**SEMH TRANSITION SUPPORT PLAN FOLLOWING ETHOS ACADEMY TRUST PRU PLACEMENT (2020)**

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| *Reintegration is a transition, pupils generally dislike change and this can often lead to anxiety or other forms of distress, including aggression. Any period of transition, such as reintegration, is likely to cause anxiety and careful preparation will be required to help them manage this change.* |
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| *Schools should work with the individual pupil to help them to recognise stress and understand their behaviour. Fully involve the pupil in developing coping strategies as they will be more likely to adopt a strategy that helps them to self-regulate when they have had an element of choice or have created it themselves. Child-led approaches and non-pressurised strategies can help to overcome their defensiveness, getting them ready to learn and allowing participation, independence and resilience.* |

**Planning Meeting Information:**

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| NAME OF CHILD: | Click here to enter text. |
| SCHOOL TRANSITIONING TO: | Click here to enter text. |
| PREVIOUS SCHOOL: | Click here to enter text. |
| SEN STAGE: | **No SEN**  **SENS  EHCP REQUESTED  EHCP** |
| School Contact details: | Click here to enter text. |
| Parents/ Carer contact details: | Click here to enter text. |
| Outreach Contact details: | Click here to enter text. |

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| AGREED DURATION OF SUPPORT: | Click here to enter text. |
| DATE OF PLANNING MEETING: | Click here to enter a date. |
| DATE NEW SCHOOL PLACED THE CHILD ON ROLL | Click here to enter a date. |
| DATE THE CHILD WILL BECOME SINGLE REGISTRATION | Click here to enter a date. |
| Funding details if EHC Plan is in place: | Click here to enter text. |

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| **SUPPORT PLANNING DOCUMENTS SHARED WITH SCHOOL:**  Please indicate if any of the documents below were shared at the meeting.  My Support Plan or other  Support to Self-Regulate Plan  Most recent school report  Safeguarding information signed for  **Additional support information may be held, this might include:**  Behaviour Modification plan/record/outcomes report  Risk Assessment  PATH  Managed/supported Move support plan (if applicable)  Other  **Please indicate:** Click here to enter text. |

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| **EXTERNAL AGENCIES INVOLVED (particularly Health & Social Care):** if key agencies are involved their focus should be outlined in this plan.  Click here to enter text. |

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| **SUMMARY OF NEEDS INCLUDING STRENGTHS AND AREAS OF SUCCESS (for further strategies and support see the attached MSP and STSR plans (Primary):**  Click here to enter text. |

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| **TRANSITION PLAN:**  *Providing a quality transition process should not be underestimated for the impact it can have on a child’s learning and development. It is widely recognised that if a child feels secure during and after the transition process they are more likely to engage with their new environment in a positive way and access the learning opportunities more readily.*  **TRANSITION PLANNING MEETING DETAIL:**  Attendees:  Click here to enter text.  Child centred discussion (capture agreed arrangements to support the transition):  Click here to enter text.  Transport arrangements:  Click here to enter text.  Initial visits for parent/child:  Click here to enter text.  **REVIEW DATES:**  Click here to enter a date.  Click here to enter a date.  Click here to enter a date.  Click here to enter a date.  Click here to enter a date. |

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| **PARENTS/CARER VIEW:**  *Parents should be invited to express their views, concerns around transition. They should also be encouraged to share knowledge of their child’s strengths and difficulties. They know their child better than anyone and will be key in identifying potential triggers and can share strategies that they use at home. Schools should be receptive to their suggestions and adapt their practice accordingly. Reintegration strategies should meaningfully involve the parents and pupil and be clearly communicated to all staff.*  Click here to enter text. |
| **PUPIL VIEW:**  *Schools should work with the individual pupil to help them to recognise stress and understand their behaviour. Fully involve the pupil in developing coping strategies as they will be more likely to adopt a strategy that helps them to self-regulate when they have had an element of choice or have created it themselves.*  Click here to enter text. |

***External & internal support arrangements agreed in the meeting:***

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| ***Date*** | ***Time*** | ***Staff*** | ***Focus*** |
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| **Key features of successful reintegration:**  Allocated key advocate in new school:  Click here to enter text.   * The whole school community accepting and adhering to a genuinely inclusive and accepting ethos. * Pupils being listened to and having their point of view understood, especially how their behaviour impacts on them as an individual. * School staff building a stable, trusting and nurturing relationship with the pupil. * Aiming to reduce the pupil’s anxiety/stress so that they increase their resilience and willingness to engage in learning. * Working to facilitate positive peer relationships. * Forming a positive and constructive relationship with parents, carers and other professionals. * Staff working together as a team, supporting one another; looking for solutions together and agreeing consistent approaches. * Good partnership work across education, health and care. * Using strategies to help the pupil to communicate in a way that meets their needs (often communication is the barrier to successful transition. * Being clear what action will be taken if the pupil reaches crisis.   **The child/student as an individual:**  It’s vital to get to know and understand the pupil as an individual, their interests, needs, likes and dislikes and how they would like to be supported in school. This includes unstructured times such as breaks and lunch times. |
| **Guidance on part-time timetables:**  <https://www.eat.uk.com/wp-content/uploads/2019/06/reducedTimetableguidanceMay2019.pdf>  Part-time timetable notification form can be found in the link above:  **Context / rational around part-time timetable:**  Click here to enter text. |