

Transitions

What is Transition?

The term 'transition' can be used to describe any changes for children and young people. This factsheet particularly focusses on transition for children and young people with SEND moving into, between and out of educational settings.

It gives planning suggestions for three key transition points:

- Early Years to Primary School
- Primary School to Secondary School
- Secondary to post 16 option work, college

What is a Special Educational Need/Disability?

The SEND Code of Practice: 0-25 years January 2015 states:

"...A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person who has a learning difficulty or disability"

Therefore if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.

They would be classed as having a special educational need or disability.

Purpose of this factsheet

Times of transition can be exciting and positive but some children and young people may need extra support. Children and young people with SEND may find some transitions more challenging than their peers do. Children, young people and their families may need additional support during transitions. This factsheet provides information, advice about the three key transition points along with relevant guidance from the SEND Code of Practice and the Equality Act.

All educational Settings should follow key principles in transition to support the best outcomes:

- Placing the child or young person at the centre.
- Supporting the child or young person to give their views, wishes and feelings taking into account an individual's particular communication needs.
- Supporting the child or young person to participate in their transition planning.
- Take views, wishes and feelings of parent/carers into account
- Considers the child or young person's interests, strengths and motivations as well as addressing their needs. Helps to identify short and long term outcomes.
- Identify the different agencies who may need to inform and support the transition

Graduated Approach

If a child/young person is currently accessing SEN Support or has an EHCP the school should be using the Graduated Approach to Assess, Plan, Do and Review the progress made (for more details please see our SEN Support factsheets). At any transition point it is vital that the information gathered about the child through the graduated approach is shared with the new setting. This means that the targets, provision and progress information is shared and transferred to the receiving setting. Alongside this any good practice should also be shared an example of this maybe the behavioural management strategies in place that are working well.

One Page Profiles

A good way of consolidating the key principles in transition is for the school/setting to complete a One Page Profile or passport document for a child/young person. Children with Education, Health and Care Plans will have a One Page Profile prepared every year as a part of their annual review process. However those children on SEN Support may also find this useful especially during transition points. A one page profile is an example of good practice to have in place for all children and young people with SEND. It can provide key information and an introduction of your child/young person to teachers, supply staff and new staff.

The Equality Act (Transition)

It is important to consider and give enough time to any preparations that ensure the new setting is accessible as described in the Equality Act 2010:

- Accessible physical environment
- Accessible curriculum

The Equality Act 2010 places duties on establishments not to treat disabled people less favourably and to make 'reasonable adjustments' where disabled children and young people are placed at 'substantial disadvantage'. The duty is anticipatory i.e. educational settings should anticipate the requirements of disabled children and young people in advance to them attending the setting.

An example of this maybe that an Occupational Therapist working with the child/young person does a walk around of the new setting in advance to identify any potential accessibility barriers and make recommendations to the setting.

Examples of Recommendations

- Identify staff training needs and arrange training prior to pupil's arrival at the new setting.
- Equipment is in place and ready to use
- All staff have a good understanding of the needs of the children/young people who will be coming to the setting.
- Adaptations of the whole school curriculum to meet a child or young person's individual needs

Key Transition Points

Early Years to School

What does the SEND Code of Practice say?

Transition - early years to school:

“...SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process”.

Suggestions for Supporting Transition from Early Years to school:

- Sharing relevant information and documents (for example an assessment from Speech and Language or Occupational Therapy)
- Transition visits where possible a variety of the following, school to family home and early years setting, family to school, early years setting visiting school.
- Where possible additional opportunities to visit school with a familiar adult and join in at playtime or lunchtime as well as in the classroom
- An opportunity for the child to meet their new teacher, teaching assistant and any other support staff who will work with them
- An opportunity to meet pupils who will be in their new class
- Use stories, pictures and videos to explain and explore their new school.
- Make a pictorial 'All about my new school' booklet and discuss with the child frequently before transition.
- Family and school discussions to develop an understanding of similarities and differences between expectations of the child within the setting and at home
- Agreeing small shared targets with the family can enable a shared understanding to develop.

Primary to Secondary School

What does the SEND Code of Practice say?

Transition – primary school to secondary school

...SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life (see 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. Schools should agree with parents and pupils the information to be shared as part of this planning process.

Supporting Transition from Primary to Secondary School

- Both parents and school staff to start thinking about transition to secondary school in year 4 and then begin planning for transition in year 5,
- Involving relevant agencies and specialists throughout the transition planning process.
- Arrange additional secondary school visits with family or friend.
- Children and young people with physical disabilities or visual needs may need extra visits to familiarise themselves with the school layout.
- Children and young people with communication needs or learning disabilities are given the opportunity to take photographs or video of the physical environment and key staff, to help them remember their visit.
- Provide child or young person with a colour coded map of the school highlighting important places (e.g. accessible toilets).
- Introduce the secondary timetable format, diaries and planners and provide support to practice using them in meaningful ways.
- Work with parents/carers to support the child or young person to develop strategies in order to plan ahead and manage their equipment needs, for example checklists to use when packing your school bag.

- Support the child or young person to develop an awareness about their needs, and enable them to explain their needs to new adults. Using visual cards or scripts can help
- Ensure that the secondary school has copies of all relevant primary school documents and individual plans.

Secondary School to Post 16

At the age of 16, young people with SEND have four options:

- Staying on at school.
- Going to a local further education college or sixth-form college.
- Work-based learning.
- Going to a specialist college.

Gaining support with one of these options can feel more complicated than the earlier transitions but the principles of transition from the start of the factsheet still apply. In particular good preparation and communication are key to a successful transition. Post-16 providers should have high aspirations for young people with SEN, who may range from those able to progress to higher education to those unable to gain academic qualifications.

What does the SEND Code of Practice say?

Planning the transition into Post 16

- 8.20 Young People entering Post 16 education and training should be accessing provision which supports them to build on their achievements at school and which helps them to progress towards adulthood. Young People with EHC plans are likely to need more tailored post 16 pathways.
- 8.21 As children approach the transition point, schools and colleges should help children and their families with more detailed planning.

Supporting Transition from Secondary to Post 16 education and training

From secondary school onwards Schools should help pupils to start planning for their future adult life as early as possible, and by Year 9 at the latest. This should go beyond thinking about the transition to post-16 education and training. Schools should focus on raising aspirations and supporting pupils to achieve the best possible outcomes in education, employment, independent living and participation in society.

This could involve, for example:

- Including preparation for adulthood in planning meetings with parents and pupils at an early stage
- Making sure that careers advice and information provide high expectations and a wide range of options for pupils with SEND
- Helping pupils and parents to understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

For pupils with EHC plans, from Year 9 onwards, the Annual Review meeting must consider what provision is required to assist them in preparing for adulthood and independent living.

Education providers and local authorities should support young people in a smooth transition to adulthood. This will mean they are prepared when their EHC plan ends, they understand what support is available after they complete their studies and they are helped to prepare for employment (job coaches/benefits etc.).

Information and support should be provided to enable them to:

- Prepare for independent living, for example given information about housing options and support in finding suitable accommodation.

- Keep healthy by understanding which health professionals will work with them when they are discharged from children's services, and how adult services will differ from children's services.
- Participate in the community, for example by focusing on mobility and using transport systems, and using information about social and community activities
- Understand how personal budgets can be used to support preparation for adulthood.

Good transition planning will provide a clear handover to new professionals and services so that young people and their parents know and are confident in who they are dealing with and where they need to go for help.

For young people on SEN support or with an EHCP it is important that the young person's views and preferences are elicited and taken into account in the meeting and, wherever possible, that the child/young person attends the meeting and participates in it.

Colleges should use their best endeavours to ensure that young people with SEND:

- Have access to a wide range of study programmes and support at all levels to enable them to achieve good life outcomes
- Are on appropriate courses
- Have the support they need to succeed
- Are helped to make a successful transition from college to adult life and employment.

In order to do this colleges should:

- Draw on assessments from students' previous educational settings
- Discuss students' needs with them and their families and involve them in planning to meet those needs

- Carry out their own assessments where appropriate.
- Colleges should have access to specialist skills to support students with SEND and should also ensure that curriculum staff are able to develop their skills, keep their knowledge up to date and are aware of effective practice.
- Study programmes post-16 should also prepare students for a smooth transition to the next stage of their lives including the following areas of adult life, independent living, further study or employment and general participation in the community.

Contact **Telford and Wrekin SENDIASS** for information, advice and support:

Phone: 01952 457176
Email: info@iass.org.uk