



Policy document control box	
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Signed by Head of Centre	<i>Christina Pepper</i>
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Purpose

This policy sets out how RBR ensures 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.

Scope

The Head of Centre is responsible both for ensuring that every student has a negotiated placement plan, which identifies the proposed next placement and date of transition, and for monitoring progress towards that transition and modifying plans as appropriate. The responsibility for the day-to-day implementation of this is delegated to designated staff.

Policy statement, provision and safeguards

All students have placement aims, which are agreed between the student, his/her 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.

In accordance with the agreed placement aims, RBR seeks to ensure that appropriate learning is undertaken to enable the student to make a successful transition.

For example, if a return to mainstream school is identified, students 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 students are placed at RBR through KS4, they should decide what type of placement they want to pursue at KS5. Students are given plentiful opportunities to discuss the options with staff.

If students wish to continue in education, they should:

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

If students identify a work-based placement:

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

In all cases, an identified member of staff will:

- liaise with appropriate staff in the identified placement;
- ensure the student and parents/carers are fully informed of any requirements of them;
- support the student into the placement (eg. accompanying him/her on initial visits or to interview);
- track the initial success of the placement and provide intervention/support where possible in the event of significant difficulties.

If the placement breaks down within a month, RBR staff will negotiate alternative placement or plan a return to RBR provision, where feasible and appropriate. Students (and their parents/carers) are approached for permission to be tracked at six months (the national second term benchmark), 18 months and three years post-transition to monitor the success of placements. RBR uses the data generated to inform future practice.

Students with EHC plans

The individualised nature of RBR's practice ensures that the needs of students with EHC (education, health and care) plans are amply met. We ensure that the plans are detailed and tracked in accordance with EHC planning and review procedures and we liaise with the appropriate placing authority to ensure best practice.

Safeguarding

The Designated Safeguarding Lead ensures that any child protection information is passed on to the DSL at the receiving institution, in accordance with local safeguarding procedures.

Legislation and Guidance that inform this document:

A Transition Policy is not a legal requirement but RBR has regard to general legislation that governs school admissions and that which requires us to ensure that students access education, employment or training post 16. RBR notifies the relevant local authority of any student who becomes 'NEET' (not in education, employment or training) and/or who has not achieved 9-4 grade in maths or English.

Other RBR policies to be read in conjunction with this one

- Careers Guidance
- Personal, Social, Health and Economic Education
- Work Placement