

## **‘Every Child Deserves a Good Start’**

### **Birmingham’s Primary and Secondary Transition Form**

The ‘Every Child Deserves a Good Start’ Transition Form aims to share high-level pupil data related to:

- Safeguarding
- Attainment
- SEND (Special Educational Needs and Disabilities) and current specific additional support
- Any services the young person is engaged with

This form is completed for every Year 6 child in Birmingham to ensure a smooth transition and effective start at their new school. All primary and junior schools in Birmingham are expected to complete this form during Year 6 and share it with the receiving secondary school when requested (ideally from April onwards following national offer day in March and some time for appeals and acceptance of places).

#### **Purpose of the Transition Form**

The ‘Every Child Deserves a Good Start’ Transition Form, developed through the DLP project by schools in the East, identifies pupils requiring additional, bespoke transition planning before the September start date and the transfer of the Common Transfer File (CTF). This information supports follow-up conversations and meetings between the receiving secondary school and the child’s primary school, particularly for pupils needing extra support during transition days and summer programmes, such as the Bring it on Brum! holiday activities.

#### **GDPR Considerations**

When using the Transition Form, the following principles should be observed:

- Promote effective communication between schools, parents/carers, and other involved parties.
- Gather detailed information about a child’s needs to aid their transition and settlement into secondary school.
- Discuss necessary changes to the environment and routines.

Professionals must work together to share information that supports each child’s transition. While schools are diligent in sharing attainment information, concerns about GDPR can make them hesitant to share safeguarding, SEN, and behaviour records. Both primary and secondary schools should state in their induction information that the following data will be shared to facilitate early planning:

- Safeguarding file and social care involvement
- Behaviour record
- SEN information, including plans and adaptations
- Attainment information
- Attendance information
- Medical records, including plans
- Current agencies involved

## **Responsibilities of Primary Schools**

Schools do not need specific pupil or parent/carers consent to share the information on this transition form. The reason to share this information is to support the child's wellbeing, safety and to enable a personalised transition plan to enable effective transition and settlement in their new school. As such there is a clear professional reason to share this information that is compliant with GDPR. It would be best practice to ensure parent/carers are aware of the information shared and discuss this openly at all opportunities and the importance of sharing this information to support their child's learning and development. This can be discussed during induction and welcome meetings, parent meetings, and included in all transition booklets and information materials.

## **Importance of Information Sharing**

Sharing information before the child joins the new setting ensures no data is lost and provides a complete picture of the child, including any risks such as exploitation or radicalisation. Once a move to a different educational setting is agreed upon, the new setting should be invited to current multi-agency meetings, such as Child Protection, Child in Need or team around the family meetings, to gain a comprehensive overview of any concerns.

## **Responsibilities of Secondary Schools**

Secondary schools should clearly state in their admission information that they will request the above information from the child's primary school before Year 7. This should be reinforced at transition events, open days, induction meetings, and on the school website. Secondary schools should contact primary schools to request the transition form by the end of March each year and follow up as needed. Further detailed information will be shared through the Common Transfer File once the child starts secondary school.

## **DfE Guidance**

According to the DfE's '[Keeping Children Safe in Education \(KCSiE\) 2024](#)', the designated safeguarding lead should consider sharing relevant information with the new school or college in advance of a child leaving. This ensures appropriate support is in place before the student joins the new setting.

## **Data Protection Compliance**

Practitioners must ensure all information sharing follows statutory and recommended data protection guidelines, including the General Data Protection Regulations 2018: [General Data Protection Regulation 2018](#)

## **Identifying Children and Young People (CYP) for Specialist Transition Support**

Children who may benefit from specialist transition support include:

- Children known to social care
- CYP with special or additional educational needs
- CYP with recent multi-agency involvement. For example, involvement from professionals such as an educational psychologist, speech and language therapist, occupational therapist, or the Children and Adolescence Mental Health Service (CAMHS).
- CYP identified by school staff or other professionals as needing personalised transition packages

For the KS2 to KS3 transition, indicating that one of the criteria applies will help secondary school staff collaborate with primary schools to provide timely specialist transition support. The transition planning tool, which is the city-wide agreed framework, will now be used across all schools for sharing such information.

### **Responsibility for Sharing Information**

Primary schools should use the tool to identify and share information about children and young people (CYP) who display vulnerabilities in the specified areas. SENDCOs and class teachers are typically well-positioned to make decisions about the levels of transition support required and to share this information with the next key stage or school.

Once the CYP has moved to their new key stage or school, it is important to monitor and review the success of the transition arrangements and identify those who need additional support. The school SENDCO will generally be best placed to lead this process in most schools.

The transition tool can also provide a framework for reviewing the transition process for CYP identified as requiring specialist transition support by the secondary school during the first term.

### **Suggested Wording for Transition Information (Primary)**

To enable individualised planning for your child's transition to secondary school, all schools in Birmingham will share the following information with your child's secondary school from April of Year 6:

- Safeguarding file
- SEND information, including plans and adaptations
- Attainment information
- Behaviour and attendance information and support plans
- Medical records, including plans
- Current agencies involved

This enables teachers and practitioners to meet with you and your child to agree on transition plans and support them in their transition and settlement into their new school

### **Suggested Wording for Transition Information (Secondary)**

To enable individualised planning for your child's transition to secondary school, all schools in Birmingham will request the following information from your child's primary or junior school from April of Year 6:

- Safeguarding file
- SEND information, including plans and adaptations
- Attainment information
- Behaviour and attendance information and support plans
- Medical records, including plans
- Current agencies involved

This enables teachers and practitioners to meet with you and your child to agree on transition plans so we can prepare for their arrival and make any necessary plans and adaptations.