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## Transfer from secondary school to post-16 education

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Best practice guide for settings

This guidance was co-produced in collaboration with a number of organisations including:



Access Through Technology



Family Voice Norfolk

# Why is transition important?

This guide is designed to support settings in Norfolk in planning and delivering successful transitions for young people moving from secondary school to post-16 settings.

While the focus on this booklet is from setting to setting, secondary schools should be mindful that some of their young people (YP) will transfer to apprenticeships, traineeships or volunteering/employment coupled with part-time study. All of these will require liaison and many of the suggestions in this booklet will be as applicable to those YP too.

All YP can be vulnerable at times of change. A successful start in a new setting requires careful planning and preparation for everyone.

All educational settings must adhere to the Equality Act, 2010 which means that they have to make 'reasonable adjustments' so as not to place disabled learners at a disadvantage. settings should anticipate needs and make any reasonable adjustments in advance.

# Post-16 education and the law

The law requires all young people aged 16+ in England to stay in education or training until their 18<sup>th</sup> birthday. However, there are several options open to YP:

1. Full-time study at a post-16 setting (full time is approximately 18 hours per week for post-16 study)
2. Full-time employment or volunteering (defined as 20 hours per week) while in part-time education or training
3. Starting an apprenticeship, traineeship or supported internship

## What does good transition look like?

When transition arrangements are effective, young people should:

- ✓ Develop new friendships and improve their self-esteem and confidence
- ✓ Show interest and engagement in their education
- ✓ Get used to new routines and the new organisation quickly
- ✓ Experience curriculum continuity and an appropriate level of challenge in their learning

# How do we plan for success?

Effective transitions rely upon...

- ✓ Good planning
- ✓ Good communication

For those with special educational needs and disabilities (SEND), additional planning and preparation will be required to ensure that transition is successful. Other groups may also require a higher level of support around transition, including:

- Families with English as an additional language (EAL)
- Gypsy, Roma and traveller (GRT) families
- Children in care (CiC)
- CYP known to social care, such as families at section 47, section 17, or in a family support process
- CYP with pastoral needs, such as parental separation, bereavement and friendship issues
- CYP with mental health needs, such as anxiety
- CYP with medical needs
- CYP with long-term absence from education

# What needs to happen?

Feeder and receiving settings need to work closely with parents/carers and YP to ensure a positive transition.

It is a good idea to have an identified transition lead who will be responsible for coordinating the process. This may be the special educational needs coordinator (SENDCo), year leader or another senior leader.

## Transition leads should:

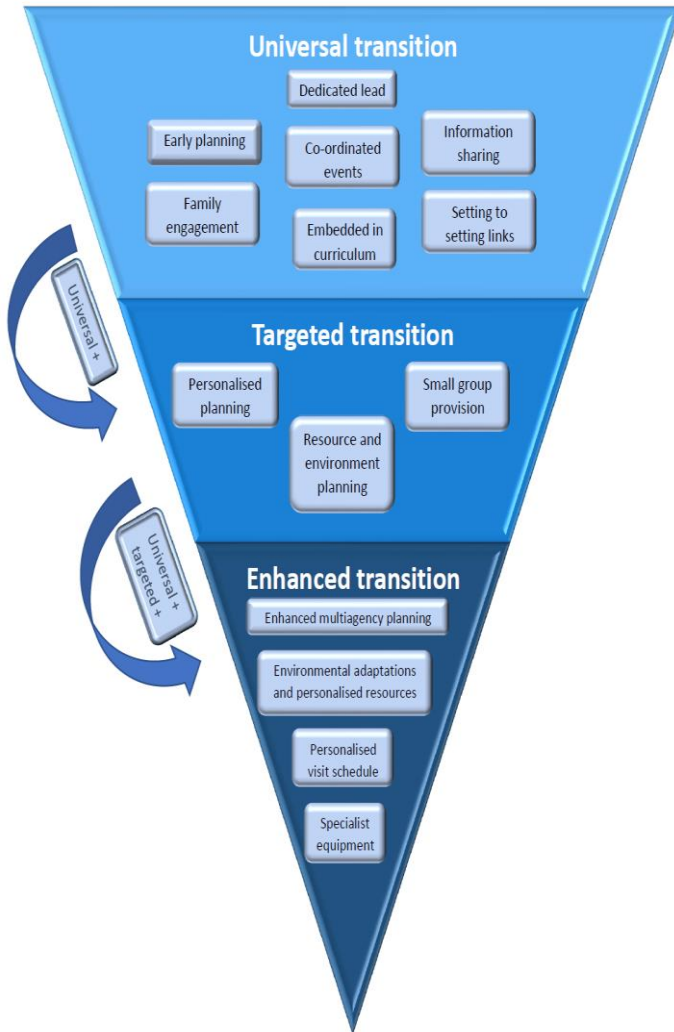
- ✓ Keep the YP at the centre of transition planning
- ✓ Create a transition plan with clear actions and timescales
- ✓ Involve parents/carers by ensuring that they are provided with relevant information and have the opportunity to share their own views in good time and in accessible formats

## Transition arrangements

- Most CYP will need universal transition arrangements
- Some CYP will need targeted transition arrangements
- A few CYP will need enhanced transition arrangements

This is the graduated response to transition.

## A graduated response to transition



## Start planning early

Transition planning should begin as early as possible, involving any relevant agencies and specialists throughout the process. Transition should be part of an independent, advice and guidance (IAG) programme, which is integrated into the secondary school curriculum. Further details of statutory careers guidance is in the resources and links section of this booklet.

For YP with an education, health and care plan (EHCP), transition planning will be discussed during the annual review in year 9 when future options start being considered. Some YP with EHCPs may be referred to the Norfolk Preparing for Adult Life (PfAL) Service. Further details of the PfAL Service and which YP may benefit from a referral are found later in this booklet.

For those YP without an EHCP, thinking about transitions should also start in year 9. Many schools will have this as part of their curriculum.

Effective transition should also consider how to raise aspirations appropriately and how to ensure that YP achieve outcomes not only in education but in the wider sense of independent living and participation in society.



Any planning should focus on what the YP wants to do now and in the future and will help both them and their family to think about longer-term milestones.

Planning for transition is an ongoing process and it involves long-term work to build effective links between settings.

## Plan for curriculum continuity

Post-16 settings will want to ensure that young people with SEND are on the most appropriate course and have the right support in place to achieve. They should use information from the current setting as well as discussions with the YP and their families to achieve this.

Many post-16 settings are flexible about the level of entry for their courses and will tweak once results are known. For example, if a YP wants to do a course at level 3 but misses out on the entry requirements for this, they may be signposted to the level 2 course.

## Use the same transition dates

It is helpful if schools across the region all have the same transition dates. Post-16 settings may want to use these same weeks to keep things consistent across Norfolk in terms of

their induction events.

These can be useful to help YP become orientated in their new setting and meet their key teachers/lecturers/tutors. Settings may set 'bridging projects' with some preliminary things to do before starting in September.

## Ensure efficient sharing of information

A post-16 setting may receive YP from a number of different settings or from a home-schooling or school-refusal situation. Settings need to ensure that the right information about the needs of YP is shared, and that it is shared in a timely way to enable planning to take place.

Many settings now use an electronic system for recording safeguarding information such as CPOMS. With common systems, the transfer of confidential information between settings is quicker and easier to manage.

Boxall profiles can provide an additional source of information on mental health and wellbeing. Each YP has a unique pupil code to facilitate the transfer of information.

[www.boxallprofile.org/](http://www.boxallprofile.org/)

The use of one-page profiles can help to capture the views of YP, parents/carers and the setting. They provide a clear and accurate picture of YP, conveying their strengths, challenges and support needs to the new setting in an accessible way.

Settings should adapt the form and content of profiles so that they are appropriate for YP at different ages and stages. Some example formats are shown below. Further information on one-page profiles is available to view on the Norfolk SEND Local Offer website:

[www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support/one-page-profiles](http://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support/one-page-profiles)

## An example of a one-page profile

**This is what you need to know about me**

**My name is:** John Smith

**I like people to call me:** Johnny

**My birthday is:** 0<sup>th</sup> November 2004

**People who are important to me:** Grandma, Dad, Sam (brother), Sarah (step mum), School staff: Nicky and Mike

**I live with:** Dad, Sam and Sarah

**I stay with Grandma in the holidays.**

**Important things to know about me at home:**

I can be very social and enjoy playing games. I love to 'chat'. I like to play with my laptop. I really want to be independent.

I have a multi square called my 'buddy' - this is my comforter.

**This is how to communicate with me:** talk to me, use signs for key words, gesture or points, use facial expression. Understand most of what is said to me if short and simple sentences are used.

**I will communicate with you using:** gesture and points, facial expressions, I can say some words that sound like names, I can use PCS to make requests for my key motivations (Dad sign, computer)

**PHOTO**

**Other people that work with me and know my needs:** Mike, Sophie, Nicky, Jane (EP)

**People who are important to me at my setting:** Nicky

**The person / people I can go to:** Nicky or Mike

**Important things for you to know about me at my setting:**

I need clear routine and structure for my school day. I need to be around those who understand me with patience and tolerance. I can hit out, I need firm reminding of expectations. I can be demanding of staff attention.

**People who live with me and look after me, want you to know:**

Johnny will always need adult support. He can demonstrate some challenging behaviour but this is improving. Johnny is very loving.

**My future - aspirations:**

- To be as independent as I can
- To communicate effectively
- To build good relationships with those around me

My SEN Support Plan    **My SEND**    My Risk Management Plan    My Care Plan    My Social Profile    **My PEP**

SEND files, risk management plans, learning support plans, one-page profiles and other professional reports should also be transferred securely to the new setting.

# Preparing for Adult Life (PfAL) Service and the Norfolk SEND Local Offer

There are many people who can support your child in their transition to adult life; you as parents/carers, teachers and social workers.

If more specialist help is required, it may be appropriate for the PfAL Service to work with your child.

All YP aged 14–17 who are likely to require support from Adult Social Services after they turn 18 should be referred to the PfAL Service.

## Referrals can be made to the PfAL Service if:

- ✓ Your child is 14–17-years old. They can be referred at 13-years-old, if the referral follows an EHCP review in year 9
- ✓ Your child has a disability. This could be a learning disability, mental health needs, autism or physical disability
- ✓ Your child is likely to need support from adult social services (under the Care Act 2014), to achieve their outcomes of good health, independent living, employment, friends, relationships and community inclusion

## Making a referral to the PfAL Service

If there is an allocated social worker in Children's Services, they will be well placed to make the referral. Alternatively, a referral can be made by anyone by ringing the Children's Advice and Duty Service (CADS) professionals' referral line, or in the case of members of the public, call 0344 800 8020.

[www.norfolk.gov.uk/children-and-families/send-local-offer/preparing-for-adult-life/help-to-plan-ahead/people-who-can-help-in-transition-to-adult-life](http://www.norfolk.gov.uk/children-and-families/send-local-offer/preparing-for-adult-life/help-to-plan-ahead/people-who-can-help-in-transition-to-adult-life)

## The Norfolk SEND Local Offer and PfAL

The PfAL section of the Norfolk Local Offer focuses on the support available for young people and covers:

- ✓ Planning ahead
- ✓ Getting a job
- ✓ Leisure and community
- ✓ Somewhere to live
- ✓ Keeping healthy
- ✓ Money
- ✓ Travel

It can be accessed at [www.norfolk.gov.uk/children-and-families/send-local-offer/preparing-for-adult-life](http://www.norfolk.gov.uk/children-and-families/send-local-offer/preparing-for-adult-life)

# Timescales for transition

Effective transition results from a focused IAG programme in the secondary school. Settings will develop their own bespoke transition programme for year 11 students, but should reflect on the following to ensure best practice:

## September

- ✓ The current should publicise all options available. Use [www.helpyouchoose.org](http://www.helpyouchoose.org) as a starting point. Make sure that someone in the current setting is able to be the Help You Choose administrator so applications can be monitored
- ✓ The current setting starts its year 11 EHCP annual reviews. The setting should start discussions with post-16 settings following the reviews if the YP is likely to need additional support. The current setting may invite post-16 settings to annual reviews if there is likely to be a level of need and the YP is focused on attending a particular setting. Make sure other professionals are also present if this is appropriate: this is vital if the post-16 setting may have to make any physical alterations, for example ramps, to enable YP to access learning
- ✓ The current setting checks with TITAN travel training at Norfolk County Council what the current arrangements are to support YP aged 16 to 25 who need additional support getting to and from post-16

settings

- ✓ The current setting should invite local post-16 settings to its parents' evenings for year 11 and year 10
- ✓ The post-16 setting should start publicising its open day and taster events
- ✓ Current setting and post-16 setting should start a conversation about what worked well/what did not from the previous year's transition

Be aware that in any meetings...

The YP and their parents/carers should leave the meeting:

- ✓ Feeling reassured
- ✓ With a clear idea of what the plan is
- ✓ Feeling that their voice has been listened to

The post-16 setting should:

- ✓ Gather as much information as possible about the YP. This includes what the YP is like in the existing setting but also at home

There is no substitute for a robust action plan that anticipates the learner's needs and is able to detail the reasonable adjustments to ensure curriculum entitlement

## October-December

- ✓ The application window for post-16 settings opens. YP can apply at [www.helpyouchoose.org](http://www.helpyouchoose.org). Aim to get applications completed by Christmas
- ✓ Ensure that the YP has a back-up plan. Even if the YP wants an apprenticeship, put in an application to two settings. If the YP wants to apply for a post-16 school or college place, still put in more than one application
- ✓ If the YP is considering an apprenticeship, start looking and applying at the apprenticeships and training section of [www.helpyouchoose.org](http://www.helpyouchoose.org) as well as [www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship) and [www.apprenticeshipsnorfolk.org](http://www.apprenticeshipsnorfolk.org)
- ✓ The current setting may have some YP who want an apprenticeship but are not quite ready. These YP could consider a traineeship. Further details are at the traineeship section of Help You Choose as well as [www.gov.uk/find-traineeship](http://www.gov.uk/find-traineeship)
- ✓ The current setting may have YP with EHCPs for whom a supported internship could be considered. More details in the resources and links section at the back of this guide.
- ✓ If the current setting has YP who want to do a part-time course, they can consider combining it with volunteering opportunities. These are listed in the volunteering section of [www.helpyouchoose.org](http://www.helpyouchoose.org)
- ✓ Open days and evenings at post-16 settings generally start just after the October half term. How will the current setting support YP in this process?



- ✓ The current setting and new setting may start provisional conversations about additional support

## January

- ✓ Post-16 settings start their interview process. Make sure that the post-16 setting is informed of any additional needs at this stage
- ✓ Post-16 interviews will explore why the YP has chosen a course and make sure it is right for them
- ✓ Explore whether any extra visits could be useful such as when the setting is closed to other students

## February-March

- ✓ The current setting ensures that everyone has applied. Any post-16 setting getting applications now will consider them 'late', but it does not mean that it is not worth putting an application in
- ✓ For apprenticeships and traineeships: the YP, with support as appropriate, should keep checking current openings
- ✓ The current setting to consider whether it would be useful for the post-16 setting to observe students in lessons to see how they access learning

## April

- ✓ When the YP is offered a place, the current setting to firm up any preliminary discussions with the post-16 setting about any additional support needed and/or the arrangements for additional visits
- ✓ When the post-16 setting makes an offer, the post-16 setting to send out a calendar to the YP showing what happens next and when
- ✓ The current setting checks with TITAN travel training about any support requests (see resources and links section at the end of this booklet)

## July

- ✓ Post-16 settings ensure that all SEND applicants are aware of and offered a place on their induction programme
- ✓ Post-16 settings should ensure that all routine arrangements are known, such as the location of different areas of the campus, name of key worker, names of teachers/lecturers/tutors
- ✓ Post-16 settings to follow up with a communication to new students re-emphasising next steps and what happens next

## August

- ✓ Current settings should invite post-16 settings to their GCSE results day in August. If the results are not as expected, post-16 settings will be on hand to offer support and will often switch students' courses as appropriate. Even if the YP did not originally apply to a particular post-16 setting, it is worth speaking to them as there are likely to be some vacancies

## Resources and links

DfE apprenticeships: find an apprenticeship in England

[www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship)

Apprenticeships Norfolk

Lists apprenticeships available in Norfolk

[www.apprenticeshipsnorfolk.org](http://www.apprenticeshipsnorfolk.org)

Careers guidance and access for education and training providers (DfE)

Statutory guidance for schools on providing careers guidance

[www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools](http://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools)

## Child Law Advice

Information on what the law in England says about young people aged 16+ needing to remain in education, employment or training until their 18<sup>th</sup> birthday.

[www.childlawadvice.org.uk/information-pages/participation-of-young-people-in-education-employment-or-training/](http://www.childlawadvice.org.uk/information-pages/participation-of-young-people-in-education-employment-or-training/)

## CitizenCard

Non-profit issuer of police-approved proof of age and ID cards.

[www.citizencard.com](http://www.citizencard.com)

## Help You Choose

The full range of courses on offer at all post-16 settings can be viewed on [www.helpyouchoose.org](http://www.helpyouchoose.org). You can also apply for courses on this site.

## INTRAN interpreting and translations services

[www.intran.org](http://www.intran.org)

Language Line interpreting and translations services

[www.languageline.com/uk](http://www.languageline.com/uk)

National Careers Service

Information, advice and guidance available at

<https://nationalcareers.service.gov.uk>

Norfolk Preparation for Adult Life (PfAL)

Referrals for 14-17-year-olds

[www.norfolk.gov.uk/children-and-families/send-local-offer/preparing-for-adult-life/help-to-plan-ahead/people-who-can-help-in-transition-to-adult-life](http://www.norfolk.gov.uk/children-and-families/send-local-offer/preparing-for-adult-life/help-to-plan-ahead/people-who-can-help-in-transition-to-adult-life)

Information for 14-25-year-olds

[www.norfolk.gov.uk/children-and-families/send-local-offer/preparing-for-adult-life](http://www.norfolk.gov.uk/children-and-families/send-local-offer/preparing-for-adult-life)

Norfolk supported internships

Find out more on this page in the Norfolk SEND Local Offer

[www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/post-16/internships-and-supported-internships](http://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/post-16/internships-and-supported-internships)

## One-page profiles

[www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support/one-page-profiles](http://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support/one-page-profiles)

## TITAN travel training

[www.norfolk.gov.uk/education-and-learning/school-and-college-transport/transport-support-and-training/transport-support-and-training-titan](http://www.norfolk.gov.uk/education-and-learning/school-and-college-transport/transport-support-and-training/transport-support-and-training-titan)

email [titan@norfolk.gov.uk](mailto:titan@norfolk.gov.uk)

telephone 01603 638021

## Traineeships

Find a traineeship in England

[www.gov.uk/find-traineeship](http://www.gov.uk/find-traineeship)

This leaflet is part of a series designed to support and enhance transitions in all Norfolk settings. The guidance has been co-produced with input from education and Norfolk County Council professionals including SENDIASS and representatives from family groups including Family Voice Norfolk and SEN Network.