Integrated College Dungannon

Draft SEN Transition Policy

Reviewed by the Special Educational Needs Coordinator March 2026

Agreed by Board of Governors: 6th May 2026

Rationale
At Integrated College Dungannon we aim to develop all students to their full potential and prepare them for the world of work.

It is recognised, by ICD, that although transitions are a regular process rather than a single event in school life and can be exciting for some students with special educational needs (SEN); others will find the experience of moving between the various phases more challenging and will require extra support to enable them to make progress within their education.

Therefore, this transition policy will outline the roles and responsibilities involved in ensuring a whole College approach which is designed to support students with SEN in adapting to their new learning environment, so that they can show progress in all aspects of their learning.

Definition
For the purpose of this policy, transition will be defined as the "means by which children experience a smooth passage from one setting or stage to another" (Department of Education, 2015).

Policy Aims
This Transition Policy aims to outline the high quality teaching, learning and assessment strategies identified through whole College planning and advice received from external agencies, where appropriate, to support the unique challenges that may be faced when trying to meet the individual needs of students with SEN at the following phases:

- primary school to Year 8;
- year group to year group, including Key Stage transition in particular;
- newly-enrolled students with SEN throughout the academic year; and
- preparation for leaving the College.

A successful experience of transition at each of these distinct stages will help children with SEN to settle well into the routines and organisation of College life at ICD. The pace and quality of the teaching delivered will ensure that children continue to build upon their prior knowledge and experience so that they can make progress in all aspects of learning and reach their potential.

Equal Opportunities and Inclusion
At ICD, the views of the student with SEN, their parents and staff regarding their thoughts and concerns about transition are important, acknowledged and valued.

By involving students and taking into account the individual needs of the students from their perspective, as well as information obtained from parents, College staff and other agencies, a well-planned and co-designed transition process will help to outline what is expected of them ahead of transition to the next chapter in their learning. This will provide an opportunity to help the student to develop independence and confidence in their ability to manage change within a supportive environment.

Staff at ICD are committed to listening to and working in partnership with parents, to support them in preparing their child with SEN for either beginning or leaving ICD as well as the movement into the next year group. This will facilitate better home-school communication links so that the parents can feel confident about expressing their views and knowing who to speak to if they have any concerns about their child.

Since transition is a process that may pose additional challenges and barriers for students with SEN, teachers at ICD use their professional judgement, skills and expertise in assessing,

planning for and a range of strategies and activities in the best interests of the child. Information, is shared with staff, in a sensitive manner and in the strictest of confidence. Transfer of information will be in line with the College's Data Protection Policy.

Additional adult assistants are also included in the development of the transition processes and policy as they play a valuable role in supporting the individual needs of students with SEN.

Transition Activities
Staff at ICD in conjunction with students, parents and other professionals, where appropriate, have identified the following activities as the best practice that they can offer to support the transition of students with SEN at each of the key phases of transition which are outlined below:

Primary School to Year 8
Lead responsibility – Yr 8 Head Of Achievement (HoA) and SENCo

This phase of transition is important in creating a positive experience for children with SEN who are starting their post-primary education at ICD.

Parents will be encouraged to talk to their child about their feelings regarding school in a constructive manner. They will also be advised to help their child set good routines in order to establish independence in preparing for school each day, completing homework and revision so that they enjoy a better school/life balance.

The following activities put the child with SEN at the centre of assessing and planning to build upon the learning experiences that students have brought with them from primary school:

- ICD Senior Staff visit primary feeder schools to talk to P7 pupils;
- Open night/day- opportunity for pupils and parents to visit subject departments, SEN provision mentioned within the Principal's address;
- Opportunity at Open Night to meet SENCo in a designated room to raise any questions or queries;
- Bespoke tours can be arranged for parents of transferring pupils on request;
- Taster Days in January/February for P7 pupils - eg sports, art, HE and technology events to assist familiarisation process;
- ICD makes initial contact with primary schools in May regarding Year 8 intake and to obtain information on any pupils with additional needs that should be addressed. This action may include a visit by the SENCo and/or the Year Head to see the transferring child within their primary school environment;
- Year 8 talk for parents of new students held in June and September. Principal, Vice Principal, HoA, Form Teachers and SENCo may be introduced to parents and students at this time;
- SENCo uses CTF file that is transferred from primary school to identify initial concerns and follow up on these where necessary;
- EA correspondence with ICD regarding students with statements is read by SENCo and information disseminated to staff;
- SENCo will speak with parents of statemented students to discuss transition needs, provision and plan to be followed;
- Google Forms are sent to Primary schools and to parents for all SEN information to be shared prior to joining ICD.
- P7 Days are arranged in June, all P7 pupils who have been accepted for the following September are invited to attend for an Induction Day;
- With consent, contact is made with services who are already involved with students who are enrolling in September for information on level of needs;
- Staff are made aware of the objectives of students statements where applicable;

- Staff training is arranged as appropriate to support SEN students either prior to the end of Term 3 or during the August staff training days;
- PLPs/IEPs are put in place for those who need them;
- Year 8 students will attend their first day at ICD with a reduced number of other year groups to allow students a chance to become accustomed to the College environment;
- Provide College Induction Books with a map of the College building and identify key members of staff;
- Use diaries for organising homework and to keep in touch with parents;
- Senior Prefects (Sixth Form) are assigned to each Year 8 class to act as Form Class Buddies;
- A member of staff is assigned to act as a "mentor" to help SEN students in times of need. Students will be given the opportunity to identify who their go-to person will be;
- Procedures explained for designated 'time-out' if applicable;
- Students will be introduced to a range of clubs and activities available as extra-curricular activities;
- Summer Scheme – a fortnight of fun activities and trips at the end of July to help form new friendships and strengthen relationships with other students and staff;
- Year 8 Team Building Day with peers, assistants, form tutor and Year Head in Term 1;
- Parents are invited to attend the Year 8 Information Evening (September). This is an opportunity for them to meet their child's form teacher and discuss any concerns. Parents will be informed about how to raise a curriculum, pastoral, safeguarding or general concern. Parents will be informed about ICD's student progress reporting process and;
- Transport Assembly.

Year group to year group
Lead responsibility – Head of Achievement and SENCo

Transitioning to the next year group in September can be a time of anxiety and worry for many students with SEN as they need to get used to new routines, change in some members of staff and the increasing level of difficulty in the work provided as well as expectations about how work should be completed or behaviours accepted within the classroom setting.

The following activities aim to build upon the knowledge of the student and consolidate their attainments to ensure that they enjoy continued success in their learning:

- All subject teachers provide tracking and assessment data about the student's attainments and needs as well as their progress towards meeting the targets on Individual Education Plans. This information, which is collated by the SENCo, helps to inform the process of planning for, and setting targets for, the following year;
- Information on the IEP which outlines the reasonable adjustments considered necessary for the student is updated, if necessary, following consultation with the student, their parents and staff.
- The student will help to identify a person that can act as their 'go-to person' if they are experiencing any difficulties.
- Parents are informed about the changes to the daily routine and are encouraged to speak to the Form Teacher to highlight any concerns that they may have.
- Students with a statement of SEN will be invited, along with their parents/guardians to attend their annual review.

Newly enrolled SEN students throughout the academic year
Lead responsibility – SENCo along with Head of Achievements

ICD offers a warm welcome to students with SEN, and their parents, who choose to join the College throughout the year.

The following activities aim to create a supportive environment so that the student can feel welcome, safe, happy and included in the decision about coming to ICD. Parents will feel confident in the knowledge that their child will be encouraged to reach their potential:

- An initial meeting is held between the Principal (or their representative), SENCo, parents and the student (if appropriate) to be enrolled;
- Individual tours of the College are offered to incoming students and their parents;
- Parents are provided with a copy of the College Prospectus and other relevant information which may have been available on Open Night;
- Students are given time to settle into their new routines. They will be observed and assessed as necessary by the subject teacher or SENCo;
- Parental permission to access student records from previous school is sought;
- SIMS data is passed on from the child's previous school (CTF file);
- The new student will meet with their new class/Form Teacher;
- A "buddy" is identified to help the new student to integrate;
- Consent is sought to follow-up with any services currently involved with the child or to make an onward referral for advice and support. Parents will be made aware of the purpose and expected outcome of each request.
- Statemented Students – SENCo will link directly with EA for Consultation and negotiate with them about hours of adult assistance for the student.

Preparation for leaving school
Lead responsibility – SENCo and Head of Achievement

At ICD, we recognise that some of our students with SEN will face additional challenges in the preparation for leaving our College.

The following activities aim to guide students with SEN through the process as effectively and efficiently as possible so that any concerns can be addressed in a timely manner:

- Students with SEN participate in Learning for Life and Work, or equivalent eg Prince's Trust, as part of the curriculum;
- For students with a statement of SEN (Stage 3 on the Code of Practice), the Education Authority will allocate a Transition Co-ordinator during Year 10 who will support the student and their parents to help prepare them for making positive choices for the future at GCSE level;
- During Year 11, if deemed appropriate, students will have the opportunity to undertake work experience. Staff will work closely with SEN students to support them in seeking out an appropriate placement. It may be necessary that information about how to support the student will be shared with consent with the prospective work experience provider;
- Students with SEN will be given the level of support they need to help them complete application forms and their personal statement;
- Head of CEIAG will attend Annual Reviews with the SENCo for Yr 10, 12 and 14 Statemented Students to provide information and advice on Transition for students and parents.

- In Year 12, the Head of CEIAG will provide extra support and guidance sessions, as required, to assist with interview preparation for jobs and courses of further study that the student with SEN may decide to pursue once they finish their compulsory education. Mock interviews will take place and the student with SEN may choose to nominate someone (aged 18 or over) to assist and support them during this.
- The Careers Advisor will also be involved with individual students.

Link with other policies
This transition policy links with the following College policies:

- Access Arrangements
- Accessibility
- Admissions
- Assessment
- Child Protection
- Data Protection
- Pastoral Care
- Special Educational Needs
- Teaching and Learning
- Work Placement

Useful Publications/Resources
Integrated College Dungannon found that the following publications and resources listed below were useful in the development of this Transition Policy**.**

Council for Curriculum, Examinations and Assessment

- Key Stage 2 to Key Stage 3 Transition Guidance (2015)

Department of Education

- The Code of Practice on the Identification and Assessment of Special Educational (1998)
- The Special Educational Needs and Disability Order (SENDO) (NI) (2005)
- The Supplement to the Code of Practice (2005)
- A Resource File for Schools to Support Children with Special Educational Needs (2011)
- Guidance on Induction and Transition in Pre-School Education and Year One (2015)
- The Special Educational Needs and Disability (NI) Act (2016)

Education Authority

Education Welfare Service

- Moving Forward

SEND Implementation team

- Transition training (2019)
- Seeking the View of the Child (2019)