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| **TO BE COMPLETED AT A PEP REVIEW /**  **TRANSITION PLANNING MEETING** |

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| **Transition Plan Appendix B** |

**Transition Plan for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A planned transfer from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

agreed on: \_\_\_\_\_\_\_\_\_\_\_\_ Person responsible for circulating plan: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Title | Name and contact details | Attended  Y/N | Send copy of this plan  Y/N |
| Young person |  |  |  |
| Social worker |  |  |  |
| Primary School  Class teacher |  |  |  |
| SENCO / designated teacher |  |  |  |
| Secondary School  Class teacher |  |  |  |
| SENCO / designated teacher |  |  |  |
| Other school representative and designation |  |  |  |
| Carer/Key worker |  |  |  |
| Parent/Guardian |  |  |  |
| Education Team Rep: |  |  |  |
| Other(s) Please specify |  |  |  |
|  |  |  |
|  |  |  |
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**The Transition Plan**

**School Visits:** (Discussion should include: dates of planned school visits and what happens, will the young person need extra support, would additional individual visits be helpful etc.)

**The Plan:**

**The First Day:** (Discussion should include: how the young person will get to school, what time school starts and ends, who will meet them, the name of their form tutor / class teacher, what happens on the first day, what they need to take to school in their school bag, lunch arrangements, who do they go to if they have a problem etc.)

**The Plan:**

**School Procedures:** (Discussion should include: what the timetable might look like (have a practice copy?), what a school day might include (changes of teachers etc.), what to do if they get lost, the home/school planner, homework expectations, what to do if they can’t do their homework etc.) Home- school agreement?

**The Plan:**

**Supporting Learning:** (Discussion should refer to: ‘Key Information’ page and support felt required at primary level, plan appropriate support to provide security through transfer, support on organisational/learning skills etc.)

**The Plan:**

**Supporting Emotional Needs:** (Discussion should include: support for development of social skills, assistance with friendship groups, mentor scheme with older child, managing anxiety, who do they go to if they have a problem, peers from current school they may/should not be placed with, male or female tutor preferred etc.)

**The Plan:**

**After School Activities:(**Discussion should include how to ensure the young person accesses activities are there transport problems? who will help them to join the clubs, what are their particular interests etc.)

**The Plan:**

**Additional Extras:** (school uniform details, school reward system, key worker from old school to visit at new, contact with family, safeguarding issues, health issues)

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**