

Endeavour Schools Trust
Policy on Delayed and Accelerated Transfer
of Pupils



Policy Adopted: Spring 2020

Review Date: Spring 2023

Signed by:



Clare Banks

Chair of Trust

Rationale

“We believe inclusive schools focus on the learning needs and social, emotional wellbeing of individual pupils, targeting support and differentiating curricular provision to ensure appropriate challenge at all levels. In these schools effective teaching and learning focuses on individual children, their strengths and interests, their needs, and the approaches that engage, motivate and inspire them.”

Worcestershire County Council Policy, 2019

Endeavour Schools Trust provides such inclusive schools, with a focus on the learning and social needs of individual pupils, providing support through a differentiated curriculum and targeted adult support. This ensures all pupils receive appropriate challenge within an emotional and social context appropriate to their age. Skilled teachers and Teaching Assistants offer effective teaching and learning opportunities which focus on individual children; their strengths, their needs and approaches to learning which engage, motivate and inspire children.

At Endeavour Schools Trust, some of our schools used a mixed age class organisation (e.g. Yr 1 and 2 children grouped together.) Mixed age class teaching is a form of class organisation that is common in a number of first and primary schools. In these circumstances appropriate curriculum provision is planned and delivered by the teacher. It is the responsibility of the Head Teacher to ensure parents/carers are clear about the reasons for this type of school organisation and that no assumptions are inferred with regard to accelerated or delayed entry or transfer.

Because provision is carefully planned to meet the needs of all of our children across the Trust schools, it would only be in exceptional circumstances that consideration would be given to accelerating or delaying the transfer of a pupil; additionally it would only be appropriate at the start of an academic year.

Definitions

Accelerated transfer, involves a decision to place a pupil into an older year group than that of his or her age-group peers.

Delayed transfer, involves a decision to keep or place a pupil in a younger year group than that of his or her age-group peers.

Possible reasons for accelerating or delaying transfer in relation to a Child's chronological age group

Below is a series of possible reasons for considering the acceleration or delay of a child:

- has exceptional intellectual skills, is isolated as a learner in their present peer group and presents severe difficulties for teachers in terms of providing appropriate curriculum extension;
- has exceptionally delayed intellectual skills, cannot productively engage in group learning tasks and presents teachers with severe difficulties in curriculum differentiation;
- is very delayed emotionally and cannot make adequate relationships with their peer group and is at risk of isolation (often linked with the point above);
- has been working in a mixed age class with children of a different chronological age and should 'remain' with their peers
- a child may have missed a substantial part of a year through illness or other reasons;
- has reasons linked with their physical condition, possibly a physical frailty which appears to justify a "less robust" environment than that found in the same age group;
- would benefit from an additional year's experience of mainstream education prior to a special school placement;

These reasons are frequently allied with strong parental preferences for their child to be placed in an alternative year group.

Procedures for consideration of accelerating or delaying a child in relation to their chronological age group:

- Consideration of the information contained in relevant school/trust policies on Inclusion, including More Able provision and how these have been used to support the child. Evidence of support under these policies needs to be used in supporting any decision.
- The Headteacher and / or Inclusion Manager should seek advice from appropriate professionals such as an Educational Consultant, Educational Psychologist or other suitable professional as to the suitability of accelerated or delayed transfer for the child.
- The Headteacher and / or Inclusion Manager needs to demonstrate that other options have been considered for meeting the pupil's needs.
- The views of the pupil, parents or carers, and appropriate professional(s) must be considered in the light of the pupil's academic and emotional development.
- Careful liaison with a next phase school(s) is vital, particularly when accelerated transfer is being considered at, or close to, the point of transition.
- The Headteacher, alongside discussion with the CEO/Executive Head, would then make the final decision as to whether or not to accelerate or delay a child's progress through school.
- A record of the advice and the final decision should be kept using the form attached in Appendix 1. This record will form the basis of an evidence based discussion as to the decision taken, and a copy placed on the child's file.

**DELAYED OR ACCELERATED TRANSFER
DECISION RECORD**

1. Reasons for considering placing this pupil outside his/her chronological age group:

✓

[] has exceptional intellectual skills, is isolated as a learner in their present peer group and presents severe difficulties for teachers in terms of providing appropriate curriculum extension;

[] has exceptionally delayed intellectual skills, cannot productively engage in group learning tasks and presents teachers with severe difficulties in curriculum differentiation;

[] is very delayed emotionally and cannot make adequate relationships with their peer group and is at risk of isolation (often linked with the point above);

[] has been working in a mixed age class with children of a different chronological age and should 'remain' with their peers

[] a child may have missed a substantial part of a year through illness or other reasons;

[] has reasons linked with their physical condition, possible a physical frailty which appears to justify a "less robust" environment than that found in the same age group;

[] would benefit from an additional year's experience of mainstream education prior to a special school placement

2. When did this situation first come to the Head of School's attention and how long has this been an issue? (Include here any information from previous schools or attach relevant paperwork)

3. Describe the current situation and reason for consideration of a change of year group. This should include strategies which have already been employed within the school for meeting this pupil's needs within their chronological year group.

Parents'/carers' view

Date:

Summary:

Final Outcome

Headteacher signature _____ **Date** _____

CEO/Executive Head signature on behalf of the Directors:

_____ **Date:** _____