**Transition in Education Guidance 2025-2026[[1]](#footnote-2)**

# Safeguarding and promoting the education of children (aged 0-18) at standard and non-standard transition points in their educational journey.

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# Introduction and scope

Education for children of all ages including early years care is essential. Enabling a child to attend and engage with education in a suitable environment (whether in a formal educational setting or a safe and stimulating home environment) is a critical aspect of safeguarding and promoting their welfare[[2]](#footnote-3).

Educational Transition (moving into, within, between and out of education settings) is a key part of a child’s educational journey.

Typically, in Shropshire, most children who access formal childcare and education settings will experience key “standard” educational transition stages:

Early Years (EYFS) -> Primary (Reception-Key Stage 1-Key Stage 2) ->Secondary (Key Stage 3-Key Stage 4) -> Further education (Key Stage 5) training or employment.[[3]](#footnote-4)

Some children may experience other “non-standard” educational transition stages; including:

* In-year transfers due to a change in circumstances (including a change in care or accommodation arrangements or to meet special educational needs) or child/parental preference.
* Accessing alternative provision or (to support special educational needs or continue accessing education whilst receiving medical treatment).
* Becoming electively home educated.
* Following exclusion.
* Missing education.
* Reintegration following a period of non-formal education.

Educational transition is an opportunity for a child to further their educational development and growth; as well as develop their resilience to respond to change. However, children who experience multiple non-standard educational transitions and/or have ‘educational vulnerabilities’[[4]](#footnote-5) will find educational transition more difficult.

This guidance and supporting templates have been developed to support education settings[[5]](#footnote-6) and Shropshire Council Education Services to ensure the timely sharing of safeguarding information for all children and particularly children who would benefit from an “[enhanced transition](#_Enhanced_Transition_1)”.

# Safeguarding children during educational transition

During a child’s educational transition, a lack of information sharing between agencies about a child’s needs and circumstances can impact their welfare, safety and educational outcomes.

Timely and effective sharing of safeguarding information from the education setting the child is leaving to the receiving education setting or Local Authority is vital to ensure they receive the help, support and if necessary, protection they may need.

##  Child Protection Files

Every child in an education setting should have a child protection file, where necessary, in electronic and/or paper format. This is separate from the main pupil file and forms part of the education settings systems and processes. It is the responsibility of the education setting’s Designated Safeguarding Lead (DSL) to ensure that they manage and transfer the file according to standards and legal obligations as outlined in [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (KCSIE): Annex C and Part 2 (legislation and the law). In the case of Early Years providers the [Early Years Foundation Stage (EYFS) Statutory Framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2): Safeguarding and Welfare Requirements applies .

The DSL should consult their setting’s Data Protection Officer for advice where there is any lack of certainty about sharing information within the child protection file. The Information Commissioners Office (ICO) also provides further [guidance](https://ico.org.uk/for-organisations/) and [help and support.](https://ico.org.uk/for-organisations/sme-web-hub/contact-us-sme/)

Additional good practice guidance is outlined below:

### **Contents**

The child protection file should include:

* Basic core details of the child and their family (including those with parental responsibility[[6]](#footnote-7); and any child siblings or other significant family members)
* All safeguarding concerns, actions, decisions and outcomes that have arisen whilst a child has been on roll in their current or previous education settings. Such files may only contain one concern or an extensive history. Including:
	+ Cause for concern forms/logs (from staff/others working at the school, children, parents/carers, systems, other agencies/notification protocols, such as Operation Encompass).
	+ Any behaviour logs (if not already recorded on the child’s safeguarding file) which indicates a significant level of concern and/or that the child may pose a risk of harm to other children.
	+ Any attendance logs/concerns which trigger involvement of/contact with Education Welfare Officers or indicate concerns about educational neglect.[[7]](#footnote-8)
	+ Records of communications relating to safeguarding concerns (phone calls, emails and meetings) to parents/carers/colleagues/other agencies.
	+ Referrals/reports and requests for additional support; such as for an Early Help Service; Children’s Social Care or Police.
	+ Minutes of any multi-agency meetings related to safeguarding (including any Children Social Care Statutory Meetings and core groups)
	+ Assessments and Plans (including those conducted internally or as part of multi-agency safeguarding processes)
* A Significant/Key Event Chronology (SSCP Single and Multi-Agency Chronology guidance is available at [SSCP Thresholds guidance](https://westmidlands.procedures.org.uk/local-content/2gjN/thresholds-guidance/?b=Shropshire))

### **Transfer of the child protection file**

* Can only take place once a child has been formally placed on the education settings register/admissions role and/or once there is a statutory duty to notify or work with the Local Authority in the area that the child resides. Statutory duties/Local Processes and Protocols to notify the Local Authority include:
	+ [The Education (Pupil Registration) (England) Regulations 2006 (legislation.gov.uk)](https://www.legislation.gov.uk/uksi/2006/1751/contents/made#:~:text=The%20Education%20(Pupil%20Registration)%20(Amendment)%20(England)) [[8]](#footnote-9)
	+ [Admissions](https://www.gov.uk/government/publications/school-admissions-code--2)/ [In-Year Application Process | Shropshire Learning Gateway](https://www.shropshirelg.net/leadership-management-and-administration/school-admissions/in-year-application-process/)
	+ [Attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)/[Attendance | Shropshire Learning Gateway](https://www.shropshirelg.net/education-access-service/attendance/)  and [Children Missing Education](https://www.gov.uk/government/publications/children-missing-education)/[Children Missing Education | Shropshire Learning Gateway](https://www.shropshirelg.net/education-access-service/children-missing-education/)
	+ [Exclusion](https://www.gov.uk/government/publications/school-exclusion)/[Exclusion | Shropshire Learning Gateway](https://www.shropshirelg.net/education-access-service/exclusion/)
	+ [Elective Home Education](https://www.gov.uk/government/publications/elective-home-education)/[Elective Home Education | Shropshire Learning Gateway](https://www.shropshirelg.net/education-access-service/elective-home-education/)
	+ [Post 16 Participation](https://www.gov.uk/government/publications/participation-of-young-people-education-employment-and-training)/ [Post-16 | Shropshire Learning Gateway](https://www.shropshirelg.net/leadership-management-and-administration/post-16/) (please note there is a local agreement rather than statutory duty on schools). Please refer to [Appendix 3: Secondary to Post 16 Transition.](#_Appendix:__Secondary)
* Information should be ideally shared in advance of the child starting the education setting and no later than is required in KCSiE.
* Advance information sharing should always take place where there is a need for an “[enhanced transition](#_Enhanced_Transition)”*.*
* If the receiving education setting or Local Authority have not received the information as required by KCSiE from the sending setting/Authority; then they will use the [SSCP Escalation/Resolution Of Disagreements Policy](https://westmidlands.procedures.org.uk/local-content/4gjN/escalation-policy-resolution-of-professional-disagreements/?b=Shropshire) (or applicable Child Safeguarding Partnership Escalation Policy for the Local Authority area that the sending education setting/Local Authority is based).

## Other transition arrangements at standard transition points

In addition to the sharing of the child protection file as outlined above; other transition arrangements should be considered to ensure all children and their families feel supported at standard transition points. This will include ensuring children and families who may have low level needs that would not require [enhanced transition](#_Enhanced_Transition_1), are provided with bespoke support.

Examples of transition arrangements could include:

* Ensuring admissions/inductions forms and processes are accessible (including providing information and support on accessing key staff, transportation etc where this is needed).
* Open Days/Evenings to settings for children and their parents/carers.
* Transition/Induction/Orientation Visits/Sessions for children (either before or at the beginning of a new phase). To enable children to spend time in the setting before they start; or where key staff from the setting they are going to come and visit the current setting to speak to children.
* Other preparedness activities (including providing opportunities for children to talk about their new settings; bridging projects across settings).

# Enhanced Transition

Children who have or have had certain needs or circumstances (hereafter referred to as [children with educational vulnerabilities](#_Children_with_educational)) may find educational transition difficult and are also potentially at greater risk of experiencing harm than other children who don’t have the same needs and/or circumstances[[9]](#footnote-10) . Such children would therefore benefit from an enhanced level of support during educational transition (hereafter referred to as an “enhanced transition”) to enable them to continue the help and support they need and ensure that they can continue/return to attend and engage with education in a suitable environment.

## Children with educational vulnerabilities

Children who should be considered to have educational vulnerabilities include those who currently have or have had in the past:

|  |  |
| --- | --- |
| Experience of multiple [non-standard educational transitions](#_Introduction_and_scope) including:* In-year transfers due to a change in circumstances (including a change in care or accommodation arrangements or to meet special educational needs) or child/parental preference.
* Accessing alternative provision or (to support special educational needs or continue accessing education whilst receiving medical treatment).
* Becoming electively home educated.
* Following exclusion.
* Missing education.
* Reintegration following a period of non-formal education.
 | Received Elective Home Education (EHE)  |
| Special Education Needs and/or Disabilities (SEND)  | Received support or protection from Local Authority Children’s Social Work Teams including:* In Need (CIN)
* Requiring protection (CP)
* Looked After (LAC/PLAC)
 |
| Serious behaviour concerns (e.g. suspensions/exclusions) | “Other” safeguarding concerns that may not have resulted in Children’s Social Work Team involvement (e.g where Early Help has been provided). |
| Attended Alternative Provision.  | Concerns about attendance including: * Persistent/severe absence,
* Missing education (CME),
* Emotional Based School Avoidance (EBSA),
* Educational neglect.[[10]](#footnote-11)
 |
| Support (beyond that which is universally provided for all children) for their mental/physical health needs.  |  |

Enhanced Transition arrangements can be put in place at both standard and non-standard transition points and

should include:

## Advance Information Sharing

Keeping Children Safe in Education allows the designated safeguarding lead (DSL) to share advance information with a child’s new school or college “in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college.” (Annex C).

The following templates can be used to support schools to share high level information with the new education setting along with the [Transfer of the child protection file](#_Transfer_of_the) and any other important information (such as Individual Health Care Plans; SEN Plans (including EHCP’s) in advance of a child(ren) leaving either at standard **or** non-standard transition points:

* [Appendix 2: High Level Concerns Form (Individual Children)](#_Appendix_2:_)
* [Appendix 3: Transition Support Table (Multiple Children)](#_Appendix_3:_)[[11]](#footnote-12)

## Other enhanced transition arrangements

In addition to advance information sharing as outlined above; other enhanced transition arrangements should be considered to ensure a child and their family receive bespoke support according to their needs at transition points.

Examples of transition arrangements could include:

* Transition Planning Meetings should be held to share information with the receiving provision and plan support for the child .

The child’s view should be included and according to their age and stage of development they should also be provided with the opportunity to attend.

Parents/carers should be invited to attend and contribute

DSLs and other key staff from both settings should attend and contribute according to the needs of the child (e.g. SENDCo’s/Inclusion Support Leads etc).

Staff from other agencies should also be invited where there is a multi-agency plan in place for the child and/or family.

* Individual Transition/Induction/Orientation Visits/Sessions for children (either before or at the beginning of a new phase). To enable children to spend time in the setting before they start; or where key staff from the setting they are going to come and visit the current setting to speak to children.
* Other individual preparedness activities. This could include providing opportunities for children to talk about their new settings and discuss information they’d like their class teachers/tutors/support staff to know about them

# Appendix 1: Secondary to Post 16 Transition Process

In order support a successful transition of pupils moving from Year 11 into a Post 16 provision; a transition process; based on early and proactive information sharing and support has now been set up in Shropshire to offer targeted support young people identified as having [educational vulnerabilities](#_Children_with_educational) into post 16 education, training and/or employment.

The process runs as follows:

1. The Local Authority Post 16 Team: Request all secondary schools identify those students who may find transition more difficult through a secure SharePoint system by early July. [Appendix 3: Transition Support Table (Multiple Children )](#_Appendix_3:_) from the Post 16 Team will be sent for completion.
2. The Local Authority Post 16 Team: All students who are identified will have their September Guarantee (SG) status checked by the Post 16 team and will then categorised for priority.
	1. Category 1 – most concerning that have no SG on the system and other vulnerable characteristics.
	2. Category 2 – have a SG on the system and a vulnerable characteristic.
3. The Local Authority [Post 16 Team](https://next.shropshire.gov.uk/shropshire-youth/) will contact young people to identify a plan and be supported to apply. This will take place over the months of July and August, with our Core+ tracking system updated to confirm these next steps.
4. In September, all next steps providers will be contacted to confirm that the YP has started as expected.
5. The Local Authority Post 16 Team share the Transition Support information provided by secondary schools with Post 16 providers once the young person is confirmed as having started.
6. Secondary schools are still expected to follow the requirements of KCSiE with regards to sharing the Child Protection File and are encouraged to use this wider guidance to further enhance their practice.
7. Where young people have not started with a Post 16 provider as expected; there will be renewed contact by the Local Authority [Post 16 Team](https://next.shropshire.gov.uk/shropshire-youth/) to ensure that placements are found during the month of September to ensure that as many YP as possible are engaged in successful provision by mid-October.
8. From 2025 schools will be asked to identify any students on their list with ASD / Neuro-diversity so that they can receive support via the Education Psychology team practitioners (where possible)

 Appendix 2: High Level Concerns Form (Individual Children)

Please access at [Shropshire Transition in Education Guidance (safeguarding children at educational transition points) | Shropshire Learning Gateway](https://www.shropshirelg.net/safeguarding-and-child-protection/early-years-and-schools-safeguarding-policies-and-guidance/shropshire-transition-in-education-guidance-safeguarding-children-at-educational-transition-points/).

# Appendix 3: Transition Support Table (Multiple Children)

Please access at [Shropshire Transition in Education Guidance (safeguarding children at educational transition points) | Shropshire Learning Gateway](https://www.shropshirelg.net/safeguarding-and-child-protection/early-years-and-schools-safeguarding-policies-and-guidance/shropshire-transition-in-education-guidance-safeguarding-children-at-educational-transition-points/).

1. Agreed at Shropshire Education Partnership Board 13.6.2025. [↑](#footnote-ref-2)
2. Safeguarding and promoting welfare is defined in [Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) (page 7-8) [↑](#footnote-ref-3)
3. For a minority of children, standard transition may take place at aged 9/13 where there are middle/high schools arrangements or independent school arrangements. [↑](#footnote-ref-4)
4. KCSiE Part 2: Children Potentially at greater risk of harm and [Transitions : Mentally Healthy Schools](https://www.mentallyhealthyschools.org.uk/factors-that-impact-mental-health/school-based-risk-factors/transitions/) [↑](#footnote-ref-5)
5. Education settings include: Ofsted registered early years and child providers, schools, colleges, and alternative education providers who provide childcare and/or education for children of all ages.    [↑](#footnote-ref-6)
6. For further guidance; refer to [Understanding and dealing with issues relating to parental responsibility - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility) [↑](#footnote-ref-7)
7. Please refer to SSCP [Neglect tools and pathways](https://westmidlands.procedures.org.uk/local-content/xkjN/neglect-tools-and-pathways/?b=Shropshire) for further guidance. *Educational Neglect will also be shortly addressed as part of the review of the SSCP Thresholds Document.*  [↑](#footnote-ref-8)
8. This applies to all schools regardless of their legal status are required by [The Education (Pupil Registration) (England) Regulations 2006 (legislation.gov.uk)](https://www.legislation.gov.uk/uksi/2006/1751/contents/made#:~:text=The%20Education%20(Pupil%20Registration)%20(Amendment)%20(England)) to notify the Local Authority when pupils are added to and removed from the roll. Failure to abide by the requirements of the regulations or contravening them is a criminal offence under section 434(6) of the Education Act 1996. It is also a serious safeguarding issue [↑](#footnote-ref-9)
9. KCSiE Part 2: Children Potentially at greater risk of harm and [Transitions : Mentally Healthy Schools](https://www.mentallyhealthyschools.org.uk/factors-that-impact-mental-health/school-based-risk-factors/transitions/) [↑](#footnote-ref-10)
10. Please refer to SSCP [Neglect tools and pathways](https://westmidlands.procedures.org.uk/local-content/xkjN/neglect-tools-and-pathways/?b=Shropshire) for further guidance. [↑](#footnote-ref-11)
11. Please note this is a suggested template for Early Years, Primary providers; but is part of the local Secondary to Post 16 Transition Process. [↑](#footnote-ref-12)