



Supreme
START SCHOOL

School Transitions Policy

Version	Date	Author	Changes
1.0	7 th June 2024	N Bowker	Created Policy
1.1	14 th March 2025	M Tomes	Amended names
1.2	23 ^d February 2026	R Martin	Amended Names

Statement of intent

Supreme Start School provides a safe, nurturing and therapeutic environment for children with Social, emotional and mental health difficulties. All pupils have an EHCP. Our aim is to provide a personalised curriculum which minimises barriers to learning and bridges gaps in learning.

We ensure the successful integration of new pupils into our school environment. For this planning and preparation is essential to ensure learners feel safe in their learning environment. Supreme Start School focuses on building relationships first, so children feel safe and can thrive in their learning.

1. Purpose of the Policy

This policy sets out how Supreme Start School plans, manages and reviews transitions for pupils with Special Educational Needs and Disabilities (SEND), including pupils with Autism Spectrum Disorder (ASD) and pupils who are pre-verbal or minimally verbal. The policy ensures transitions are safe, individualised, developmentally appropriate and safeguarding-led.

2. Legislative and Statutory Framework

This policy is informed by and complies with the following legislation and statutory guidance:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years
- Equality Act 2010
- Keeping Children Safe in Education
- Working Together to Safeguard Children (2023)
- Education (Independent School Standards) Regulations 2014
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE)

3. Scope of Transitions Covered

This policy applies to admission transitions, daily transitions, internal transitions, reintegration following absence, and transition to another placement or phase of education.

4. Principles of Effective Transition (ASD & Pre-Verbal Focus)

Transitions are planned, structured and individualised. Staff prioritise predictability, visual support, communication accessibility and sensory regulation.

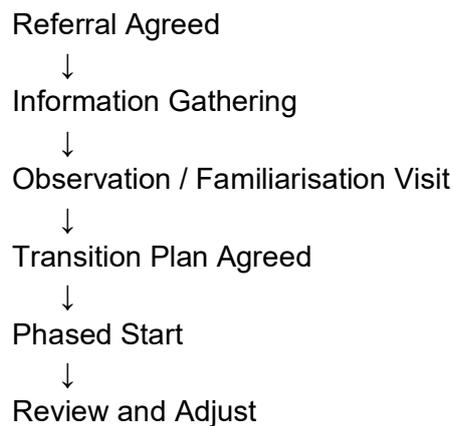
5. Roles and Responsibilities

The Proprietor has strategic oversight. The Headteacher is responsible for implementation. The Deputy Headteacher coordinates operational transition planning. All staff follow agreed transition plans.

6. Transition Planning for ASD and Pre-Verbal Pupils

Planning includes phased transition, visual supports and transition books, familiarisation visits, staff briefing on sensory triggers and communication needs, a first-week risk and support plan, and agreed handover routines with families and previous settings.

7. Admission Transition Flow (Diagram)



8. Daily and Internal Transitions

Daily transitions are supported through visual timetables, reduced language, consistent staffing and sensory regulation strategies.

9. Managing Distress During Transitions

Staff prioritise regulation and safety, reduce demands, use AAC and visuals, and review patterns to inform planning.

10. Transition to New Placement or Phase

The school shares information with receiving placements and supports phased transitions **where appropriate.**

11. Safeguarding and Risk Management

Transition risk assessments consider absconding risk, self-injury, sensory overload and communication barriers. Safeguarding concerns are escalated to the DSL.

12. Monitoring and Review

Transition plans are reviewed regularly. This policy is reviewed annually by the Proprietor.