



Ryhope Infant School Academy

Information Sharing Report

Review Date: September 2026

Next Review Date: September 2027

Person in charge: Miss Lumsden (SENDCo)

Question 12

How will we support your child when they are leaving this school or moving on to another class?

Supporting children through transition

At Ryhope Infant School Academy we recognise that transitions and changes can be exciting but may also be challenging for some children, particularly children with special educational needs and disabilities (SEND).

We carefully plan transitions to help children feel safe, confident and prepared, and to ensure that the adults who will be supporting them have a good understanding of their strengths, needs and the strategies that help them to succeed.

Transition arrangements are personalised according to the individual needs of each child and are planned in partnership with children, parents and carers, school staff and, where appropriate, other professionals.

How will we support my child when they move to a new class?

Transition between classes and year groups is carefully planned. For all children, this includes opportunities to become familiar with their new teacher, classroom and routines before they move.

Children with SEND may require additional transition support. Depending on individual need, this may include:

- additional visits to the new classroom
- opportunities to spend time with their new teacher and support staff
- photographs of their new classroom and important adults
- personalised transition books, social stories or visual information
- visual timetables
- opportunities to practise new routines
- additional reassurance and support from familiar adults
- carefully planned transition activities
- consideration of sensory, communication, physical or emotional needs.

Some children may benefit from transition being introduced gradually over a longer period of time.

How will you prepare my child for leaving infant school and moving into Year 3?

We recognise that the transition from Year 2 to Year 3 is an important milestone for our children and families. We want every child to leave our infant school feeling confident, positive and well prepared for the next stage of their education.

We are fortunate that Ryhope Junior School is located on the same site. This enables both schools to work closely together and provide children with a carefully planned, gradual and familiar transition experience.

During Summer Term 2, a programme of transition activities takes place to help children become familiar with their new school environment, adults and routines.

Weekly planned transition visits

Throughout Summer Term 2, children take part in planned weekly transition visits to the Junior School. As part of these visits, children access a PE lesson with their new Year 3 teacher.

These regular visits provide opportunities for children to:

- become familiar with their new Year 3 teacher before September
- begin to develop a positive relationship with their new teacher
- become increasingly confident within the Junior School environment
- become familiar with different areas of the school

- experience some of the routines and expectations of Year 3
- spend time in the new setting alongside their peers
- ask questions and develop confidence about the move to Junior School.

The regular nature of these visits means that transition is a gradual and supportive process rather than a single event. For children with SEND, repeated opportunities to visit the new environment and become familiar with key adults can be particularly valuable.

Transition morning

During Summer Term 2, children also take part in a transition morning at the Junior School. Children spend the morning with their new teacher and experience what it will be like to be a Year 3 pupil.

As part of the transition morning, children also have lunch at their new school. This helps them to become familiar with lunchtime arrangements, the environment and routines before they start in September.

The transition morning gives children an opportunity to experience a longer period of time within their new setting and helps to make the move to Year 3 feel familiar and predictable.

Additional Year 2 transition support for children with SEND

We recognise that some children with SEND may require more than the transition arrangements provided for all children. Where appropriate, transition will be personalised according to the individual child's needs.

Additional support may include:

- extra visits to the Junior School
- additional opportunities to meet their new teacher or other key adults
- photographs of important adults and areas of the new school
- personalised transition books, visual timetables or social stories
- opportunities to practise particular routines
- support from familiar adults during initial visits
- additional preparation for changes in expectations or routines
- consideration of sensory, communication, physical or emotional needs.

The level of additional transition support will be determined by the individual child and planned in partnership with parents and carers and the receiving school.

Sharing information with our Junior School

Effective information sharing is an essential part of our transition arrangements. During Summer Term 2, our Year 2 teachers and members of the Senior Leadership Team (SLT) meet with the Year 3 teachers and Senior Leadership Team from the Junior School.

These meetings provide an opportunity to share relevant information about every child and ensure that the Junior School has a clear understanding of the children who will be joining them.

Our SENDCo will also liaise with relevant staff at the Junior School where additional discussion or planning is required. Our close working relationship enables us to plan for continuity of provision so that successful strategies, reasonable adjustments and important information move with the child.

What information will be shared if my child moves to another school?

When a child with SEND leaves our school, relevant information will be transferred securely to the receiving school in accordance with data protection and information-sharing requirements.

This may include:

- information about the child's SEND
- SEND Support records
- individual plans, outcomes or targets
- assessment information
- details of interventions and their impact
- successful teaching strategies and adaptations
- relevant professional reports
- information about communication, sensory or physical needs
- information about emotional regulation and wellbeing
- details of an EHCP, where applicable
- other relevant information needed to support continuity of provision.

Where appropriate, our SENDCo will liaise directly with the SENDCo or relevant staff at the receiving school.

What happens if my child has an EHCP?

For a child with an Education, Health and Care Plan (EHCP), transition planning will form an important part of the EHCP review process.

Parents and carers, the child, school, the Local Authority and other relevant professionals will contribute to planning for the next stage of education. We will work

with the receiving setting and other professionals to help ensure that relevant information is shared and that the provision specified within the child's EHCP can be planned appropriately.

What if my child moves school unexpectedly or during the school year?

If a child transfers to another school during the academic year, or leaves with limited notice, we will aim to communicate with the receiving school as quickly as possible. Relevant records will be transferred securely and, where appropriate, the class teacher and/or SENDCo will communicate directly with the new school to share important information about the child's needs, provision and successful strategies.

The school uses CPOMS to securely record relevant information relating to individual pupils, including appropriate SEND information and documentation. Where the receiving school has authorised access, this supports the timely and secure transfer of relevant information, helping to ensure continuity of provision and enabling the receiving school to understand and respond to the child's needs as quickly as possible.

Listening to the child's voice

We believe that children should be involved in their transition in ways that are appropriate to their age and level of understanding.

Staff will listen to children's views and feelings about moving class or school and provide opportunities for them to ask questions, express worries and become familiar with what will happen next. For children who communicate in different ways, we will use appropriate approaches to help us understand their views and responses.

Working together for a successful transition

Successful transition is based on early planning, effective communication and partnership working.

We will work with the child, parents and carers, receiving teachers and schools, the SENDCo and, where appropriate, external professionals to make transitions as smooth and positive as possible.

Our aim is for every child to leave us or move into their next class feeling known, understood, supported and ready for their next stage of education.