

Transition Policy



Legislation and Guidance that inform this document

There is no legal requirement to publish a transition policy, but Red Balloon will have regard to general legislation that governs school admissions and that which requires us to ensure that students access education, employment or training post 16. Centres will notify the relevant local authority of any student who becomes 'NEET' or who has not achieved a 9-4 grade in maths or English.

Other Red Balloon policies to be read in conjunction with this one

- Careers Guidance

Statement of intent:

We aim to ensure that all students have an identified 'transition aim' (ie an identified establishment / placement to move on to) and that we prepare students for a successful transition and support them into their new placement.

Responsibility for Implementation

Coordinators hold specific responsibility for ensuring that each student has a placement plan that identifies proposed next placement and date of transition. They are also responsible (day to day practice will be delegated to nominated staff) for monitoring progress towards that transition and modifying plans as appropriate.

Practice Guidance:

All students have placement aims. These are agreed between the student, her/his parents/carers, the commissioning agent and any other involved agency (eg health authority, social services). One of those aims will identify the next placement planned for the student together with an estimate of the longevity of their RB placement.

Once those core placement aims have been agreed, an individual learning plan will be devised ensuring that appropriate learning is undertaken to enable the student to make a successful transition.

For example, should a return to mainstream school be identified, then the student should:

- study at a similar level to peers attending the identified school;
- work to cover any learning gaps in core subjects (particularly in numeracy or literacy);
- identify any learning habits that will enable them to achieve success in their mainstream placement and work to develop those habits;
- work to develop self efficacy and social interaction skills.

If a student is to be placed at Red Balloon through KS4, then the student (together with RB staff) should decide what 'type' of placement they want to pursue at KS5.

If they wish to continue in education, they should:

- consider what courses and establishments providing those courses are realistically available to them;
- identify the necessary qualifications required to access those courses;
- work to achieve the required grades;
- work to develop core interpersonal and social skills that will support further placement...

Should they identify a work based placement, then:

- an appropriate provider should be identified;
- the possibility of work placement / experience prior to full placement should be considered;
- conversations should be had with the provider to identify the key skills (interpersonal and vocational) that will be required, together with any formal qualifications that should be pursued.

In all cases a member of staff will be identified who will:

- liaise with appropriate staff in the identified placement;
- ensure the student and parents / carers are fully informed re any requirements of them;
- support the student into the placement eg through initial visits or accompanying him/her to interview;
- provide initial tracking of the success of the placement, and intervention / support should there appear to be significant difficulties.

If the placement breaks down within a month, Red Balloon staff will negotiate alternative placement or plan return to Red Balloon provision.

Administrators will track students for three years post transition to monitor the success of placements. Information from that tracking will be used to evaluate Red Balloon practice.

Working with students with EHC plans:

Given the bespoke nature of the practice described here, we anticipate that the needs of students with EHC plans will be amply met. We will ensure that the plans are detailed and tracked within EHC planning and review practice, and will liaise with the appropriate placing authority to ensure best practice at all times.

Safeguarding:

The designated safeguarding lead person at each centre will ensure that any child protection information is passed on to the DSL at the receiving institution. If the child has a CP folder of information, that will be given (not posted) to the receiving DSL who will sign to indicate receipt of the information.

Policy updated Sept 2018 by Bob Sproson, Director of Education - for annual review.

