

Ceredigion School Services



Transition Guidance for Settings and Schools: an inclusive 'model' of support

Version 1: January 2023

Contents

1.	Introduction and visions statement	p. 2
2.	Guidance for transition for <i>all</i> children and young people in Ceredigion.	p. 4
3.	Levels of transition support	p. 5
4.	Good Practice for transition - Early Years	p. 6
	Home to Early Years Pre-School setting	p. 7
	Early Years setting to Primary School	p. 9
5.	Good Practice for transition – Primary to Secondary	p.13
6.	Good Practice for transition – Post 16	p.17

Ceredigion schools are reminded that any information shared as part of transition is done in accordance with the GDPR regulations.

1. Introduction

Ceredigion is dedicated to creating inclusive educational environments that nurture resilience and promote independence, enabling all children and young people (CYP) to thrive and flourish, live full and meaningful lives, and become valued members and contributors within their local community.

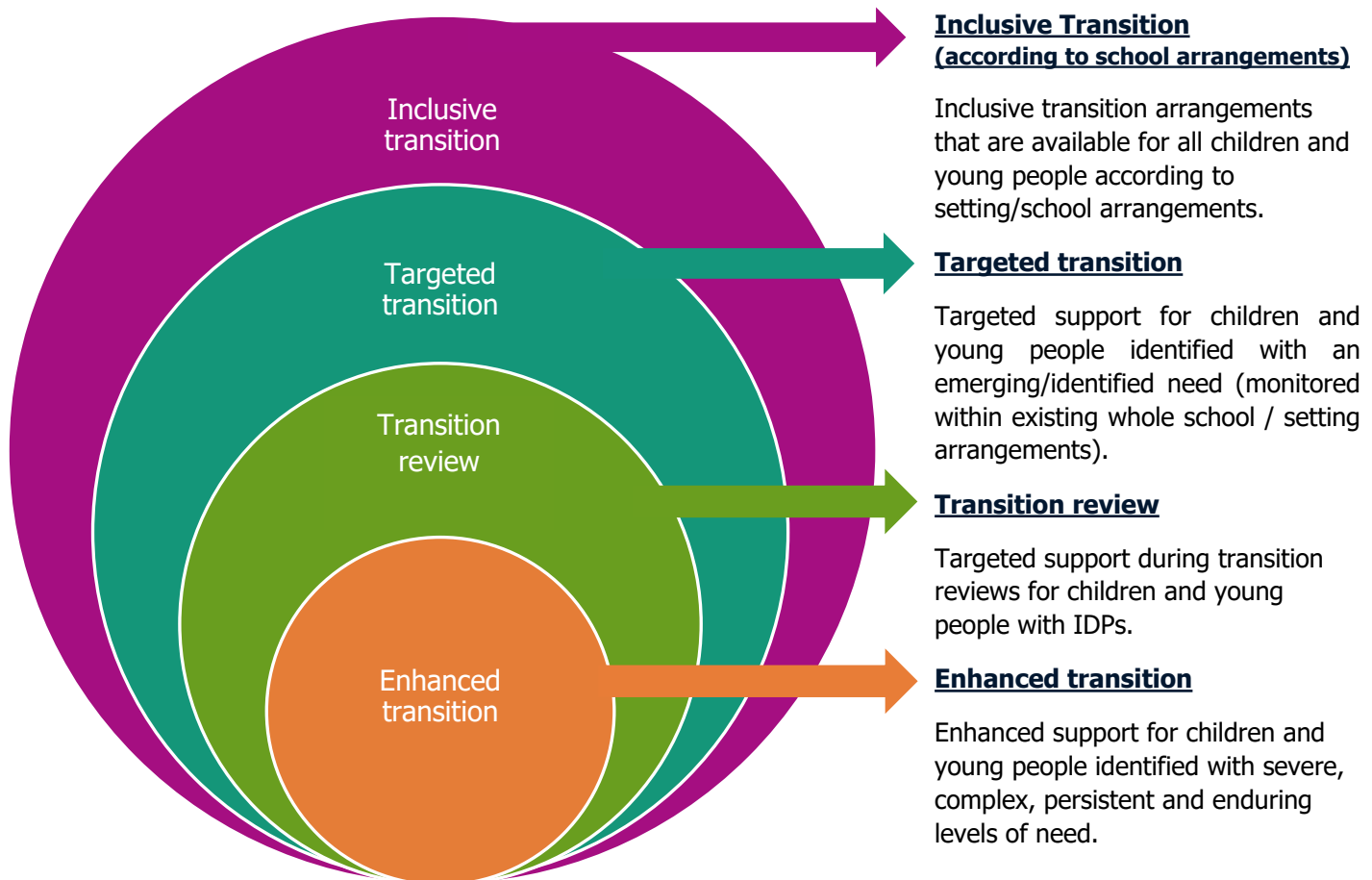
Children and young people will experience smooth transitions throughout their educational career and into adulthood, which enables them to reach their potential.

This means that children and young people:

- will have their holistic needs identified early;
- have their independence recognised and are able to make choices about decisions which impact on their lives;
- where appropriate will receive multi-agency support in a timely manner and that is effective at promoting their educational needs as well as personal wellbeing; and
- are able to maximise education and training opportunities.

2. Guidance for transition for *all* children and young people in Ceredigion.

The transition model illustrated below seeks to identify the level of support needed during transition.



From the illustration above, it is clear that the majority of C/YP will have their needs met at the inclusive transition level (purple circle). With increasing complexity of need, **additional** arrangements at each level will incorporate the arrangements of the previous level. This will ensure the smooth transition of C/YP to meet their individual level of need.

Where CYP with ALN *unexpectedly* move into a school/ setting, the receiving school should undertake a review as soon as possible to ensure that the provision is secured to meet the identified needs. The appropriate ALP should now be reflected in the CYP's IDP.

3. Levels of transition support

There is no single approach to planning transition. Each setting and school will have developed transition methods that suit their ethos, context and culture. The table below offers guidance in terms of what each level of transition support could entail:

Inclusive Transition	Targeted transition	Transition review	Enhanced transition
<p>All settings and schools follow their agreed transition processes and procedures applicable to the appropriate phase of transition according to their school arrangements.</p> <p>Inclusive Transitions will be completed within specified timescales when a C/YP transitions to a new setting or school.</p> <p>These transitions are not just from school to school but also from year to year. E.g. from year 1 into year 2.</p>	<p>This level of support focuses on the emerging/ identified need at the time of transition. For example, this may include a C/YP who:</p> <ul style="list-style-type: none"> - is known to become anxious in social situations. - has experienced a recent upset in their lives. - as short term medical needs, for example, illness. <p>This level of transition support requires increased vigilance within existing whole setting / school arrangements, according to their agreed inclusive transition processes. A discussion and planning tool is useful for both settings/schools when planning for transition at this level and this might be through an outcomes-based support sequence.</p>	<p>This level of transition support focuses on the transitional support available to all pupils with ALN. This may include a C/YP who:</p> <ul style="list-style-type: none"> - is identified as needing ALN support and has an IDP - may be looked after by the Local Authority (LAC). - has long term medical needs. - may be highly sensitive to change and may display their distress across a range of behaviours at the point of transition. <p>The C/YP will require additional planning and transition support opportunities. The ALNCo or the transition lead professionals would normally be the designated contact and would coordinate, monitor and cascade information to others following the transitional review meeting.</p> <p>The process of transition planning considers whether there is a need for ALP in the new setting. Regardless of whether the need for ALP continues, it is important to choose the right level of transition to meet the C/YP's holistic needs.</p>	<p>This level of support focuses on C/YP with complex, severe and enduring levels of need. This may include a C/YP who:</p> <ul style="list-style-type: none"> - has low incidents/high complexity of ALN. - has long term, complex medical needs - profound and multiple learning difficulties. - is highly sensitive to change and may exhibit their distress across a range of behaviours at the point of transition. <p>The C/YP will be supported by targeted and/or specialist support services and it is likely that a range of agencies will be involved. The transition may require an additional MDT meeting and collaborative planning, integrated support, close liaison and monitoring. The ALNCo (usually the designated professional) will be the point of contact and will coordinate, monitor and cascade information to others. An outcomes based plan will be in place to support the C/YP and their family.</p> <p><i>It is important to note - while not all C/YP with ALN will require an enhanced transition, those who would be unlikely to transition successfully without an enhanced transition plan should be identified by October half-term in their final year.</i></p>

The following sections focus in greater depth on the types of transition arrangements and activities that might be included at each level of transition support at the different stages.

4. Good Practice for transition – Early Years

Transitions can be stressful for children and families in the Early Years. Routine and consistency are very important in a child's early years but change is unavoidable as they move from home to setting and from setting to school. Children with ALN can be particularly vulnerable at times of change. Children with ALN will need additional, flexible support.

There is a link between poor transitions and less successful outcomes e.g. poor attendance and disengagement. However, if children and parents are more informed and supported during transition times the child may well enjoy new experiences and feel more mature. By managing transition carefully, we can ease the process of change. The key to success lies in, preparation and planning beforehand and support in settling into the new setting afterwards.

Transition is an ongoing process and not a single event. The ALN Code for Wales 2021 states:

27.14 Early and co-ordinated transition planning will support children and young people with ALN to make positive transitions. It is good practice to view transition planning as an ongoing process rather than a single event, and to tailor it to suit the child or young person's individual needs.



Inclusive Transition: Home to Early Years Pre-School Setting

The foundation and basis of **all** good transition planning:

Administrative:

- Establish good communication and build trusting relationships.
- Value and respect relationships with parents/carers, including fathers.
- Information gathering: the child's likes and dislikes, language and culture, community and interests.
- Discuss how the child may respond to routines, activities, toys, things they will enjoy, things they may find difficult.
- Development of a one-page profiles with parental input.
- Provide a range of accessible information for families e.g. open days, information events, parents meetings, newsletters.

Personal, Social and Emotional:

- Continuity of experience between home and setting: Familiar books, comforters or other objects.
- Transition visits: Gradually build up the amount of time the child spends in the setting, depending on the amount of anxiety and stress.
- Photographs: Photographs of family in the setting and also photographs of the setting/staff in the home.
- Allow time for a child to observe the environment.

Curriculum:

- Explain Foundation Learning approach: Planning in the moment, Learning through play, Following the lead of the child, Experiential approach.

Pedagogy:

The child's key worker needs to:

- Build a close working relationship with family.
- Support for the child and family through the transition.
- Provide emotional security.
- Tune into a child's emotional response.
- Provide reassurance and guidance.
- Make observations about the child's progress.
- Nurture confidence.

Managing Learning/Meeting Needs:

- Explain approach to inclusion, ALN policy, commitment to equality of opportunity.
- Visuals: Use symbols to label the environment.
- Now and Next cards/Visual Timetable.
- Lanyards: Key symbols on lanyards.



Administrative:

- LA collaboration with home, setting and agencies.
- Multi agency involvement.
- Detailed information shared and information inputted by both home/agencies/LA.
- PCP meeting organised. Outcomes, Support Sequence and Action Plan agreed in meeting.
- IDP finalised and published by LA.
- Consider the need for risk assessments.

Personal, Social and Emotional:

- Phased entry into new setting.
- Identify any reasonable adjustments that may need to be made before the child arrives at the setting.
- Remove all barriers that may stop a child learning or joining in with the other children before they arrive. This is a legal duty.
- Habilitation Officer to carry out Environmental Audits (for some children with VI) during early transition.
- Bespoke school/setting familiarisation and mobility training visits (pupils with VI).

Curriculum:

- Observation opportunities.
- Follow the child's specific interests.

Pedagogy:

- Experiencing/practising using equipment.
- Training of staff – the use of bespoke materials and resources.

Managing Learning/Meeting Needs:

- Support provided through the Referral Scheme.
- Total communication approach: use gestures, pictures, tone of voice and simple language to support the child's understanding.
- Visual supports – Now and Next cards, lanyard cue cards.
- Follow any recommendations from agency services.

- **Post Transition Review:** Review of child's progress and IDP by the LA with setting, parental and multi-agency support.



Inclusive Transition: Early Years Setting to Primary School

The foundation and basis of **all** good transition planning:

Administrative:

The more settings and schools work together, the more positive the process of transition will be. This can be achieved in the following ways:

- Yearly transition timetable to plan for opportunities for school and setting to work together i.e. trips, concerts, sports days, story and singing sessions.
- Regularly invite a teacher or a member of staff from school to read a story or lead a singing session in the Early Years setting.
- Identify roles and responsibilities within transition made explicit to ensure a smooth transition.
- Share relevant information with parental permission.
- Arrange and organise visits and meetings.
- Ensure general management of taster evenings to the Primary schools for potential pupils and parents/guardians.

Personal, Social and Emotional:

- Sharing of up to date One Page Profile.
- Opportunities to visit school at different parts of the day: morning, afternoon, lunch time and the whole day.
- Opportunities to spend time in the new classroom and all significant areas of the school.
- Social opportunities.
- Organising a 'buddy' system (collaboration with other schools/settings when transitioning alone)
- Transition videos – virtual walk arounds.
- Allowing the child/family to take photos of the new environment.
- Explore school website.
- Transport experiences/guidance.
- Creating a book of photographs and information to help to prepare for the move.
- Knowing where to go/who to go to for support.
- Discuss emotions throughout the transition process.
- Develop children's independent self-care skills.
- Create an 'All about me' box or book.
- Turn the role play area into a school environment.

Curriculum:

- Open evenings and opportunities to explore environment.
- School and setting to share the same aims, purposes and philosophy of education.
- Continuity in good practice from setting to school - language patterns, snack time, prayer.
- Parent evenings that share information regarding expectations/changes.
- 'Open door' policy – opportunities for Q&A.
- Meet the teacher/staff.

Pedagogy:

- Consistent use of language to ensure consistency for the child (for example, school rules, teachers names and new terminology).

Managing Learning/Meeting Needs:

- Lunch time/break time experiences (less supervision and making choices).



Targeted Transition: Early Years Setting to Primary School

Child's needs are being met via ILP, however, a person-centred approach is required to ensure these needs continue to be supported without the need for ALP during transition.

Administrative:

- Possible additional agency involvement.
- Possible LA involvement. Transition meeting organised with home and agencies.
- Possible ALNCO involvement.
- Sharing of key information – e.g. One Page Profile, Wellcomm Assessments, Individual Play plans, Health care plans, Referral Scheme support.

Personal, Social and Emotional:

- Organised additional visits.
- Organised small group visits.
- Bespoke walk around video specific to the child's needs.
- Soft touch approach – walk arounds after school.

Curriculum:

- Observation opportunities.
- Small group transition activities.

Pedagogy:

- Staff to visit child in setting to observe/get to know staff, environment.

Managing Learning/Meeting Needs:

- Parental communication/home – contact books.
- Welcome packs for new parents.

- **Potential for Post Transition Review:** Review of child's progress with school, parental and multi-agency support within a term.



Transition Review: Early Years Setting to Primary School

Child has ALN and during the IDP review process transition must be considered and planned for.
This information **must** be recorded in section 3C of the IDP.

Administrative:

- LA involvement: Transitional review undertaken in IDP review (and consider whether the need for ALP continues in the new setting).
- Additional agency involvement.
- ALNCO involvement.
- Will there be a need for ALP in the new setting? Consider ceasing/ transfer of IDP.
- Sharing of key information - PCP presentation, IDP, updated one-page profile.
- Section 3C to be completed in IDP.
- Review any existing/ consider the need for risk assessments.

Personal, Social and Emotional:

- Organised additional visits.
- Organised small group visits.
- Bespoke walk around video specific to the child's needs.
- Soft touch approach – walk arounds after school.
- Environmental Audits of the new setting if required.
- Identify any reasonable adjustments that may need to be made before the child arrives at the setting.
- Remove all barriers that may stop a child learning or joining in with the other children before they arrive. This is a legal duty.

Curriculum:

- Observation opportunities.
- Small group transition activities.

Pedagogy:

- Staff to visit child in setting to observe/get to know staff, environment.

Managing Learning/Meeting Needs:

- Parental communication/home – contact books.

- LA Post Transition Review: Review of child's progress with LA, school, parental and multi-agency support within a term. Discuss transfer of IDP.



Enhanced Transition: Early Years Setting to Primary School

Administrative:

- Multi agency involvement.
- LA involvement PCP meeting organised. Outcomes, Support Sequence and Action Plan agreed in meeting.
- IDP finalised and published by LA. Transfer of responsibility to the school.
- ALNCO involvement.
- Will there be a need for ALP in the new setting? Consider ceasing/ transfer of IDP.
- Detailed information shared and information inputted by both settings/schools.
- Scheduled 'check ins' with parents and child.
- A structured timetable of events for transition experiences created.

Personal, Social and Emotional:

- Phased entry into new setting if required.
- Where possible, specific hands-on experiences provided for the child – according to their needs.
- Habilitation Officer to carry out Environmental Audits (for some children with VI) during early transition.
- Bespoke school/setting familiarisation and mobility training visits (pupils with VI).
- Identify any reasonable adjustments that may need to be made before the child arrives at the setting.
- Remove all barriers that may stop a child learning or joining in with the other children before they arrive. This is a legal duty.

Curriculum:

- Observation opportunities.
- Small group transition workshops.
- Follow the child's specific interests.

Pedagogy:

- Experiencing/practising using equipment.
- Training of staff – the use of bespoke materials and resources.

Managing Learning/Meeting Needs:

- School staff to work in setting with the child during the final term of transition.
- Total communication approach: use gestures, pictures, tone of voice and simple language to support the child's understanding.
- Visual supports – visual timetable, Now and Next cards, lanyard cue cards.
- Follow any recommendations from agency services.

Post Transition Review: Should be led by the school ALNCo at the end of the first term following transition.

5. Good Practice for transition – Primary to Secondary



Inclusive Transition: Primary to Secondary

The foundation and basis of **all** good transition planning:

Administrative:

Audit of transition processes and procedures within the setting/school that assess the contributions of the key principles of transition to overall wellbeing of the child. Celebrate what's working and:

- Identify roles and responsibilities within transition made explicit to ensure a smooth transition.
- Share relevant information
- Arrange and organise visits and meetings.
- Ensure general management of Year 5 and 6 taster evenings to the secondary schools for potential pupils and parents/guardians
- Ensure general planning and organisation of visits according to whole school arrangements.

Personal, Social and Emotional:

- Timetabled transition sessions (PSE/Health and wellbeing) with a focus on Person Centred Practices; aspirations/goals/achievements/strengths/ hobbies and interests/next steps/plans for future.
- Sharing of up to date One Page Profile.
- Social opportunities.
- Organising a 'buddy' system (collaboration with other schools/settings when transitioning alone)
- Transition videos – virtual walk arounds.
- Allowing the child/family to take photos of the new environment.
- Explore school website.
- Transport experiences/guidance.
- Peer support sessions – listening to each other, sharing examples of work and opportunities to celebrate success.
- Creating a book of photographs and information to help to prepare for the move.
- Knowing where to go/who to go to for support.
- Puberty and friendship support and advice.
- Bullying awareness.
- Mindfulness, resilience, and mental health support.

Curriculum:

- Open evenings and opportunities to explore subject areas/environment.
- Parent evenings that share information regarding curriculum expectations/changes.
- 'Open door' policy – opportunities for Q&A.
- Meet the teacher/staff.
- Managing timetable and having opportunity to become familiar with new subject content.
- Exploring the use of new equipment, books, materials for specific subjects.

Pedagogy:

- Lesson experiences.
- Consistent use of language to ensure consistency for the child (for example, school rules, teachers names and new terminology).

Managing Learning/Meeting Needs:

- Access to timetable.
- Financial literacy (money handling skills).
- Lunch time/break time experiences (less supervision and making choices).



Targeted Transition: Primary to Secondary

Child's needs are being met via ILP, however, a person-centred approach is required to ensure these needs continue to be supported without the need for ALP during transition.

Administrative:

- Arranging Person Centred meeting (if required).
- Possible additional agency involvement.
- Possible LA involvement.
- Sharing of key information – e.g. One Page Profile.
- Review any existing/ consider the need for risk assessments

Personal, Social and Emotional:

- Organised additional visits.
- Organised small group visits.
- Use of PCP tools within timetabled transition sessions with a focus on aspirations.
- Timetabled life skills opportunities (for example, preparing a packed lunch/what to include in a bag for school, use of drama/social stories/role play).
- Bespoke walk around video specific to the child's needs.
- Soft touch approach – walk arounds after school.

Curriculum:

- Observation opportunities.
- Small group transition workshops.

Pedagogy:

- Staff to visit C/YP in setting/school to observe/get to know staff, environment.

Managing Learning/Meeting Needs:

- School transport training opportunities.
- Money handling skills opportunities.
- Parental communication/home – school books.



Transition Review: Primary to Secondary

Child has ALN and during the IDP review process transition must be considered and planned for. This information **must** be recorded in section 3C of the IDP.

Administrative:

- Transitional review undertaken in IDP review (and consider whether the need for ALP continues in the new setting). Consider ceasing/ transfer of IDP.
- Section 3C to be completed in IDP.
- Possible additional agency involvement.
- Possible LA involvement.
- Sharing of key information - access arrangements, One Page Profile.

Personal, Social and Emotional:

- Organised additional visits.
- Organised small group visits.
- Use of PCP tools within timetabled transition sessions with a focus on aspirations.
- Timetabled life skills opportunities (for example, preparing a packed lunch/what to include in a bag for school, use of drama/social stories/role play).
- Bespoke walk around video specific to the child's needs.
- Soft touch approach – walk arounds after school.

Curriculum:

- Observation opportunities.
- Transition 'project' work – building a portfolio/transition passport of strengths/research likely/preferred destination.
- Small group transition workshops.

Pedagogy:

- Staff to visit C/YP in setting/school to observe/get to know staff, environment.

Managing Learning/Meeting Needs:

- School transport training opportunities.
- Money handling skills opportunities.

Post Transition Review: Should be completed by the secondary ALNCo at the end of the first term following transition.



Enhanced Transition: **Primary to Secondary**

Administrative:

- Multi agency involvement.
- LA involvement.
- Detailed information shared and information inputted by both settings/schools.
- Scheduled 'check ins' with parents and child.
- A structured timetable of events for transition experiences created.
- Will there be a need for ALP in the new setting? Consider ceasing/ transfer of IDP.

Personal, Social and Emotional:

- Phased entry into new setting.
- Where possible, specific hands-on experiences provided for the child – according to their needs.
- Habilitation Officer to carry out Environmental Audits (for some children with VI) during early transition.
- Bespoke school/setting familiarisation and mobility training visits (pupils with VI).

Curriculum:

- Observation opportunities.
- Small group transition workshops.

Pedagogy:

- Experiencing/practising using equipment.
- Training of staff – the use of bespoke materials and resources.

Managing Learning/Meeting Needs:

- Secondary staff to work in school with child during term of transition.

Post Transition Review: Should be completed by the Secondary ALNCo at the end of the first term following transition.

6. Good Practice for transition – Post 16

The principles of the transition practices above still apply to this age group, but there are some unique considerations which apply to learners over 16 years of age.

Making their own decisions

As children become young people (at the age of 16) they have the right to make their own decisions on matters which affect their future. It is vital that consideration of their views, wishes and feelings are respected. Schools need to ensure that young people (YP) are provided with the necessary information and support to enable their participation in their decisions. It is important that the YP knows that they can change their mind at any time and should let the new setting know if they do so.

Prior to Year 11, schools need to establish a YP's capacity to make specific decisions and need to ensure that materials and information are presented to them in a format which allows the YP to maximise their understanding and enable them to decide for themselves. These activities and the YP's decision to give/not to give consent must be recorded. Where there is doubt with regards to a YP's capacity to make specific decisions following the above activities, a mental capacity assessment must be secured and where necessary, representatives appointed to make decisions on the YP's behalf.

Post 16 Choices

At post 16 learners may be making plans to remain in school, move onto a new further educational/ training setting or be making plans to leave education altogether. Pupils need to be aware of their choices through the Local Offer (i.e. what is the provision locally – be that education/training, employment or social services support to participate in community activities). It is vital to establish at this stage whether, in order to meet the YP's aspirations, there is a reasonable need for further education/ training or whether an alternative pathway into adulthood is more appropriate.

Schools will assist in transition, whatever the chosen destination and will offer advice and support around what happens when their IDP ceases, to enable the YP to reach their potential and live independent, fulfilled lives.

Administrative:

Audit of transition processes and procedures within the setting/school that assess the contributions of the key principles of transition to overall wellbeing of the young person. Celebrate what's working and ensure:

- The young person's consent is given to undertake the following activities to facilitate a smooth transition. Record the given consent.
- Roles and responsibilities within transition are made explicit to ensure a smooth transition.
- Sharing of relevant information with the young person's consent
- Arrangement and organisation of visits and meetings.
- General management of taster evenings to the desired destination for potential pupils and parents/guardians
- General planning and organisation of visits according to school/new setting arrangements.

Personal, Social and Emotional:

- Timetabled transition sessions (PSE/Health and wellbeing) with a focus on Person Centred Practices; aspirations/goals/achievements/strengths/ hobbies and interests/next steps/plans for future/ exploring the local offer.
- Sharing of up to date One Page Profile.
- Social opportunities.
- Organising a 'buddy' system (collaboration with other schools/settings when transitioning alone)
- Transition videos – virtual walk arounds.
- Allowing the young person /family to take photos of the new environment.
- Explore school/ FEI website.
- Transport experiences/guidance.
- Peer support sessions – listening to each other, sharing examples of work and opportunities to celebrate success.
- Creating a book of photographs and information to help to prepare for the move.
- Knowing where to go/who to go to for support.
- Sexual health/ relationships and friendship support and advice.
- Bullying awareness.
- Mindfulness, resilience, and mental health support.

Curriculum:

- Open evenings and opportunities to explore subject areas/environment.
- Parent evenings that share information regarding curriculum expectations/changes.
- 'Open door' policy – opportunities for Q&A.
- Meet the teacher/ tutor /staff.
- Managing timetable and having opportunity to become familiar with new subject content.
- Exploring the use of new equipment, books, materials for specific subjects.

Pedagogy:

- Lesson experiences.
- Consistent use of language to ensure consistency for the young person (for example, rules of the settings, teachers/ tutor and support staff names and new terminology).

Managing Learning/Meeting Needs:

- Access to timetable.
- Financial literacy (money handling skills).
- Lunch time/break time experiences (less supervision and making choices).
- Career/ Pathway Advice/ Local Offer.
- Work experience opportunities/ mock interviews.
- Consider applying for concessionary benefits (e.g. bus pass/learning grants)

POST 16

Targeted Transition: Post 16

Young Person's needs are being met via ILP, however, a person-centred approach is required to ensure these needs continue to be supported without the need for ALP during transition.

Administrative:

- Seek the young person's consent to undertake the following activities to facilitate a smooth transition. Record the given consent.
- Arranging Person Centred meeting (if required).
- Possible additional agency involvement.
- Possible LA involvement.
- Sharing of key information – e.g. One Page Profile.
- Review any existing/ consider the need for risk assessments

Personal, Social and Emotional:

- Organised additional visits.
- Organised small group visits.
- Use of PCP tools within timetabled transition sessions with a focus on aspirations.
- Timetabled life skills opportunities (for example, preparing a packed lunch/ how to order and pay for lunch at the canteen /what to include in a bag for school/college, use of drama/social stories/role play).
- Bespoke walk around video specific to the young person's needs.
- Soft touch approach –visits to the desired new setting when quiet.

Curriculum:

- Observation opportunities.
- Small group transition workshops.
- Transition 'project' work – building a portfolio/ transition passport of strengths/ research of preferred or likely destinations

Pedagogy:

- Staff to visit the young person in setting/school to observe/get to know staff, environment.

Managing Learning/Meeting Needs:

- Travel training opportunities.
- Money handling skills opportunities.

POST 16

Transition Review: Post 16

Young Person has ALN and during the IDP review process transition must be considered and planned for. This information **must** be recorded in section 3C of the IDP.

Administrative:

- Ensure that the young person has the capacity to understand and make decisions which relate to them. Record how this assessment was undertaken.
- Ensure the young person's consent to the maintaining/cease/ transfer of the IDP has been sought, confirmed and recorded.
- Record the young person's consent to sharing of their information with others.
- Transitional review undertaken in IDP review.
- Record discussion of whether there is a reasonable need for further education and training based on the young person's aspirations and outcomes.
- Will there be a need for ALP in the new setting? Consider ceasing/ transfer of IDP.
- Section 3C to be completed in IDP.
- Possible additional agency involvement.
- Possible LA involvement.
- Sharing of key information - access arrangements, One Page Profile.

Personal, Social and Emotional:

- Organised additional visits.
- Organised small group visits.
- Use of PCP tools within timetabled transition sessions with a focus on aspirations.
- Timetabled life skills opportunities (for example, preparing a packed lunch/ how to order and pay for lunch at the canteen /what to include in a bag for school/college, use of drama/social stories/role play).
- Bespoke walk around video specific to the young person's needs.
- Soft touch approach –visits to the desired new setting when quiet.

Curriculum:

- Observation opportunities.
- Transition 'project' work – building a portfolio/transition passport of strengths/research likely/preferred destination.
- Small group transition workshops.

Pedagogy:

- Staff to visit C/YP in setting/school to observe/get to know staff, environment.
- Training of staff to use bespoke materials and resources to ensure that the young person can understand and consent to the decisions being made.
- Training of staff in mental capacity awareness.
- Ensuring staff understanding of the young person's right to refuse to the sharing of information which may facilitate transition.

Managing Learning/Meeting Needs:

- Travel training opportunities.
- Money handling skills opportunities.

Post Transition Review: Should be completed by the ALNCo at the receiving provision by end of the first term following transition.

Administrative:

- Ensure that the young person has the capacity to understand and make decisions which relate to them. Record how this assessment was undertaken. If capacity is in question, refer to social worker to undertake a mental capacity assessment and establish appropriate representative.
- Where the young person's capacity to decide is established, ensure the young person's consent to the maintaining/cease/ transfer of the IDP has been sought, confirmed and recorded.
- Where the young person's capacity to decide is established record the young person's consent to sharing of their information with others.
- Record discussion of whether there is a reasonable need for further education and training based on the young person's aspirations and outcomes.
- Will there be a need for ALP in the new setting? Consider ceasing/ transfer of IDP.
- Multi agency involvement.
- LA involvement.
- Detailed information shared and information inputted by both settings/schools.
- Scheduled 'check ins' with young people, parents/ representatives.
- A structured timetable of events for transition experiences created.

Personal, Social and Emotional:

- Enhanced transition into new setting.
- Where possible, specific hands-on experiences provided for the young person– according to their needs.
- Environmental Audits of the new setting if required.

Curriculum:

- Observation opportunities.
- Small group transition workshops.

Pedagogy:

- Experiencing/practising using equipment.

Managing Learning/Meeting Needs:

- Staff at the new setting to work in school with young person during the final year of transition.
- Specialist Career Advisor/ Pathway Advice/ Local Offer
- Work experience opportunities/ mock interviews where appropriate.
- Consider whether there is a need to register with emergency services as a vulnerable adult.

Post Transition Review: Should be completed by the ALNCo at the receiving provision by end of the first term following transition.