



**Birtenshaw Education Services  
Transition and Induction Policy**

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 Reviewed: September 2020 MF  
 Next reviewed date: September 2021

## Rationale:

Birtenshaw's aim is to "*brighten lives and build futures*". In order to achieve this aim, pupils/learners in both School and College need to feel safe, happy and supported in their learning so that they are able to make good progress from their individual starting point.

We believe that the transition and induction processes are key to ensuring that our pupils/learners, who have complex learning needs, settle quickly and are supported to make progress. Pupils/learners often come to us having spent some time out of education and they often start midway through the year. This policy sets out the process of transition and induction and the timelines to ensure a clear and consistent approach for all pupils/learners. We recognise that carefully planned transition and induction processes are especially important in supporting pupils/learners on the autistic spectrum and the establishment of clear routines and schedules as well as understanding and communicating the sensory and communication needs of the new pupil is vital in helping them to feel safe and confident so that they can access the curriculum.

We are committed to working closely with parents/carers, current or previous agencies working with the pupil to gather information and ensure that as far as possible we maintain consistent routines and implement appropriate support.

Key elements in the process are:

- Initial Assessment and placement offer based on referral documentation.
- Meeting with Parent/Carer
- Initial assessment visit at current placement
- Transition Planning Meeting involving key people and information gathering
- Planned Transition Visits
- Initial Assessments – Academic, Speech and Language Therapy (SaLT), Sensory Needs
- Individualised induction programme devised
- Initial Review Meeting
- Three month Review

## Aims:

- That pupils/learners get to know the key members of staff who will take responsibility for their care and learning
- That pupils/learners are supported to understand school or college routines
- That parents/carers meet and have confidence in the school or college's ability to meet the pupil/learner's need

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- That Local Authority placing officers have confidence in the school or college's ability to meet the pupil/learner's need
- That all staff working with the pupil/learner understand the nature of their needs and have consistent strategies to use to aid communication and learning
- That teachers understand the level at which the pupil/learner is working so that work can be targeted appropriately
- That at the three month review point, the school or college can re-assess the level of need and inform the placing local authority accordingly.

### **Responsibilities:**

Each Head of Service is responsible for reviewing all referral documents and deciding whether or not a placement will be offered. If the request is for a dual placement, the Head of Service will liaise with the relevant registered manager.

Transition visits and meetings will be conducted by Head of Service who will nominate a Senior Learning Support Assistant to work with the prospective pupil/learner during the transition and induction phase.

During the transition period the Head of Service will ensure that there is liaison with the current/previous school or college to obtain prior attainment data and any other relevant information.

The class teacher is responsible for:

- Ensuring that baseline assessments are completed within the timescale
- Planning the individualised induction programme
- Completing initial and three month assessment report
- Overseeing the completion of the Communication Passport for onward transitioning pupils/learners

School - The occupational therapist is responsible for:

- Ensuring that initial assessments are completed within the timescale
- Ensuring that a Sensory Assessment is completed and a Sensory Diet is planned and shared with all relevant staff where one is needed
- Completing initial and three month assessment report
- Contributing to the Communication Passport for onward transitioning pupils/learners

School - The speech and language therapist is responsible for:

- Ensuring that initial assessments are completed within the timescale
- Ensuring the Consistent Approaches Report is planned and shared with all relevant staff
- Completing initial and three month assessment report
- Contributing to the Communication Passport for onward transitioning pupils/learners

### Transitions:

We recognise that preparing pupils/learners for the micro transitions which occur each day in school or college is important to all pupils/learners with complex needs but especially for those on the Autistic Spectrum. We use various strategies to support pupils/learners through these transitions – visual timetables and “now, next, later” schedules support pupils/learners during the week. Pupils/learners are prepared for any changes to their routine such as educational visits or hospital appointments using a range of strategies including visual schedules, Picture Exchange Communication System (PECS) and social stories.

### Transition from Birtenshaw School or College:

Pupils/learners moving on from Birtenshaw School or College will be supported to make the transition onwards into their new placement. We will facilitate meetings with other agencies including Connexions, Social Workers, Placement Officers, Health Practitioners and other Educational establishments.

In order to support transition onwards, Birtenshaw School/College will ensure a Communication Passport is completed and passed on during the transition process.

### Timeline:

	Action:	Responsible:
Referral Received	Initial Offer based on written information	Head of Service / Referrals Manager
Placement Accepted	Initial Assessment in current placement	Head of Service / Referrals Manager
Transition Planning Meeting	Meeting at Birtenshaw – parents/carers/professionals as necessary	Head of Service and nominated LSA
Information Sharing	Information Gathered and Shared with teacher, SaLT and OT	Head of Service

Planned Visits	SaLT Assessment Sensory Assessment Academic Baseline Assessment Essential Information Sheet	Nominated LSA
Initial Review 6 weeks from start of transition	Use Initial Assessments to plan individualised Induction/Timetable	Head of Service
3 month Review	Review and amend timetable/provision as necessary. Report to LA	Head of Service

### Resources:

Resources will be allocated according to need in discussion with relevant agencies. All requests for resources will be considered by the Head of Service.

### Equal Opportunities:

Birtenshaw supports the rights of all pupils/learners to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.

Birtenshaw promotes an ethos of respect for everyone.



## Planned Transition Visits

Name	Date of Birth	Proposed Admission Date	Named TA

Date	Time	Action	Rationale	Comments / outcomes



## Initial Assessment

Name	Date of Birth	Assessment Start Date	
<b>Initial Observations</b>			
<b>Recommendations</b>			
<b>OT</b>		<b>SaLT</b>	
<b>Short Sensory Assessment</b>		<b>3 x Initial Observations</b>	
<b>Full Sensory Assessment</b>		<b>Consistent Approaches</b>	
<b>Sensory Diet</b>		<b>Input Planned and timetabled</b>	
<b>Input planned and timetabled</b>			
<b>Signed:</b>		<b>Date:</b>	



## Three Month Assessment

Name	Date of Birth	Assessment Start Date	
<b>Observations</b>			
<b>Progress</b>			
<b>Recommendations</b>			
<b>OT</b>		<b>SaLT</b>	
<b>Short Sensory Assessment</b>		<b>3 x Initial Observations</b>	
<b>Full Sensory Assessment</b>		<b>Consistent Approaches</b>	
<b>Sensory Diet</b>		<b>Input Planned and timetabled</b>	
<b>Input planned and timetabled</b>			
<b>Signed:</b>		<b>Date:</b>	







## Birtenshaw Assessment of Support Needs.

<b>Name</b>		<b>Placing LA</b>		
<b>D.O.B</b>		<b>Assessment Visit</b>	Yes	No
<b>Primary Need</b>		<b>In consultation (if yes, who?)</b>	Yes	No

### Self Help/Independence

	Less than 1:1 support needed	1:1 support needed	More than 1:1 support needed
Dressing and undressing			
Showering			
Using the toilet			
Eating/drinking			
Move around building safely			
Travelling on minibus			
Accessing community activities			
Levels of anxiety			
Awareness of potential danger			
Able to make drink or snack			
Health issue/medication			

## Communication

	Less than 1:1 support needed	1:1 support needed	More than 1:1 support needed
Able to communicate effectively and respond appropriately. Can understand humour.			
Able to communicate effectively and respond appropriately in most known situations			
Able to communicate feelings			
Able to take turns			
Able to communicate simple requests/ or choices verbally (Expressive)			
Able to communicate simple requests or choices effectively using PECS/Signing (Expressive)			
Able to understand and follow any direction			
Able to understand and follow any direction given verbally (Receptive)			
Able to understand and follow any direction using PECS/Signing (Receptive)			
Able to understand cause and effect			

## Learning

	Less than 1:1 support needed	1:1 support needed	More than 1:1 support needed
Able to read			
Able to write			
Gross motor skills - mobility and PE			
Fine motor skills - writing/drawing/cutting			
Able to focus on classroom task			
Able to work independently on a task			
Able to try new experiences in education			
Able to try new experiences in the community			
Able to tolerate noise			
Able to tolerate visual distractions			
Can work with others in the room			
Can work with others at the same table			
Needs regular sensory input			
Needs regular breaks			

## Behaviour

	Less than 1:1 support needed	1:1 support needed	More than 1:1 support needed
Able to behave appropriately at all times			
Able to share and take turns			
Able to manage feelings well			
Able to self manage by responding to incentives/rewards			
Obsessive behaviours distract			
Obsessive behaviours cause distress			
Likely to show aggression towards peers			
Likely to show aggression towards adults			
Likely to cause damage			
Likely to engage in self-injurious behaviour			

## Summary:

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## Assessed Level of Support Required:

		Assessment
Level 1	Less than 1:1 support	
Level 2	1:1 support	
Level 3	More than 1:1 support	

Assessment completed by \_\_\_\_\_ Signed \_\_\_\_\_

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Date \_\_\_\_\_

Head of Service \_\_\_\_\_

Date \_\_\_\_\_