













3- Ensuring individual learner's progression and means to ensure that - learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school

	Activity	When	Responsibility	Outcomes
i	Summary of individual learner information to be shared annually for year 6 and 7 learners e.g., 1 page profiles/ Learning Passports / Transfer forms/E-Portfolios for each learner	Summer term	Primary and Secondary schools	An increased understanding of learner journey on the learning continuum and targets for improvement
ii	Any relevant details and information are discussed at the transition/pupil progress meetings between secondary and primary	Autumn Term	ALNCo Teachers Middle leaders TA	Key information about the learner/s is shared including; <ul style="list-style-type: none"> <li>• Individual/group progress</li> <li>• future progression needs</li> <li>• how future progression needs can be supported at home</li> <li>• general well-being in school</li> </ul>
iii	Annual/Termly reviews of ALN learners to include representatives from the primary and secondary schools.	When appropriate	Multi-agency ALNCo	
v	Regular communication with parents/carers of new learners	Summer term	Primary and Secondary schools	
vi	PL to support transition provision	Ongoing	Primary and Secondary schools	Ensure that the transfer arrangements are comprehensive and meet the needs of each learner.
vi	Peer to peer support e.g., buddy system, circle time, empathy lab, learner voice	Ongoing	Primary and Secondary schools	Learners start to develop positive relationships to become more confident, happy and resilient as they transition into year 7.

#### 4- Proposals for reviewing and monitoring the impact of the transition

	Activity	When	Responsibility	Outcomes
i	Stakeholders voice e.g., questionnaire, school council groups for feedback and ongoing discussions between practitioners, learners and parents based on continuity of learning, progression and well-being.	Summer term	Primary and Secondary schools	Ensure the voice of all stakeholders is included in the development of future transition plans
ii	Regular discussions (formal and informal) between all stakeholders which will be fed back to the transition panel and cluster meetings e.g., a live document to capture feedback.	Ongoing	All stakeholders	Ensure that the transfer arrangements are comprehensive and meet the needs of each learner.
iii	Transition panel (to include cross range of stakeholders) to review and monitor the effectiveness of transition plans and identify amendments	Ongoing	Primary and Secondary schools	
iv	Transition plans are a regular feature on area/cluster, school agendas	Ongoing	Primary and Secondary schools	Clear communication and expectations

#### Review of transition plans

It is for governing bodies and school management teams to determine, as part of the development of a plan, when a transition plan should be reviewed annually and rolled forward or amended to take account of any changed circumstances. Please see [Welsh Government guidance](#) for further details.





Optional Template - Review of transition plan 2023/24

Cluster \_\_\_\_\_

Date of review \_\_\_\_\_

Focus	Strengths/What is working well? What's the impact?	Challenges	Ways forward/ Changes/ Recommendations
Managing and co-ordinating the transition process			
Securing continuity of learning and developing a shared understanding of progression			
Ensuring individual learner's progression <u>and</u> means to ensure that - learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school			



Reviewing and monitoring the impact of the transition			
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Signed \_\_\_\_\_

Date \_\_\_\_\_