

TRANSITION PLANNING GUIDANCE AND POLICY

Overarching principles

Young people are involved in the strategies, delivery, evaluation and transition from their provision at Inclusion Hampshire.

‘Transition’ can refer to:

- Reintegration back into mainstream school or PRU full time
- Reintegration on to a mixed timetable at Inclusion Hampshire and another provision (e.g. mainstream, PRU, college, home tutoring or work experience)
- Transition at end of Year 11 on to college, traineeship, apprenticeship or alternative Post 16 education provider

Transition support is developmentally appropriate, taking into account the young person’s:

- Maturity
- Cognitive abilities
- Psychological status
- Needs in respect to long term conditions
- Social and personal circumstances
- Caring responsibilities
- Communication needs

Transition planning is strength - based and focuses on what is positive and possible for the young person rather than on a predetermined set of transition options.

The transition plan also identifies the support available to the young person.

Inclusion Hampshire uses a learner centered approach to ensure that transition support:

- Treats the young person as an equal partner in the process and takes full account of their views and needs

- Involves the young person and their family or carers, referring schools, education professionals and other professionals involved as appropriate through regular reviews and feedback.
- Supports the young person to make decisions and builds their confidence
- Fully involves the young person in terms of the way it is planned, implemented and reviewed

Transition planning

Timing and reviews:

Inclusion Hampshire holds regular internal meetings to review provision and measure progress towards transition. Formal review meetings take place to share outcomes with all those involved in supporting the young person and make plans for any transitions.

Review meetings

- Involve all practitioners and professionals providing support to the young person
- Involve the young person and parents/ carers
- Inform a transition plan that is linked to other plans the young person has in respect of their care and support
- Help the young person identify a named member of staff to support their plan

Named member of staff:

- Will oversee, coordinate or deliver transition support, depending in nature of their role
- Be the link between the young person and other professionals involved in their education
- Arrange appointments and meetings where needed as part of transition
- Help young people navigate services
- Ensure that young people who are also carers can access support
- Act as a representative for the young person, if needed, at meetings and provide support or act as an advocate for them.
- Direct the young person to other sources of support and advice
- Think about ways to help the young person to get to appointments if needed
- Provide advice and information

Involving young people:

Inclusion Hampshire offers young people support and help to become involved in their transition planning.

This may be through:

- Coaching and mentoring
- Advocacy
- Use of technology and alternative ways of presenting and recording views
- Helping young people to develop their confidence and give them a chance to raise any concerns and queries, separately from parents/ carers if necessary

Support before the transfer takes place:

Inclusion Hampshire should ensure that there is a contingency plan in place

A contingency plan should also be in place to ensure consistent transition should named worker leave or be unavailable

Support for young person to visit places they may move on to so they can see what they are like and make informed choices

Ensure data from EHCPs, exam access arrangements and any other diagnostic and progress tracking data is used to inform transition planning.

POLICY IMPLEMENTATION

The Chief Executive is responsible for ensuring the implementation of this policy and that regular reviews take place.

All staff and volunteers have a responsibility to adhere to this policy and will be made aware of this policy as part of their induction, supervision and training.

Failure to act in line with this policy will result in disciplinary action