

TRANSITION PLANNING IN SCHOOL

SEN Code of Practice
Effective 2002
The Education Act 1996

14+ Annual review



- **The aim of the annual review in year 9 and subsequent years is to:**
- *Review the young person's statement*
- *Draw up and subsequently review the Transition Plan. The aim of the Transition Plan is to plan coherently for the young person's transition to adult life.*
- *Transition planning is a continuous and evolving process and therefore the Transition Plan can also change and grow over time.*

Responsibilities



- **Young person attending school**

Head teacher must arrange for Transition Plan to be drawn up.

- **Young person whose education is otherwise than at school or at a non maintained or independent school or who is outside the education system.**

LEA must arrange for Transition Plan to be drawn up.

Responsibilities



- **Should involve the agencies that may play a major role in the young person's life during the post school years.**

Parents/carers or if LAC social worker, foster parents or residential care representative.

Teaching staff.

LEA representatives, LA Transition worker, Health Service representatives.

Transition Plan



- Regulations require that a Transition Plan must be prepared for all young people with a statement of SEN following the year 9 annual review and updated annually.
- The Transition Plan should draw together information from a range of individuals within and beyond the school in order to plan coherently with the young person for their transition to adult life.

Young persons involvement



- ***“ the views of young people themselves must be sought and recorded wherever possible in any assessment, reassessment or review during transition”***

The SEN Transition Plan must be designed for and with each young person. Ideally this process will lead to a draft personal action plan, written at least in part and owned by the young person, which can be presented at the annual review meeting.

Transition Planning process



- **Participative**

Involving the young person in a meaningful way because their views and aspirations are central to the process.

- **Holistic**

A young person's aspirations and needs will touch on every aspect of their future lives and hence there must be a holistic approach to planning and providing support.

Transition Planning Process



- **Supportive**

The main purpose of the statutory transition and annual review processes is to support young people, their parents and the professionals who work with them in the process of making decisions about the next stage of their lives.

Transition Planning Process



□ **Evolving**

The year 9 review and the leaving school stages are just steps in the transition of young people towards adulthood. They are part of a much longer and gradually evolving process.

Plan to address:



- *The young person*

What are the young person's hopes and aspirations for the future and how can they be met?

What further information is needed for them to make informed choices?

They should be encouraged to contribute to their own Transition Plan and take positive decisions about their future.

Plan to address:



□ **The Family**

What do parents expect of their son's or daughter's adult life?

What can they contribute in terms of helping their child to develop personal and social skills, an adult lifestyle and to acquire new skills?

Will parents experience new care needs and require practical help in terms of aids, adaptations or general support during these years?

Plan to address:



□ **The School**

How can the curriculum help young people play their role in the community; make use of leisure and recreational facilities; assume new roles in the family; develop new educational and vocational skills?

What differentiation is required?

Plan to address:



□ **The Professionals**

Which professionals need to be involved in planning for transition?

i.e. Support from therapy specialists, health and social services.

Changes to service offer post 18 years, including benefits.

Section 139A Learning Difficulty Assessment Education & Skills Act 2008

- LEA must ensure the completion of a Section 139A Learning Difficulty Assessment and Action Plan to identify a 'realistic and achievable' plan.
- It is the responsibility of the Local Education Authority (LEA) to ensure that they are fulfilling their statutory duties when assessing the needs of disabled young people in their area. It is important that assessments are not seen as a separate process from other transition planning processes that support young disabled people as they move on in post-16 education and training. It is good practice for periodic reviews of assessments to be arranged by the LEA, involving multi-agency collaboration where necessary. This will allow for the assessment process to be built upon and current.