Transitions policy
R.E.A.L Education
REAL Independent School
REAL Alternative Provision School

Review Date: November 2020

Revision history:

Amended on: October 2017 - PCR group

November 2018 - amended by CBishop (sections 4, 5, 6 added with reference to the referral process, including diagrams and a changed structure)

18.1.2018 Reviewed by the PCR group and finer details defined

November 2019 - No amendments made. Policy to be reviewed fully after curriculum policy has been fully updated in line with National changes.

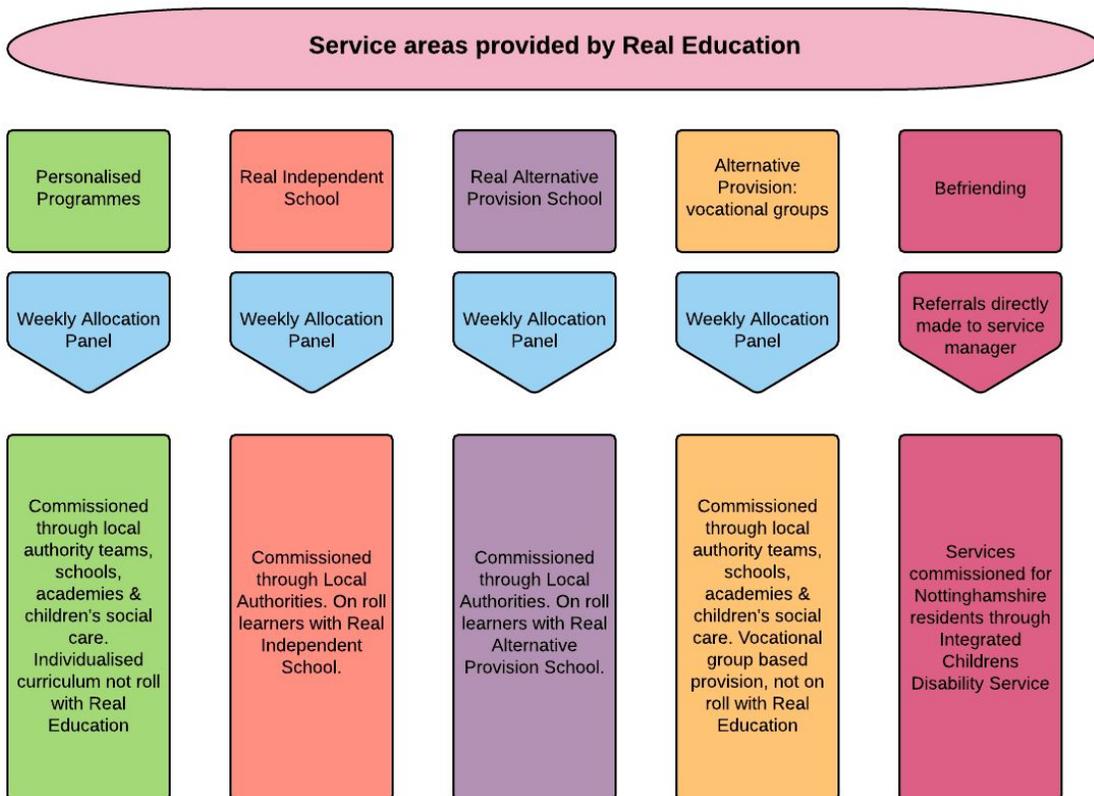**Signed: PCR group / Claire Bishop**

Section 1: The Policy

Introduction

The Directors of R.E.A.L. Education Limited, R.E.A.L. Independent Schools, and R.E.A.L. Alternative Provision Schools (hereinafter referred to as `the Company`, or R.E.A.L Education) place great importance on, and are committed to, ensuring the equity and equality of access and outcomes for all young people. This policy will set out the procedures and practice for managing internal and external transitions. The company is committed to ensuring the safeguarding of young people and vulnerable adults and this policy has due regard to the Data Protection Act 1998, School Admissions Code 2014, R.E.A.L Independent School and R.E.A.L Alternative Provision School admissions policies .

Provision and Services offered by R.E.A.L. Education

Service areas provided by Real Education

Personalised Programmes	Real Independent School	Real Alternative Provision School	Alternative Provision: vocational groups	Befriending
Weekly Allocation Panel	Weekly Allocation Panel	Weekly Allocation Panel	Weekly Allocation Panel	Referrals directly made to service manager
Commissioned through local authority teams, schools, academies & children's social care. Individualised curriculum not roll with Real Education	Commissioned through Local Authorities. On roll learners with Real Independent School.	Commissioned through Local Authorities. On roll learners with Real Alternative Provision School.	Commissioned through local authority teams, schools, academies & children's social care. Vocational group based provision, not on roll with Real Education	Services commissioned for Nottinghamshire residents through Integrated Childrens Disability Service

What is a Transition?

A transition is the time it takes to make a change from one place or stage of life to the next. There are many important transitions in people's lives. R.E.A.L Education experiences daily transitions that will be outlined and covered within the policy.

The importance of effective transition planning for vulnerable young people is recognised as a national priority by all involved agencies. R.E.A.L Education provides educational opportunities for a wide range of children and young people with significant complex special needs. The children and young people may have come from placements in mainstream schools, special educational schools, pupil referral units / learnings centres or may be those young people who are classed as E.O.T.A.S. (Educated Otherwise than at School). For a select few learners who attend R.E.A.L Education this

may be the first time they have attended any form of education for a period of time. They may attend R.E.A.L Education part time, full time or be on a dual placement arrangement with another school. Provision at R.E.A.L Education is personalised to meet the individual needs of each learner and can comprise of a wide range of educational and vocational experiences.

It is clear how important it is to have effective transition arrangements in place due to the variety of possible pathways in and out of R.E.A.L Education. The many different types of educational arrangements put in place to meet the complex needs of learners and the necessary flexibility of changing arrangements to suit the changing needs of learners is a daily occurrence. Therefore, any transition processes and practices need to be clearly defined in order to ensure clarity for staff. Smooth transition at every stage for students is essential in order for the best possible progress to be achieved.

The various points of transition can be summarised under headings of "External" (in and out of R.E.A.L Education) and "Internal" (within R.E.A.L Education).

External:

- From full time placement in a school or E.O.T.A.S to a split placement with Real Education. Given R.E.A.L's commitment to integration back into mainstream provision, this transition may be reversed if and when appropriate for the learner.
- From full time placement in a school or E.O.T.A.S to full time provision at R.E.A.L Education. Given R.E.A.L's commitment to integration back into mainstream provision, this transition may be reversed if and when appropriate for the learner.
- From a situation of no educational placement to R.E.A.L Education.
- From full or part time provision with R.E.A.L to Further Education, Training or Employment.

Internal:

- From engagement in the home to engagement in the community
- From engagement and curriculum in the community to on site R.E.A.L Education
- From 1:1 provision to group provision
- From one key stage to another
- From one vocational group to another vocational group

Aim

The overall aim of the policy is to ensure that learners have the opportunity to transition as successfully

as possible through the points of internal and external transition that have been identified within R.E.A.L Education, whilst adhering to support needs and meeting the hopes, aspirations and potential of young people within our care.

Principles

- Transition is a process, not an event. It is a continuous process which is assisted by agreed clear decisions at significant points, with actions that are followed up.
- Transition planning and provision is personalised and based upon accurate and up to date information about the student's progress.
- Assessment is holistic and addresses the emotional health and wellbeing needs and the care needs of students, as well as their educational needs.
- The transition process for a student takes place in good time to allow all necessary information to be gathered and procedures to be followed.
- Transition planning meetings will be Person Centred to ensure that students and their parents/carers are at the centre of the process and are supported throughout.
- All relevant agencies will be invited to contribute to the transition planning process and to attend planning meetings where appropriate.
- Transition plans are reviewed on a regular basis.
- Transition issues are discussed at regular meetings of the R.E.A.L Leadership Team.

Practice

All learners are different and are referred to R.E.A.L Education for different reasons. This means that transitions are planned in a bespoke manner in order to meet the needs of all individuals. The following outlines our general practices to support transition.

Section 2: Referrals

Referral process

The referral process usually begins with an initial enquiry from a range of commissioners and parents including: individual schools or academies; children's social care; independent social care; local authority officers with a lead in fair access protocols or education; health and care pathways; other agencies with the responsibility for commissioning additional educational provision.
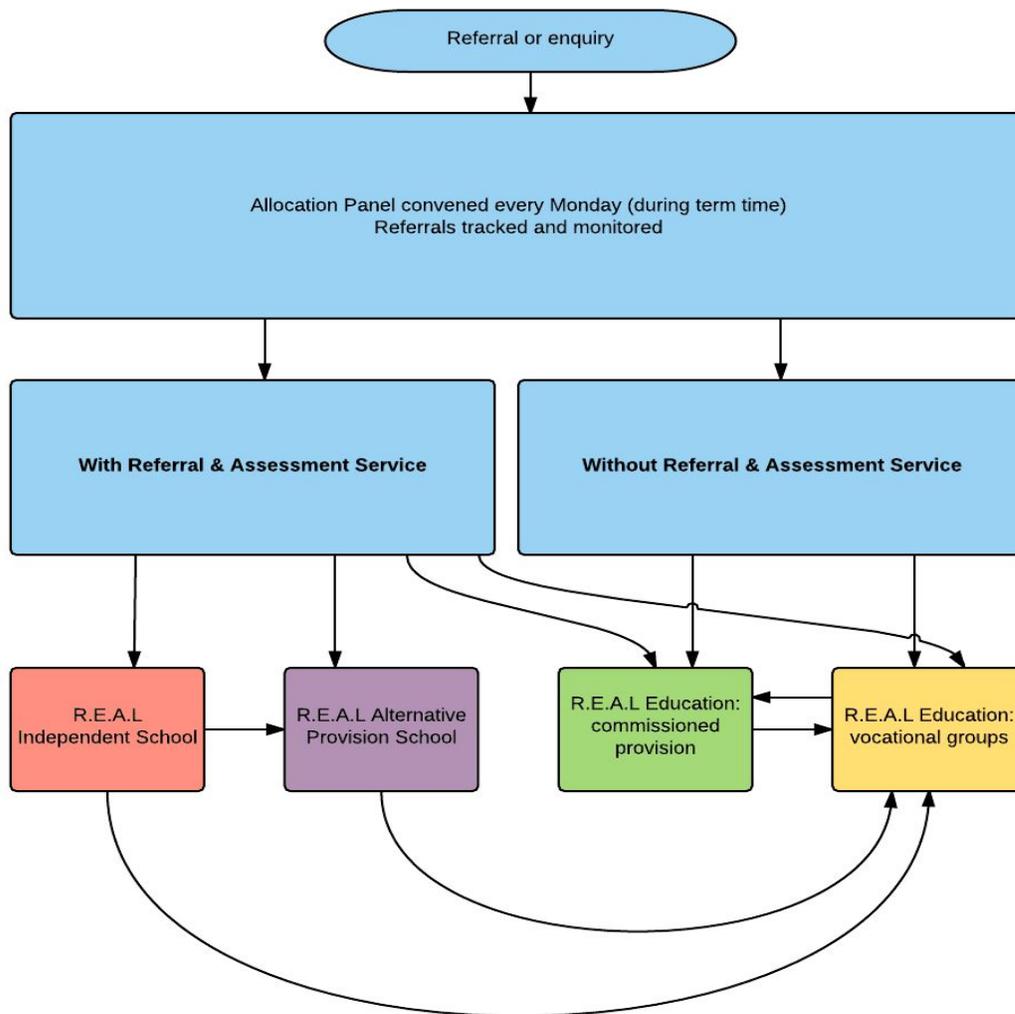
A referral is made through completion of the relevant referral information form, a pupil pen picture and a risk assessment. Other information may also be given at this stage and can include:

- A copy of the most recent Statement of Special Educational Need or Education, Health and Care Plan
- Details of the child's social history and current circumstances.
- Copies of any psychiatric or other recent assessments e.g. Asset, AIMS assessment
- An outline of the child's medical history if the referral is health related
- Any other reports which give additional information e.g. placement reports, current care plan, risk assessments, review reports etc. medical information or core assessments.

All information is then discussed at a weekly allocation panel meeting and we endeavour to inform our commissioners of any decision within 48 hours.

The admission of a child to the services provided by R.E.A.L. Education is a process that demands sensitive and skilful handling. It can be a stressful and anxious time for both the child and the parents or carers. An understanding of the underlying issues which have resulted in a young person being referred to a provision outside of mainstream education is essential in order to be able to offer the appropriate support. Therefore, in parallel to the practical and administrative issues which need to be dealt with, our procedures also endeavour to support the emotional needs of the child and his/her family. Therefore:

1. The allocated referral and assessment professional or learning manager will take every step to ensure that the young person is supported during the initial assessment process and will take every step to help prepare all identified staff on his/her individual timetable for the admission of the child.
2. The referral and assessment professional, or learning manager, with the support of the relevant business support staff, will ensure that information systems are set up for the child. These will include emergency details, risk assessments and pupil pen picture and will be disseminated to the team around the child (e.g. the staff members allocated to the young person's timetable).
3. All initial sessions with the young person are carefully coordinated and are within pre-agreed venues with transport from their home. The referral and assessment professional, or learning manager, will orchestrate meetings with the young person and all key staff they will be working with on their timetable.

Referral or enquiry

Allocation Panel convened every Monday (during term time)
Referrals tracked and monitored

With Referral & Assessment Service

Without Referral & Assessment Service

R.E.A.L
Independent School

R.E.A.L Alternative
Provision School

R.E.A.L Education:
commissioned
provision

R.E.A.L Education:
vocational groups

Section 3: Assessment process

The Assessment Service

This package provides an assessment of a learner's individual needs and make recommendations for future provision. This service is time limited, gives baseline academic levels, an assessment of the young person's interests and hopes for the future and integrates other available assessment information (such as core assessments from Social Care, youth justice assessment Asset, AIMS assessment regarding risk and other related reports). The package includes all aspects of case management such as: coordination of assessment based sessions, liaison with the family and other key lead professionals, attendance at key meetings, analysis of other information and a report including baseline academic levels to inform recommendations for future provision. This service is particularly useful for Looked After Children where key educational information is missing, and/or where an assessment for an Education, Health and Care plan has been requested but little information is available or information is missing. Upon completion of the the assessment period a Learning Manager is usually allocated to set up and coordinate the individualised programme for the learner. The programme is usually based around their strengths and interests and should embed a broad curriculum unless otherwise directed by the referring agency.

Baseline Assessments

R.E.A.L Education uses a range of tools and applications to assess the baseline academic levels of a young person. As a rule we try not to use paper based resources, preferring activity based assessments to encourage young people to engage.

In line with changes to the National Curriculum, R.E.A.L Education uses a staged approach for young people in Key Stages 2 and 3 and assess using key performance indicators to evidence emerging, or securing knowledge.

At Key Stage 4 and 5 we assess to GCSE Curriculum levels, as well as Functional Skills levels.

Once completed, our Referral and Assessment team fills out a Learner Profile form (appendix 1) with all the assessment information gathered. They notify our leadership team when assessments are completed and an appropriate Learning Manager is identified.

Section 4: External and Internal Transitions

External

From a school or E.O.T.A.S. into either a split or full time placement with R.E.A.L Education or from a situation of no educational placement into R.E.A.L Education.

Once a Learning Manager has been identified, a home visit is conducted. This gives the family and the young person an opportunity to be involved in the initial setup of the programme. A Person Centred Review may be organised with referrers, school, parents and Real Education staff. This helps to introduce the family, school and learner to their new Learning Manager and ensures that all know the results of the assessment. A plan is made and agreed for the learner at this meeting.

- Where the transition is from a full time placement in a school or E.O.T.A.S to a split placement with R.E.A.L Education, learners will, where appropriate, maintain positive parts of their school programme and sessions with R.E.A.L Education are arranged.
- Where learners are requiring a full-time placement with R.E.A.L Education, it often means that relationships in school have broken down completely. For this reason, it is rare for learners to maintain any provision at school during this type of transfer.
- Where the transition is from a situation of no educational placement to R.E.A.L Education provision, learners will have an increase in timetable using R.E.A.L tutors as soon as they can manage and this will increase gradually until they have fully transferred into R.E.A.L Education full time.

From full or part time provision with R.E.A.L Education back into mainstream or special school.

When the young person is ready to go back into school we notify the appropriate Local Authority and request a school place. This decision is based on assessment information gathered through the young person's time with R.E.A.L Education and is in agreement with the learner, parents and appropriate professionals involved. Most learners will have coped within one of our group provisions for a significant length of time. Assessments used to inform this return to school include: The Wellbeing Tracking document (Appendix 2), the Engagement Scale tracking system (Appendix 3), academic progression data and our own assessment without level tracking document(KPI) (Appendix 4).

Once a school place is identified, a meeting is held to discuss the options open for transition. These transitions are all individualised and are based on learner needs and school routines. A visit to the school is held for the learner and a Person Centred Review to introduce a key member of staff at the school to the learner. The Person Centred Review leads to an initial plan for integration. Examples of initial integration visits have included:

- Daily/Weekly visits to the school site to become familiarised with it
- Working 1:1 in a room (mornings/afternoons leading to full days) at the school with Real Education/ key staff member from school
- Gradual introduction to teachers on the young person's timetable / visiting classrooms
- Attending an after school club with support
- Attending favoured lessons
- Working within a specialist nurture group environment

Initial plans are reviewed at least half termly, with some being reviewed on a fortnightly basis. Successes are identified and further integration planned. Eventually, our staff withdraw support and school staff take over.

Full time integration into a new school will start with a Person Centred Review led by the school to celebrate success.

From full or part time provision with R.E.A.L Education to Post 16 Provision including Further Education, Training or Employment

In line with the SEN Code of Practice, Nottinghamshire Transitions Protocol, and R.E.A.L Education Careers Education Policy it is our aim that all learners will have had access to regular opportunities for impartial careers advice and guidance throughout Key Stage 3 and 4. Where appropriate, usually around Year 10, Learning Managers and staff will support learners to visit a range of providers and arrange taster days. By the end of Year 11 an appropriate and realistic pathway plan for Post 16 should be in place. Real Education will support young people with more detailed planning and will consult with parents / carers through our Person Centred approaches to ensure that they are involved at all stages in plans for their child's future.

REAL Education is committed to working closely with partners to ensure that a successful transition is possible. This will include attending meetings at the college / provider, sharing information which will support a successful transition. Where possible and appropriate, R.E.A.L will endeavour to support learners to attend transition sessions towards the end of Year 11 or at the beginning of the transition year.

It is always the aim of REAL Education to transition learners to other providers who are able to meet their needs and their growing need for independence. Where an alternative to REAL Education cannot

be identified due to the individual needs of a learner, we may be able to offer a Post 16 Programme of Study to meet their needs although this would need to be agreed with the Local Authority.

For those learners unsuitable for a Post 16 Study Programme with REAL Education and for those that may be risk of becoming NEET (Not in Education, Training or Employment) they will be referred to the appropriate Futures Service.

Internal

All learners are different and require a different programme in order to meet their needs and support reintegration of any form. The following are the most typical examples of how learners transition from one stage of our engagement scale to another. They are by no means comprehensive and some learners jump stages if it is more appropriate for them to do so.

From engagement in the home to engagement and curriculum in the community

Many of our learners often mistrust adults or have anxiety issues. This leads to them requiring provision in the home initially. With time and patience, these learners eventually start to develop relationships with staff. Once these relationships have developed within the home, learners start to go out of the house with tutors for their sessions. These sessions are based entirely around learner interests and have a 'hidden' curriculum. Key assessments used to identify when learners are ready for this transition include The Well Being Tracking document (Appendix 2) and the Engagement Scale tracking system (Appendix 3)

From engagement in the community to 1:1 curriculum in the community

Once learners develop trusting relationships with tutors out in the community, they start to be introduced to more 'traditional curriculum' activities. These take place in a venue suitable for the learner, where the learner feels comfortable, ideally a library or community centre. Sessions are spent on curriculum and engagement activities they enjoy until the learner is ready to increase to full time curriculum sessions. Key assessments used to identify when learners are ready for this transition include The Well Being Tracking document (Appendix 2), the Engagement Scale tracking system (Appendix 3) and academic progression data and our own assessment without level tracking document (KPI) (Appendix 4).

From 1:1 curriculum to on site R.E.A.L Education provision

When learners are consistently completing formal curriculum work for more than half the week, we start to look at other learners with whom they would be able to cope with socially and paired working is initiated. Monitoring through the Engagement Tracking system, we start to bring them onto one of our group sites for more sessions each week. Learners work alongside the group, meeting up at social times initially and then going into their favoured lesson with support from a trusted member of staff. As learner confidence grows, we increase the number of sessions until they are fully integrated into the group. Key assessments used to identify when learners are ready for this transition include: The Well Being Tracking document (Appendix 2), the Engagement Scale tracking system (Appendix 3) and our own assessment without level tracking document (KPI) (Appendix 4)

From 1 learning manager to another learning manager

When learners are passed to another learning manager through absence or changing from one provider to another it is vital that we are cautious regarding any potential or ongoing safeguarding issues. Specific problems tend to arise when a learning manager is off on long term sickness, so a case is being looked after by someone else. The importance of being mindful around possible safeguarding issues during transition periods is a priority. This is also the case when passing information from one provider to another.

From 1:1 provision to vocational group provision

Learners who have made successful progression within small paired sessions and have been identified as ready for group provision are introduced on a one month trial where behaviour and engagement can be monitored.

Learning managers conduct discussion with the group leads when a transition to groups is required, taking into account the views of the learner and parent/carers. Assessment evidence and learner information are submitted before the plan is processed.

On completion of a Pupil Transition Plan (Appendix 5) and submission of it to the Alternative Provision Manager by the learning manager, a taster session is confirmed where the learner visits the requested group provision before a one month trial starts to introduce the learner to the site/staff and other

learners.

After each trial session the site manager completes the Group Transitions Evaluation Form (Appendix 6) which is submitted to the learning manager and the alternative provision manager. These evaluation forms are used as evidence at the transition review meeting before a full time place is allocated.

Daily reports (Appendix 7) are completed by the group staff and submitted daily to the group lead. The groups work on a ratio of 3 significant incidents to trigger a review of the placement. This will then require a meeting to be held by all professional parties to plan and discuss a move forward.

From one vocational group to another vocational group

Learners who have made positive progress within one vocational group may be identified for transition into additional vocational groups in which they have an interest. A one month trial is again completed where engagement, behaviour and progression is monitored by site manager and learning manager before a review meeting takes place at which the final decision is made for the place to be awarded full time.

Section 5: Transition to other educational settings

Transition Packages

R.E.A.L Independent School or R.E.A.L Alternative Provision School or an assessment service package, may on occasion identify another education setting as being the most appropriate and suitable for a young person. Where R.E.A.L can't meet the needs of an individual learner we will aim to recommend another provider or setting who can. This is because we are committed to ensuring the needs of the learner are met, the learner comes first.

Where other provision has been identified, R.E.A.L can provide transition support into the new setting, for example, where a young person is to be re-integrated back into a mainstream school or into specialised residential provision, and regular support staff can make the move more comfortable.

Transition packages can also include commissioned services for teaching assistant support in a school for a term to reduce the risk of permanent exclusion. It is due to the flexibility of our packages that we are able to offer a completely bespoke service.

Support for families, parents and carers

R.E.A.L Education recognises that changes to educational provision can affect the whole family and not just the young person involved. Many parents and carers come to R.E.A.L Education following a long and painful journey. Arriving at R.E.A.L Education can be perceived as a last resort for their child, or it can be a relief. Either way, parents and carers have a large role to play in the success of the education programmes offered to our young people.

Parents and carers will be invited to participate in our parents' support network, supported through the use of social media and a parenting coordinator. Parents are supported to meet and discuss their concerns and have the opportunity to request guest speakers to come and advise or give further information about the education system. This could be a careers guidance professional with expertise about local labour market information, advisers on education, health and care plans , or a substance misuse counsellor.

Section 6: Monitoring, evaluation and review

Our Person Centred review process is used to identify readiness for transition and to monitor the success of transitions. Reviews are informed by our progress tracking systems which include the engagement tracking document, Health and Well Being tracker, Learner Progress Form and our Assessment without levels system.

Case studies are used to to highlight good practice and inform future transitions. Student and parent questionnaires, staff questionnaires, commissioner questionnaires and receiving school questionnaires are issued when learners have successfully transitioned in order to evaluate successful practice and help us to improve our techniques further.

The number of on-going transitions and the number of successful transitions are reported to the Governors and to Trustees and Directors within the Head Teacher's reports and the Head of Personalised Programme report on a termly basis. Any issues highlighted by our questionnaires are addressed by our leadership teams and processes refined in order to continually inform and improve our practice.

The Transitions policy will be reviewed every 2 years.