# Transition and Re-integration Plan for Vulnerable Pupils Supporting Guidance

## Introduction

This guidance has been devised to give helpful suggestions of what to consider within each of the sections on the *'Transition and Re-integration Plan for Vulnerable Pupils'*. This should be read alongside any Government Guidance, plans and advice: see FAQ document SEND Children Returning to School, Risk Assessment for School Reopening: **Barnet SENCO Zone: https://www.barnetlocaloffer.org.uk/senco_zone/blog_articles/2713-supporting-transition-and-the-reintegration**

### Transition and Re-integration Plan for Vulnerable Pupils

It is important that the plan is co-produced with pupils and their families and is reviewed on a regular basis, particularly in the first few weeks of their return to school. This will ensure that the wellbeing and needs of the pupil are kept at the centre of the plan, are closely monitored and adjustments to their re-integration plan can be made in a timely and supportive way.

For Children in Care, the re-integration plan will be incorporated and held within their Personal Education Plan. Please liaise with Barnet Virtual School for further information.

In this guidance you will find the following information to support you with completing the plan template:

| 1 | Child and Parent/Carer Views |
| 2 | Risk Assessment: Potential risk and actual risk |
| 3 | Wellbeing child and family support |
| 4 | Curriculum Offer |
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## 1.   Child and Parent/Carer Views

Before completing any sections of the plan, it is important to gather the views of the child/young person and their family to ascertain how they are feeling about their planned return to school. There are some prompts on the template, but you may wish to devise 4/5 key questions that you would like to ask both the child/young person and their family. It would be helpful if these questions focused on key considerations such as:

- What are you looking forward to?
- What have you been doing at home that has been helpful? Is there anything that you've particularly enjoyed?
- Do you have any worries or concerns about coming back to school?
- What might be helpful to support your return to school?

## 2.   Risk Assessment: Potential risk and actual risk

The Risk Assessment considers potential risks and actual risks. For each specific concern/risk, you will need to score the 'Impact Risk Rating' and 'Probability Risk Rating'. This will then give you the 'Overall Risk Rating'.

Below are some examples of different risks:

| Potential risk | If the pupil becomes unwell during the school day |
|---|---|
| Action to reduce risk | Ensuring there is a procedure in place that has been agreed with parents/carers and any other relevant professionals |

| Actual risk | The pupil uses a chewy toy to support sensory needs |
|---|---|
| Action to reduce risk | This will be kept in school, agree a nominated area for cleaning and disinfecting equipment and procedures for staff undertaking this (e.g.: wearing gloves). |

It is important to consider this in line with any recent Government Guidance. You will find the links to this in the 'Useful Links' section of this document.

## 3.   Wellbeing child and family support

Inevitably pupils and their families may be feeling worried about returning to school and how different this will look to before. Therefore, it is important to listen to any fears or anxieties they may share and to collectively think about how you can structure their return to school in a positive

and supportive way. Below are some ideas and considerations to support a pupil back into school. Each pupil will be different, and so a personalised approach will work best.

- Find out what their experience of lockdown been over the last few weeks.
- Consider a graduated return where appropriate and in consultation with the family.
- Develop a connection with school through graduated visits, for example:
  - Visit 1: walking past the school as a first step
  - Visit 2: pick up a letter from the school reception or say hello to a key member of staff
  - Visit 3: a tour of the school and key areas they will move in
  - Visit 4: join in a preferred time of the school day for a short period (e.g.: 15 minutes) for a fun or leisure activity
- Agree who the main point of contact/key person will be both in and out of school.
- Send a postcard or letter from the key person to the pupil welcoming them back.
- Ask the pupil or family to share something they are proud of doing during their time at home. This could be shared on their first visit back to school.
- Be clear about what to expect when coming in to school (see section 6 and 7).
- Consider a way of sharing feedback about the pupil's time in school with families (e.g.: verbal communication with parents/carers or an agreed visual or written system).
- Ensure there is an allocated time to check in with the pupil and their family each week, or more regularly if needed.
- Signpost the pupil and their family to any resources and support that might be helpful to them.
- Involve other services to support them as appropriate.

## 4.    Curriculum Offer

To help prepare the pupil for returning to school, it's important to think about the curriculum offer that will be available to them and what they are likely to be able to manage in the time they are in school. This should be agreed and shared with the pupil and their family in advance of their return to help minimise any anxiety they may be feeling.

As a first step, the focus should be on the pupil's wellbeing and helping them acclimatise to the school setting. If the pupil is feeling particularly anxious about coming back to school, it can be helpful to design activities around any areas of interest or activities that they have enjoyed during their time at home.

Use the template to agree together what the plan will be for the initial few weeks:

- Activities that are supportive and mindful of the pupil's wellbeing, and promote a feeling of connectedness to others and the school environment
- Design activities around an area of interest or something the pupil finds motivating
- Set small achievable goals for their time in school

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- Promote ways the pupil can communicate how they are feeling throughout their time in school with opportunities to 'check in' in a way that is appropriate to their needs
- Agree what subjects/topics they would like to focus on starting with what they enjoy
- Build in regular breaks alongside 'check in' times for the pupil
- Create a timetable that can be shared beforehand so they know what to expect

You will need to decide what the priorities are in relation to the pupil's needs. If they are feeling particularly worried and anxious, and need increased time to transition, the focus should be on activities that will help settle them, support their wellbeing and help them feel safe in their school environment.

## 5.      Provision and Support

You will need to discuss with the pupil and family how the provision and support will be arranged as they return to school.

DfE guidance published on the 30th April 2020 states that there is a duty to use *'reasonable endeavours'* to secure or arrange provision specified in an EHC plan.

Key considerations may be:

- What support will be available to the pupil?
- How support will be delivered?
- What processes will be in place to protect the pupil and staff?
- Designated safe spaces that will be available to support pupils
- How pupils will be prepared for their usual support looking different to before

You will find the link to the most recent DfE Guidance this in the 'Useful Links' section of this document. Please do check the DfE Latest documents for the most up to date information: https://www.gov.uk/government/latest?department%5B%5D=department-for-education

## 6.      Transitioning back to school

A key question will be what will be different about school. Therefore, it is important to prepare the pupil and their family for this.

You may wish to do the following depending on the age, level and needs of the pupil:

- Take photos of their classroom and the staff who will be teaching/supporting them
- Ensure they know where their designated space/desk will be and what this will look like
- Take photos of other key areas of the school the pupil will move in
- Create a social story about the changes taking place in school
- Create a social story about what the new arrangements will be in school

- Create a booklet with key information about what's new: Where you need to arrive, your classroom, your desk space, your teachers, your support, moving around the school, break and lunch times, the end of your school day.
- Share their timetable beforehand so they know what to expect. This should be in a way that is accessible to the pupil.
- Agree a graduated return to school; this could include graduated visits before they return.
- A clear and regular time to review any graduated return to school.

## 7.    Getting to and from school, moving around school

It's helpful to prepare the pupil and their family for the following:

- How will the pupil travel to and from school?
- What arrangements will be in place when arriving at school and when leaving school? (e.g.: will a key member of staff be available to meet them)
- What are the new arrangements for transitioning around the school site? (e.g.: moving from one place to another)
- What will happen at play times, break and lunch times? (e.g.: will there be outside play? Where will I eat my lunch?)
- What to do if you need to move to another area of the school? (e.g.: using toilets)
- Who to ask for help if the pupil is feeling unsure or worried, or is feeling unwell

## 8.    Adaptations to the Behaviour Policy

You may need to consider any adaptations to your existing behaviour policy for the pupil if necessary and reflect this clearly in the plan.  Considerations may be around how any behaviour will be supported with the changes that have taken place in the school.

Forward planning and sharing of any changes to expectations will help the pupil feel clear and safe about returning to school:

- Are expectations different? Set clear expectations, scaffold these so the pupil can understand and follow them in a way that is accessible to them. This will help to create predictability and consistency.
- Have simple expectations displayed clearly and use visuals – this will help to create a new normal.
- Share these with families so they can go over these expectations at home. It will also help families to feel confident that their child is safe.

### Behaviour Support Plans

Where pupils already have an Individual Behaviour Support Plan, you will need to consider how these needs will be supported within any changed expectations. What resources and support need

to be in place to enable them to feel safe and manage things being different? Plan for any potential triggers that may occur in the 'new normal'.

## 9. Outside Agency Involvement

When drawing up the plan, you may wish to seek further guidance from any outside agencies who support the pupil, particularly where the pupil has an Education, Health and Care Plan. For example, the Specialist Team, Educational Psychology Service or Health and Social Care professionals.

It can be helpful to use their expertise when forward planning and when considering any potential barriers, and where you may encounter future barriers once the pupil is beginning their return to school.

## 10. Useful Links

### Government Guidance

**DfE Latest documents link**

[Latest from Department for Education - GOV.UK (www.gov.uk)](www.gov.uk)

### Barnet Local Offer – Covid-19 Information and Resources for SEND

[Barnet Local Offer :: Home / News / Covid-19: Information and Resources for SEND](#)

### Barnet SENCO Zone

https://www.barnetlocaloffer.org.uk/senco-zone

### Supporting Transition and Reintegration

[Barnet Local Offer :: Home / SENCO Zone / News / Supporting Transition and the Reintegration](#)

### Barnet FAQs Document for SEND

https://www.barnetlocaloffer.org.uk/senco-zone/blog_articles/2676-covid-19-latest-send-news-and-updates

### Barnet - Helping Children Back to School

A wide range of useful resources for parents, carers, teachers, children and young people on the Back to School page. Some of these include links to government guidance, tips on how to get back into a routine, important information on potential changes to the school setting and advice on dealing with anxiety: [Helping children back to school | Barnet Council](#)

### Barnet Educational Psychology Team Covid-19 Training

The Educational Psychology Team are offer training sessions for schools and parents to deal with issues raised by Covid-19.

[Barnet Local Offer :: Home / Organisations / Educational Psychology Team](#)

### Barnet Early Intervention Guidelines for Supporting School Anxiety

https://www.barnetlocaloffer.org.uk/senco-zone/document/1070-early-intervention-guidelines-for-supporting-school-anxiety-may-2019.pdf

### Barnet Transition Passport templates

https://www.barnetlocaloffer.org.uk/senco-zone/blog-articles/2469-new-barnet-transition-passport

### Return to School Resources – February 2021

A range of visual resources to support children and young people with the return to school: https://blogs.glowscotland.org.uk/glowblogs/communicationfriendlyenvironments/return-to-school-february-2021/

### Recovery Curriculum by Barry Carpenter

https://www.evidenceforlearning.net/recoverycurriculum/

### Schudio TV Free Courses - Preparing Autistic & SEND Children for going back to school

https://www.schudio.tv/courses/preparing-autistic-send-children-for-going-back-to-school

### Public Health: Coronavirus (COVID-19) Looking after your feelings and your body

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/876989/Easy_read_looking_after_your_feelings_and_body.pdf