



Transition Plan

Out To Help believe in 'The Three S's' during the transition process. Every young person's transition should be:

- **Safe**
- **Secure**
- **Steady**

Introduction:

This policy intends to set out how Out To Help will manage the transition of a young person into a setting, whilst acknowledging that due to their past experiences and early trauma, a new setting and new people will not be easy for them. The young people that will be attending Out To Help have likely become attuned to high levels of stress hormones (cortisol and adrenaline) thus activating their 'flight or fight mode' when in unfamiliar situations. The 'fight' stance may cause young people to exhibit behaviours and emotions such as anxiety, anger and hypervigilance; whilst 'flight' may show itself as withdrawal, dissociation and even attempts to abscond. We aim to manage a transition in line with our 'three S's. Safe, Secure, Steady. If the transition is safe, secure and steady, we should not activate any of these emotions and the aim is to leave the young person feeling comfortable with their surroundings and those around them.

This Transition Plan is designed to support young people to gain a sense of safety from nurture, routine and safe boundaries and accept Out To Help as a secure base from which to make and sustain meaningful attachment relationships. When a young person feels safe within their environment, their cognitive and social ability improves, resulting in a successful transition to full time education which can be maintained.

The Out To Help transition consists of a series of supervised visits and sessions, gradually increasing to full time with no supervision. We outline the first two visits and supervised sessions, and after that, an individual plan is made depending on the child's individual attachments and EHCP (Education Health and Care Plan).

Visit 1:

The initial visit will be supervised with the young person's trusted person (parent, foster carer, current/previous school staff member, residential care staff member, local authority support worker, social worker). They will be shown around the setting and introduced to staff members if it's deemed appropriate. For some young people, they will not feel able to interact with new people on the first visit and that's ok. The child's new key worker will introduce themselves. The child will be given a transition book to take away with them, with photographs of key staff members, some of the horses, all areas at the setting and a photo and short message from their key worker. They will be asked to take this away and if they want to, write or draw information about themselves in or stick in some photos.

Visit 2:

The young person will visit again with a trusted adult and meet staff on this visit. The Out To Help staff member assigned as the child's key worker will join them for the entirety of the visit and the young person will share their transition book with them. Other children/young people will be gently encouraged to interact with the new child and if possible, the new child will observe an activity. A member of the senior leadership team will ask the child if they would like to come to this school. Thus giving them a sense of acceptance and some autonomy over their actions.

Session 1:

Again, the young person is supervised for this visit and the timing of the day will be planned in line with the young person's needs. We usually plan for half a day but if the child can manage a full day, we will plan for this. The young person will be given a timetable at the start of the day and will be asked to choose what they would like to do for some of the slots; again giving them some autonomy over their visit. They will be joined by their key worker for the day and another young person will be asked to 'buddy' up with them. If it's deemed appropriate for the young person, their trusted person who has accompanied them will take some time out during the day (but stay on site) leaving the young person with Out To Help staff.

After this, many young people will be ready to start full time but the transition process will continue if needed. The days can be extended to slowly add in staying for lunch, then a longer day followed by a full day along with decreasing the amount of time the child's trusted adult stays with them.

We recognise that every young person is an individual and in line with our values, we always prioritise the young person's voice. We recognise that every young person's tolerance for

transitioning and settling will vary. Every young person, during the transition process is closely monitored for signs of distress or re-traumatisation and if seen, the transition process is immediately adapted accordingly whilst maintaining the end goal of the young person feeling secure enough to attend Out To Help full-time.

Policy Written By:	Date Written:	Date to be reviewed:
E. Spafford	16/01/23	January 2025