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| **PLAC TRANSITION PLAN** |

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

A planned transfer from: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School.

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

**Team around the child / involvements:**

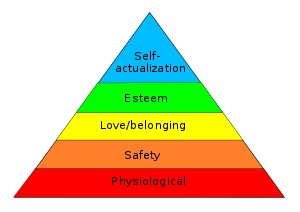
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| --- | --- | --- | --- |
| Title | Name and contact details | Attended meeting  Y/N | Send copy of this plan  Y/N |
| Young person |  |  |  |
| **Current School**  Class teacher / tutor |  |  |  |
| SENCO / designated teacher |  |  |  |
| **Receiving School**  Class teacher / tutor |  |  |  |
| SENCO / designated teacher |  |  |  |
| Other school representative and designation |  |  |  |
| Carer/Key worker |  |  |  |
| Parent/Guardian |  |  |  |
| Adoption Team Representative |  |  |  |
| Other(s) Please specify  *Such as CAMHS, MABS, EP, SALT* |  |  |  |
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| **Transition plan needs to be specific to the pupil's needs - useful tools may be:** |
| **Draw on Your Emotions** (Margot Sunderland, Philip Engelheart) - various tools to support discussion about change and related fears, anxieties. |
| **Drawing the ideal self** (Heather Moran) - identifies what kind of child they would not like to be and what they would like to be like - encourages growth mindset |
| **The Big Book of Blobs** (Pip Wilson, Ian Long) - works through specific challenges in a school environment i.e. friendships, bullying, break times |
| **Therapeutic Story** - to identify central problem / anxiety for the pupil and practical solutions |

**Maslow's Hierarchy and Transitions**

Until a child's basic physiological needs are met and they feel safe they will not be ready to engage fully in learning and make good progress, reaching self-actualisation.

This transition plan should consider how to meet a child's most basic needs, as well as answering their potential questions to help them feel safe and to belong.

[](https://en.wikipedia.org/wiki/File:MaslowsHierarchyOfNeeds.svg)

Some examples of key questions that children often ask about transition include:

Where is the toilet? Where do I eat my lunch? Where do I leave my coat and bag?

What time do I go home? Where will I sit? Where is my classroom?

Who do I go to for help? What time is lunchtime? Where can I get a drink?

Please consult the child / young person prior to the transition meeting where possible:

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| --- | --- |
| **Child / Young Persons questions:** | |
| Question: | Answer: |
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**School Visits:** Please include details of any planned visits or activities to support transition.

*You might wish to consider: Visits out of school hours, visits supported by current school staff, opportunities to try activities in the new school before starting, introduction photo books, goodbye books and events*

**The First Day:** Please include details of what the child's first day will look like. *You may wish to consider start date, start and end times, initial greeting plans, lunch arrangements, transport plans, teacher details, equipment needs, and what to do if they have a problem.*

**School Procedures:** Please include details of key information the child may need to know about the school. *You may wish to consider what a school day looks like, differences to current setting, homework expectations, school reward / behaviour system, and what to do if the child gets lost.*

*It might be helpful to share copies of important school documents in advance such as: timetable, home/school planner, reading record, homework book, map of school, prospectus.*

**Supporting Learning:** *You may wish to explore child's executive functioning - organisation / planning / concentration, ignoring disruption, working alone / in a group unstructured time, motivation, progress / levels / differentiation required.*

**Child's Identified Strengths:**

**Child's identified Needs:**

**Current effective strategies:**

**Support plan in new setting:**

**Supporting Emotional Needs:** *you may wish to explore child's self-esteem / confidence, peer relationships, relationships with adults, managing change, specific anxieties, triggers to behaviour.*

**Child's Identified Strengths:**

**Child's Identified Needs:**

**Current effective strategies:**

**Support plan in new setting:**

**Additional Extras:** *you might wish to consider discussing the following:*

* After School / extra-curricular activities:
* School uniform details:

* Safeguarding issues:
* Health issues:
* Significant historical information which might impact in school:
* Pupil Premium Plus: Does Guardian give consent for their child to be recorded as PLAC in school?
* Other:

**Ongoing progress reviewing - how will child's progress be monitored with parents/guardians moving forwards? *Consider using PLAC PEP or similar at least termly.***

**Any Agreed Actions:**

**How is this Transition Plan to be shared effectively with ALL school staff working with our young person?**

Person responsible:…………………………………………………………………………………

Details:…………………………………………………………………………………………………………………………………………………………………

**Signed : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Initial Review date: ­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_