

How will the school prepare and support my child moving between phases of education and preparing for adulthood?

Starting in Y7/Joining St Anthony's from another Secondary School

St Anthony's Girls' Catholic Academy has an excellent working partnership with all of our feeder primary schools. The process of transition starts early in year 6 when the Pastoral Leader for year 7, Transition Co-ordinator and SENDCO begin their visits to the feeder primary schools to discuss every child's individual educational needs. They also make time to meet the children and answer any questions or concerns they may have about moving to the 'big school' (as most of the children put it). We also have a very effective induction programme for the large number of out of area students. As part of the induction process the students are invited into school for 'Taster Day' sessions. They are met by their future Pastoral Team, Head Teacher, SENDCO and present pupils of St Anthony's. They spend the morning with staff from various departments and take part in a range of educational activities; this hopefully helps them to become familiar with the school and to help them to settle into what will be their new environment. Primary School staff will also meet with staff from our academy prior to pupils attending the academy. Any concerns about the particular needs of a child will be brought to the attention of the SENDCO at this meeting. Where necessary the SENDCO will arrange a further meeting to discuss the needs in more detail. Parents will be made aware of the provision that will be available to their child within the academy. Staff in our academy will receive information about children joining us from another school. If there is an SEN issue the academy will contact the previous school to obtain information. On entry to the academy each child's attainment will be assessed in order to ensure continuity of learning from Primary School, or transference from another secondary school. For pupils with identified SEN, the Deputy Headteacher for Curriculum, SENDCO, literacy and numeracy coordinators and pastoral colleagues will:

- Use information from the Primary/Previous School to shape the pupil's curriculum and pastoral provision in the first few months.
- Identify the pupil's skills and note any specific areas that require support.
- Ensure ongoing observations/assessments provide regular feedback on achievements/experiences, in order to plan steps in learning.
- Ensure pupils have opportunities to demonstrate knowledge and understanding in all subjects (including in the pastoral programme).
- Involve pupils in planning/agreeing their own targets.
- Involve parents in a joint home-school learning approach where appropriate.

Transitions throughout KS3 and KS4

All SEN support plans and EHCP's are reviewed termly. As part of the each review we will discuss what is working well for your child and any additional support which may be needed to prepare for a new transition. As part of the review process in Y9 staff will discuss the different option routes available and provide advice and support about KS4 courses allowing students and parents to make informed decisions about the option choices available. The SENDCO is available at the Y9 options evening and all parents evening to provide advice and guidance.

Post-16/Post-19

When children transfer from St Anthony's Girls' Catholic Academy, the SENDCO will discuss the child with the new school/college and send details of the child's particular needs and any

additional provision that may need to be made for the child. As part of the Y11/13 SEN review process, families where appropriate will be supported with bespoke careers advice with a specialist SEND careers advisor from Together for Children regarding the most appropriate post 16/19 placement.

Preparation for Adulthood

At St Anthony's we have KS3 and KS4 Preparation for Adulthood support sessions for students who need additional support. During these sessions we support students developing a range of independent living skills for example: telling the time, reading timetables, personal finance, independent travel and social skills.