

St Helens SEN Support Transition Guidance from Yr 11

SEND Transition for Schools, Colleges and Training Providers

The following guidance aims to provide schools, colleges and training providers with guidance to support a smooth transition from school to post-16 setting for young people who receive Special Educational Needs (SEN) support in school via Local Authority Funding.

What is Transition?

Transition for young people with special education needs and disabilities can have a significant impact on their experience of moving into adulthood. The options that young people have after year 11 can be confusing, the post 16 landscape is very diverse. There are many different routes and pathways that young people can take and choices have to be carefully made. Gathering information about different options is an essential part of this process.

For some young people with special educational needs, having access to timely and comprehensive information and support prior to them becoming 18 may be enough to help them reach their goals.

Student Identification

SEN support should include planning and preparation for the transitions between phases of education and preparation for adulthood. During the Autumn Term the school SENCO should identify the cohort of young people that have been provided with SEN support in school and will **not** be required an Education Health and Care Plan but will require additional support during the transition from school to post-16 setting.

To support the transition, information should be shared by the current setting with the receiving post-16. The current setting should agree with parents the information to be shared as part of this planning process.

Assessment of Need

During annual reviews from Yr 11 onwards, young people and families should be provided with independent careers guidance to support the young person to make an informed choice for post 16 education or training.

Where a young person's needs have been identified as requiring additional support to enable them to achieve their potential, Colleges/training providers should be involved in transition planning. This will enable the post-16 setting to prepare to meet the student's needs and ensure a successful transition.

Transition Process

SEN support should include planning and preparation for the transitions between phases of education and preparation for adulthood (see SEND Code of Practice Chapter 8, Preparing for adulthood from the earliest years). To support transition, the school should share information with the school, college or other setting the child or young person is moving to.



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Schools should agree with parents and pupils the information to be shared as part of this planning process.

Where a young person is moving from school to post-16 setting, in the period leading up to that transition, schools should work with children and young people and their families, and the new post-16 setting, to ensure that their new setting has a good understanding of what the young person's aspirations are and how they would like to be supported. It is important that information about previous SEN provision is shared. This will enable the new setting to plan support around the individual.

Information that young people and parents have agreed to share, should be provided to post 16 settings using the **Post 16 SEN Transition School to Post 16 Setting Proforma** (Appendix A) along with any other relevant information ie one-page profiles (Appendix B), behaviour plans, educational psychology reports, at the latest during the Spring Term (March).

To enable young people and their families to make informed choices, schools, colleges and training providers need to work together to establish taster sessions and/or link programmes to make a good transition. The taster/link programme should be designed around the young person's individual needs to ensure that their individual transition to the college/training provider is as seamless as possible.

Transition Process Timeline

The transition from school to college/training provider timeline is attached at Appendix C to support colleagues with the St Helens SEN Support Transition Guidance from Yr 11.



Appendix A

Post 16 SEN Transition School to Post 16 Setting Proforma

Post 16 transition SEND information

Present School: _____

College making request: _____

Name of Student: _____

Stage on SENCOP _____

SEN Need _____

| | Tick if attached | Additional notes |
|--|------------------|------------------|
| Statement/EHCP and reviews | | |
| IEPs and reviews | | |
| Provision Map | | |
| Access arrangements – Including Form 8 | | |
| Assessment scores for Access Arrangements (tests used) | | |
| Reports from external agencies | | |
| Behaviour plans | | |
| Risk Assessments | | |



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History of need include triggers for young people and how they deal with certain situations – especially ASD or EBSD students.

Support history include methods staff use to diffuse behaviours.

Qualifications working towards and predicted grades

Signed:

Name:

**This Proforma to be securely forwarded to agreed contact within College
Appendix B**



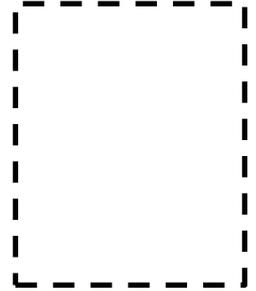
One Page Profiles

One page profile is a single page of writing that captures the important information about a person; including what is important to them, what people appreciate about them, and how they want to be supported. One-page profiles are the foundation of personalisation, and can lead to positive change for people, whatever their age or circumstances. They provide an at-a-glance way of knowing what really matters to young people, that can then be taken with them as they move through services and come into contact with other people.

My One-Page Profile

Your Name Here

Age



What people appreciate about me

What is important to me

How to support me



Appendix C

St Helens Yr11 Transition Timeline

Autumn Term

School SENCO identify SEN Support cohort that will require a bespoke planned transition to Post-16 Setting/College

Autumn/Spring Term

Yr 11 Young Person Transition Review meeting. Young person, family, IAG service, relevant agencies invited to attend meeting.

Spring Term

Post 16 Transition School to Post 16 Setting/College Proforma completed for individual young people and shared with Settings

Spring Term

Bespoke taster/link programmes established for individual young people

September

Successful transition to Post-16 Setting