

Arun Court School: Policy Number 11H

(Progression & Learning suite- Policy Suite 11)

Arun Court School – In-Year transitions Policy – last updated May 2021

Ratified by EMAT sub-committee meeting on:.....

Signature (+ date) Chair of EMAT Curriculum & Achievement Committee

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Signature (+ date) Proprietor:Mrs Beverley-Sarah White

Signature (+ date) Principal of School Vicki Williams

Date of next review: May 2023 (Reviewed at least BI- Annually by COMMITTEE)

Please read all policy documents in the main policy file, in particular you should read the whole of suite 11 in conjunction with this policy.

You should also read admissions policy (12A), interim reviews policy (12D), exclusions and termination policy (12E) and parent support (14D).

Context

Arun Court School as an Independent Specialist Setting (NMI – Non-maintained Independent) that operates with an ‘Ideal’s approach’ that is a non-profit driven approach, wants to use public funds effectively. Where possible it wants to bolster the mental health of students, and ensure rapid academic progress, so that they can transition to a cheaper setting that also has larger resource and opportunity. The school aims to support young people through their mental health need, then catch them up academically to where they would have been, had they not had a mental health break-down. The purpose of this policy is to ensure that students do not stagnate in their progress and move onto the most appropriate school at the time which will best instil rapid progress, and prevent regression within the Arun Court environment. The aim is for any in-year transitions to be as smooth as possible, with minimal disruption to a student’s routine and progress.

1. Annual review

- 1.1 Each student has an annual review, in which parents, students and LEA representatives are invited to discuss the progress of a student, including discussions around the next steps for a student. From YR10 onwards, annual reviews are heavily focused on discussions around options for next steps.
- 1.2 Arun Court's aim is to support students in their mental health journey and catch them up academically. If this aim is achieved before a student reaches YR10, they may transition to another school placement. For example, where the primary need on their EHCP was mental health, this may shift to another diagnosis, such as ASD, therefore a specialist ASD school may be the best placement.
- 1.3 Following an annual review, the SLT will make every effort to support parents in consulting with other schools, drawing upon appropriate contacts and links with other schools. The school will make recommendations to the parents, and sign-post them to possible schools that could meet need.
- 1.4 SLT will also work with parents, student and case worker to amend any relevant paperwork and ensure that it best reflects the student's current presentation and needs. If updated reports are needed from professionals, such as a speech and language therapist, then every effort will be made to procure these reports within the agreed upon time frame at the annual review.

2. Information hand-over

- 2.1 Once a placement has been agreed, the SEND lead will reach out to an appropriate contact at the newly agreed school. A range of support will be offered, with the aim that a transition can be as smooth as possible, with a clear hand-over.
- 2.2 The SEND lead will propose a meeting, in person, or virtually, to discuss the needs of the student, techniques and behaviour management that have been successful for the student, and to hand-over relevant paperwork including any safeguarding files, work samples/books and the student file. The contact at the new school will sign to say that they have received these pieces of paperwork. This meeting may be attended by SEND Lead, associate principal, principal, or the student's key worker.
- 2.3 Where a meeting proposal is declined, the SEND lead will offer a telephone conversation as part of the hand-over, sharing relevant needs of the students and mechanisms that work as support. Any relevant paperwork will need to be collected by the school, and signed for upon collection. This telephone conversation may be held with the SEND Lead, associate principal, principal, or the student's key worker.
- 2.4 The SEND lead will offer training to the staff at the new school on the specific needs of the student, including any techniques that have worked well for the student.
- 2.5 The SEND lead will offer continued support, including contact information, as reference during the transition period.
- 2.6 In the case that information hand-over is not well-received by the new school, the SEND lead will write a summary report and send it to the students' parents to pass onto the new contact at the new school.

3. End of placement at Arun Court

- 3.1 Upon agreement of a new school placement, staff at Arun Court will be informed. They will be told to treat this information sensitively so that no student, including the student transitioning, becomes overwhelmed by the concept of change.
- 3.2 The student's key worker or another appropriate member of staff, such as the principal or associate principal, will have a conversation with the student to congratulate them and discuss any concerns or excitement that they may have. Based on this conversation, any specific wellbeing or academic interventions needed to understand or cope with concerns will be put in place. This may include social skills, hand-writing stamina or meditation for relaxation. *See policies 10D, 10E, 11C and 11D.*
- 3.3 The student will be provided with support to tell friends and peers that they will be leaving, should they want this support. This will be a decision made by the student.
- 3.4 On the last day of the student's placement, staff and students will wish the student well. The student will be involved in planning their last day. Depending on the student, there may be a small celebration of their progress and the exciting new chapter of their lives to come. Other students will need a quieter transition.
- 3.5 Arun Court hopes that students and their parents stay in touch with the school. The school can offer ongoing mental health support for students and advice for parents if needed.

4. Physical transition to new school

- 4.1 A key member of staff from the new school placement will be invited to visit the student at Arun Court, to meet them and get to know them ahead of their start date. This will allow the student to begin to form a relationship with someone from the new school, within an environment which they find comfortable. This staff member will be shown work samples and have an opportunity to observe the student in class, and in social situations. During this visit, the meeting from section 2.2 may be held
Some schools may decline this offer of a visit, or be unable to staff it.
- 4.2 Arun Court will offer to attend a visit to the new school with the family and student to act as moral support, and to introduce the student to new staff.
- 4.3 Staff will be made available to attend up-to 5 visits with the student, including working with the student in class and helping them to orientate around the school. The staff member will work with staff that they interact with and provide information on strengths and areas of development for the student, as well as coping mechanisms and teaching strategies.
Some schools will not be able to facilitate these visits.

4.4 Each transition will be personalised to the student, depending on the needs of the student and flexibility of the next school placement. Extended transitions, in which a student straddles both placements for a period can be arranged, for example a student could attend Arun Court for half a day and their new placement for half a day.