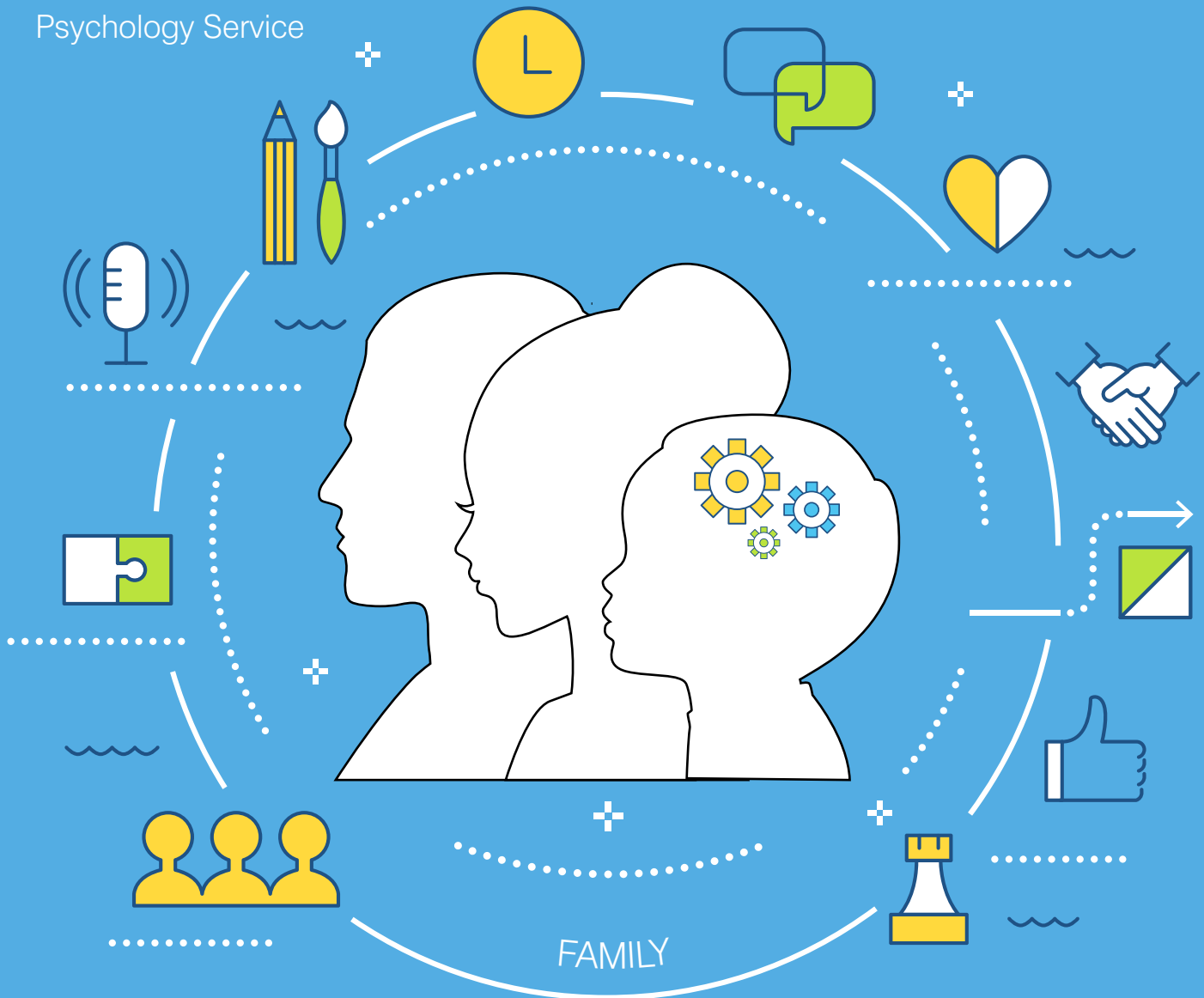


SUPPORTING YOUNG PEOPLE WITH SEND TRANSITIONING INTO POST-16 SETTINGS



Developed by
Lancashire Educational
Psychology Service



FAMILY

lancashire.gov.uk/practitioners





Introduction

Between May 2021 and May 2022, Lancashire County Council's Educational Psychology Service completed two small scale research studies with staff from secondary specialist settings and post-16 settings, as well as the parents of young people attending specialist settings. The aim of the studies was to explore what works well within specialist settings currently and how post-16 settings can further develop their provision to meet the needs and aspirations of young people with SEND (special educational needs and disabilities)

What schools and post-16 settings told us helps towards successful placements for young people with SEND

The main findings: what works well and what is needed

- A flexible, person-centred ethos that is supportive and welcoming for both young people and their families
- An enhanced, collaborative and joined-up transition process where there are good links between schools and receiving post-16 settings
- A flexible and varied curriculum that offers young people opportunities to complete a range of qualifications and training towards specific goals, at their own pace
- Independent living skills training and work experience opportunities with local business and employer partners
- Staff who are skilled and confident in supporting children with SEND and are informed when advocating for young people's rights
- Paperwork that is updated and reflective of the young person's SEND, including a young person's educational and health care plan (EHCP) and 'what works' guides, alongside the young person's voice and aspirations
- A collaborative and positive working relationship between settings and the local authority
- Joint working with specialist professionals (e.g. speech and language therapy, educational psychology etc.), where appropriate

Secondary settings and receiving post-16 settings may like to consider the following points when planning provision for young people with SEND.



Transition

Effective transition planning is important at any stage in a young person's life, but it is particularly crucial for young people with SEND moving into adulthood. A good transition can make a potentially challenging experience positive for both the young person and their family. Successful and well organised transitions are shown to increase retention and enhance progression to further education, training and employment.

Who?

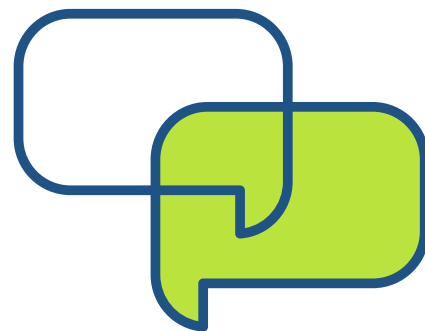
- The young person
- The young person's chosen family/carers
- The current secondary setting
- The receiving post-16 setting
- Any other professionals whose presence may be beneficial

When and where?

- Transition should start as early as possible
- At a place where the young person feels comfortable

How?

- In a collaborative manner with a multi-agency approach
- Through person-centred planning methods, where the young person remains at the core of the process
- Secondary settings to share ideas and information with post-16 (e.g., via a 'what works' guide)
- Offer support for parents and enable honest communication around expectations
- Allow for multiple visits in various formats (e.g., with secondary setting staff, with families, alone and at different times of the day)
- The sharing of relevant data where consent has been provided



Signposting

National Association of Special Educational Needs (NASEN) guides for supporting transition:

[Transition - Nasen](#)

Comprehensive guidance and support for secondary settings and receiving settings:

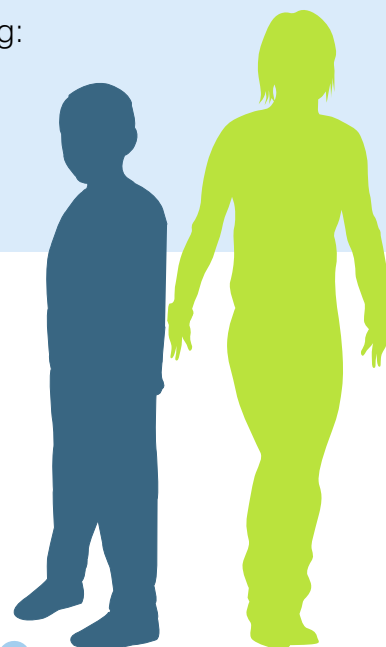
[Transition - durham.gov.uk](#)

PreparingforAdulthood.org.uk resources to support person-centred planning:

[Person-centred planning - preparingforadulthood.org.uk](#)

PreparingforAdulthood.org.uk video on transition planning:

[Transition Planning - preparingforadulthood.org.uk](#)



EHCPs and preparing for adulthood (PfA) outcomes

Preparing for adulthood begins at the start of a child's education and develops into a key focus throughout their secondary experience. Within the Year 9 review, a young person's EHCPs must be centred around the PfA outcomes and updated accordingly. Ensuring that a young person's EHCP reflects their aspirations for adulthood is key for post-16 settings in being able to identify and deliver the appropriate provision to a young person with SEND.

Ensuring that a young person's EHCP reflects their current SEND is critical to ensuring that the appropriate provision is in place for their transition to a post-16 setting. Post-16 settings told us that it is helpful for them to attend Year 11 reviews for young people due to attend their settings to aid in this process.

Signposting

Preparation for Adulthood toolkit for Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health needs, Hearing Impairment and Visual Impairment:
[Preparation for adulthood toolkit - Lancashire County Council](#)

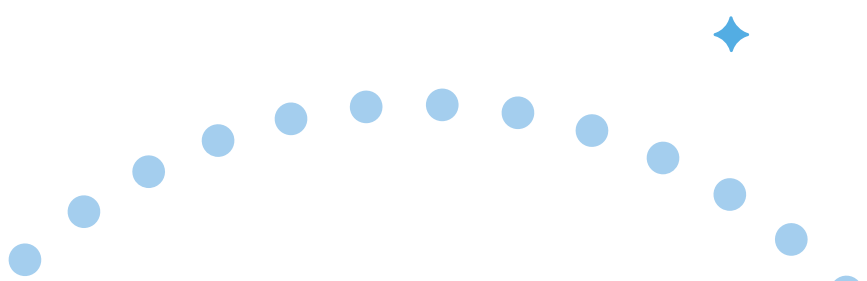
PreparingforAdulthood.org.uk resources for developing PfA outcomes across the age ranges for children and young people with SEND: [PfA Outcomes Tool - preparingforadulthood.org.uk](#)

PreparingforAdulthood.org.uk guidance for supporting the planning and writing of good PfA outcomes: [Supporting Planning & Writing Good PfA Outcomes - preparingforadulthood.org.uk](#)

Supporting families

Working closely with families is key to successful outcomes for young people with SEND transitioning to a post-16 setting. The transition to adulthood can be a stressful and anxious time for parents and carers. Secondary settings and post-16 settings can support parents in the following ways.

- Ensure good communication, not just in a verbal format. Provide a single point of contact
- Provide opportunities for families to share concerns or worries
- Provide a medium for the sharing of information
- Explore expectations and be transparent in how you can meet a young person's needs
- Be compassionate- this is a worrying time for many families
- Be proactive with the enhanced transition process



Signposting

Lancashire County Council SEND local offer for young people and adulthood:

[Young people and adulthood - special educational needs and disabilities - Lancashire County Council](#)

Comprehensive guidance and support for secondary settings and receiving settings:

[Transition - durham.gov.uk](#)

The young person's voice

Inherent within the entire transition process is the requirement to place the young person, their voice, wishes and hopes at the very centre. Schools, families and post-16 settings may need to utilise a range of resources to gather the views of a young person. Examples of possible resources that could be used, include visual sorting activities, ranking and rating activities, solution-focused approaches, assistive technology and apps.

Signposting

Suggestions on ways to gather a young person's voice from Family Action:

[Gathering young people's voice- Family Action](#)

Suggestions on ways to gather a young person's voice from The Highland Council:

[Gathering the views of children and young people- The Highland Council](#)

PreparingforAdulthood.org.uk resources to support person-centred planning:

[Person-centred planning - preparingforadulthood.org.uk](#)

