

TRANSITIONING NEW PUPILS

Chatten Free School

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Introduction

Pupils attending Chatten Free School will often have highly complex needs. Some may be joining us from placements which have broken down and some may not have attended formal education for an extended period of time. It is vital that we work with families and other professionals to ensure a smooth transition which results in the pupil enjoying their time in school and engaging with learning in a way which is meaningful for them.

What is the process for meeting families?

When a child has an agreed placement at Chatten free school initial contact will be made with the family to introduce the school and speak about next steps. This contact will usually come directly from the Head of School but may be from another senior member of staff.

Following this there will be (at minimum) a further two meetings before transition begins:

- a) A short 'getting to know you' meeting which will be attended by the head (or other senior manager) and someone who will be directly responsible for the child's programme of learning.
- b) A longer meeting of around 1-1.5 hours held by someone directly responsible for the pupil's programme of learning (Usually a BCBA or teacher) in which more detailed information will be collected and a transition plan developed. At this meeting other professionals who have worked with the child previously may be invited to attend where this is useful.

(NOTE: the above timeline assumes the pupil joining the school will be attending at least 6 weeks from the agreed placement date. On occasions when the attendance starts sooner some of these steps may be missed – however the same information will be collected).

Planning the transition meetings

The school office will usually arrange these meetings and will usually arrange them to take place on the school site where possible. There will be times where flexibility is needed, and the meetings take place in another location including the pupils family home.



Information to be collected

During the course of the transition meetings, we will collect a range of information including:

- Photograph of the pupil
- Family information
- Summary of SEND
- Transition needs
- Medical and health information
- Pupil strength
- Areas of support
- Behaviours
- Initial targets and urgent needs
- Professionals involved
- Likes/dislikes
- Any other useful information

What do we use to collect this information?

We may use a range of forms to collect this information including but not limited to:

- About me profile (1)
- Pupil information sheet (2)
- Short review of EHCP
- EFL quick assessment (3)
- Behaviour questionnaires
- Collection of initial behaviour/skills data in the current setting or home

While much of this information may be collected at the meetings above it is also possible that some may be collected outside of that setting.

How will the outcomes of these meetings be reported?

A transition summary (4) sheet will be completed and placed on the pupil's file. Any targets or behaviour support strategies will be detailed via the education plans, BSP and/or through Hi-rasmus.



What will be in place immediately upon joining the school?

When children join the school, it is vital that a number of important interventions are in place from the outset. When children join Chatten and following the meetings described above having taken place the following will be in place from the outset

- BSP (if needed) (5)
- Pairing/transition programme
- Plan for functional communication
- Basic learning programme
- Transition timetable working toward full time (usually over 2-3 weeks maximum)
 - The transition timetable will include a plan for what will happen during the times when the pupil is not in school. (6)

What are the outcomes of the transition period?

There are several important outcomes from the transition period. These are usually covered in the interventions above and include:

- Pupil is attending school full time and is generally happy to attend
- Any dangerous behaviour is now supported through the BSP
- A system of functional communication is in place and being encouraged
- Short-term targets set and ready to be taught

Where is this data stored?

All pupil data, plans and interventions are stored using the Hi-Rasmus system which is fully GDPR compliant.

Monitoring the success of transition

It is important that we monitor the success of the transition plan so that we can adapt it where things are not working and celebrate success.



Quantitative data

Using Hi-Rasmus we will collect ongoing data on a range of possible areas during transition. This data can be presented and analysed in a visual graph format. This will include:

- Length of time attending school per day

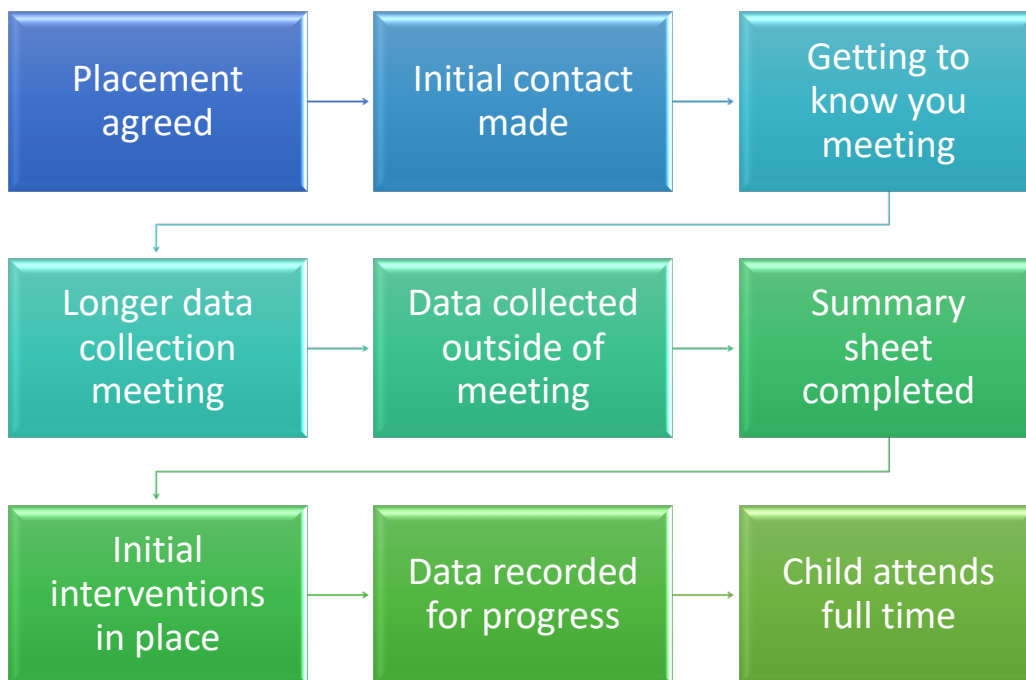
In addition, we may also take data on

- Dangerous or challenging behaviour
- Communication (frequency and variety)
- Short term targets

Qualitative data

In addition to the quantitative data, we will also be in regular information communication with families to discuss or report of pupil transition. This may include pictures and videos reported via the Hi-Rasmus system.

Process overview





Policies to read in conjunction with


This policy should be read in conjunction with:

- Behaviour policy
- Behaviour support plan policy
- Restrictive physical intervention policy
- Positive touch policy
- Education plan policy



Appendix 1 – About me profile

Insert
picture
here



ALL ABOUT ME

I am

Years old

Who I live with

Important people to me

How I communicate

Things I enjoy

Things I don't enjoy

How I might tell you I don't enjoy or want to do something

Things I am good at

Things I might need help with

Things you need to know

Functions which may cause behaviour that challenges



Appendix 2 – Pupil information form

Chatten Free School Pupil Information Pack

Pupil Information

Pupil Name	
Date of Birth	
Address	
Parent Name	
Phone Number	
Parent Name	
Phone Number	
Siblings Name	
Age	
Siblings Name	
Age	

Primary language	
Other languages	



Previous Interventions

Has the pupil ever been assessed by an OT/SALT/Psychologist or other professional?

If yes, please provide details below,

Name	
Type of specialist	
Date of assessment	
Purpose of services/assessment	
Results of services/assessment	
Name	
Type of specialist	
Date of assessment	
Purpose of services/assessment	
Results of services/assessment	
Name	



Type of specialist	
Date of assessment	
Purpose of services/assessment	
Results of services/assessment	

Educational History

Is the pupil currently enrolled in preschool/school?	
Name	
What kind of support is the pupil currently receiving?	
Any other information regarding school	



Pupils Interests

Please indicate anything we should know about when working with the pupil

Preferences (favourite activities, food, interests/topics, sensory, etc)	
Dislikes (aversions)	
Other	



Developmental Concerns

Pupils strengths	
------------------	--

Cognitive/Learning	Motor
Social	Play/Leisure
Behaviour	Dietary/Allergies
Academics	Language



Peer Interaction	Self-Help (dressing/toileting/feeding/etc)
Other	Executive Function (organisation, flexibility)

Cultural Considerations

Please describe below important cultural practices, rituals, traditions or beliefs that you believe are important for us to be aware of.	
--	--



Appendix 3 - EFL quick assessment

4

THE ESSENTIALS FOR LIVING QUICK ASSESSMENT

Learner: _____

Date: _____

THE ESSENTIAL EIGHT

4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Spoken words	Alternative method of speaking	Making Requests	Waiting	Accepting removals, making transitions, sharing, taking turns	Completing 10 Consecutive, brief, Previously acquired tasks	Accepting 'No'	Following directions: Health and safety	Completing daily Living skills: Health and safety	Tolerating situations: Health and safety	Matching	Imitation	Other daily living skills	Tolerating Other Situations	Naming and describing	Following directions, Recognizing, retrieving	Answering Questions	Problem behaviour

Spoken words: the extent to which a learner exhibits spontaneous, understandable spoken words and the conditions under which spoken-words repetitions occur

- 4 Exhibits many spontaneous, spoken words, nearly typical spoken word interactions, and spoken word repetitions when asked to do so, all of which are understandable **6. MS- Profile 1**
- 3 Exhibits a few spontaneous spoken words and spoken word repetitions, both of which are understandable **6. MS- Profiles 2/3**
- 2 Exhibits occasional words or spoken word repetitions, but neither are understandable. **6. MS-Profiles 4/5**
- 1 Exhibits only noises and a few sounds **6. MS- Profile 6**

Alternative Method of Speaking: a method of speaking used by learners, who do not exhibit understandable spoken word or spoken word repetitions

- 4 Has been using an effective, alternative method of speaking for more than 6 months
- 3 Has been using an effective, alternative method of speaking for 1-6 months
- 2 A new alternative method of speaking is being tested **6. MS-Tables 15 and 16**
- 1 Has no formal method of speaking is being tested **6. MS-AMS1-46**

-----The Essential Eight -----

One. Making Requests – the tendency to make requests for highly preferred items and activities

- 4 Making requests for 10 or more preferred items or activities without prompts using an effective method of speaking **7a. R14, R17-21, R22-24, R27-28, R30-31**
- 3 Makes requests for 1-3 preferred items or activities with or without prompts **7a. R7-8**
- 2 Makes requests by leading others to items **7a, R1-5, R6, R7-8**
- 1 Makes requests by exhibiting problem behaviour **7a. R1-5, R6, R7-8**

Two. Waiting – the tendency to wait when access to items or activities is delayed after a request

- 4 Waits for 20 minutes without complaints
- 3 Waits for 5 minutes without complaints **7a. R9**
- 2 Waits for 1 minute with complaints or other minor disruptions **7a. R9**
- 1 Exhibits problem behaviour when access is delayed for a few seconds **7a. R9**

Three. Accepting Removals, making transitions, sharing and taking turns – the tendency to accept the removal of preferred items and activities by persons in authority or peers, to make transitions from preferred activities to non-preferred ones, and to share and take turns with preferred ones.

- 4 Accepts the removal of items and activities, transitions, shares and takes turns without complaints
- 3 Makes complaints when preferred items or activities are removed, during transitions or during required sharing or taking turns, but only when motivating events are strong **7a. R10, R12-13**
- 2 Makes complaints when preferred items or activities are removed during transitions or during required sharing or taking turns
- 1 Exhibits problem behaviour when preferred items or activities are removed, during transitions or during required sharing or taking turns **7a. R10, R10-13**

5

Four Completing 10 consecutive, brief, previously acquired tasks- the tendency to complete brief, previously acquired tasks between opportunities to make requests

- 4 Completes 10 or more consecutive, brief, previously acquired tasks of varying durations and requiring varying degrees of effort without complaints
- 3 Completes 4-6 consecutive, brief, previously acquired task without complaints **7a. R11**
- 2 Completes 1-3 consecutive, brief, previously acquired tasks without disruptive behaviour **7a. R11**
- 1 Exhibits problem behaviour when directed to complete a brief, previously acquired task **7a. R11**

Five Accepting 'No'- the tendency to accept 'no' when access to items or activities is denied following requests that were taught and requests for dangerous items and activities that were not taught

- 4 Readily accepts no by continuing with ongoing activities
- 3 Complains only when motivation related to the requested item or activity is strong **7a. R15-16**
- 2 Complains when told no **7a. R15-16**
- 1 Exhibits problem behaviour when told no **7a. R15-16**

Six Following directions related to health and safety- the tendency to follow directions from others that insure safety and that permit safe movement throughout the community

- 4 Follows all directions that involve matters of health and safety and can be taken anywhere with minimal supervision
- 3 Follows many directions related to safety and can be taken most places in a group of three with one supervisor **7b. LR1-11**
- 2 Follows only a few directions and requires hands on supervision at all times **7a. R15-16**
- 1 Does not follow any directions that involve matters of safety and cannot be taken most places within the community without problem behaviour or risking safety **7a. R15-16**

Seven Completing daily living skills related to health and safety – the tendency to perform daily living skills which have an immediate impact on the health and safety of the learner

- 4 Completes most daily living skills related to health and safety
- 3 Completes 4-6 daily living skills related to health and safety **8a. DLS-EDF1-9, Slp1-2, MT1-5, AHS1-15, HS1-8**
- 2 Completes 1-3 daily living skills related to health and safety with complaints, some resistance to prompts or some problem behaviour **8a. DLS-EDF1-9, Slp1-2, MT1-5, AHS1-15, HS1-8**
- 1 Because of intense episodes problem behaviour, instructors and care providers occasionally avoid routine activities related to health and safety **8a. DLS-EDF1-9, Slp1-2, MT1-5, AHS1-15, HS1-8**

Eight Tolerating situations related to health and safety- the tendency to tolerate unpleasant situations which have an immediate impact on the health and safety of the learner

- 4 Tolerates most routine activities related to health and safety without problem behaviour
- 3 Tolerates 4-6 routine activities related to health and safety **9. T-BH1-5, T-EDF1-11, T-DM1-9, T-Slp1-5, T-Toil1-5, T-PRM1-6, T-PTA1-11, T-PEMR1-10, T-BPH1-8, T-DD1**
- 2 Tolerates 1-3 routine activities related to health and safety with some complaints or problem behaviour **9. T-BH1-5, T-EDF1-11, T-DM1-9, T-Slp1-5, T-Toil1-5, T-PRM1-6, T-PTA1-11, T-PEMR1-10, T-BPH1-8, T-DD1**
- 1 Because of intense episodes of problem behaviour, instructors and care providers occasionally avoid routine activities related to health and safety **9. T-BH1-5, T-EDF1-11, T-DM1-9, T-Slp1-5, T-Toil1-5, T-PRM1-6, T-PTA1-11, T-PEMR1-10, T-BPH1-8, T-DD1**

Matching: the tendency to match items to items, photographs to items and text to items

- 4 Matches photographs or miniature items with items or activities and vice versa **11. M12-13**
- 3 Matches a few photographs or miniature items with items or activities and vice versa **11. M6-11**
- 2 Matches only identical items **11. M2-11**
- 1 Does not match identical items **11. M1**

Imitation: the tendency to imitate motor movements made by others

- 4 Imitates finger, hand and arm movements and motor movements with items but does not copy word that have been written, typed or braille written **11. IM3**
- 3 Imitates many finger, hand, arm movements and a few motor movements with items **11. Im1-2**
- 2 Imitates some finger, hand and arm movements but not motor movements with items **11 Im1-2**
- 1 Does not imitate any movements **11. Im1**

6

Other Daily Living Skills: the tendency to perform daily living skills that do not have an immediate impact on the health and safety of the learner

- 4 Completes most daily living skills not related to health and safety
- 3 Completes 4-6 daily living skills not related to health and safety **8a. DLS-**
- 2 Completes 1-3 daily living skills not related to health and safety with complaints, some resistance to prompts, or some problem behaviour **8a. DLS-**
- 1 Does not complete any daily living skills not related to health and safety without prompts, resistance to prompts or problem behaviour **8a. DLS-**

Tolerating Other Situation: the tendency to tolerate unpleasant situations which do not have an immediate impact on the health and safety of the learner

- 4 Tolerates most routine activities not related to health and safety without problem behaviour
- 3 Tolerates 4-6 routine activities not related to health and safety **9.T-**
- 2 Tolerates 1-3 routine activities not related to health and safety with some complaints or problem behaviour **9.T-**
- 1 Because of intense episodes of problem behaviour, instructors and care providers occasionally avoid routine activities not related to health and safety **9. T-**

Naming and describing: the tendency to name and describe items, activities, people, places, locations and items with features that are part of routine events

- 4 Names or describes many items, activities, familiar people, places, locations and items with features that are part of 7 or more routine events **7b. LRND11-13 or LRND14-15**
- 3 Names many items, activities, familiar people and places that are part of 4-6 routine events **7b. LRND7-13**
- 2 Names some items and activities that are part of 1-3 routine events **7b. LRND1-3.1, 1-3.2 and 1-3.3**
- 1 Does not exhibit any names or descriptions **7b. LRND1-3.1, 1-3.2 and 1-3.3**

Following directions, recognising and retrieving: the tendency to follow directions, to recognise items, activities, people, places, locations and items with features and to retrieve items, people and items with features that are part of routine events.

- 4 Recognises and retrieves many items, activities, familiar people, places, locations and items with features that are part of 7 or more routine events **7b. LRND11-13 OR LRND14-15**
- 3 Recognises and retrieves many items, activities, familiar people and places that are part of 4-6 routine events **7b. LRND7-13**
- 2 Follows directions to complete routine activities and recognises and retrieves some items that are part of 1-3 routines events **7b. LRND1-3.1, 1-3.2 and 1-3.3**
- 1 Does not follow directions to complete routine activities and does not recognise or retrieve any item that is part of a routine activities **7b. LR1-11, LR12-17**

Answering questions: the tendency to answer questions that occur before, during or after routine events

- 4 Answers many questions like 'what are you going to do after lunch?', 'Where did you put your blue pants?' and 'who is driving you to the movies?' that are part of 7 or more routine events **7c. AQ11-13 or AQ14-15**
- 3 Answers many questions like 'where are the napkins', 'who is that?', 'what are you going to do?', 'What are you going to get at the mall?', 'who is helping you?', 'Where are you going?' and 'where do you want your cigar?' that are a part of 4-6 routine events **7c. AQ7-13**
- 2 Answers some questions like 'do you want juice?', 'can you help me?', 'what do you want?' or 'which one do you want?' that are part of 1-3 routine events **7c. AQ1-3.1, 1-3.2 and 1-3.3**
- 1 Cannot answer any commonly occurring questions **7c. AQ1-3.1, 1-3.2 and 1-3.3**

Problem behaviour: the tendency for the learner to exhibit problem behaviour

- 4 Does not exhibit problem behaviour
- 3 Exhibits disruptive behaviour or frequent complaining that presents a problem **10**
- 2 Exhibits infrequent and less intense self injurious, aggressive or destructive behaviour **10**
- 1 Exhibits frequent and intense self injurious, aggressive or destructive behaviour **10**



Appendix 4 – transition summary sheet

Transition Summary Sheet

Pupil Name: <input style="width: 90%;" type="text"/>	Class: <input style="width: 90%;" type="text"/>			
	Feeder School: <input style="width: 90%;" type="text"/>			
Photograph of Pupil <input style="width: 100%; height: 100%;" type="text"/>	Summary of SEND <input style="width: 100%; height: 100%;" type="text"/>	Pupil Strengths <input style="width: 100%; height: 100%;" type="text"/>	Initial Targets <input style="width: 100%; height: 100%;" type="text"/>	Any other information <input style="width: 100%; height: 100%;" type="text"/>
Family Information <input style="width: 100%; height: 100%;" type="text"/>	Transition Needs <input style="width: 100%; height: 100%;" type="text"/>	Areas of support needed <input style="width: 100%; height: 100%;" type="text"/>	Professionals involved <input style="width: 100%; height: 100%;" type="text"/>	Likes/Dislikes <input style="width: 100%; height: 100%;" type="text"/>
	Medical/ Health Information <input style="width: 100%; height: 100%;" type="text"/>	Behaviour function/form <input style="width: 100%; height: 100%;" type="text"/>		





Appendix 5 – behaviour support plan

Description of target behaviour	<p>Operationally define targeted behaviour</p> <p>Identify frequency, intensity, and duration (include previous data collection and dates)</p>
<u>Functional Behaviour Assessment Data</u>	<p>Setting (Where does the behaviour occur, time of day, certain environmental condition?)</p> <p>Antecedents (what happens just before the behaviour occurs, potential triggers)</p> <p>Function (What is the learner trying to achieve? What are they getting or avoiding?)</p>
<u>Replacement Behaviours</u>	Identify the positive behaviour that will be taught to replace the negative behaviour, must be related to the function
<u>Proactive Strategies</u>	What positive supports will be used to encourage the replacement behaviour and ensure it becomes part of the learner's repertoire?
<u>Positive strategies to modify the environment</u>	What environmental supports will be used to promote the replacement behaviour?
<u>Reactive Strategies including RPI</u>	What strategies will be used when behaviours occur? How will high level crisis be managed (physical restrictive intervention) and how will these be monitored and the plan for reduction/de-escalation?
<u>Progress monitoring</u>	How will the progress be monitored, and data collected to ensure effectiveness of the behaviour plan? Who will collect the data? How often will it be collected? How and when will be data be reviewed?
<u>Intervention Outcome Process</u>	Identify start and review dates. Note data here.



Appendix 6 – Transition timetable

See translon summary document for more details of targets and activities in school

Week One		Dates:
Planned days / hours in school	Plans for staff to work in the home?	What will the focus be for the pupils learning in the home during school times

Week Two		Dates:
Planned days / hours in school	Plans for staff to work in the home?	What will the focus be for the pupils learning in the home during school times

Week Three		Dates:
Planned days / hours in school	Plans for staff to work in the home?	What will the focus be for the pupils learning in the home during school times

Transitions should usually be planned to last 2-3 weeks maximum. However, there are occasions where the complex needs of a pupil mean that longer is needed. If this is the case please explain below why this is the case and how we are actively working towards the student attending full time:

Reasons for extending transition beyond 3 weeks and plan going forwards