

<b>Policy document control box</b>	
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Signed by Chair of Trustees	
Date signed	

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## **1. Purpose**

This policy enshrines that RBAir ensures all learners have an identified ‘transition aim’ (i.e. an identified establishment/placement to move on to) and that we prepare learners for a successful transition and support them into their new placement.

## **2. Scope**

The Headteacher is responsible both for ensuring that every learner has a negotiated placement plan, which identifies the proposed next placement and date of transition, and for monitoring progress towards that transition and modifying plans as appropriate. The responsibility for the day-to-day implementation of this is delegated to designated staff.

## **3. Policy statement, provision and safeguards**

All learners have placement aims, which are agreed between the learner, his/her parents/carers, the commissioning agent and any other involved agency (e.g. health authority, social services). One of those aims will identify the next placement planned for the learner.

In accordance with the agreed placement aims, RBAir seeks to ensure that appropriate learning is undertaken to enable the learner to make a successful transition.

For example, if a return to mainstream school is identified, learners should:

- study at a similar level to peers attending the identified school;
- work to cover any learning gaps in core subjects (particularly in numeracy or literacy);
- identify any learning habits that will enable them to achieve success in their mainstream placement and work to develop those habits;
- work to develop self-efficacy and social interaction skills.

If learners are placed at RBAir through KS4, they should decide what type of placement they want to pursue at KS5. Learners are given plentiful opportunities to discuss the options with staff, including specifically their Link Mentor and the Transitions Lead.

If learners wish to continue in education, they should:

- consider what courses and establishments are realistically available to them;
- identify the qualifications required to access those courses;
- work to achieve the required grades;
- work to develop interpersonal and social skills that will support further placement.

If learners identify a work-based placement:

- an appropriate provider should be identified;

- the possibility of work placement/experience before full placement should be considered;
- conversations should be had with the provider to identify the key interpersonal and vocational skills required and any formal qualifications that should be pursued.

In all cases, an identified member of staff (usually the learner's Link Mentor or the Transitions Lead) will:

- liaise with appropriate staff in the identified placement;
- ensure the learner and parents/carers are fully informed of any requirements of them;
- support the learner into the placement (e.g. accompanying him/her on initial visits or to interview);
- track the initial success of the placement and provide intervention/support where possible in the event of significant difficulties.

Learners (and their parents/carers) are approached for permission to be tracked at six months (the national second term benchmark), 18 months and three years' post-transition to monitor the success of placements. RBAir uses the data generated to inform future practice.

#### **4. Learners with EHC plans**

The individualised nature of RBAir's practice ensures that the needs of learners with EHC (education, health and care) plans are amply met. We ensure that the plans are detailed and tracked in accordance with EHC planning and review procedures and we liaise with the appropriate placing authority to ensure best practice.

#### **5. Safeguarding**

The Designated Safeguarding Lead ensures that any child protection information is passed on to the DSL at the receiving institution, in accordance with local safeguarding procedures.

#### **6. Legislation and Guidance that inform this document:**

A Transition Policy is not a legal requirement but RBAir has regard to general legislation that governs school admissions and that which requires us to ensure that learners access education, employment or training post 16. RBAir notifies the relevant local authority of any learner who becomes 'NEET' (not in education, employment or training) and/or who has not achieved 9-4 grade in maths or English.

**7. Other RBAir policies to be read in conjunction with this one**

- Careers Policy
- PSHE Policy
- Work Placement Policy