

CC CLEVELAND COLLEGE OF
AD ART & DESIGN

TITLE:	Special Educational Needs and Disability Transition Procedure		
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The policy or procedure will be reviewed by the date shown on the front cover sheet, or sooner if a change in legislation, best practice, or other circumstances indicate that this is necessary. If, for whatever reason, the policy or procedure is not reviewed by the date shown, the policy or procedure shall stay in force until formally reviewed.

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FOREWORD

WHAT IS TRANSITION?

1. Transition refers to the time when young people are preparing to leave school. Some will go on to colleges of further education, or employment, and some need support from SEN Team.
2. Transition for young people with special educational needs and/or disability or those having additional support requirements should begin when the young person is in year 9, 11 or 13 (or earliest opportunity).
3. Section 8, pg. 120 - 140 'Code of Practice', Preparing for adulthood from the earliest years.

WHAT IS THE TRANSITION PLAN?

4. A transition plan, EHCP, One Plan or SEN Support Plan should draw together information from a range of people, both within and beyond the school in order to plan properly for the young person's move in to Post 16 education and adult life. (0-25).
5. Transition plans are not just about when a young person finishes school.
6. There should also be plans for ongoing school provision as set out in the statement, (Special Educational Needs and Disability Code of Practice 2014, Chapter 7, para 7.10 and Chapter 8, para 8.22 - 8.28).
7. A transition plan should be flexible and respond to the needs of the young person appropriately.
8. A transitional plan should be developed using a person centred approach and will consider what services that may be needed during the transition period, and what future services may be required.
9. **Transition planning offers the opportunity for everyone to begin working together with the young person and their family/carers, to focus on the future in a way that will enable:**
 - Clear plans to be developed that will identify the young person's own interests, strengths and aspirations.
 - The involvement of the right people in the planning process.
 - Responsibilities during the planning process to be clearly identified and owned by all those involved.
 - the transfer of responsibility for support to the young person to other suitable services/agencies.
 - the promotion of independence.

WHY HAVE A TRANSITIONAL PLAN?

10. It is important to have a transition plan because it helps CCAD and additional supporting agencies consult and plan with the young person and their family/carers about their future.
11. Having a transition plan helps CCAD to plan ahead. Very often, planning takes place too late – this means that young people and their family/carers become anxious and worried about what will happen to them in the future.

Being supported towards greater independence and employability can be life-transforming for children and young people with SEN and/or disability. This support needs to start early, and should centre on the child or young person's own aspirations interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions.

(Special Educational needs and Disability Code of Practice: 0-25 years)

AIM OF THE TRANSITION PROCEDURE

12. The procedure has been developed to enable all CCAD support professionals involved in the transition process to achieve the following aim: 'To listen to young people, and their parents/carers, and to support them in achieving their goals and aspirations.' Whilst meeting our statutory duties, laid out in the SEND Code of Practice, 0-25, July 2014.

SCOPE

13. The procedure relates to all young people with **SEN Support Plan, One Plan or EHCP**, including those who are looked after by the local authority. It can also be used as a planning framework for those young people who do not have a **SEN Support Plan, One Plan or EHCP** but who have additional support requirements.
14. This procedure document covers the transition process from the annual review in year 9 and subsequent years.
15. All Post 16 providers have a duty under Section 41 of the Children and Families Act 2014 to have a Special Educational Needs and Disability Policy that takes account of transition plan arrangements. Section 8, para 8.22 – 8.28.
 - Help young people to explore their aspirations and how different post-16 educations can help them meet them.

- Have firm transitional plans with the young people, families and school to ensure visits and familiarisation with the new setting, including a contingency plan if they wish to change their options or (because of exam results for example).
- Have aims to explore more specific courses through visits and taster days.
- Collect all relevant information from current provider about previous SEN provision, preferable before the spring term, allowing the new setting time to develop a suitable study programme and prepare appropriate support.

16. Partnership working is very important. The young person, their family/carers, professionals who already know the person, and those who may be responsible for developing transitional support and opportunities must work together in order to ensure the process is effective. For those young people for whom there will be a need to continue providing services after their 19th birthday, it is important that steps are taken to ensure an Education Health and Care Plan is in place.

17. The Annual Review held in year 9, year 11 or 13, is used to produce the **SEN Support Plan, One Plan or EHCP** with the young person and their family. This means that the Local Education Authority will need to work closely with CCAD, Children's and Adult's Social Services, Health, as well as any other appropriate agencies/organisations.

18. The **SEN Support Plan, One Plan or EHCP** is then reviewed on an annual basis and revised to take account of changing needs – the planning process must be flexible enough to cope with any changes that are needed.

CONFIDENTIALITY AND INFORMATION SHARING

19. People can only work together to safeguard and plan for young people if there is on-going communication between all parties involved in the planning process. Any concerns that the young person has about confidentiality must be addressed throughout the transition process.

20. Information will be shared on a 'need to know' basis, and with the agreement of the young person, and/or their family. When there are concerns that a young person or others may be at risk of significant harm, the needs of the young person, or others may take priority, and in these circumstances it may be necessary to share information without their consent. If there is a conflict between the young person and their parent/carer, then the young person's wishes will normally prevail.

The Data Protection Act 1998 explains that information should –

- *Be collected fairly and lawfully*
- *Only be disclosed in personal circumstance.*
- *Be accurate and relevant.*
- *Be kept no longer than is necessary.*
- *Be stored safely*

21 All agencies involved in transition planning will adhere to these requirements.

22 The Head teacher at or the Special Educational Needs Co- Coordinator (SENCO) will ensure that where a young person has a SEN Plan, One Plan or EHCP, and in order that there is sufficient time for appropriate support to be in place, the following is passed to Social Services and any post 16 provision that the young person will be attending –

- **A copy of the SEN Support Plan, One Plan or EHCP.**
 - **A copy of the most recent annual review**
 - **The Transition Plan**
- (Special Educational Needs Code of Practice 9.48)

The following visual representation of the Transition Procedure has been developed to ensure effective and timely transition planning for young people with a need, SEN Support Plan, One Plan or EHCP. However, the process set out in the document can also be used to plan for young people who do not have a SEN Support Plan, One Plan or EHCP, but do have additional support requirements.

SUPPORTING DOCUMENTS

SEND Policy
Admissions Policy

SEND Transition

