

# Transition Policy

| Policy title                       | <b>Transition</b>             |
|------------------------------------|-------------------------------|
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# Purpose

RBET - Norfolk ensures that all students have an identified 'transition aim' (i.e. a specified establishment or placement to move on to), that we prepare students for a successful transition and support them into their new placement.

# Scope

The Headteacher is responsible both for ensuring that every student has a negotiated placement plan that 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 the Personal Development lead.

# Policy statement, provision and safeguards

All students have placement aims that are agreed between the student, their parents<sup>1</sup>, the commissioning agent and any other involved agency (such as the health authority or social services). One of those aims will be to identify the next placement planned for the student.

In accordance with the agreed placement aims, RBET - Norfolk seeks to ensure that the learning undertaken enables 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 their peers at that 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 RBET - Norfolk through KS4, they should decide what type of placement they want to pursue at KS5. Students are given many opportunities to discuss the options with staff.

If students wish to continue in education, they should:

- consider what courses and establishments are 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 them in the placement.

If students choose a work-based placement:

- an appropriate provider should be identified;

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<sup>1</sup> NB Wherever the term "parent" is used in the policy, it means any person with parental responsibility for the young person.

- the possibility of work placement or 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 that placement;
- ensure the student and parents are fully informed of any requirements of them;
- support the student into the placement (say by accompanying them on initial visits or to interview);
- track the initial success of the placement and intervene to provide support where possible in the event of significant difficulties.

If the placement breaks down within a month, our staff will negotiate an alternative placement or plan a return to our provision, if this is feasible and appropriate.

Students (and their parents) are approached for permission to be tracked at six months (the national second term benchmark), 18 months and three years' post-transition in order to monitor the success of placements. Red Balloon uses the data generated to inform future practice.

## Students with EHC plans

The individualised nature of Red Balloon's programme 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 (DSL) 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

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

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

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