# PUPIL TRANSITION

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| **Policy Owner:** | Chief Executive Officer (CEO) |
| **ISSR Reference:** | Part 1 – Quality of Education Provided<br>Part 3 – Welfare, Health and Safety of Pupils<br>Part 8 – Quality of Leadership in and Management of Schools |
| **Date of review:** | Summer 2026 |
| **Approved by:** | Group Board |
| **Date of next review** | Autumn 2027 |

**Version Control Information**

| Reason for Amendment | Role | Date | Main Changes |
|---|---|---|---|
| Tier 1 policy formatted into SDEG house style and running order | Chief Executive Officer (CEO) | Group Board – Summer 2026 | Streamlined format, monitoring wording and policy links aligned to house style |

## 1. Aims

This Policy brings pupil transition, progression, internal movement and continuity of support into one Group framework. It preserves the established Year 5 to Year 7 transition arrangements, within-school progression expectations and provisions for bursary and award holders, while clarifying the relationship between educational transition, admission to a receiving school and the continuation of financial support or awards.

### 1.1 Purpose

SDEG seeks to provide a coherent pupil journey in which every significant transition is planned, communicated and supported. This Policy establishes the minimum Group expectations for academic continuity, pastoral and safeguarding handover, SEND and EAL support, admissions decisions, internal progression, induction, awards and financial support.

### 1.2 Scope

The Policy applies to transition within a school, between SDEG schools and nurseries, and into the next educational phase. It covers Nursery and Kindergarten, Reception, year-to-year and key-stage progression, Junior to Senior School, movement between Group schools, Senior School progression, entry to and progression through Sixth Form, and relevant next-destination preparation.

### 1.3 Relationship with admissions and contract

Nothing in this Policy creates a right to admission, progression, transfer, an award or financial assistance beyond the rights expressly set out in the Parent Contract, an accepted offer, published admissions arrangements or applicable Conditions of Award. Where contractual provisions differ, the Parent Contract and applicable Conditions of Award take precedence.

### 1.4 Documents consolidated or superseded

Junior School Academic Transition Policy;

Senior School Academic Transition Policy;

SDEG Transition to Senior School (Admissions);

relevant transition provisions in the Senior School Individual Student Need Policy; and

relevant transition provisions in earlier Group transition documents.

Successful transition is an educational, pastoral and safeguarding responsibility. SDEG will plan transition early, use proportionate evidence, listen to pupils and families, transfer relevant information securely, identify additional needs and communicate decisions with honesty and care. The Group will seek consistency of principle while recognising the age, curriculum, character and admissions requirements of each school.

Transition is not a single event. It begins with preparation, continues through admission or progression and is completed only when the pupil's academic, pastoral and support arrangements are established and reviewed in the receiving phase.

## 2. Legislation and Regulatory Framework

This Policy is informed by applicable legislation, statutory guidance, regulatory standards and contractual obligations, including:

- Education Act 1996;
- Children and Families Act 2014;
- SEND Code of Practice: 0 to 25 years;
- Equality Act 2010, including the duty to make reasonable adjustments;
- Education (Independent School Standards) Regulations 2014;
- Early Years Foundation Stage statutory framework;
- Keeping Children Safe in Education and Working Together to Safeguard Children;
- UK GDPR and Data Protection Act 2018;
- Prevent duty guidance;
- the Parent Contract, admissions arrangements and Conditions of Award; and
- relevant inspection expectations.

SDEG will monitor legal, regulatory and educational developments and will amend this framework where required. Proposed national SEND reforms will be kept under review but will not displace current legal duties until implemented.

## 3. Roles and responsibilities

### 3.1 Group Board of Governors

- approve this Policy and hold the CEO to account for its effective implementation;
- receive assurance on internal progression, transition outcomes, exceptions, complaints, equality and SEND themes;
- ensure that published and contractual arrangements are clear, fair and appropriately resourced; and
- require action where material inconsistency or disadvantage is identified.

### 3.2 Local School Boards

- receive local assurance on significant transition points, inclusion, pupil experience and outcomes;
- scrutinise local themes and improvement actions without determining individual admissions cases;
- support and challenge the Head on the effectiveness of local transition arrangements; and
- escalate material or recurring issues to the Group Board.

### 3.3 Chief Executive Officer

- holds executive accountability for the Group framework;
- resolves material cross-school issues or ambiguity where Heads cannot agree;
- ensures pathways align with Group strategy, the Parent Contract and admissions arrangements;
- commissions Group-level review and improvement; and
- reports material matters and annual assurance to the Group Board.

### 3.4 Heads of Schools

- own transition and progression decisions for their school within this framework;
- ensure published expectations, evidence and communications are accurate and timely;
- appoint appropriate transition leads and panels;
- ensure early support where progression is at risk;
- confirm that safeguarding, SEND, pastoral and academic handovers are complete; and
- ensure appeals, reviews and complaints are routed under the correct procedure.

### 3.5 Group Head of Nurseries

- leads development of the Group Nursery/Kindergarten-to-Reception Transition Framework with the relevant Heads;
- maps existing practice and identify differences across settings;
- develops options and recommendations without presuming an automatic or assessed model;
- ensures developmental, SEND, safeguarding, admissions and parent-communication implications are addressed; and
- presents the proposed framework for CEO approval and subsequent incorporation into this Policy.

### 3.6 Academic, pastoral, SEND and safeguarding leaders

- identify and record transition needs early;
- provide accurate, proportionate and secure handover information;
- plan and monitor additional support;
- contribute specialist advice to panels and decisions; and
- review the pupil's adjustment after transition.

### 3.7 Admissions

- maintain clear information, timelines and records;
- distinguish admissions decisions from educational transition and award decisions;
- coordinate offers, acceptances, deposits and receiving-school requirements;
- ensure communications do not imply automatic transfer where none exists; and
- support families where an internal pathway is not confirmed.

### 3.8 Finance, bursary and awards leads

- apply the relevant bursary, scholarship, deposit and Conditions of Award provisions;
- communicate clearly whether support continues, is reassessed, is school-specific or requires a fresh application;
- ensure financial and awards decisions are not represented as automatic consequences of an internal place; and
- maintain accurate records and support annual review.

### 3.9 Staff, pupils and parents

Staff must provide accurate information, participate in handover and act early where concerns arise. Pupils and parents are expected to engage with assessments, support, induction and information requests, and to comply with the Parent Contract and Conditions of Award.

## 4. Pupil transition, progression and continuity management system

### 4.1 Core principles

| Principle | Application |
|---|---|
| Child-centred | The child's welfare, development, learning and sense of belonging inform planning and support. |
| Ambitious | Transition supports high expectations and access to the next phase of learning. |
| Inclusive | SEND, disability, EAL, medical, safeguarding and vulnerability considerations are identified early and supported. |
| Transparent | Families understand the pathway, evidence, decision points, conditions and timescales. |
| Evidence-informed | Decisions use appropriate academic, developmental, pastoral and contextual evidence, not a single measure in isolation. |
| Collaborative | Sending and receiving teams, pupils, families and specialists contribute at the right stage. |
| Continuous | Preparation, handover, induction and post-transition review form one process. |
| Group-consistent | Common minimum standards apply, while the receiving school retains its published admissions and curricular requirements. |

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| Proportionate and confidential | Information shared is relevant, accurate, secure and limited to those who need it. |
| Support before surprise | Where progression is at risk, concerns are raised early and support is documented before a final decision wherever practicable. |

### 4.2 Transition architecture

| Pathway | Group position |
|---|---|
| Nursery / Kindergarten to Reception | Framework under development. This Policy does not predetermine the progression model. |
| Reception to Year 1 | Developmental, academic, SEND and pastoral handover within the school. |
| Year-to-year progression | Normally automatic, subject to the provisions in section 10. |
| Key-stage and phase transition | Planned curriculum, assessment, pastoral, SEND/EAL and induction arrangements. |
| Junior to Senior School | Year 5 assessment and Transition Panel pathway in section 8. |
| SDEG school to SDEG school | Receiving-school admissions requirements and full handover in section 9. |
| Year 9 to Year 10 | Progression with appropriate subject-profile and pathway planning. |
| Year 10 to Year 11 | Progression supported by targeted intervention where performance is below expectation. |
| Year 11 to Sixth Form | Entry requirements and subject-specific thresholds in section 11. |
| Year 12 to Year 13 | Progression and intervention requirements in section 11. |
| Sixth Form to next destination | Guidance, safeguarding and SEND information transfer where lawful and appropriate. |

### 4.3 Nursery / Kindergarten to Reception: commissioned framework

The Group Head of Nurseries will lead a defined piece of work with the relevant Heads, SEND leaders, safeguarding leaders, admissions and other specialists. An options paper and proposed Nursery/Kindergarten-to-Reception Transition Framework must be produced within six weeks of this Policy's approval, unless the CEO approves a revised deadline.

The work must determine and document:

- the purpose and principles of the pathway;
- whether a Group nursery place creates any priority, presumption or entitlement regarding Reception;
- whether assessment is required and, if so, its purpose, timing, content, decision-makers, reasonable adjustments and review arrangements;
- how developmental information will be used without treating normal variation as failure;
- how SEND, disability, EAL, medical, safeguarding and pastoral needs will be considered;
- the relationship with published Reception admissions arrangements and capacity;
- information-sharing and consent requirements;
- transition visits, induction and post-entry review;
- communications to prospective and current families, including wording that avoids ambiguity;
- support for families where a Group Reception place is not offered or not sought;
- governance, assurance, data and annual review; and
- any required changes to the Parent Contract, admissions materials, nursery terms, websites and offer letters.

Until the framework is approved, each receiving school must apply its current published admissions arrangements and communicate them accurately. No member of staff may describe progression as automatic unless that is expressly supported by current published and contractual documentation.

### 4.4 Junior School to Senior School

#### 4.4.1 Academic evidence

The established internal pathway uses Year 5 assessments in English, Mathematics and Reasoning. Evidence is considered in context and may include academic trajectory, engagement, attendance, SEND and other relevant information. Reasonable adjustments will be made where required.

#### 4.4.2 Junior-Senior Transition Panel

The Panel includes representatives of Junior School leadership, Senior School leadership, the Senior School SENCO and Admissions. Other specialists may attend

where relevant. The Head of the Senior School is the final decision-maker for admission to the Senior School.

### 4.4.3 Timeline

| Stage | Action |
|---|---|
| Summer Term, Year 5 | Assessments completed and the Transition Panel meets. |
| Summer Term, Year 5 | Transition outcome communicated to parents. |
| Autumn Term, Year 6 | Any permitted reassessment or review takes place and support continues. |
| Spring Term, Year 6 | Formal offer of a Senior School place is issued where transition is confirmed. |
| With formal offer | Separate scholarship and co-curricular award outcomes are communicated following the applicable application and selection process. |

### 4.4.4 Where transition is not confirmed

- parents are informed clearly and sensitively;
- the school explains the evidence and next steps;
- a reassessment may be offered in Autumn Term of Year 6 where appropriate;
- support is offered for external applications and other suitable options;
- the pupil may apply to the Senior School through the external-candidate route; and
- pastoral support is provided to the pupil.

### 4.4.5 Conditional nature of the outcome

A positive Year 5 transition outcome is conditional upon continued academic engagement and progress, positive conduct, satisfactory attendance and punctuality, and compliance with school expectations and the Parent Contract. Where material concerns arise, the school will communicate promptly, implement appropriate support and conduct a formal review before any decision to amend or withdraw the expected progression.

## 4.5 Movement between SDEG schools

There is no general right of automatic transfer from one SDEG school to another. The receiving school's current admissions criteria, assessment arrangements, capacity and Parent

Contract apply. Internal familiarity should improve co-ordination and handover but must not be represented as a guaranteed place.

Where a place is offered:

- the sending school provides a full academic, pastoral, SEND, medical and safeguarding handover, subject to lawful information sharing;
- a transition meeting takes place between appropriate sending and receiving staff;
- curriculum alignment and any learning gaps are reviewed;
- additional support is planned for mid-year or otherwise complex transfers;
- parents receive one clear account of actions, contacts and timescales; and
- deposit and fee arrangements are processed under the Finance Policy and Parent Contract.

Where a transfer is not offered, the receiving school will explain the admissions outcome through the appropriate process. The sending school will continue to support the pupil's education and wellbeing while the pupil remains enrolled.

### 4.6 Within-school progression and phase transition

#### 4.6.1 Year-to-year progression

Progression is normally automatic. Where there are significant academic, developmental, behavioural, attendance or pastoral concerns, families must be engaged early, a structured support plan must be established, and senior leaders must review progress. Any proposal that a pupil should not progress normally must be exceptional, evidence-based, consistent with the Parent Contract and equality duties, and approved by the Head.

#### 4.6.2 Phase and key-stage transition

- standardised academic and curriculum information transfer;
- SEND, EAL, medical and reasonable-adjustment review;
- pastoral and safeguarding handover;
- pupil induction and opportunities to become familiar with the next phase;
- parent information;
- identification of vulnerable pupils requiring an enhanced plan; and
- review after entry to the new phase.

#### 4.6.3 Senior School progression

Year 9 to Year 10 progression is normally automatic, with subject profiles adjusted where appropriate through option and pathway advice. For Year 10 to Year 11, pupils below an average GCSE point score of 6.5 receive robust intervention. This may include supervised study, a reduced subject profile or an alternative pathway such as Double

Science, determined through academic and pastoral review and consultation with the family.

## 4.7 Sixth Form progression

### 4.7.1 Entry to Sixth Form

Entry requires a minimum average GCSE/IGCSE point score of 6.5 together with applicable subject-specific requirements, typically grade 7 or 8. Published entry requirements and the formal offer govern admission. Where a pupil is at risk of not meeting requirements, the school will provide timely guidance on subjects, pathways and alternatives.

### 4.7.2 Year 12 to Year 13

The expected minimum standard is CCC in Year 12 . Where attainment or engagement indicates risk, early intervention is provided. Any change of subjects, programme or continued progression is considered in the pupil's educational interests, supported by evidence and discussed with the family.

### 4.7.3 Next destination

Sixth Form transition includes careers and higher-education guidance, support with applications, appropriate SEND or safeguarding information-sharing and preparation for increasing independence.

## 4.8 Continuity of SEND, safeguarding, medical and pastoral support

A transition is not complete until relevant support is active in the receiving setting. For pupils requiring additional support, a named transition lead will coordinate the handover.

- identify needs and vulnerabilities early;
- involve the pupil and family appropriately;
- review reasonable adjustments, support plans and specialist advice;
- transfer relevant records securely and lawfully;
- agree immediate arrangements before the pupil starts;
- brief staff on a need-to-know basis;
- avoid gaps in safeguarding, medical or pastoral provision; and
- review effectiveness after transition and amend support where required.

Pupils must not be disadvantaged in transition because of disability, SEND, protected characteristics, bursary status or other vulnerability. Differential outcomes will be monitored for patterns requiring action.

## 4.9 Places, scholarships, exhibitions and awards

### 4.9.1 Separate decisions

An offer of a place and an award decision are separate. A pupil may receive a place without an award, or may need to complete a separate award application and assessment even where an internal place is expected.

### 4.9.2 School-specific awards

Scholarships, exhibitions and awards are school-specific unless the applicable Conditions of Award expressly state otherwise. Holding an award in one SDEG school does not automatically transfer the award, its title, value or benefits to another SDEG school. The receiving school may require a fresh application, assessment or selection process.

### 4.9.3 Scholars Register and review

Award holders are recorded on the SDEG Scholars Register. Progress, learning and engagement are reviewed termly, with annual review by the Awards Committee. The register supports enrichment, mentoring and review but does not itself create contractual entitlement.

### 4.9.4 Expectations

| Award | Current continuation expectations |
|---|---|
| Academic scholars | Average Learning Score of 15 or above, no subject below 13; achieve 'Meeting Expectations' in all core subjects, with no 'Cause for Concern' at consecutive data points; positive contribution to school life; exemplary conduct as evidenced by sanctions records; maintain attendance above 90%. |
| Co-curricular scholars | Average Learning Score of 13 or above, no subject below 10; fulfil discipline-specific commitments (Art, Drama, Music, Sport); positive contribution to school life and exemplary conduct as evidenced by sanctions records. |
| Music Exhibitioners | Progress through graded examinations; consistent first-instrument lessons; participation in at least one weekly ensemble and associated performances; |

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| | exemplary conduct as evidenced by sanctions records. |

These expectations are subject to the relevant Conditions of Award and may be updated through the Scholarship and Awards Policy. Any contractual Conditions of Award take precedence.

### 4.9.5 Support and withdrawal

| Stage | Action |
|---|---|
| Stage 1: Informal support | Early identification, informal action plan and parent meeting. |
| Stage 2: Formal intervention | Formal action plan set by the Awards Committee, senior leadership involvement, clear targets and regular monitoring. |
| Stage 3: Withdrawal | Where expectations remain unmet, withdrawal may be considered under the Conditions of Award. The established framework provides a minimum 12-month period between Stage 2 and Stage 3 and withdrawal at the end of Trinity Term, unless the Conditions of Award permit otherwise. |

## 4.10 Bursaries and financial support

Bursary support, including support associated with Sixth Form Wren Scholars, is governed by the Bursary Policy, Parent Contract and the terms of the award. Internal progression or transfer does not remove the requirement for financial reassessment or create an automatic entitlement at a receiving school.

- annual reassessment of means and eligibility;
- review of applicable academic, conduct and attendance expectations;
- early involvement of the bursary co-ordinator;
- priority access to relevant transition events and additional pastoral support where appropriate;
- clear written confirmation of the level, duration and conditions of support; and
- appropriate notice and review where support may be varied or withdrawn.

The current educational expectations for continuation are: Lower School, an average of Meeting Expectations; Middle School, GPA 6.5; Sixth Form, BBB by the end of Year 12. These are applied with the Bursary Policy and award terms, and do not replace individual consideration or equality duties.

### 4.11 Communication, review and challenge

Communications must distinguish clearly between: an indication of likely progression; a conditional transition outcome; a formal offer; an accepted place; and a separate award or bursary decision. Staff must not use “automatic” where conditions, capacity, assessment or a separate admissions decision apply.

Where a family seeks review of an admissions or progression decision, the school will explain the applicable review, appeal or complaints route. Concerns about process are handled under the relevant procedure; they are not determined informally through governance bodies.

### 4.12 Assurance, monitoring and reporting

| Assurance area | Minimum evidence |
|---|---|
| Internal progression | Offers, acceptances, non-progression and reasons by pathway. |
| Transition quality | Completion of handover, induction and post-transition review. |
| Inclusion | SEND, disability, safeguarding and vulnerable-pupil outcomes and adjustments. |
| Pupil experience | Wellbeing, belonging and pupil feedback after key transitions. |
| Parent experience | Clarity, timeliness, feedback, complaints and recurring questions. |
| Awards and bursaries | Applications, continuation, reassessment, transfer questions and withdrawals. |
| Nursery to Reception | Progress against commissioned framework until approved, then pathway outcomes. |
| Exceptions | Late decisions, incomplete handovers, contractual ambiguity and material complaints. |
| Improvement | Actions, owners, due dates and verified closure. |

Heads review transition effectiveness at least annually and at the end of material transition cycles. Local School Boards receive relevant local assurance. The CEO provides an annual Group report to the Education & Safeguarding Committee and Group Board. Material issues are connected to the Group Risk Register, Annual Audit & Assurance Plan, SOP or relevant SDP where appropriate.

Assurance will consider outcomes and the quality of controls. A high progression rate alone does not demonstrate that communication, inclusion, support or decision-making was effective.

### 4.13 Implementation actions

| Action | Owner | Due | Evidence of completion |
|---|---|---|---|
| Nursery/Kindergarten to Reception framework | Group Head of Nurseries | Within six weeks of policy approval, unless revised by CEO | Options paper, recommended framework, communications and consequential document changes. |
| Parent-facing pathway map | Heads and Admissions | Before next annual transition cycle | Clear pathway, decision points, conditions, contacts and timelines. |
| Transition data set | CEO with Heads and relevant Directors | For first annual assurance report | Agreed definitions and consistent reporting across schools. |
| Cross-document review | CEO / nominated policy owner | Following Board approval | Admissions, bursary, scholarship, SEND, Parent Contract and website wording checked for alignment. |

## 5. Monitoring

This policy will be reviewed annually by the Chief Executive Officer or sooner where required due to:

- legislative change;
- regulatory change;
- inspection findings;
- organisational change.

At every review, the policy will be approved by the Group Board of Governors.

**6. Links with other policies**

- Admissions Policy and published admissions arrangements;
- Curriculum Policy;
- SEND Policy and Equality, Equity and Diversity Policy;
- Safeguarding and Child Protection Policies;
- Assessment and Reporting Policy;
- Bursary Policy;
- Scholarship and Awards Policy;
- Parent Contract and Conditions of Award;
- Complaints Policy;
- Data Protection Policy and privacy notices;
- Risk, Assurance & Compliance Policy; and
- relevant school transition procedures and induction plans.

**Appendix 1: Minimum transition record**

| Field | Minimum content |
|---|---|
| Pupil and pathway | Name, sending and receiving phase/school, intended transition date. |
| Decision status | Expected, conditional, formally offered, accepted or not confirmed. |
| Academic continuity | Current attainment, curriculum position, strengths, gaps and agreed actions. |
| SEND/EAL | Needs, adjustments, support plans, specialist advice and review date. |
| Safeguarding/pastoral | Need-to-know information, named recipient and immediate arrangements. |
| Medical | Relevant plan, medication, training and responsible staff. |
| Pupil/parent voice | Questions, preferences, concerns and agreed communication. |
| Induction | Visits, key contacts, timetable and practical arrangements. |
| Review | Named lead, review date, outcome and further action. |
| Awards/finance | Separate decision status and applicable terms, where relevant. |

**Appendix 2: Parent-facing decision language**

| Term | Meaning |
|---|---|
| Expected progression | The normal educational pathway, not a formal offer unless expressly stated. |
| Conditional transition outcome | A positive indication subject to stated continuing conditions and formal offer. |
| Formal offer | A written offer governed by its terms and the Parent Contract. |
| Internal transfer | Application to a different SDEG school; no automatic right unless expressly published. |
| Award continuation | Continuation within the same award and school under its Conditions of Award. |
| Award transfer | Not automatic. Requires express confirmation or a new application/assessment. |
| Bursary continuation | Subject to means reassessment, award terms and any receiving-school decision. |