

Word Count 984

Thank you, I would just like to discuss the up-and-coming transition for the children in my class to make their next step on their education journey into secondary school (UNCRC 1992, Article 28 right to an education). Most of the pupils in the class will be attending our feeder school with three children receiving places in an alternative secondary school. The children have already attended two transition days and have now been placed in their form classes (UNCRC 1992, Article 29 goals of education). I had previously asked the children to name three children who they would like to be in a form class with. Although I could not guarantee that they would be with all their friends I explained to the children not to worry as they would be with at least one friend (UNCRC 1992, Article 3 best interests of the child). After the transition day, a parent contacted me as they were unhappy with the form class that their child had been placed in. I spoke with the parent who expressed their concerns that their child had been having issues with another child and been going home upset for a few weeks now so did not want them placed in the same form. I apologised and explained this is the first I had heard of the conflict as during school time there has not been any issues present that I could see, they appear to get along and work together on group tasks (Enterprising, creative contributors, Four Purposes New Curriculum for Wales 2022). I asked the parent of the child if they would like me to have a word with their child and the child in question that is not being kind, the parent dismissed this idea just stating that they want the form class changed. I reassured the parent that I would speak with the transition officer in the comprehensive school so that the pupil would be placed in a different form. I have completed this request; the parent has been informed of the change. I have been observant to the two children whilst in class and still cannot see any conflict but had adhere to the parents request regardless as the child needs must be met (Education Act 2011). As one of the pupils has an IDP due to ALN I have worked together with Joe the designated ALNco and the transition officer to make sure the staff members will be aware of the child's needs and requirements and that strategies have been in place so that the child can make a smooth transition without any upset (Jillian Rodd 2006). The ELSA has been working with the child too and is on hand to help with any issues that may present itself. Joe, can you please confirm you have received the required documents that I sent you and if there is any more information you require?

Joe- Yes I have, no I have all I need thank you.

Thank you. During our Wellbeing Wednesday session, (Healthy, confident individuals, Four Purposes New Curriculum for Wales 2022) I have been concentrating on the transition and getting the children to complete tasks related to this topic. I was able to flag up a few concerns that the children had so I spoke with the Comprehensive school to ask if they could arrange for a passed pupil from this school to come and attend a question-and-answer session along with the Head of Year from the school. They agreed

to this, so the children prepared questions that they wanted to ask both the Head of Year and the pupil (Ethical informed citizens, Four Purposes New Curriculum for Wales 2022). The session was a success, all children felt more confident about starting in the comprehensive school. I have also liaised with the Family Engagement Officer for extra support for two other pupils. One who's family are still shielding with relation to COVID so continues to always wear a face mask due to family illness. Special measures needed to be implemented for when the child attends comprehensive. Arrangements have been made for all windows to be open during the classes that the child will attend. A separate room will be available for their child to eat their lunch, two friends will be allowed to accompany the child. The second child has a severe nut allergy and will now be responsible for carrying their own EpiPen (NHS Direct 2024). As the comprehensive school have already received the required training due to several pupils that require an EpiPen, the staff are familiar with the statutory requirements. The kitchen staff have also been informed should the child participate in school dinners. The Food Technology staff have had all the information to for when the child attends class (Food Standards Agency 2024). The Family Engagement Officer has a session booked with the year 6 class to familiarise herself with them and reassure them that she will be available in the comprehensive school if a child needs to speak to her. Backpacks and pencil cases are to be given out to all children as a gesture of good will from the team and parents have received a welcome pack with all the relevant information about the school and advice on who to contact to apply for uniform grants if they are struggling financially. I have the handover meeting scheduled with the transition officer where I will discuss the children's individual ability, behaviour, and friendship groups. I will hand over all relevant paperwork adhering to the GDPR policy (GDPR 2018) and any other relevant information that is required. I will share any current and historical safeguarding issues and child protection information including medical. Ben, I will email you a copy of the transition report for you to sign thank you (Kurt Lewin 1939). Does anyone have any questions relating to the year 6 transition?

All- No

Thank you all.