

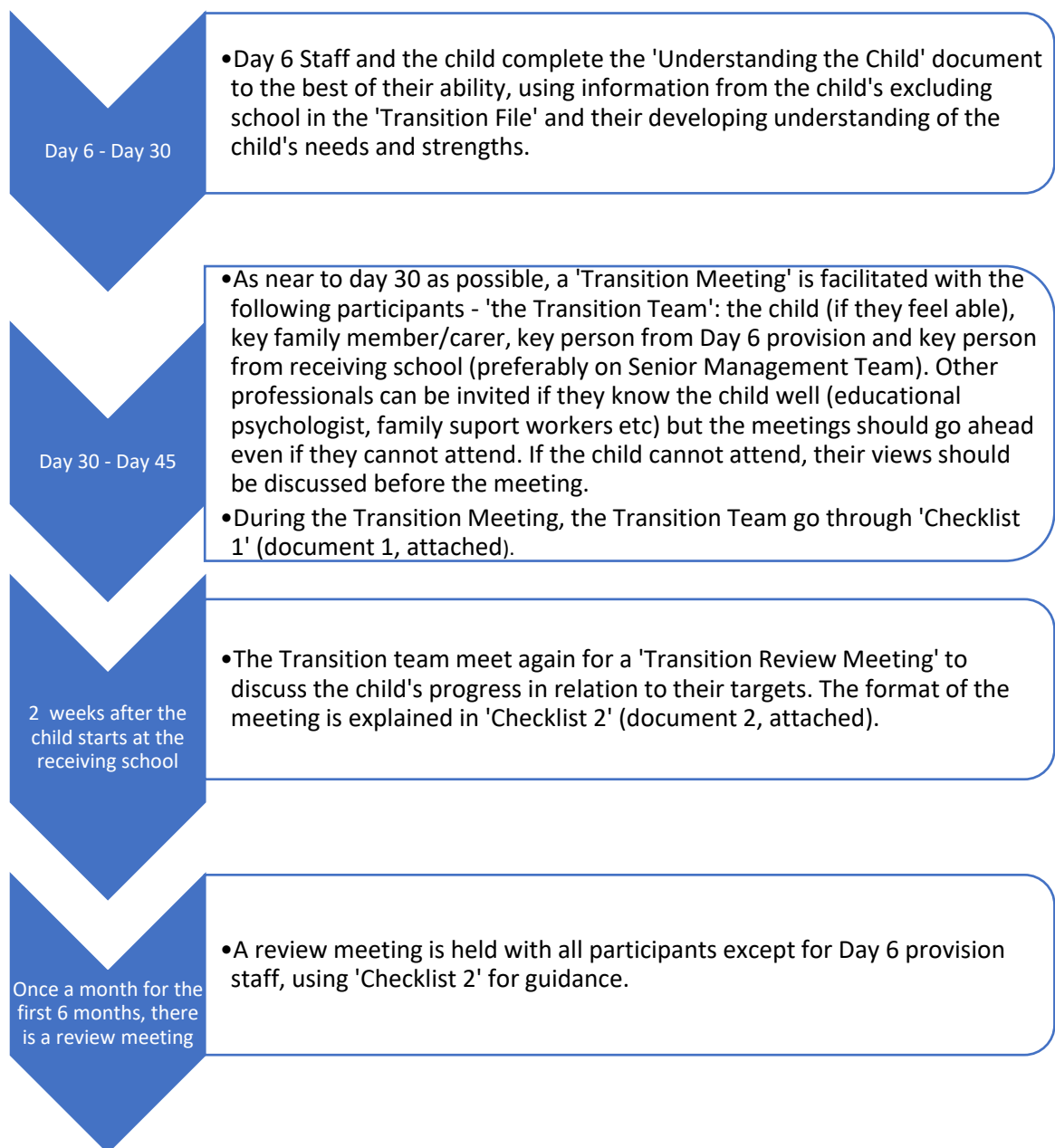
Supporting (Child's Name)'s Transition from Day 6 Provision to Receiving School

Guidance and Timeline

The following must be considered during the child's transition back into mainstream school:

The role of the:

- a) child
- b) day 6 provision
- c) receiving school
- d) family/carers



Document 1:

Format of Transition Meeting

- A representative from the receiving school facilitates checklist points 1 – 5 and a representative from Day 6 facilitates points 5 - 11. The facilitator is responsible for timings.
- The meeting should last for approximately 90 minutes.
- The checklist should be closely followed.
- Each person is responsible for taking their own minutes.
- All participants leave with a) a copy of agreed actions and b) a copy of the child's targets. One way to share these is for a scribe to write them on a big piece of paper in the centre of the table and for everyone to take photographs (using the child's initial and not name for confidentiality). If written targets are not deemed appropriate, they can be recorded and stored in this way.

Checklist 1:

1. The facilitator asks participants to introduce themselves in turn.
2. The facilitator explains that the purpose of the meeting is to a) share important information about the child's needs and strengths, b) plan the child's successful transition back to mainstream school and c) set targets and actions for those involved.
3. The facilitator asks those who know the child already to consider strengths that he/she has. The Day 6 representative refers to the 'Understanding the Child' document and 'Transition File' for information (10 minutes).
4. The facilitator asks them to consider the child's needs, similarly (10 minutes).
5. The facilitator asks each person to outline something which they think might support the child in the receiving school (being in middle ability sets, having a Nurture group/base to go to at lunches and breaks, using humour, buddying up the child with a positive social role model who likes football etc, literacy intervention, emotional literacy intervention etc) (10 minutes).

(Transition Planning) -

The facilitator facilitates discussion and agreed actions relating to:

6. Who will the child's key worker be in the receiving school? The key worker is responsible for meeting with the child twice every week to discuss his/her thoughts, feelings and progress in relation to targets.
7. When is the child due to start the physical transition to the school and on what time scale? The transition should adhere to the following principles:
 - The child should visit the school with a person they trust and meet the key worker before starting.

- The child visits the key areas of the school with a person he/she trusts before starting.
 - The child should meet the form tutor/class teacher before starting.
 - All staff teaching the child should be aware of their needs and strengths, as discussed in this meeting and summarised by the key person from the receiving school.
 - The child needs to have a uniform for the day they start. Who will arrange this?
 - Who will arrange the support discussed in point 5? What practicalities need to be organised/information gained?
 - How will information be communicated between home and school?
8. Considering the child's needs and strengths, participants plan 3 short and long term targets for the child, including timescales and the support needed. Two of these targets should relate to the child's emotional and behavioural development. Use the template below (examples are in brackets as a guide):

Area to develop (Learning, Emotional and Behavioural Development, Language and Social Skills, Health)	Short term target (to be achieved by)	Long term target (to be achieved by)	What help/support is needed to achieve this?
<i>(The child's relationship with the key worker in the receiving school)</i>	<i>(The child and the key worker have shared key information about the child's likes and dislikes, strengths and needs within a 2 week timescale)</i>	<i>(The child can self-monitor how happy he/she is feeling on a 5 point scale at various points each day and share this with a key worker twice a week)</i>	<i>(Practical arrangements relating to key worker, creation of a 5 point scale whilst at day 6 provision and practising using it with a key worker there)</i>
<i>(The child's reading ability)</i>	<i>(The child can consistently read the high frequency words: and, they, because, but - within a 1 week timescale)</i>	<i>(The child can consistently read 10 more high frequency words, negotiated with those involved)</i>	<i>(The child creates flashcards with key words on them and either a mnemonic or image to support their memory of it. A development tracker is created and progress is celebrated.)</i>
<i>(The child's ability to see others' points of view and to take responsibility for his/her actions)</i>	<i>(The child can reflect on his/her actions after some inappropriate behaviour with a key adult in Day 6 provision, within a 3 week timescale)</i>	<i>The child can reflect on their actions after some inappropriate behaviour with a key adult in the receiving school and plan alternative ways of behaving in the future)</i>	<i>(A teaching assistant to facilitate emotional literacy intervention. The educational psychologist to offer CPD. The child and key worker to create a handbook of strategies for the child to refer to in the area and for the child to share with staff)</i>

9. Consider how we can we support the child's self-esteem/confidence during transition. Is there an extra-curricular activity he/she will enjoy and we can set up?
10. What support could be offered/looked into in the family context during the transition period?
11. The facilitator facilitates a discussion about actions/next steps needed by each participant by the date of the next meeting. Ensure everyone has correct contact details, give thanks for everyone's hard work and participation and close the meeting. Put in a date for the next Transition Review Meeting (to take place within the first 2 weeks of the child starting at the receiving school)

Document 2:

Format of the Meeting

- This document is to be used at the Transition Review Meeting, 2 weeks after the child has started physical transition to the receiving school.
- The meeting should be facilitated by a representative in the receiving school.

Checklist 2:

1. The facilitator asks participants to introduce themselves in turn.
2. The facilitator explains that the purpose of the meeting is to a) share progress in relation to the child's targets, b) discuss what is going well, c) discuss what has been more problematic and d) set actions for those involved.
3. The facilitator asks the participants to review the short and long term targets set at the Transition Meeting. Was the short term target met? How is the child doing in relation to the long term target? What needs to happen from the child and the school in order that targets are met? Note – although rewording of the targets is fine, please avoid changing targets completely as they have been negotiated after careful understanding of the child. The targets are updated with new timescales.
4. The facilitator asks each participant to comment on what has gone well in terms of the transition. Refer to the following:
 - The child's relationship with the key worker. Are they meeting? What are they doing? Is this helpful? How?
 - The child's relationship with their form tutor/class teacher? Are they aware of the child's needs and strengths?
 - Are all staff teaching the child aware of his/her needs and strengths?
 - Does the child have the right uniform?
 - Is there a plan for home – school communication?
 - Other things that have gone well?
5. The facilitator asks each participant to comment on what has been more problematic in terms of the transition. Refer to the ideas in point 4, as well as other areas. If a problem relates to something else, the facilitator facilitates a discussion and the group agree some actions, using the prompts:
 - What have you tried?
 - What challenges are you facing?
 - What is it going to take to make things even a little bit better?
 - What support might the school/child/family need?
6. General actions are agreed, thanks are shared and a date is set for the next meeting (in 4 weeks time).

