

## FAP Panel: key transition activities for new school

Name of pupil:

Date of FAP transition agreement:

**Having identified the new school place, the FAP panel have highlighted below the key transition activities and requirements that they suggest the new / receiving school should undertake for this pupil:**

### **New school and APS activities following FAP decision during transition period of between 6 – 12 weeks (please tick once completed):**

- Discussion with Education Inclusion Service re next steps (EIS will make contact within the next few days and will arrange with you an initial meeting with all parties)
- Key link senior staff member for pupil at new school identified – responsible for overseeing the transition
- Staff member at new school identified with overall day to day responsibility for the pupil and for monitoring their progress (likely year lead, or equivalent). Liaison arrangements with key link senior staff member agreed.
- Key link senior staff member from new school visiting child in APS centre and building relationships / seeing child in action; feedback to identified staff member and used to plan.
- Pupil and parent clear on transition arrangements
- Show round new school for pupil and parent / guardian
- Pupil and parent / guardian meetings with key adults (such as Head of Year, tutor, class teacher (primary), SENCo, mentor, etc...)
- Visits by pupil to new school to build relationships and see school in action.
- Identification of peers in new school to support child upon arrival / during initial weeks
- Safe places / strategies / interventions / reasonable adjustments agreed and put in place
- Support plan from entry created and agreed with review dates built in
- While this is a fresh start for the pupil, the class teachers and relevant staff in new school (including SLT and SENCo) to be notified of pupil's needs and strategies to support them.
- Timetable and support agreed including any withdrawal from lessons, and bespoke support needing to be timetabled (e.g. counselling, meeting with outside agency support workers, Silver SEAL sessions...)
- Referrals made as appropriate to designated agencies such as Early Help.
- APS undertaking readiness and transition work as agreed at initial meeting with school (such as around uniform requirements, timekeeping, etc as appropriate)
- On-going communication between school, parent and pupil, and APS, plus planned review meetings and progress discussions – ideally minimum of every 2 weeks; timescale to be determined at initial meeting. Includes a formal discussion at each review point to discuss the pupil going on roll; here the group will confirm this is definitely going ahead or whether the pupil needs to be returned to the FAP Panel for them to agree an extension.

Below are other requirements for this child (*here the FAP Panel will outline any specific key activities for this child linked to the PEX, needs, reasons, and mitigating circumstances*):

**The FAP Panel would expect there to be final meeting at the end of the transition period (max of 12 weeks unless extended) before going on roll:**

- Final review meeting: progress and next steps.
- Final confirmation of full transition into school the following week; check of arrangements, including confirmation of on-going support and interventions. Pupil to be clear on where and who they can go to if they are in trouble or distressed, and who their key adults are.
- Final timetable (and diary if secondary) shared and discussed.
- Q&A as relevant

**The Education Inclusion Service will be in contact to discuss with you further next steps within the next few days.**

Signed (FAP Panel Headteacher): \_\_\_\_\_

Date: \_\_\_\_\_