage thoughts and feelings, build resilience, and learn how to problem-solve. | * Review your curriculum and ensure appropriate focus is placed on developing emotional and social skills.
* Conduct an annual children and young people voice activity to ensure the curriculum is relevant across all year groups.
* Collate wider information from national, local, and school level to inform planning of your curriculum in line with statutory guidance.
 |  |  |  |  |
| High quality resources are used to support children and young people in the lead up to, during and after transitions take place. | * Draw upon resources included withing the Transitions WSA guide in the section ‘How can we support children and young people through the curriculum?’
 |  |  |  |  |

## Staff CPD

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress***(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Our staff are provided with appropriate CPD to ensure they can best meet the needs of children and young people transitioning into our school or setting. | * Explore the training highlighted with the Transitions WSA guide within the ‘How can we support staff awareness, confidence and skills?’ section.
 |  |  |  |  |

## Assessment, recording and reporting

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress***(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Our school or setting uses recording and reporting procedures to further support transitions. | * Ensure efficient systems are used to share relevant information (including safeguarding information) at transition points.
* For children and young people where there are safeguarding concerns, transfer of information should be handled sensitively. Please see [Guidance for Schools & Colleges: Child Protection Record Keeping and the Transfer of Child Protection Records.](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.schools.norfolk.gov.uk%2Fpupil-safety-and-behaviour%2Fsafeguarding%2Fsafeguarding-forms-and-templates&data=05%7C02%7Ccharlotte.mason%40norfolk.gov.uk%7C56349f2a32d242eaf83708dc76353d2c%7C1419177e57e04f0faff0fd61b549d10e%7C0%7C0%7C638515218242957801%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=EAzIu%2Feq5zSjck4Ukdf9pjsjp942tDELilC7UD5smyg%3D&reserved=0)
* Use a range of tools to support successful transitions for children and young people including the [STAIR](https://www.schools.norfolk.gov.uk/early-learning-and-childcare/early-years-quality/transitions) and [INDES](https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision/identification-of-needs-descriptors-educational-settings) and ensure any additional plans i.e. SEN support plans, professional reports, EHCP, etc are actively used to plan transition support.
 |  |  |  |  |