

Guidance for Supporting and Assessing In-Year Transfer Children



When a child joins our school mid-year, we aim to ensure a smooth and positive transition. Our procedures help us understand the child's academic, social, and emotional needs so that we can provide appropriate support from the outset.

1. Pre-Admission Information Gathering

- **Liaison with the previous school:**
 - Request the child's most recent academic reports, attendance information, safeguarding file transfer (if applicable), SEND documentation, and any behaviour or pastoral notes.
 - Follow up with a phone call where needed to clarify strengths, needs, and any ongoing interventions.
- **Review of previous assessments:**
 - Obtain data from standardised assessments, reading ages, phonics scores, and any identified gaps in learning.

2. Meeting with Parents/Carers

- Arrange an introductory meeting before the child's first day.
- Discuss:
 - The child's previous school experience and any concerns.
 - Strengths, interests, and any additional needs.
 - Home languages and communication needs.
 - Routines, expectations, and how we will support the transition.
- Provide parents with key information about the school, including the class teacher, daily routines, uniform, communication channels, and safeguarding procedures.

3. Welcome Procedures on Entry

- Introduce the child to their class teacher, support staff, and a peer buddy.

- Ensure they have the necessary equipment and understand classroom routines.
- Provide reassurance and assign an adult to check in with them regularly during the settling-in period.

4. Baseline Assessment on Entry

To quickly understand the child's academic starting point, the following assessments are carried out within the first two weeks:

a. Language and Communication

- **Language Link assessment** (appropriate to age).
 - Helps identify speech, language, or communication needs.
 - Results are used to plan any necessary interventions or referrals.

b. Literacy

- Phonics screen (for relevant year groups).
- Reading age or benchmarking assessment.
- A short writing task to gauge spelling, handwriting, sentence structure, and overall writing ability.
- Handwriting assessment

c. Maths

- A baseline arithmetic and reasoning assessment matched to year-group expectations.
- Teacher observation of mathematical fluency, problem-solving skills, and conceptual understanding.

5. Identification of Gaps and Support Planning

- Class teachers review baseline assessment results within the first week.
- Gaps in reading, writing, and maths are identified quickly so that support can be put in place.
- Where appropriate, pupils may receive:
 - Targeted in-class support.
 - Small-group interventions (e.g., phonics, reading fluency, number sense).
 - Speech and language strategies from Language Link outcomes.

6. Communication with Parents

- Share initial observations and assessment outcomes with parents within the first month.
- Agree any next steps, including additional support, intervention groups, or referrals (e.g., to the SENCO or external agencies).

7. Ongoing Monitoring

- Teachers continue to observe the child's academic progress, confidence, and emotional wellbeing.
- Adjust support as needed to ensure the child settles successfully and makes progress.