

KEY STAGE 2-3 TRANSITION PLANNING FOR CHILDREN WITH SEBD



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An electronic version of this booklet and the forms can be found at:
<http://www.egfl.org.uk/categories/teaching/transition/sebd.html>



THE PRIMARY/SECONDARY TRANSITION PROJECT

Outline of Primary Secondary SEBD Transition Project

This booklet provides materials and general guidance to facilitate the effective identification of vulnerable (SEBD) pupils and the planning, monitoring and reviewing of these pupils' individual transition support needs.

This guidance arises out of effective practice implemented through the Primary-Secondary SEBD Transition Project, launched in February 2006.

Why is Transition planning necessary for supporting the needs of pupils with SEBD concerns?

Research by Homerton College, Cambridge and the NFER published in September 1999 reports that 40% of pupils lose motivation and make no progress in the year after transfer from primary to secondary school. www.DCSF.gov.uk/research/data/uploadfiles/RB131.doc

We also know from our own local data that levels of exclusion increase substantially after pupils transfer from primary to secondary.

We know that children with SEBD can find it especially difficult to adapt to and manage in a new high school environment. As a result, transition planning is essential, to ensure that the priority needs of this vulnerable group are appropriately addressed, allowing a comprehensive support package to be put in place from the first day of a pupil's attendance at high School.

In Ealing, what were the concerns regarding pupils with SEBD at Transition?

Ealing identified there was a real need to reduce the number of permanent and fixed term exclusions of Year 7 pupils with statements and/or School Action Plus. This vulnerable group may not previously have had their transition needs fully addressed or supported in their mainstream schools across the borough.

Whilst some primary schools had clearly established strong links with some local high schools over time and The Primary Behaviour Service had some involvement in supporting their pupils with their transitional needs; transition support in Years 6 and 7 for pupils with SEBD did not appear to be widespread practice across the whole borough.

Schools within specific areas within Ealing had access to services supporting the need of all pupils at transition.

These services included:

Ealing Action Zone/London Challenge

Pupil Parent Partnership

BIP

Intuition PPIMS

Vulnerable Children's Service

Children's Fund

Looked After Children's Service

Travellers Education Team

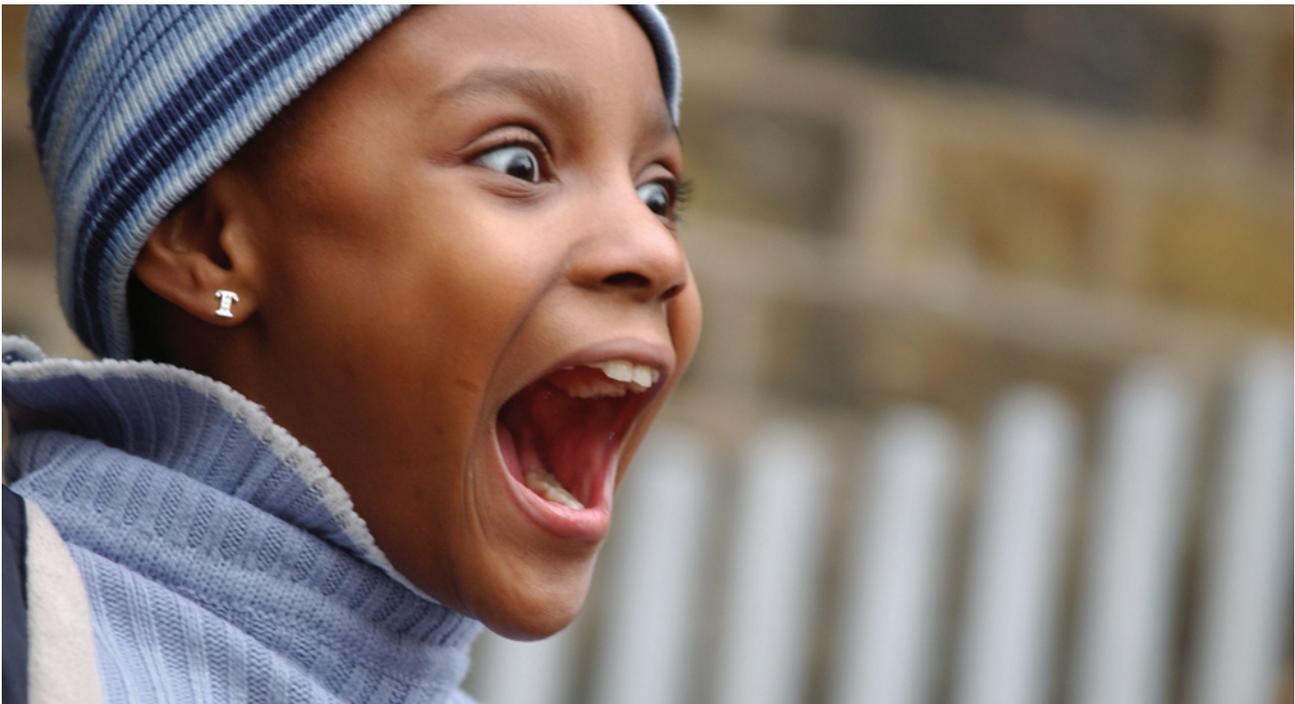
How did Transition Planning take shape in Ealing?

The Social Inclusion Service within Ealing has been committed to supporting primary-high school transition for over four years. This commitment has evolved in the following ways:

January 2003: the Primary Behaviour Service set up a Transition project, arising out of a pilot study run the previous year, and then funded a part time teacher to focus specifically for transition support for pupils within the service.

March 2005: funding from the Vulnerable Children's Service, CAMHS Modernisation Grant (running to March 2007) and from Education allowed a multi-service transition team of Specialist Transition Workers to be set up. They would be involved in facilitating the development and implementation of effective support systems for this vulnerable group.

February 2006: In February 2006 the **Primary-Secondary SEBD Transition Project** was formally launched at the London Challenge Transition Conference.



THE PRIMARY-SECONDARY SEBD TRANSITION PROJECT

Project Aims:

1. To support identified vulnerable children with SEBD (with or without statements) in the transition process and for schools to independently develop and implement effective transition support systems, which includes the planning, monitoring and reviewing of individual pupil's transition needs.
2. To reduce exclusion rates for these vulnerable children in Year 7 using the effective support systems already outlined.

Implementation of the Primary/Secondary SEBD Transition project in Ealing schools

All schools had an appointed Specialist Transition Worker who would work in conjunction with the appointed School's Transition Manager; the identified vulnerable pupil; their parents/carers and any outside support agencies working with the family.

The School's Transition Manager would be responsible for implementing the Transition Pastoral Support Plan, which includes a 3 Step Action Plan. Step 1 is primary school led and takes place in the spring term Year 6, Step 2 is agreed by both the primary and high school and take place during the summer term of Year 6 and Step 3 is high school led and takes place during the autumn term Year 7.

Although the project began as an LA led programme, schools were encouraged to take ownership and responsibility for planning for pupils' provision. It was also anticipated that the LA would take an

increasingly less prominent role as schools developed effective support systems for managing pupils at transition.

Key outcomes of transition planning through the use of the TPSPs

Whilst this support could take differing forms, depending on the individual pupil's needs and the school's individual resources, it might typically involve the following:

Action that can be implemented at primary school:

It should be added that whilst much of the transition focus is upon putting a programme of support in place for the pupils from the first day of secondary school, earlier transition meetings whilst the pupil is still in Year 6 might have also identified all important preparation for the pupils in their last term of primary school.

Preparation support such as:

- Additional visits to be made to the school for the identified pupil, to build all essential links and confidence.
- Taking photos during these extra visits to the school to assist with a familiarisation of the new school layout.
- To meet with key staff/mentors etc during these additional visits to build rapport and trust ahead of the school start.
- Arrangements made to walk the new school route to aid confidence with independent walking or use of public transport etc.
- Putting together a personal statement/booklet by the child about him/herself to again build relationship bridges between pupil and staff.
- Talking through the pupils and the parents' myths, fears and hopes for this new school, prompted by the pupil's transition questionnaire (see Appendix C).
- Put into place behavioural management or learning support strategies to specifically prepare for the forthcoming move to and life within a high school.
- Classroom time exploring feelings, expectations, strategies etc for managing new challenges using role play, games and discussions as outlined in Schools' Resource book 'Walking the Circle of Transition'.
- Accessing transition support services via BIP/Ealing Action Zone/etc using a variety of different learning mediums – workshops, role play, small group/whole class work, etc.

Action that can take place at high school:

- Access to mentoring/school counsellor.
- Being given a named key support worker to regularly supervise a pupil's high school progress.
- Access to learning support staff, learning support and/or materials. One to one, group work, whole class etc.
- The sharing and continuation of successful behavioural management strategies from primary to secondary years.
- Ensuring, through appropriate sharing of information, all high school subject teachers are aware of and familiar with the over all planning and support programme for a particular pupil.
- Access to be given to specialist support groups like anger management, social skills/friendship groups etc where available in school.
- Use of behavioural targets (as identified through TPSP) with systems in place to monitor and review progress.
- Regular contact with the family allowing for two way feedback/discussion of pupil's progress.
- Use of 'Time out' cards and other such strategies/ devices etc to enable pupils to legitimately leave classroom and avoid public confrontation/incidents escalating.
- Systems in place to acknowledge successful endeavours/targets achieved by the child – e.g merits, subject teacher or tutor's praise, letters of commendation, HOY contact and praise, 'pupil of the year group' commendation, head teacher contact and praise.

TIME SCALE FOR TRANSITION SUPPORT

Ideal Time Scale for Transition Support

Year 5
Summer Term:
Early Consultation re SEBD pupils

EP's attend Annual Review for
Statemented pupils and start
identification of pupils who have SEBD
as their primary area of need.

Year 6
Autumn Term:
Who is likely to need additional
support at transition?

During SEN Plan schools consult with
their EP and other professionals around
identification of pupils who have SEBD
as their primary area of need and may
need additional transition support with
their move up to high school



STEP 1

Year 6

Spring term

**Final Identification of pupils
needing additional transition support**

The primary school to identify pupils who will require specialist transition support from the start of the spring term for their forthcoming move to high school

Invitation

The Primary School Transition Manager to arrange an initial Transition Meeting and to invite parents/carers and other professionals involved in supporting the family to attend initial TPSP meeting (see Appendix D for sample letter)

Preparation

School and pupil to think about possible questions and queries regarding transition and the child to be encouraged/helped to complete a Pupil Transition Questionnaire (Appendix C) prior to the meeting.

TPSP Meeting

The Primary School Transition Manager to complete TPSP (Please refer to Appendix A) and to put in place primary school transition support, where appropriate, in spring and summer terms of Year 6. (Please refer to the 'actions that can be implemented at primary school' outlined in this booklet and the additional class transition preparation shown in the 'Walking the circle of Transition' folder)

Copies of the TPSP to be sent to the parents/carers, professionals involved in supporting needs and the High School Transition Manager, once known.

STEP 2

**Year 6
Summer Term**

Implement actions, targets and support programmes identified during initial TPSP meeting (Step 1)

Primary schools to continue with Transition preparation, (Please refer to the 'actions that can be implemented at primary school' outlined in this booklet and the additional class transition preparation shown in the 'Walking the circle of Transition' folder)

TPSP review

The Primary Transition Manager to arrange the Year 6 TPSP review. The High School Transition Manager must be invited to this TPSP Review meeting. This meeting should ideally be called as early in the summer term as possible to allow high school adequate time to put identified high school support in place for start of autumn term.

Year 6 TPSP pupil targets to be reviewed and new targets to be set for the autumn term of Year 7.

Copies of the TPSP to be sent to the parents/carers, all professionals involved in supporting the pupil's transition needs and the High School Transition Manager and /or SENCo

STEP 3

**Year 7
Autumn Term**

Early progress monitoring and liaison with outside support agencies

The High School Transition Manager to internally monitor progress in first few weeks of autumn term, to ensure package of support is appropriately in place and that liaison with parents and other professionals takes place where appropriate (including SEN Plan if needed).

Invitation

The High School Transition Manager to invite parent(s)/Carer(s) and other professionals to attend the high school TPSP meeting (Please see Appendix F).

Finalising support arrangements for TPSP

During Year 7, pupil's TPSP targets and support package to be reviewed.

Longer term provision, including targets, to be agreed within TPSP meeting, in consultation with High School, parents and other agencies.

TPSP review paperwork to be completed by the high school and copies sent to all attendees and relevant professionals.

FOLLOW UP

In the long term

For Statemented Children - Annual Review forum to be used to review TPSP as appropriate.

Continued support through a possible PSP. Further PSP planning will need to involve a Secondary PSP representative from the Secondary Inclusion Team

Continue support through IEP process and raise case(s) at SEN Plan for further outside agency advice

Support plan for Spring term and beyond

Liaison with Link EP

Referral to the Secondary Inclusion Team

Referral to other outside agencies such as Social Services, FYPS, Adolescent Service etc where appropriate

APPENDIX A

TPSP PROFORMA

Transition Pastoral Support Plan



Ealing

www.ealing.gov.uk

1. Pupil details	
Name:	DOB:
SEN stage/need(s):	Gender: Male / Female
Primary School:	
Primary School TPSP Co-ordinator:	
Link LA Education Service:	
Link Transition Professional:	
Name of parent/carer:	
Parental/carer agreement to TPSP: Yes / No	
Copies to:	

2. Pupil's personal & academic strengths in Year 6			
Predicted NC Levels	English	Maths	Science
Spelling Age		Reading Age	

3. Case background and/or additional information

4. Conditions for positive learning and social development in Year 6	
Intervention (Internal/External)	Outcome/response

5. Transition concerns	
Pupil's	Parent/carer

6. Link services: Professionals Transition Advice and Recommendations		
Service	Date of report	Name of Professional
Service	Date of report	Name of Professional
Service	Date of report	Name of Professional

7. STEP 1 TPSP ACTION PLAN – Spring Term – Primary School**ACTION PLAN: Spring Term – Primary School led**

Date of Year 6 TPSP meeting:

Copies to:

Present at meeting	Name	Designation
Primary school		
Link professionals		
Parent/carer: Yes / No	Pupil: Yes / No	

7a). Primary School TPSP Plan

Transition issues/needs	Intervention (Internal/External)

Actions for Link Professional/s

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Actions for Parent/carer

--	--

Actions for pupil

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8. High school transfer to:

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9. STEP 2 TPSP ACTION PLAN – Summer Term – Primary and High School**ACTION PLAN: Summer Term – Joint Primary and High School**

Date of Year 6 TPSP meeting:

Copies to:

Present at meeting	Name	Designation
Primary school		
High school		
Link professionals		
Parent/carer: Yes / No	Pupil: Yes / No	

9a). Review of Primary School TPSP Plan

Outcome/Response

9b). Joint Planning Primary and High School

Actions for primary school

9b). Joint Planning Primary and High School	
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Actions for high school	
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Actions for link professional/s	
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Actions for parent/carer	
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Actions for pupil	
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9c). Provisional Year 7 Support Package	
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10. Name of High school TPSP Co-ordinator	
--	--

Designation	
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11. STEP 3 TPSP ACTION PLAN – Autumn Term – High School**ACTION PLAN: Start of Autumn Term Year 7 Term – High School led**

Date of Year 7 TPSP meeting:

Copies to:

Present at meeting	Name	Designation
High school		
Link professionals		
Parent/carer: Yes / No	Pupil: Yes / No	

11a). High School TPSP Plan

Transition issues/needs	Intervention (Internal/External)



APPENDIX B

TPSP EXAMPLE

Transition Pastoral Support Plan



Ealing

www.ealing.gov.uk

1. Pupil details	
Name: Aaron Patel	DOB: 05/04/96
SEN stage/need(s): statemented	Gender: Male / Female
Primary School: FAR Ealing Primary School	
Primary School TPSP Co-ordinator: Ms. G. Smith	
Link LA Education Service: Primary Behaviour Service	
Link Transition Professional: Mr. B. Jones	
Name of parent/carer: Mrs Patel	
Parental/carer agreement to TPSP: Yes	
Copies to: The high school TPSP Co-ordinator: PBS, EPS, FYPS,SSD. Mrs Patel and any other known agencies involved in family support.	

2. Pupil's personal & academic strengths in Year 6			
<p>Enjoys sport – is an active member of school football team. Participates well in-group work when he is given a clear role and time frame to complete his task. Enjoys all art work/D.T – Recently designed an 'Easter Hat' for school competition that he was highly motivated to complete. Can relate better to class teacher in a one to one and is forthcoming in sharing his views about his school day</p>			
Predicted NC Levels	English Level 2a	Maths Level 3b	Science 3c
Spelling Age 6.6		Reading Age 6.1	

3. Case background and/or additional information
<p>Aaron has an ADHD diagnosis, but for the moment his mother has made the decision for him not to have medication (diagnosis made 2003 Y3 and FYPS continue to monitor progress).</p> <p>EPS involvement since Year 2 addressing impulsivity; distractibility; limited concentration and has difficulty accepting his peers' views and suggestions e.g. Aaron can be very disruptive in class and play around when these difficulties occur.</p> <p>Aaron has been assessed as operating just below the average range with his cognitive skills but academically he performed considerably below average. At beginning of Year 4 he was issued with a statement of special educational needs for behaviour and limited academic progress.</p> <p>Input from PBS around end of Year 4 to offer advice and strategies for managing his behavioural in class and the playground.</p> <p>Year 5 fixed term exclusion following incident of rudeness/abuse to T.A. It later emerged that Aaron does not give the same respect to T.A's and mid day supervisors who he does not view as being in the same position of authority as his class teacher.</p> <p>Social Services brief involvement following an anonymous call from a neighbour regarding negligent care of a younger sibling (babies cries heard throughout day). Social Services investigated incident and family felt it was not necessary to place family on C.P register. Referral made to Family Solutions to support Mrs Patel as a lone parent around good parenting skills. Social Services asked school to keep them up to date with Aaron's school progress.</p>

4. Conditions for positive learning and social development in Year 6

Intervention (Internal/External)	Outcome/response
<p>1) One to one review with class teacher at start and end of day.</p> <p>2) Has responded well to class reward systems (does not like being singled out).</p> <p>3) In class Aaron understands expectations of his behaviour. There is a clear hierarchy of sanctions e.g. reminder, warning, time out with TA. Finally, input from head teacher and contact from mother.</p> <p>4) TA support in literacy and numeracy (small group)</p>	<p>1) This has helped Aaron to think more about the consequences of his actions and implement more successful strategies to manage his behaviour in a preventive way.</p> <p>2) This strategy has helped Aaron to refocus his behaviour/ attention on achieving goals of the lesson.</p> <p>3) Aaron has responded very positively to this structure of sanctions and rarely challenges structures unless there are changes in the routine or staff.</p> <p>4) Responded well to input, although incident arose when supported by new temporary TA and led to exclusion.</p>

5. Transition concerns

Pupil's	Parent/carer
	<p>Main concern to ensure Aaron receives the support he needs to make progress with schoolwork.</p> <p>Concern about Aaron's behaviour and how it can be managed successfully in the light of him being exposed to a number of different teachers in a secondary school context.</p>

6. Link services: Professionals Transition Advice and Recommendations

Service	Date of report	Name of Professional
EPS	1/1/03 1/2/207	Ms D. Rana
Service	Date of report	Name of Professional
PBS	1/2/06	Mr B. Jones
Service	Date of report	Name of Professional
NDS	1/9/03	Dr. Gill

7. STEP 1 TPSP ACTION PLAN – Spring Term – Primary School		
ACTION PLAN: Spring Term – Primary School led		
Date of Year 6 TPSP meeting: : Monday 26th March 2007		
Copies to: High School, PBS, EPS, FYPS, SSD, Mrs Patel and any other known agencies involved in family support.		
Present at meeting	Name	Designation
Primary school	Ms G. Smith	TPSP Co-Ordinator (SENCO)
Link professionals	Mr B. Jones	PBS
Parent/carer: Yes - Mrs Patel		Pupil: Yes – Aaron

7a). Primary School TPSP Plan	
Transition issues/needs	Intervention (Internal/External)
<p>Behaviour: - impulsivity distractibility and poor concentration etc are heightened when he is in new and unfamiliar situations.</p> <p>Learning Needs: - to ensure Aaron continues to participate and maintain a positive attitude towards leaning, additional emphasis needs to be placed on further developing his self-esteem.</p> <p>Building: confidence and familiarity with staff and school</p>	<p>Classroom time (e.g. through PHSE, one to one or a small group exploring feelings, expectations, strategies etc for managing new challenges using role plays, games and discussions. Please refer to "Making Positive Steps/Walking the Circle of Transition".</p> <p>School may also access other transition support services were applicable such as Ealing Action Zone (BIP/PPP) for further transition support.</p> <p>Please refer to behaviour target sheet outlining specific targets for Aaron</p> <p>To develop a portfolio, where Aaron can be involved in conjunction with an adult, to identify positive experiences (quotes from staff could be included here) and special pieces of work that he could photocopy and include in the file. This file could be shared with staff from Aaron's new High School. This will enhance Aaron's sense of his achievement and will also build a relationship bridge between him and staff at the new school.</p> <p>Continuation of existing programme of support utilising small group, TA, and carefully differentiated work across all curriculum areas.</p> <p>Additional visits to the High School where there is a clear objective e.g. to key staff (HOY, mentors, support staff and other Year 7 students that now attend the new school and Aaron might have known from his primary school.</p> <p>Having an opportunities take photos of school layout etc on these additional visits to assist with essential familiarisation.</p>

7a). Primary School TPSP Plan (continued)	
Transition issues/needs	Intervention (Internal/External)
Actions for Link Professional/s	
Actions for Parent/carer	
	Encourage parent to attend on one of the school visits with Aaron. This should help to alleviate possible fears or anxieties for the parents Mrs Patel would then be in a better position to support the school's in preparing Aaron in transition to High School in a more positive way
Actions for pupil	
	To plan the route with his mother to the new school. Aaron needs to work with the school, his mentor and professionals towards transition and to work on his behaviour targets. (Please refer to the target sheets) For Aaron to work towards achieving the objectives set on his behaviour target sheet
8. High school transfer to:	Central Ealing High School

9. STEP 2 TPSP ACTION PLAN – Summer Term – Primary and High School

ACTION PLAN: Summer Term – Joint Primary and High School

Date of Year 6 TPSP meeting: 25th June 2007

Copies to: High School Transition Co-ordinator, PBS, SSD, EPS, Mrs Patel and all support agencies.

Present at meeting	Name	Designation
Primary school	Ms G. Smith	SENCO
FAR Ealing Primary		
High school	Miss G. Gibson	SENCO
Central Ealing High School		
Link professionals	Mr Jones	PBS
Parent/carer: Yes		Pupil: Yes

9a). Review of Primary School TPSP Plan

Outcome/Response

Classroom time/small groups/one to one - dedicated to exploring themes from within "Walking the Circle of Transition" – useful discussion around making friends, problem solving, conflict resolution etc.

PPP whole class role-play and transition workshop took place.

Portfolio completed and shared with High School Learning Mentor.

2 behaviour targets achieved across summer term.

3 visits made to high school. Aaron met with key members of support staff and Year 7 pupils. During these visits photos were taken and a book made of Aaron's new school.

Aaron planned and walked school journey.

Mrs Patel joined Aaron for 1st school visit and met with key staff and continues to have regular discussions about high school transfer.

9b). Joint Planning Primary and High School

Actions for primary school

- Transfer of all pupil records and work samples as appropriate in line with current borough good practice.
- Conclude two behavioural targets with appropriate feedback to Aaron and family.
- Introduce Aaron to High School mentor before end of summer term.

9b). Joint Planning Primary and High School	
Actions for high school	
<ul style="list-style-type: none"> • Identify and put in place mentor support for Aaron on the first day of new term. Mentor to meet Aaron before September. • Ensure appropriate learning and behavioural support is put in place for start of the new term. • All subject teachers to be made familiar with areas of need and support to be put in place. • Access to specialist support groups or classes around behaviour management, self-esteem building, social skills/friendship groups etc. • Maintain regular contact with family to review progress. • Use of "time out" cards and other such strategies to avoid the escalation of inappropriate behaviour and public confrontation. • Implementation of task card (laminated) to facilitate concentration. An adult would record specific objectives for Aaron that are given a clear time frame. Completion of each objective is closely monitored with Aaron being given appropriate feedback. See attached behaviour target sheet. • Continuation of primary school set targets to focus on managing behaviour/use of task card to reduce distractibility. • Maintain regular contact with family and other support professionals to monitor progress and ensure appropriateness of support programme. • Encourage staff to ensure that appropriate acknowledgement of successful endeavours, and when targets are met, takes place e.g. merits, subject teachers, tutor praise, letters of commendation, HOY contact etc. 	
Actions for link professional/s	
Link professional to attend High School TPSP review and to consider one to one support across this autumn term if Aaron's behaviour deteriorates.	
Actions for parent/carer	
To attend TPSP review and to contact with the school. It might be possible for a modified version of the learning/behaviour target setting to be adapted for home use.	
Actions for pupil	
To work with school and parents towards achieving learning/behaviour targets.	

9c). Provisional Year 7 Support Package	
<ul style="list-style-type: none"> • Catch-Up literacy programme – small groups. • Numeracy support - small group work e.g. "Number Shark" – etc. • Self-esteem workshop/Transition support (circle time). <p>See actions for High School for further possible support programmes as outlined in the introduction of this booklet.</p>	

10. Name of High school TPSP Co-ordinator	Miss Gibson
Designation	SENCO

11. STEP 3 TPSP ACTION PLAN – Autumn Term – High School		
ACTION PLAN: Start of Autumn Term Year 7 Term – High School led		
Date of Year 7 TPSP meeting: Monday 1st October at 10am.		
Copies to: PBS, FYPS, EPS, Mrs Patel and any other support agencies		
Present at meeting	Name	Designation
High school	Ms Gibson	SENCO
Central Ealing High School		
Link professionals	Mr Jones	PBS
Parent/carer: Yes		Pupil: Yes

11a). High School TPSP Plan	
Transition issues/needs	Intervention (Internal/External)
<p>Behaviour – impulsivity distractibility and poor concentration. This can be exacerbated in less structured lessons, such as, art, science.</p> <p>Learning needs – for Aaron to make progress in the development of his numeracy and literacy skills. Also his positive attitude needs to be maintained.</p> <p>Actions for Link Professional(s) Mr Jones (PBS)</p> <p>Actions for Parent/carer</p> <p>Actions for pupil</p>	<ul style="list-style-type: none"> - Use of time out card (refer to learning/behaviour target sheet) and laminated task card. - Weekly mentor meeting. - Weekly home/school liaison. - Aaron should be given regular positive feedback and reward system used appropriately. - Implementation of small group literacy support ('Catch Up' programme) and numeracy support. - Small group intervention for social interaction skills and self esteem building - Subject teacher to continue to track progress through use of ½ termly email round robins. SENCO to coordinate and analyse data. - Aaron is now in a differentiated set for literacy and numeracy where there is access to TA/adult support. <p>To offer support for Aaron and family if behaviour deteriorates.</p> <p>Maintain links with school around progress checks and the support Aaron with his targets (adopted for use at home).</p> <p>To use time out card appropriately i.e. when he is feeling "annoyed/worked up" to avoid escalation of conflict.</p>

12. REVIEW: End of Autumn Term Year 7 - High School led		
Date of Year 7 TPSP meeting: Monday 3rd December at 10am		
Copies to: PBS, FYPS, EPS, SSD, Mrs Patel and all other agencies.		
Present at meeting	Name	Designation
High school	Ms Gibson	SENCO
Central Ealing High School		
Link professionals	Mr Jones	PBS
Parent/carer: Yes	Pupil: Yes	

12a). Review of High School TPSP Plan
Outcome/Response
<ul style="list-style-type: none"> • Time out card being used effectively (use of this has reduced from twice to once a week and conflicts/incidents have reduced across the term). • Task card – has achieved good success with close monitoring. Aaron has been motivated by the reward system in place (3 completed tasks). • Has 100% attendance with mentoring scheme and has been forthcoming in sharing his feelings and thoughts with mentor. • Small group work (one to one and numeracy) has progressed well. • Subject teachers have been kept up to date with his progress across all curriculum areas and have found this process to be highly beneficial for monitoring and supporting Aaron's behaviour and learning needs. • Aaron has adjusted extremely well to this new school experience as a result of the support systems put in place to manage his transition.

12b). Future Year 7 Support Package (Internal/External)
Intervention/Frequency/Resource
<ul style="list-style-type: none"> • Continuation of targets to be incorporated into IEP. • Mentor to continue through to summer term to be reviewed then. • Small groups.

13. New referrals to External Services

10. Name of High school TPSP Co-ordinator	Miss Gibson
Designation	SENCO

SUGGESTED TARGETS FOR FUTURE IEPS

Learning/Behaviour Target Setting

1. When Aaron finds it difficult to manage in the classroom – e.g. pupils distracting or annoying him – he should use his time out card, appropriately, to avoid conflicts and to stop his behaviour escalating out of control.

Frequency

Teacher to use start of day and end of day 1:1 sessions to discuss strategies for self management – i.e. awareness of possible physiological changes, feelings, registering of specific triggers etc.

Success Criteria

Observed use of time out cards appropriately.

Rewards

Helping out in learning support room as Aaron sees this as a very positive reward for his good behaviour.

Learning/Behaviour Target setting

2. To reduce Aaron's distractibility by developing Aaron's capacity to concentrate on identified objectives. Tasks might be identified recorded and monitored on laminated cards.

Frequency

Daily use of laminated card with specific objectives for lessons that Aaron finds more challenging.

Success Criteria

Needs to demonstrate capacity to achieve identified objectives and move successfully on to the next task.

Rewards

On completion of 3 – to be confirmed – successful tasks, Aaron to be allowed 10 minutes (again to be confirmed free time on computers).

APPENDIX C

PUPIL QUESTIONNAIRE

Year 6 TPSP Pupil Questionnaire



Ealing

www.ealing.gov.uk

Thoughts about changing school

Name:	DOB:
Primary School:	

I am excited about:

1.
2.
3.

I am a little worried about:

1.
2.
3.

It would help if:

1.
2.
3.

Student Signature:	Date completed:
--------------------	-----------------

APPENDICES D, E & F MODEL LETTERS

APPENDIX D

Suggested pro forma for Primary School's to invite parents/carers to the Step 1 TPSP meetings (End of spring term/Year 6)

Dear Parent

Re:

I would like to invite you to a meeting in school to discuss ways to support(insert child's name) in his/her transfer up to High School in September and would very much appreciate your help in this planning process.

We would like to meet with you on(insert date and time) and will be inviting professionals who have been working recently with your son/daughter

Please do let us know if this time is suitable for you.

If you have any queries or questions please contact me on the number shown above, otherwise we look forward to seeing you in shortly,

Yours sincerely

SENCO

Cc ssd / EP/ PBS/BEST/ PPP and an other agencies involved

APPENDIX E

Suggested pro forma for Primary School's to invite parents/carers to the Step 2 TPSP meetings (Summer term/Year 6)

Dear Parent

Re:

I would like to invite you to a meeting in school to discuss ways to support(insert child's name) in his/her transfer up to High School in September and would very much appreciate your help in this planning process.

We would like to meet with you on(insert date and time) and will be inviting a representative from* (insert name of high school when known) and any others professional who may have been working recently with your son/daughter

Please do let us know if this time is suitable for you.

If you have any queries or questions please contact me on the number shown above, otherwise we look forward to seeing you in shortly,

Yours sincerely

SENCO

Cc ssd / EP/ PBS/BEST/ PPP and an other agencies involved

APPENDIX F

Suggested pro forma for High School's to invite parents/carers to the Step 3 TPSP meetings (Autumn term/Year 7)

Dear Parent(s)/Carer(s)

Re:

We would like to invite you to a meeting in school to discuss ways to support your child in High School. We would very much appreciate your help in this process and would like to meet until you onat.....

We will invite

.....of

.....of

.....of

to assist in this planning and support process. Please confirm whether this time is suitable for you.

If you have any queries or questions.

Yours sincerely

Transition Manager/ SENCO

Cc ssd / EP/ PBS/BEST/ PPP and any other agencies involved

APPENDIX G

GLOSSARY

Helpful Guidance with Abbreviations used throughout this booklet:

ADHD: Attention Deficit Hyperactivity Disorder

BEST: - Behaviour Education Support Team

BIP: - Behaviour Improvement Plan

CAMHS: - Child and Adolescent Mental Health Service

C.P. Register: - Child Protection Register

DCSF: -Department for Children, Schools and Families

EPS: Educational Psychology Service

FYPS: - Families and Young People's Service

LA: - Local Authority

NDS: Neurodevelopmental Service

PBS: - Primary Behaviour Service

PPP: - Pupil Parent Partnership

PSP: - Pastoral Support Plan

SEBD: - Social, Emotional and Behavioural Difficulties

SSD: - Social Services Department

TPSP: - Transition Pastoral Support Plan