**SEMH TRANSITION SUPPORT PLAN (2022/23)**

|  |
| --- |
| *Any period of transition, can be a nervous and anxious experience.**Careful preparation is required to help support this type of change.* |

|  |
| --- |
| *All stakeholders should work with the transitioning school and pupil to help understand the changes taking place. The new school should make every effort to learn about the pupil and how they can best support the transition. Child-led approaches can support in overcoming potential barriers.* |

**Planning Meeting Information:**

|  |  |
| --- | --- |
| Name of child: |  |
| School/key stage/class transitioning to: |  |
| School contact name / information: |  |
| SEN stage (highlight): |  |
| Previous school: |  |
| Parents / Carer contact details: |  |
| Other Contact details: |  |

|  |  |
| --- | --- |
| Date of meeting: |  |
| Date new school placed the child on roll (if applicable): |  |
| Date the child will become single registered (if applicable): |  |
|  |  |

**Support planning documents shared with school/new stage/class**

|  |
| --- |
| **Please indicate if any of the documents below were shared at the meeting (Tick or comment).** |
| My Support Plan (MSP) |  |
| Education, Health and Care Plan (EHCP) |  |
| Support to Self Regulate Plan (STSRP) |  |
| Academic information |  |
| Safeguarding information |  |
| Behaviour information |  |
| Other; Please indicate |  |
|  |
|  |

|  |
| --- |
| **External agencies involved** |
|  |

|  |
| --- |
| **Summary of need (also see MSP/EHCP/STSRP)** |
|  |
| **Behaviour** |
|  |
| **Learning** |
|  |

|  |
| --- |
| **Strengths and areas of success** |
|  |

|  |
| --- |
| **Parent/carer view** |

|  |
| --- |
| **Pupil view** |
|   |

|  |
| --- |
| **Transition Meeting Plan** |
| **Attendees**  |
|  |
| **Meeting minutes** |
|  |
| **Planned visits** |
| Date | Time | Location | Staff |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Review/exit dates** |
|  |

|  |
| --- |
| **Initial meeting with parents** |
|  |

|  |
| --- |
| **Review/exit meeting 1** |
|  |