**SEMH TRANSITION SUPPORT PLAN (2021/22)**

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| Any period of transition, such as reintegration, transition through key stages, new classes and move to a new school are 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: |  |
| PREVIOUS SCHOOL |  |
| NEW SCHOOL |  |
| SEN STAGE: |  |
| SCHOOL CONTACT DETAILS: |  |

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| AGREED DURATION OF SUPPORT: |  |
| DATE OF PLANNING MEETING: |  |
| DATE NEW SCHOOL PLACED THE CHILD ON ROLL (if applicable): |  |
| DATE THE CHILD WILL BECOME SINGLE REGISTRATION (if applicable): |  |
| Funding details if EHC Plan is in place: |  |

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| **SUPPORT PLANNING DOCUMENTS SHARED WITH SCHOOL/NEW STAGE/CLASS:**  Please indicate if any of the documents below were shared at the meeting.  My Support Plan/EHCP or other  Support to Self-Regulate Plan  Most recent school report  Safeguarding information signed for  Learning passport  Outreach Service Exit Recommendation  **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) |

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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 plan) |

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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.  **Planning meeting should include practical arrangements are in place for the pupil prior to arrival**:   * Familiarity activities, including knowledge with new buildings/space/staffing/pastoral support; * Sharing of One Page profile with all staff involved in supporting the pupil * Understanding of needs and regulation strategies in place for all supporting staff * Agreed safe space and key adults * Agreed school interventions such as those to support Emotional Regulation, learning, communication, sensory etc as applicable to meet individual pupil need to be timetabled and shared with pupil/parents * Equipment and identified reasonable adjustments in place * Pre-warning of planned assessments, timetable, adjustments/arrangements shared with pupils/parents. * Unstructured hours such as breakfast/lunch/homework, afterschool clubs, etc support available including understanding of arrangements and accessibility * Pupil premium funding arrangements to be shared with parent/pupil e.g trips funding * Uniform support * Praise/reward systems * Sanctions/reasonable adjustments   **TRANSITION PLANNING MEETING DETAIL:** Please use the above as a guide  **Attendees:**  **Child centred discussion:**  **Identified SEMH difficulties:**  **Identified triggers:**  **De-escalation strategies:**  **Recommendations:**  **Transport arrangements:**  **Initial visits for parent/child**:  **REVIEW/EXIT DATES:** |

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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 (if applicable) 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. |

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

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| **Key features of successful reintegration:**  Allocated key advocate in new school/Class/ Key Stage:   * 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. |