FEDERATION OF St. ELPHEGE'S and REGINA COELI CATHOLIC SCHOOLS

COVID-19 RISK ASSESSMENT

School:- Regina Coeli

13. TRANSITION of PUPILS

Consider:	Phase I: Actions needed (if any):Risk/support required /additional considerations	Phase II	Phase III	Phase IV
How will leaders contact and support transition of new early years children for September 2020 - will leaders consider changing induction arrangements or completing this process online?	Online induction from the EYs Coordinator made available for parents on the website. Reception places offered and confirmed via post Flexible deadlines on returns to the school		As phase 1	Reception induction materials, including curriculum posted on the school's website in July 2020. Early Year's prospectus posted to parents with details of class teacher and teaching assistant. Virtual home visits completed – July 2020. Stay and Play plan for September below,

				10 pupils per class, each day. Parents will be invited to wait in the Reception outdoor area and entry into the classrooms with their children on a rota basis to maintain social distancing for adults.
Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated with the appropriate settings?	Transfer of documents including CP files, provision maps and SEND documents. Mapping out summer curriculum deficit. Engage secondary school in Annual Review process. Whole school planning for September on anticipated challenges faced by year 7 pupils e.g. shorter lessons with increased break time. Curriculum to include RSE	Maintain an open line of communication with the secondary schools to provide information and support about strategies that have worked well for particular children.	As phase 2	LA transition meeting rescheduled for Year 6 pupils to take place in September. All 3 EHCP pupils transition meetings completed. 2 Year 6 pupils' annual reviews completed virtually. 1 Year 6 pupil annual review due to be completed in September. The Inclusion Lead has completed handover meetings for SEND pupils and vulnerable pupils. The Inclusion Lead will ensure that CP files and current portfolios are delivered to secondary schools (by hand) by September. Transition map created to ensure effective handover with receiving secondary schools. Inclusion DHT will ring all secondary schools in September as a follow up and to answer any questions that may have arisen.
Are there any thoughts about how secondary schools contact/communicate with	Virtual transition meetings in the interim LA SEND and		As phase 2	As above. All secondary schools will be given MS

primary schools to ensure effective transition?	Vulnerable pupil meeting postponed to Sept 2020			(Inlcusion DHT) as a designated contact for transition queries and TC (HoS) as the DSL.
What arrangements have been thought of to ensure all important information is shared – verbally/documentary – between schools and between home and school?	Y6 Teachers completing transition forms for secondary schools SENCo liaising with secondary SENCos Virtual meetings to replace face to face meetings with secondary schools. Borough wide vulnerable transition meeting to be replaced by virtual meeting. Adapt transition interventions planned to support vulnerable pupils, including using an online platform and extending and identifying potential pupil base.		As phase 2	End of year reports have been emailed to parents and communicated with secondary schools. Page created on school website and notice on Google Classroom of Secondary Transfer Day (Reach Out day 2020) held virtually by Croydon schools. Pupils and parents have direct access to secondary school transition materials via Google Drive.
What might the transition from home learning to return-to-school look like at various stages of re-opening?	See Curriculum RA			Increased use of Google Classroom to form a part of the curriculum in school. If pupils are asked to isolate as a result of the Track and Trace programme, a 2 week package of online learning will be provided.
Have leaders considered what will happen following any guidance about how pupils will move on or transition to their next	Awaiting guidance		As phase 1	Secondary school and primary school transition meetings. Handover documents completed for every pupil and shared between class teachers –

academic year? Do leaders have an 'ideal' that would meet the needs of their own pupils? What might this look like and what are the possible implications and considerations for the future?				July 2020. Class teachers to post a video on Google Classroom to introduce themselves and read a story. Held in Autumn 1: SEN and pupil wellbeing surgery meetings Assessment surgery meetings Safeguarding briefings Follow up hand over meetings
How are leaders thinking about the needs of pupils with SEND and their needs transferring to other settings and/or moving into different year groups with unfamiliar staff members?	See above detail		As phase 1	Inclusion DHT to update individual RAs for pupils with an EHCP to create a plan of phased return, where necessary. Inclusion DHT to contact all SEND pupils' parents to communicate their personalised RA and strategy for their return. More details will be found on the SEND RA.
What does the transition from home learning to school learning look like in your school, for your pupils? Have leaders considered consistency and expectations that are appropriate for the context of families' capacity (albeit because they are working; more than one child at home to home school etc) to support at home?	See Curriculum RA Printed packs made available for parents who have limited access to devices CT maintaining contact with parents		As phase 1	All pupils are expected to return to school in September. If pupils are asked to isolate as a result of the Test and Trace programme, a 2 week package of online learning will be provided. This can be provided in printed form and class teachers/SLT/office staff will remain in contact with the family at particular points during the 14 days. Day 1 – protocol shared with family, provide home learning Day 3/4 – CT wellbeing phone call and feedback to SLT who will log it Day 6 – CT/TA second phone call Day 10 – Office staff establish and discuss pupil's return to school The school will follow the latest guidance

				from Croydon LA and amend RAs and strategies accordingly.
How will staff be supported to transition between home/school planning and teaching?	**Various models of PPA provided in part-time school week** **See Curriculum RA for detail**		**Friday closure of the school to pupils ensures CT have appropriate planning time**	INSET day – walk through strategies followed by workshops. Supported planning meetings in the summer. Sharing long-term planning ahead of September with teachers, including the core text list. Providing teachers with materials and training for baselining. Must, should, could objectives provided for the core subjects RRR meetings (virtually) in September with Federation colleagues. Friday PPA from home if required
Additional considerations:				