

PREPARING FOR ADULTHOOD TRANSITION GUIDANCE



Within Plymouth, we have a long-term shared commitment to supporting transitions for children and young people.

As we work together to improve outcomes for children and young people, we continue to identify that transitions are a time when there needs to be an enhanced level of planning and oversight, in order to make the transition as smooth as possible

The SEND Code of Practice 2015 emphasises key elements involved in good transitions and these are relevant for all children and young people:

- preparation
- working with parents around transition planning
- reviewing the support being provided in the current setting or school
- good information sharing between the current and receiving setting or school
- joint planning to undertake a supported transition

We trust that the tools within the framework will be helpful to schools, settings and families. We welcome feedback on the framework as we are always seeking to develop and improve the tools to support planning for children and young people

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ABOUT THIS GUIDANCE

The 'Preparing for Adulthood Transition Guidance' should be used as an electronic tool to support educators, families, young people and other agencies to plan for a successful next step. This guidance can be used with any young person that will benefit from additional planning.

This guidance is part of Plymouth's Local Offer. The Local Offer provides children and young people with special educational needs or disabilities (SEND), families and professionals information in one place, helping them to understand what services they can expect from a range of local agencies (including their entitlements). The [Local Offer](#) covers provision for children and young people from birth to 25 and includes information about education, health and social care services.

In this document the term setting is used to refer to any school, college or training provider. The term learner is used to refer to a pupil at a school or a young person at a college or training provider.

INTRODUCTION FOR PARENTS AND CARERS

If you are a parent or carer of a learner with SEND we are delighted that you are looking at this transition guidance. The guidance has been written to help all settings, and is open to parents and carers too. By sharing with parents and carers we are making sure the same information is available for families, educators and other professionals working with learners.

This document is a detailed procedure guide for settings and uses language familiar to those who work in education which means it might not always be easy to read. If you come across something you don't understand fully ask the SENCo or contact [Plymouth Information Advice and Support for SEND](#) (PIAS). The [Local Offer](#) is a good place to go for more information too.

In Plymouth there is a strong commitment to working with parents and carers so you are actively involved in decision making. This is the clear message of the SEND Code of Practice (2015) which sets out how parents and young people should be involved in identifying, understanding and taking decisions about special educational needs. Our partners in Plymouth are [Plymouth Parent Carer Voice](#) (PPCV) and they have played a key role in shaping this document. PPCV are a group of volunteer parents and carers of children and young people with special educational needs and disabilities (SEND). Together they work in partnership with Plymouth City Council, to help shape and improve the range of services in education, health and social care for families in the Plymouth area.

Not all of the guide will be relevant for every learner but it could help you discuss the plans that are being put in place. We hope you will find this document interesting and use it to help you work with your settings to help all learners get the best out of their education.

WHAT IS A TRANSITION AND WHEN DO THEY HAPPEN?

A transition describes a change. In education, the word transition is used when a learner:

- finishes their time at school or college and prepares to move on. This might be to a different training provider or into employment
- finishes their time with a training provider and prepares to move to another training provider or into employment

Usually, transitions are expected and happen at a predictable time. Typically, this might be in the summer once a course or programme of study has finished at a college or training provider. Some courses, or options such as apprenticeships, are 'roll on, roll off'; this means that you can start at any point in the year. Whenever the transition, sufficient planning should be in place to ensure that things run as smoothly as possible. The tools in this document can be used to support this process

However, for some learners a transition can prove to be challenging. If a learner's place at a college or a training provider breaks down unexpectedly, the tools in this document can also be used to support them plan their next steps.

PREPARING FOR ADULTHOOD

From Year 9, learners with special educational needs and disabilities will receive support in order to ensure that their transition into adulthood is successful. Figure 1 sets out the four aspects of preparing for adulthood. Each of these aspects must be considered in detail at the annual review of those learners with an Education, Health and Care (EHC) plan, or through multi-agency planning for those students who do not.

Annual Reviews of Education, Health and Care Plans

Annual reviews are a key aspect of transition planning for learners with EHC plans. Annual reviews should be person centred and from Year 9, annual reviews should have a 'preparing for adulthood' focus; this means that key aspects of a young person's journey into adult life should be discussed. Appendix 1 is a useful person centred planning tool that can be used to support annual reviews from year 9 onwards.

A detailed breakdown of what can be expected at each annual review from Year 8 can be found in the [Transition Pathway Planning](#) document.

Key topics that should be covered at each annual review from Year 9 can be found on the [Preparing for Adulthood](#) website.

PRINCIPLES

For learners, a transition from one setting to another or to an employer marks a major milestone in both their education and life. As such, transitions need to be carefully planned and supported to ensure they are successful. The tools and advice in this document guides settings and other professionals as well as parents/carers and the learner themselves to ensure a positive outcome.

Giving the learner the opportunity to express what help they need through a holistic process taking account of the situation and their development is called person centred planning.

Through this process it is important to build a comprehensive understanding of the needs and strengths of the young person with SEND according to the 4 areas of the Special educational needs and disabilities code of practice: 0 – 25 years.

Key aspects of person centred include:-

The learner's voice

This means giving the learner the opportunity to express what help they need through a holistic process taking account of the situation and their development.

For those with an EHC plan this should include a student consent form which informs the local authority of where the learner might like to transition to.

Sometimes, the aspirations of a learner and a parent may not be the same. It is important to identify if this is the case and make clear that the voice of the learner must take precedent.

Further information about the Mental Capacity Act can be found on the [Preparing for Adulthood](#) section of the local offer.

Transition Lead

Each setting should identify a transition lead who will have a clear role to ensure successful and positive outcomes. A transition lead will know what is needed for each learner to have a successful transition, a transition lead will also monitor progress in order to adapt planning as necessary.

A Holistic Approach

Discussions and the gathering of information will focus on the whole learner and not just education e.g. routines, interests, family circumstance, relevant medical information alongside any additional needs.

Multi Agency Approach

All relevant agencies should work together to ensure a thorough understanding of the learner's needs and strengths and put in place the support necessary to maintain a learner's well-being and progress.

For those learners with an EHC Plan, it is expected that the transition setting, or settings being considered by the student should be invited to the annual review, before they are due to move.

Professionals

Professionals will also have an advisory role in supporting a young person to make decisions.

Partnership with Parents and Carers

Working effectively with parents/carers at all stages to ensure plans take account of the wider situation and views of the parents/carers.

Appropriate and timely sharing of information with consent

This enables professionals to deliver safer, more efficient services that are responsive and coordinated around the needs of the individual.

Building confidence

It is important that learners and families are assured that the provision in place is the correct provision – a good match to their needs and aspirations.

Evaluation of the process

In order to ensure every transition is as effective as possible an evaluation of the process should be undertaken. Ideally this will involve all parties, including appropriate multi-agency

professionals, families and sending and receiving tutors/teachers. The aim is to identify successes and improve the process where necessary.

A key aim of this document is to support these principles in practice. Appendix I of this document is an example of a resources that can be used by settings when working with learners and families; in addition to this 'good practice case studies' can be found on Plymouth's [Local Offer](#).

BEST PRACTICE IN TRANSITIONS

The tools and approaches outlined in this document should be applied to any learner to which they will be of benefit.

For most learners, their needs will be met through the universal transition process. The universal transition process describes what would normally be available to all. However, for those with more complex needs an enhanced transition will be required. The Plymouth Enhanced Transition Framework gives all parties a clear understanding of what to do or expect

Successful transitions rely on good links, relationships and good communication being developed with families and learners who may be concerned about the transition. Positive and supportive partnerships with families and young people are crucial.

Any enhanced transition will involve use of the Enhanced Transition Plan (page 14), which can be used as a standalone document or attached to other relevant outcome based plans.

Targeted or specialist transitions should be used for any learner who meets the criteria set out in this document (fig. 3). The Enhanced Transition Plan should be used to inform and record the arrangements put in place.

In terms of using the Enhanced Transition Plan, the sending setting completes the 'current setting' information prior to meeting with the receiving setting. The sending setting should chair any meetings, make a record of the discussions along with agreed actions. Consistent review and monitoring arrangements should also be made. Where a young person is not in education, employment or training (NEET) it is the responsibility of the professionals working with them to decide who is most appropriate to chair meetings. The views of the learner and the family **must be recorded**.

Following any transition, it is good practice to evaluate the experience of all involved, especially for the learner, to understand how they are feeling. This is to offer further support through a continuation of the assess, plan, do, review cycle and to inform future practice. The evaluation should also celebrate what has worked well.

From the soonest point, the learner and their family must be made aware of the impartial advice and support provided through [PIAS](#).

Other vulnerable groups

The Plymouth enhanced transition framework can be used to support learners with SEND along with other vulnerable groups such as learners with medical needs or young carers.

Young carers

Further information about the support offered to young carers, parents and professionals, including at key transition points, can be found at:

[Plymouth Online Directory - Support for Young Carers](#)

[Children's Society - Young carer transition report](#)

If a young carer has been identified and wishes to receive a Young Carer's Transition Assessment Please contact **Time 4 U**. Where there are multiple statutory assessments being completed with a learner, practitioners should work together to coordinate assessment to avoid duplication.

WHAT WORKS FOR YOUNG PEOPLE?

Minow (1990) first used the term 'dilemma of difference' by asking the question:

When does treating people differently emphasise their difference and stigmatise or hinder them on that basis? And when does treating people the same become insensitive to their difference and likely to stigmatise or hinder them on that basis?

This provokes an interesting dilemma for professionals in settings to consider and emphasises the importance of ensuring that transitions for vulnerable learners are tailored to individual needs

Whilst there is a good deal of research about transitions, research focusing on transitions after school age is less prevalent. What research there is highlights a number of important underpinning principles that will help a young person's transition be successful. For example: Clarkson (2018) explored the transition experience of young people in the south west of England and the following was identified as contributing to a successful transition:

- flexible and bespoke according to the needs of the young person
- having an expectation that staff might need to find a different way to teach
- feeling safe
- be perceptive and consistently believe in the young people
- knowing the young person
- gradually help the young person to integrate into the wider world
- enabling the young person to see their own worth
- supporting young people to learn about themselves
- help young people to reflect on their strengths and weaknesses
- they [the young people] need a positive outlook as they might not get this at home

- remember that no two young people are the same
- employ the PACE Model (Dan Hughes) as an approach - if a student can make one attachment in life then they can make others
- be prepared to support the parents
- achieve a positive staff relationship through using first names
- matching the tutor to the young person

It is important that these principles are considered through a person centred process

What else can families do?

Families need to know about the local systems, both mainstream and specialist, that support young people into employment and how to access them with additional support if necessary.

If you are a young person, or if you are a parent or carer it is important to:

- plan early
- ask questions about how the process worked for other students with similar needs.
- speak with other parents and young people who have already been through this stage to see what they recommend or would have done differently
- think about and be able to talk about what is important to you now and in the future. Help your child to think about their skills, strengths and interests. How do they relate to education and training opportunities?
- involve supported employment services, for example, [PLUSS](#). You can also research and understand what support is available to your child in the work place so that they can sustain employment. An example of this is [Access to Work](#)
- get good advice about options from the school and careers advisor. Speak to your child's school about the career related learning opportunities that are available. Check if your child is developing a vocational and employability profile that reflects their skills and will help them access employment
- make sure planning takes place to support all the needs of the learner needed to make employment possible

INFORMATION SHARING

It is important that information about learners transitioning to full time placement or a transition placement is shared at the earliest point of communication so that a placement can be offered in full knowledge of a learner's needs. Receiving settings should have sight of a learner's EHC plan, IEP and other relevant supporting documentation so that they have a full understanding of:

1. successful strategies that help the learner to learn and make progress
2. how the learner will journey to and from the setting and whether further additional support is required
3. current outcomes that the learner is working towards, for example, short term goals and long term aspirations and how these may translate into a new environment
4. other factors that may play a significant role in the learner's success, for example, family and accommodation

It is vital that permission to share information is obtained from families at the earliest point. This should be obtained through using the 'Information sharing roles and responsibilities' section of this document.

INFORMATION SHARING ROLES AND RESPONSIBILITIES

The tools in this document are designed to support information sharing between organisations. However, where it is likely that information will be unnecessarily duplicated other planning documents can be referenced, for example, an Annual Review or Personal Education Plan (PEP). A transition planning meeting can be alongside other multi-agency planning formats where appropriate.

Settings will

Gain consent from the learner and family to share information at the Year 9 annual review, when the first discussions should be held regarding onward transition for Year 12.

Ensure that receiving settings are provided with all relevant and appropriate information about individual learners so that placement decisions can be made and appropriate planning take place. Receiving settings should also be invited to the Year 10 and Year 11 annual reviews.

Provide the 0-25 Team with a copy of the Post 16 consent form which names the students onward placement

The local authority will:

Provide schools with a Post 16 consent form which includes a clause regarding 'consent to share information'.

Provide settings with a copy of a student's EHC plan upon request where a consent to share form is held.

Convene a termly transitions forum with special schools and City College Plymouth.

Carry out planning meetings with the special schools regarding Post 16 transition discussions.

CSW Group will:

Support eligible learners to research Post 16 Options in the City, including apprenticeships and supported internships.

Consider appropriate Post 16 options in the City that can meet the needs of students with EHC Plans.

Carry out options appraisals for young learners considering specialist post 16 provision where it is evident that mainstream providers are unable to meet a student's needs described in their EHC Plan.

TRANSPORT

For details about how assistance with transport works for young people once they have left school, please visit Plymouth's [local offer](#).

The Framework

In Plymouth the transition of learners into education, employment and training (EET) is described using the terms **universal**, **targeted** and **specialist** (fig 2) to identify and plan which transition arrangements are most appropriate for a learner.

The following framework provides a common language and approach, which can be used to identify and plan for a learner's level of vulnerability; it is important to note that a learner does not have to have a formally identified special educational need or disability to receive support.

It is vital that arrangements for all learners are planned, this includes taking into account mild levels of vulnerability such as anxiety, which can be monitored within existing transition arrangements

Figure 2



Universal Transition

Transition arrangements that are in place for all young people.

This will include, for example, being aware of students who have self-declared:

- that they become anxious in a new situations
- experience of recent significant change
- that they have cognition and learning difficulties, such as dyslexia. However, this would not have prevented them from accessing a mainstream curriculum in previous settings.

Targeted Transition

This level of support focuses on 'moderate' levels of vulnerability. This may include a student who:

- may be highly sensitive to change and exhibit distress at the point of transition e.g. daily within their routine.
- may be looked after by the Local Authority (LAC)
- has long term medical needs e.g. diabetes
- At SEN support within their previous setting
- may be joining from an alternative provision

Specialist Transition

This level of support focuses on students with 'severe, complex, persistent and enduring' levels of vulnerability. For example they:

- may be undergoing a Statutory Assessment or have an Education Health and Care (EHC) Plan.
- may have complex medical needs with a care plan.
- is LAC.
- present with severe mental health needs that have prevented regular attendance at previous settings.
- may be joining from an alternative provision

Any transition needs to be carefully planned, the table below is an example of how activities can be planned across the academic year. For some learners planning will need to be over a significantly longer period of time.

When	What	Who
Ongoing throughout the year	<ul style="list-style-type: none"> settings should be in a dialogue to discuss and plan for young people at targeted and specialist transition. This planning should include measures such as extra settling in sessions, visuals and photographs of the new environment 	Transition lead/SENCO of sending and receiving setting
Autumn Term	<ul style="list-style-type: none"> identify and discuss with professionals learners who will require targeted and specialist transitions ensure families and learners are aware of the Enhanced transition process confirm the annual review date. This meeting should be used to create a transition plan. the sending setting should agree who will need to attend the annual review informing the learner and the family about PIAS and the local offer identify the learner's key worker 	
Spring Term	<ul style="list-style-type: none"> carry out the transition plan monitor and evaluate all targeted and specialist transition arrangements 	SENCO and transition lead
Summer Term	<ul style="list-style-type: none"> carry out transition plan monitor and evaluate all targeted and specialist transition arrangements transfer records and transition documents to the receiving setting 	SENCO and transition lead

The Enhanced Transition Plan

This plan should be used for learners identified as needing targeted or specialist transitions.

Name of learner	Date of Birth	Age									
Name of Parents / Carers	Address										
Telephone											
Date of meeting	Proposed date of setting entry										
Current setting	Receiving setting										
Who attended the meeting											
What do we already know? (Where these details have already been recorded please ensure relevant plan is shared.)											
Learner's views											
Parent / Carer's views											
Current setting											
Current strengths											
<p>Current needs (including outside agency involvement). Select and add comments.</p> <table border="0"> <tr> <td><input type="checkbox"/> Safeguarding</td> <td><input type="checkbox"/> Family and Parent</td> <td><input type="checkbox"/> SEMH</td> </tr> <tr> <td><input type="checkbox"/> SEND</td> <td><input type="checkbox"/> Critical Incidents</td> <td><input type="checkbox"/> Health</td> </tr> <tr> <td><input type="checkbox"/> Care</td> <td><input type="checkbox"/> Young Carer</td> <td><input type="checkbox"/> PLAC/LAC</td> </tr> </table>			<input type="checkbox"/> Safeguarding	<input type="checkbox"/> Family and Parent	<input type="checkbox"/> SEMH	<input type="checkbox"/> SEND	<input type="checkbox"/> Critical Incidents	<input type="checkbox"/> Health	<input type="checkbox"/> Care	<input type="checkbox"/> Young Carer	<input type="checkbox"/> PLAC/LAC
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<input type="checkbox"/> Care	<input type="checkbox"/> Young Carer	<input type="checkbox"/> PLAC/LAC									
Comments including information relating to health and social care											
Attach latest assessment sheet/ progress report and current timetable											

Successful strategies / additional provision / access arrangements currently used		
What does the learner person find difficult?		
Experience of the workplace:		
Receiving Setting Outcome – A positive, successful and smooth transition.		
Agreed actions (next steps):		
Support/ Provision/ Equipment/ Strategy to achieve this outcome (What will we do and how?)	Who will provide/ monitor this? (By when?)	Review/ was this achieved?
Learner's agreed level of vulnerability (please tick): Targeted <input type="checkbox"/> Specialist <input type="checkbox"/> Attach latest assessment sheet/ progress report, vocational profile and One page profile		
I agree with this plan and I am happy for it to be shared with:		
Parent / carer's / learner's signature	Date	
Name of person completing the form	Name of person monitoring / transition lead	
Contact details	Contact details	
Next meeting date (if required)/ monitoring arrangements:		
Meeting date and time:		
WHO is to attend/ to be invited:		
WHERE is the meeting to be held:		
Monitoring arrangements:		
Review of Plan – 6 weeks after starting setting:		
Reviewer:	Review date:	
Comments:		

A copy of this plan should be sent to all those who attended and are to be invited to any follow up meeting

8 January 2020

