

(Child's Name)'s Day 6 Transition File

Pupil Information

Name:	DOB:	NCY:	Offset: Yes/No
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Gender:	First Language:
Person(s) with Parental Responsibility: 1. 2. LAC <input type="checkbox"/> Adopted <input type="checkbox"/>	Contact Telephone Number(s):

Pupil's Address:	Current SEN status:	Current CSC Status:	Current External Agencies:
	EHCP <input type="checkbox"/> EHCP assessment <input type="checkbox"/> SEN Support <input type="checkbox"/> Not on SEN COP <input type="checkbox"/>	CP <input type="checkbox"/> CIN <input type="checkbox"/>	YOT <input type="checkbox"/> CYPS <input type="checkbox"/> SALT <input type="checkbox"/> EPS <input type="checkbox"/> EH <input type="checkbox"/> Other (please specify) _____ Attach brief summary of nature of involvement

Adult in school who knows child best at:
 Excluding school:
 Day 6 provision:

 Include contact details

Sibling(s) School(s): 1. 2. 3. 4.	NCY 1. 2. 3. 4.
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Education History (To be completed by LA)

School: 1. 2. 3. 4. 5.	Date:	to	Date:
		to	
		to	
		to	
		to	

Permanent Exclusion History (To be completed by LA)

Excluding School (Current):	PEX Date:	Reason for PEX:
Excluding School (Previous):	PEX Date:	Reason for PEX:

Fixed Term Exclusion History (To be completed by LA)			
Academic Year:	No. FTEs:	No. Days:	Reason(s):
2019/20			
2018/19			
2017/18			

Attendance (To be completed by LA)					
Academic Year	2015/16	2016/17	2017/2018	2018/19	2019/20
Attendance %					

Potential Placement Information (to be completed by LA with the family)				
School: 1. 2. 3. 4. 5. 6. 7.	Miles	Preferred Schools:	Reasons:	
		Not for consideration:	Reasons:	

Child's Profile

1. Learning

Previous Attainment:				Areas of Need:	
KS1:	Level/descriptor:	KS2:	Level/descriptor:	Identified learning need(s) (such as literacy and/or numeracy difficulties):	Support/strategies in place to support learning:
Maths		Maths			
Reading		Reading			
Writing		Writing			
Access Arrangements State what the child is entitled to and date of last testing:					

Current Education Details:			
Course:	Awarding Body:	Target Grade:	Working at Grade:

Areas of Child's Strengths and Interests, Related to Learning:

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2. Emotional and Behavioural Development:

<p>Areas of Need: (has the child experienced trauma? Important factors relating to stability and security in the child's family context, child's ability to understand and manage their emotions):</p>	<p>Support/strategies in place to support emotional and behavioural development:</p>
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3. Language and Social Skills:

<p>Areas of Need: (listening and attention skills, expressive and receptive language difficulties, speech difficulties, difficulties with social interactions):</p>	<p>Support/strategies in place to support language and social skills:</p>
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4. Health and Medical Needs:

Areas of Need: (visual/hearing impairments, sensory needs, self – help skills, diagnoses):

Details of Exclusion

Date of PEX: Reason for PEX:

Risk Assessment at the Point of Exclusion:

Include risk assessment key points or actual document:

Mainstream Readiness Matrix

Emotional regulation	1 2 3 4 5
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Behaviour	1 2 3 4 5
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Child's motivation to join a mainstream school	1 2 3 4 5
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Relationships with staff	1 2 3 4 5
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Relationships with peers	1 2 3 4 5
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Total Mainstream Readiness Score:	/25
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(A score of 15 or above should be considered a positive indicator of mainstream readiness)

Please note, if the child has scored below 15, it will be important to look at the 'Understanding the Child' document, completed by Day 6 provision staff. This can inform more detailed understanding, intervention and decision making.

Descriptors:

Emotional Regulation

1. The child cannot recognise a feeling they are experiencing, even when in a secure environment with a key, trusted adult.
2. The child can usually recognise how they are feeling with a trusted adult's help.
3. The child can usually recognise how they are feeling, express it to a key adult and work with a key adult to put an appropriate strategy in place.
4. The child can usually recognise how they are feeling and work with an adult to put an appropriate strategy in place.
5. The child can usually recognise how they are feeling and independently use a socially appropriate strategy to manage their emotions and responses.

Behaviour

1. *The child never behaves in class and seeks out distraction.*
2. *The child rarely behaves well in class, is easily distracted and actively distracts others.*
3. *The child sometimes behaves well in class but often gets distracted by others.*
4. *The child usually behaves well in class, can work independently but occasionally can be distracted by others.*
5. *The child always behaves well in class, can work independently and does not get distracted by others.*

Child's motivation to join a mainstream school

1. *The child actively tells others that they do not want to go to a mainstream school and this is shown in their behaviours, which will be negative/disaffected.*
2. *The child has shared with a key adult that they probably do not want to be in a mainstream school and their behaviours are often negative.*
3. *The child has said to an adult/adults that they would like to be in a mainstream school but they do not think they will be able to manage this.*
4. *The child is clear that they want to go to a mainstream school and have some awareness of the targets they need to work towards.*
5. *The child consistently tells others that they are excited to go to a mainstream school, are aware of the targets they need to work on and are actively involved in an action plan to meet them.*

Relationships with staff

1. *The child has negative relationships and interactions with all adults in the school setting.*
2. *The child, on occasion, has some positive interactions but they are not able to sustain these for very long.*
3. *The child sometimes engages positively, with at least one member of staff.*
4. *The child often engages positively with staff and mutually rewarding relationships with staff are beginning to develop.*
5. *The child has positive and mutually rewarding relationships with all adults, including a particularly close and trusting relationship with a key worker(s).*

Relationships with peers

1. *The child has negative relationships and interactions with all peers in the school setting.*
2. *The child, on occasion, has some positive interactions with peers but they are not able to sustain these for very long.*
3. *The child sometimes engages positively, with at least one peer.*
4. *The child often engages positively with peers and mutually rewarding relationships are beginning to develop.*
5. *The child has positive and mutually rewarding relationships with all peers, including a particularly close and trusting friendship.*

Additional Information

Completed by: _____

School and Designation: _____

Signed: _____

Date: _____