

Policy document control box

Policy title	Transition
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RB Worthing approving body	Red Balloon Worthing Governing Body
Approval date	June 2026
Date of next review	July 2027

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Purpose

Red Balloon Worthing is committed to ensuring that all learners are effectively prepared for their next stage of education, employment or training, and that transitions are planned, supported and successful.

The Centre aims to:

- widen learners' aspirations and opportunities
 - support informed decision-making
 - develop the skills, confidence and resilience required for successful transition
 - secure sustained, appropriate progression outcomes
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Scope and Responsibilities

Head of Centre

The Head of Centre has overall responsibility for:

- ensuring all learners have a clearly identified transition plan
 - ensuring appropriate provision to support transition
 - monitoring the effectiveness of transition outcomes
 - ensuring compliance with statutory and regulatory expectations
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Transition Lead

A designated Transition Lead is responsible for:

- coordinating transition planning and implementation
 - liaising with learners, parents/carers and external agencies
 - monitoring individual learner progress towards transition
 - supporting learners before, during and after transition
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Staff

All staff contribute to transition by:

- supporting learners' academic and personal development
 - reinforcing employability, independence and social skills
 - identifying barriers to successful progression
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Regulatory Compliance

This policy supports compliance with the Education (Independent School Standards) (England) Regulations 2014, including:

- Part 1 (Quality of Education): Preparing pupils for the next stage of education, training or employment
- Part 2 (Spiritual, Moral, Social and Cultural Development): Supporting independence, self-confidence and decision-making
- Part 3 (Welfare, Health and Safety): Ensuring safe and well-supported transitions

This policy should be read alongside:

- RBET Safeguarding (Child Protection) Policy

- Careers Guidance Policy
 - PSHEE Policy
 - SEND Policy
 - Work Placement Policy
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Policy Statement

All learners have an identified transition aim, which may include:

- return to mainstream school
- placement in specialist provision
- further education or training
- employment or work-based learning

Transition planning is:

- individualised
 - agreed collaboratively with learners, parents/carers and relevant professionals
 - regularly reviewed and adapted
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Transition Planning

Each learner has a documented transition plan, which includes:

- identified next placement or destination
- timeline for transition
- required academic, social and emotional development
- any qualifications or outcomes required
- actions and support strategies

Transition plans are:

- agreed with learners, parents/carers and commissioning bodies
 - reviewed at least termly
 - updated in response to progress and changing needs
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Preparation for Transition

Transition planning is supported through tailored preparation, including:

Academic Preparation

- closing gaps in literacy and numeracy
 - working at an appropriate level for the next placement
 - achieving required qualifications
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Personal and Social Development

- developing self-efficacy and resilience
 - building communication and interpersonal skills
 - developing independence and positive learning habits
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Careers and Post-16 Planning

Transition planning is aligned with the centre's Careers Guidance Programme and the

Gatsby Benchmarks, ensuring learners:

- understand available pathways
- explore realistic options
- make informed decisions

Learners are supported to:

- identify suitable courses or pathways
 - understand entry requirements
 - develop relevant employability skills
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Work-Based Pathways

Where appropriate, learners are supported to:

- access work experience or placements
 - engage with employers or training providers
 - develop vocational and interpersonal skills
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Support for Transition

For every learner, a designated member of staff will:

- liaise with receiving placements or providers
 - ensure learners and parents/carers understand requirements
 - support applications, visits and interviews
 - accompany learners where appropriate
 - facilitate a gradual transition where possible
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Safeguarding and Transition

Transition is recognised as a potentially vulnerable period for learners.

The Centre ensures that:

- all relevant safeguarding information is shared appropriately with receiving settings
- learners are supported emotionally throughout the transition process
- any concerns are managed in line with the Safeguarding Policy

The Designated Safeguarding Lead (DSL) ensures that safeguarding records are transferred securely and promptly.

Learners with Education, Health and Care Plans (EHCPs)

Transition arrangements for learners with EHCPs:

- align with statutory annual review processes
- involve close liaison with local authorities and external agencies
- ensure provision meets identified needs

Plans are regularly reviewed to ensure appropriate progression outcomes.

Monitoring and Evaluation

The effectiveness of transition provision is monitored by the Head of Centre and Transition Lead through:

- analysis of destination data (EET/NEET)
- learner and parent/carer feedback
- stability and sustainability of placements
- review of placement breakdowns
- tracking post-transition outcomes

Learners are tracked, where appropriate, at:

- 6 months
- 18 months
- 3 years

This data is used to:

- evaluate effectiveness
 - inform provision development
 - improve future outcomes
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Managing Placement Breakdown

If a placement is at risk or breaks down:

- the centre will intervene promptly to provide support
- alternative arrangements will be explored
- where appropriate, learners may return temporarily to Red Balloon provision

All decisions prioritise the learner's safety, wellbeing and long-term success.

Equality, Diversity and Inclusion

Transition support promotes:

- equality of opportunity
- access to a wide range of pathways
- challenge to stereotypes
- appropriate support for learners with SEND

All learners are supported to access suitable and aspirational next steps.

Review of Policy

This policy will be:

- reviewed annually
- updated in response to:
 - changes in legislation or guidance
 - evaluation outcomes
 - emerging needs