

A group of children in circles

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**CHECKLISTS: Transition in or out of school**

Service children may move and change school many times during their school career. Ensuring a smooth transition is vital to their success.

**How to use this tool:**

This tool provides two checklists to support schools with implementing a positive transition for Service children moving in or out of school. The checklists cover the different stages of transition and make reference to other relevant SSCE Cymru Tools.

**Instructions:**

1. Identify a member of staff to lead on transition.
2. Work through the actions on the relevant checklist during the transition for the individual Service child/ren.

**Moving in checklist**

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| Before transition – initial contact | A black check mark on a white background  Description automatically generated |
| Make contact with the family of the Service child. Gather information regarding their move and any support they may need. Discuss school history, Service child’s interests, attainment, strengths and difficulties, support e.g. Additional Learning Needs (ALN). Ask for consent to contact and information share with the current/previous school. (Tool 7) |  |
| Liaise with the current/previous school. Send Tool 7 for completion and background information gathering e.g. Service child’s interests, attainment, strengths and difficulties, support e.g. ALN. (Tool 7) |  |
| Share Tool 9 with current/previous school and encourage them to complete moving on activities with the Service child. (Tool 9) |  |
| Create a Welcome Pack for the Service child and family. Share in advance with the Service child, family and current/previous school to support transition. (Tool 6a and 6b) |  |
| Offer a school transition/induction visit. |  |
| Prepare materials for the transition/induction visit. (Tool 6a & 8) |  |
| Begin briefing staff body where appropriate. |  |

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| Before transition – school visit | A black check mark on a white background  Description automatically generated |
| Meet with Service child and parents. Provide and go through information about the school. Complete get to know you activity with Service child. (Tool 6a & 8) |  |
| Provide a tour of the site and facilities (classrooms, IT suites, playgrounds, library, sports facilities, lunch hall etc.) |  |
| Introduce the new Service child to their teachers and support staff. |  |
| Introduce the Service child to their new classmates. |  |
| Offer the Service child and family the opportunity to ask any questions they may have. |  |
| Agree a start date, time and contact person. |  |
| If a pre-visit is not possible consider a virtual tour or meeting to complete the above. |  |

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| Before transition – final steps before first day | A black check mark on a white background  Description automatically generated |
| Ensure all administrative tasks e.g. enrolment forms are completed. |  |
| Familiarise yourself with all documentation provided by parents and previous school. |  |
| Brief teachers and support staff so they have knowledge of the new Service child and are aware of the circumstances of their move to the school and how they may be feeling. Share Pen Portrait from Tool 8 and relevant details from Tool 7. |  |
| Allocate a buddy to help the new Service child settle into the school; preferably a pupil with similar interests and experiences that can relate to the feelings the new Service child may experience. |  |
| Prepare assessment activities in core areas as appropriate if documents or current learning outcomes are unavailable. |  |
| Prepare and provide Service child and family with relevant log ins etc. e.g. parent-school apps. |  |

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| First day | A black check mark on a white background  Description automatically generated |
| Meet with the new Service child at the agreed time and date. |  |
| Introduce Service child to buddy and take to their class. |  |
| Check-in with the Service child throughout the day. (Tool 9) |  |
| Check-in with the Service child at the end of the day. Evaluate the day. Check if they have any questions or need anything. (Tool 9) |  |
| Follow up with Service child’s family at the end of the day. |  |

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| After transition | A black check mark on a white background  Description automatically generated |
| Organise regular check-ins to ensure that the Service child is settling into the school community. Complete check-in activities and record memories and messages. (Tool 9) |  |
| Complete baseline assessments with the Service child and identify any gaps in learning. |  |
| Share with parents’ outcomes of assessments, targets and goals of learning in line with school expectations. Share any support or needs identified following assessments. Ask parents for their input into these needs, share with them how they could support if appropriate. |  |
| If any Additional Learning Need is identified ensure the school is proactive as possible in formally identifying this need and putting support in place to avoid disadvantage on the Service child if they move school again. |  |
| Introduce Service child to the Service children’s group and provision e.g. Little Troopers Club. |  |
| After a week and/or month, consider revisiting the Tool 8. |  |

**Moving out checklist**

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| Before transition | A black check mark on a white background  Description automatically generated |
| Speak to the Service child to find out how they feel about moving school/home and identify ways to support them with the transition. Pull together information on their time at the school, friends etc. (Tool 9) |  |
| Inform teachers and support staff of the planned move so they can offer support if needed and plan any transition information to pass onto the new school. |  |
| Liaise with the new school to ensure information about the Service child’s experiences and their needs are passed on; provide information on attainment, behaviour, interests, ALN etc. (Tool 7) |  |
| Help the Service child find out information about their new school by looking at the school website and social media pages. Pull information together. (Tool 9) |  |
| Pull together examples of the Service child’s work and files ready to share with the new school. |  |
| Organise a keepsake for the Service child e.g. card from class, photos, signed t-shire, handprint painting, postcard. Organise a farewell event such as a class party or leaving lunch. |  |
| Encourage the Service child to use Reading Forces resources to stay in touch with friends through shared reading. |  |
| Obtain families forwarding address. |  |

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| Last day | A black check mark on a white background  Description automatically generated |
| Ensure all administrative tasks, such as pupil transfer forms are completed. |  |
| Celebrate the Service child’s time at the school; gift them with a keepsake and hold a leaving event. |  |
| Check in with Service child to see how they are feeling and give them the opportunity to ask any questions they may have. |  |
| Wish the family well and ensure they have the school contact details should they need any further support/information. |  |

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| After transition | A black check mark on a white background  Description automatically generated |
| Support the new school by providing any information they request about their new Service child. |  |
| Facilitate communication between school pupils and the Service child that has moved to a new school. |  |
| Send a postcard to the Service child’s new school with messages from friends. |  |