

Transition Phase (Induction and Assessment)

At The Grange School, we first and foremost recognise the importance of meeting the emotional, social, and mental health needs of all of our pupils in order to develop a solid foundation on which to build academic learning. The Grange School appreciates the importance of a positive transition from school to school, from phase to phase, and from lesson to lesson. To support our learners with transitioning to the school, a supportive and structured induction is in place.

Upon arrival at The Grange School, each pupil will be welcomed and given the opportunity to settle into the school community. During the first term, the pupil will be assessed in order to establish baseline information relating to their academic, social and emotional abilities. This information will be used to develop their individualised 'Learning Journey' which will outline their pathway through each phase of the school and establish the support and interventions currently required to support with individual learning and progress. Each pupil's programme of support is informed by their EHCP outcomes, their prior levels of attainment and their baseline assessment data. Their 'Learning Journey' is developed by the pupil, their parents, carers/guardians, their teacher and the therapies team; this collaborative approach ensures a clear focus on the pupil's individual strengths, areas for development and future goals, and thus enables consistent and relevant progress.

Transition Phase Programme

