

The Willow Centre

Transition Policy

Review Date	Review body
October 2024	Full Governing Body
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The Importance of Transition

Transition is defined as

'A change from one form or type to another, or the process by which this happens.' (noun)

Cambridge English Dictionary

Children experience various transitions throughout their childhood. It is important that we as adults support children during these times and help them develop the intrinsic skills they will need in order to be able to adapt to change as they grow up.

It is therefore vital that we facilitate a seamless transition for the children in our care.

Transition to The Willow Centre

The majority of the children who join The Willow Centre will have already received outreach support from the DSPL2 Behaviour Service. They will therefore already be known to the Provision Lead or Specialist Teacher.

Having received support from Larwood Outreach (Tier 3), if it is felt that a more targeted intervention is required then the Provision lead of The Willow Centre (Tier 4) will be consulted. Discussions will take place between mainstream school and DSPL2 Behaviour board to assess tiered support from the DSPL2 Behaviour Service

A meeting between mainstream school, Provision Lead (The Willow Centre) and parents/carers will then take place, to discuss whether The Willow Centre would be an appropriate intervention for the child.

If it is agreed that the child would benefit from attending The Willow Centre the following transition process will begin:

1. Specialist Teacher or Key Worker will visit the child in their current setting (on several occasions) to observe in the first instance and then introduce themselves to the child. During one of these visits the Specialist teacher or Key Worker will meet with the child's class teacher to complete a Transition Form.
2. Parents and child are invited to visit The Willow Centre to become familiar with the environment. During this time, parents will have the opportunity to meet the Willow Centre staff, ask any questions they may have and gain an understanding of the daily routine. Parents will be asked to complete a Transition Questionnaire about their child in order to help staff gain a holistic understanding of the child. At the end

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of the visit, parents will be given a welcome document and a home school agreement to sign and return before the child's first day with us. Each child will be given a transition book with photos and information

The Willow Centre operates a 16 week programme (term time only). We are therefore only able to welcome a new cohort every 16 weeks. This means the transition process for each child will look different and a specific Transition Plan will be put in place to support the child in the time leading up to them joining us.

During a child's time at The Willow Centre

It is made very clear to the children that their time at The Willow Centre will come to an end. It is encouraged to be part of a transient journey to feeling confident and happy at school. Children will therefore be encouraged to invite their class teacher or trusted school adult to join them during sessions at The Willow Centre. This is done to ensure the child still feels part of their mainstream school community. During this time, the Key Worker will communicate regularly with a member of staff at the child's mainstream school to update on progress. In most cases this will be the SENCo.

Transition back to mainstream school

After approximately 10 weeks, the Provision Lead and Specialist Teacher will meet with the parents/carers and the Senior Leadership Team at the child's mainstream school to discuss and agree the child's formalised reintegration plan.

Reintegration will look different for each child but may include visits from their class teacher, spending short periods of time back in school with their key worker or even just walking around their school building to re familiarise themselves with the layout. Over the subsequent 4 weeks, the time spent in their mainstream class will increase and the support given by the Key Worker will seamlessly transfer over to a trusted adult in the child's mainstream class. At this stage, the role of the Key Worker is to support the school staff in supporting the child. Once it is felt the child has fully reintegrated back into class, the Key Worker will continue supporting school staff by visiting once a week to discuss how things are going and make any suggestions.

An example overview of re-integration can be found in the appendix.

If during the child's time at The Willow Centre, there are concerns about a child's reintegration back into their mainstream school, The Willow Centre staff will provide the mainstream school's Headteacher/SENCo with any relevant documentation which may be used to support an application for further support or to transfer to an alternative educational setting.

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Appendix 1- Example Re-integration Overview

Re-integration Plan	
Weeks 1- 8	Attend all sessions at The Willow Centre. Continue to communicate with mainstream school on a regular basis. An expectation is placed on the mainstream school that a familiar member of staff visits the child at least every other week.
Weeks 8 -16	The child will complete transition sessions in their mainstream school addition to attending The Willow Centre. These will be a mixture of 1:1 supported and unsupported visits. Each child's timetable will be bespoke to their needs and subject to weekly review by the mainstream school, Parents and The Willow Centre. The aim of the timetable is for the child to gradually build up their time in school, unsupported by Willow Centre adults
From Week 17 onwards , the child will no longer attend The Willow Centre. Ad-hoc support through phone calls or emails continues to be offered as necessary.	