**Wirral Sensory Services**

**Transition Policy**

**Introduction**

The Team will support each educational transition stage of the children with a sensory impairment on their caseload, according to their individual needs.

The Team aims to work in collaboration with the parents, and relevant professionals involved with the child/young person at their current pre-school/school placement and with the school/college the child or young person is moving onto.

All pupils B1 and above will have a transition report. Pupils C2 -B2 receiving SENCo will be contacted and made aware of the sensory condition and information will be shared, the QTVI/ToD will provide an overview of the type and amount of support the child may require at their next educational setting. This will be followed up by a monitoring visit in the Autumn Term.

**Procedure**

For pupils B1 and above the QTVI will follow the transition plan (included) This outlines what the Team will deliver and ensures all relevant steps are taken and preparations are carried out, to assist a smooth transition when the child starts at their new school.

Actions may include the following:

* Environmental audit and recommendations of new setting
* Accompanying child/young person on visits to chosen school with Sensory staff
* Mobility Programme, outlining mobility training required to enable child to access physical school/college environment.
* Meetings with Special Educational Needs Co-ordinator to discuss needs of child/young person at receiving school/college.
* Meetings with pastoral staff at receiving school, to discuss the social and emotional needs of child/young person at the receiving school/college.
* Meetings with specific subject curriculum leaders, at receiving school, to discuss access to the curriculum in each particular subject area.
* INSET to whole school staff at receiving school, regarding the needs of the child/young person.
* Teaching of specific unique curriculum skills by the Team, to ensure the child/young person has the necessary skills and techniques in place to access the curriculum independently.
* Throughout this period, the QTVI/ToD responsible for the child will maintain appropriate contact with the family to offer support and reassurance, regarding the progress of the transition process.

The QTVI/ToD is responsible for making sure the receiving school are aware of the needs of the pupil and that any equipment is in place at the start of term.

The QTVI/ToD will liaises with family and school during the first few weeks and be responsible for any trouble shooting to ensure the pupil with VI has the right support in the right place at the right time to support inclusion in the setting.