New Starters – Transition Policy

To be read in conjunction with:
Admissions Policy
Special Educational Needs & Disability (SEND) Policy
Curriculum Policy

Cohort

Our cohort is made up of children that typically have been excluded from a mainstream educational environment. Children may be cognitively able to access the national curriculum but have never been able to do this within a mainstream setting. Many of these children come to GDF without any up-to-date assessment of needs therefore it is difficult to unpick their primary needs when they first transition into school.

Prior to joining us, many of our children have been placed in alternative provisions as a form of reengagement, where the child has been allowed to lead the activities or has never been in full-time education. This makes transitioning into school difficult as they may see tasks or activities as demands. This is recognised at GDF and so our policy is that there is a minimum transitionary period of 12 weeks. During this period, pupils will work on getting ready to learn, engage in educational experiences and build strong relationships based on our school values:

Trust
Respect
Valuing Diversity
Perseverance
Kindness

Transitionary period

At GDF we engage motivate and inspire young people to feel successful and be successful. We recognise that pupils often come to us never having experienced these feelings, so instead of setting children up to fail, we ensure that they can progress. We do this through working on engagement strategies within this period to build strong relationships with both children and parents/guardians in the first term that they join GDF. There is a clear understanding that this is a three-way process and the child, parents and school all work together to ensure the placement is successful. The idea of this transitionary period is so that together we can identify the child's primary needs.

Multi-agency approach

Initially, the child will be placed on a transitional timetable for a minimum of 12 weeks (this is to ensure that we have the most up-to-date information about the child). During this period, the child will be seen by an Educational Psychologist, Speech and Language Therapist and an Occupational

©2021 GDF

Therapist. This allows us to put into effect specific programs of work based on the child's needs and make any necessary adjustments.

Learning

During the 12 weeks adults engaged with the child will work on current EHCP targets, Boxall profile targets and thrive targets. This learning will be bespoke and adapted to meet the needs of the child and be reviewed every week. Staff will use a PACE approach to engage children before moving them on to more adult-led learning. Parents/ guardians and the child will be included in the weekly review meeting. The expectation is that parents will work with GDF and other supporting professionals during the transition process and throughout their child's schooling (Please see the Home- School Contract).

Review Process

There will be a six-week review to discuss progress and a 12-week review. The 12-week review may be the child's Annual Review, depending on how up-to-date this is. An annual review may be held at any point if we feel that the placement is not correct for the child. If this is the case, we will continue to ensure all the necessary assessments are completed to help the child successfully transition to their next provision.

Dysregulation and Risk management

At GDF the safeguarding of children is our number one priority. This aligns with Keeping Children Safe in Education Guidance - where safeguarding is concerned all staff share the 'it could happen here' view. When concerned about the welfare of a child, staff will always act in their best interests in terms of preventing them from coming to harm.

Should a child become dysregulated during this period, putting themselves or others at risk of harm, parents/ guardians will be expected to support the school by collecting their child. Staff will then contact the parents/ guardians to discuss if and how the situation will be moved forward. If there is a need to keep the child safe or others safe Team Teach de-escalation techniques will be used. Please see our physical intervention policy on our website.

Successful transition

After a successful transitionary period, together we will identify the most appropriate educational pathway available to your child at GDF.

Review

This policy will be reviewed on an annual basis as a minimum. Next review date 01.09.2027

©2021 GDF
Registered office: 2nd Floor South, One Castle Park, Tower Hill, Bristol, BS2 0JA
Company no: 07150627