

Transition Pathway - Induction Timescales

Note:

Admission and induction progress is dependent upon all involved fully engaging and agreeing next steps but will also consider previous experience and current needs.

Meetings and Visits

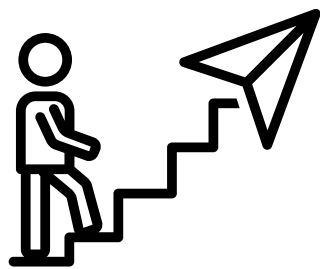
To establish need, share options and ideas and begin the assessment and planning process based upon need and aspirations.

A series of meetings/visits may be needed to establish a clear and progressive induction process.



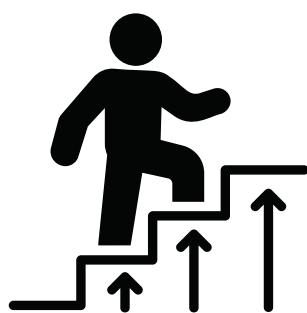
Agree options

School identify most appropriate starting point, agree initial plan and potential progression options and timescales. Agreed by LA, school, pupil, parents, carers.



6 weekly review

Provision reviewed daily, weekly and every 6 weeks (formally) to ensure appropriate provision is in place, meeting expectations and working towards progression milestones.



LA identify need/place

Pupil identified as needing a bespoke special educational provision (LA)

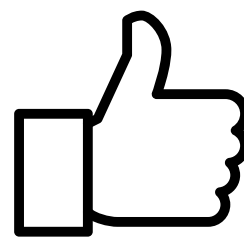
Brookfield approached to establish ability to offer a bespoke package.



Discuss options and interests

Further options, expectations and plans discussed. Frequency and length of sessions discussed and venues identified.

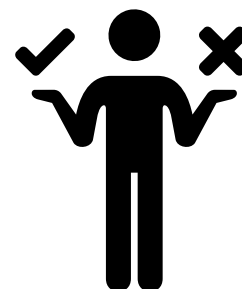
Staffing, venues and options explored and sourced by school.



Start!

Start date agreed.

Provision and risk assessments developed during first 6 weeks to match demand, engagement and need.



Progression Opportunities

Options can include:

- Intensive Support (time, sessions, days, venues, staff)
- Transition Pathway and specialist vocational subjects (where and when appropriate)
- Integration into main school (part/full time)

Development Opportunities

Access to larger groups

Transition Pathway

Access to main school lessons and groups

College tasters and technical encounters.



There is a progression scale that staff will share at parent review days, annual reviews and upon request