



COMHAIRLE NAN EILEAN SIAR

TRANSITION PLANNING GUIDANCE

JULY 2012

Transition Planning Guidelines

The Additional Support for Learning Act (2004) and subsequent The Education Additional Support for Learning Act 2004 www.legislation.gov.uk/asp/2004/4/pdfs/asp_20040004_en.pdf introduces a new framework for planning transitions as children and young people enter the educational system, progress through the different stages and finally leave school. These guidelines are based on the Code of Practice and should be read in conjunction with the local guidance Meeting Needs, Supporting Learners Handbook. [Meeting needs supporting learners](#)

This guidance focuses on the Transition Plan which must be in place for children in secondary school, and the timely engagement and involvement of Social and Community Services Department, particularly the Community Care Team and Adult Services.

It supports the existing meeting structures within Education and Children's Services and promotes the Single Shared Assessment process that gathers the relevant information from all the appropriate sources and ensuring there is a single care plan in place.

Other transitions e.g. between schools, school closures and exclusions should follow the same principles and where possible the same timescales for informing relevant agencies and passing on information.

All pupils go through transition stages in school education and for most the normal transfer arrangements are satisfactory. For some who have additional support needs a more extensive individualised planning process is required. This will include previously recorded pupils and others who have significant additional support needs arising from a wide range of factors.

The transition planning meetings will be part of the annual review and planning process for children and young people who require additional support. General guidance on the organisation of these review meetings is provided in the Meeting Needs, Supporting Learners Handbook

1. General Principles

The Code of Practice sets out the following principles for transition planning:

- Transition planning should be embedded within the Education Department's policies and procedures for additional support needs.
- Other agencies, such as Health and Social Services, Careers Scotland, Further Education Colleges and Institutions of Higher Education should also be involved in transition planning where required.
- The child's or young person's views should be sought and taken into account when discussing changes in school education.
- Parents should be part of the planning process, and their views should be sought, and taken account of, and they should receive support, as required, during the transition process.
- Early consultation should take place with the school or post-school provision which the child or young person will be attending.
- Schools plan to ensure that the necessary support is in place for children who have additional support needs to help them through the transition phase to their new school or exit from school environment
- Professionals from all agencies working with the child and family should plan in good time for transition to future services.
- Transition should be co-ordinated by a relevant person known to the child or young person and their family

- Where a child or young person has a co-ordinated support plan, any anticipated change in the statutory co-ordinator should be discussed with the child or young person, and parents, as far in advance of the change as possible.

In addition the following principles will apply:

- All relevant services for children, young people and adults should give a high priority to transition planning.
- Individual contacts within each agency should be identified as part of the plan e.g. contact person in the Primary and Secondary School.
- Transition reports should include a profile of the competencies of the child or young person
- A post placements review (PPR) will be held during the first 3 months of the new placement

The Transition Guidance supports the values and principles within GIRFEC (Getting it Right for Every Child):

- Promote opportunities and value diversity
- Provide additional help that is appropriate, proportionate and timely
- Work in partnership with families
- Support informed choice
- Respect confidentiality and share information
- Promote the same values across all working relationships
- Make the most of bringing each worker's expertise
- Co-ordinate help
- Build a competent workforce to promote children and young people's wellbeing

2. Timescales

The Regulations state that transition planning should begin at least 12 months before the change takes place. By this stage advice and information should have been sought from relevant people and agencies.

In addition at least six months before the transition relevant information should be passed to the receiving school or service with the consent of the parent or young person.

In practice the planning process will begin before these statutory deadlines. **This is especially important for the post school transition.**

The Additional Support for Learning Act (2004) introduces a new framework for post school transition planning. This is a particularly important transition because of the involvement of a range of new agencies and the uncertainty experienced by parents and young people as they leave the by now familiar world of school and children's support services.

The ASfL Act removes The Future Needs Assessment as a statutory requirement, together with Section 13 of Disabled Persons Act which required Social Work agencies to give an opinion on the disabled status of the young person.

The new framework is designed to be more flexible and less bureaucratic so that the timing and scope of the assessment and planning process can be tailored to the needs of the individuals.

The general principles identified for all transitions apply to the post school transition. In addition it has been agreed with key adult service providers that a detailed and funded plan for post school provision should be in place at **least 6 months before** the expected school leaving date.

Specific Planning Arrangements

The transition planning process will be incorporated into the school's annual review and planning process co-ordinated as necessary with any other formal planning process e.g. LAC reviews.

Early in each school session the school's ASfL co-ordinator should meet with representatives of other agencies (e.g. Health, Community Care Social Work, Social Work Adult Care Services, Educational psychology) to plan the review meetings with the explicit aims of avoiding duplication and facilitating joint working.

At the S1 stage the Community Care Social Worker, will receive from the Education and Children Services Department general information about pupils who may need a high level of post school support. The purpose of these audits is to help is to help long term service planning and not to take decision about individuals.

The S2 annual review and planning meeting a major issue is to plan the pupil's education in S3 and S4. Possible post school needs will be included on the agendas and relevant agencies which will need to become involved will be identified and contacted with the agreement of parents. At this stage only an outline transition plan will be required for most pupils.

All the agencies including the Local Area Coordinator and agencies relevant to the post-school transition will be invited to the S3 review called by the school. Following this review a more detailed plan will be drawn up for the next 12 months which will specify the actions required from each agency together with the timescale. At this stage the plan may include the following:

- Education programme for the remaining years at school (including work experience)
- Expected school leaving date
- Support services involved and contact details
- Views of the pupil and their contribution to the plan
- Views of the parents and their contributions to the plan
- Relevant medical/health factors (including disability status)
- Details of possible post school services with named contacts
- Name of the person who is co-ordinating the plan
- Date and time of the next review
- The minute of the review meeting including the transition plan will with parental agreement, be sent to all the identified agencies and services.
- The template for recording minute/note of the meetings as per Appendix 3.6c in the Meeting Needs Supporting Learners handbook applies.

NB The above review should be held at least 12 months before the statutory school leaving date. For a small number of pupils this may mean holding the meeting in S2

- The plan will be refined at subsequent annual review meetings called by the school.
- In the case of Looked After Children the transition plan will be appended to the LAC plan. Similarly a LAC review may refine the transitions plan and the amended version will be added to the school records and shared with all the agencies involved.
- Children and Family Social Work involvement will only be needed if there is an already ongoing involvement or if there is a specific reason to make a referral. Community Care Social Work involvement will be required when there is likely to be a need for post school support. Such referrals will normally be agreed at the S2 review.
- A medical report will only be required if there are significant health or medical issues which must be taken into account in the transition plan.

Where Lews Castle College is an option a representative should be invited to the S3 review. Specific guidance regarding school – college transition planning is provided below.

- A post placement review should be convened by the post – school provider within 3 months of the placement with invitations to Careers Scotland. Invitations should also go to Educational Psychology if this service was involved in the post-school planning or if additional advice is required.

At a Glance – Post Transition Planning

S1	Education and Children Services Dept will make contact with Social Work Community Care and Adult Services with information in respect of pupils who are likely to require a very high level of post-school support.
S2	Transition planning built in to the annual school review for those who require this (including formerly recorded pupils). Relevant agencies are invited to the meeting and an outline plan is drawn up.
S3	Detailed transition built into the annual school review.
S4-onwards	The plan is refined at all subsequent annual school review meetings. Additional meetings can be called as necessary.
Final Year	Detailed plan for post school services in place at least 6 months before the leaving date.
	Post Placement Review to be held within 3 months.

The following charts show:

- The post school planning process and the specific process
- The specific arrangements for transition to College

In addition the Post College transition chart is included for information.

ASFL ACT – POST SCHOOL TRANSITION - GENERAL		
S1	Education and Children Services provide relevant information to the Community Care Team and Adult Services to assist with long term service planning.	TRAINING AND ENVIRONMENT ADAPTATIONS WHERE APPROPRIATE
S2	S2 Annual School Review – S3 subject choices and post school transition on agenda – views of parents and pupil sought – Local Area Co-ordinator named and contacted – 1 st possible leaving date confirmed – agencies to be involved in transition planning identifies and referrals made.	
S3 review To be held at least one year before the expected school leaving date	<p>S3 Annual School Review and Transition Planning</p> <p>Present:</p> <p>Essential – Parents, young person, relevant school staff, Local Area Co-ordinator, post school service providers – Adult Services, Careers Scotland, Children and Families Social Work and Community Care.</p> <p>As appropriate – Allied Health Professionals (e.g. Occupational Therapist, Physiotherapist, Speech & Language Therapy, Public Health Nurse, Inclusion Manager, Clinical Medical Officer, Respite/Family Support, Education Specialists, Other Agencies, Educational Psychology, supporter for parent/young person.</p> <p>Action – Detailed transition plan drawn up by school and adult service providers involving parents, young person together with other agencies as appropriate. Named contacts identified – timescales and responsibilities clearly stated – target leaving date set – minutes circulated – information sent as needed to post school providers. School programme to support the transition agreed.</p>	
S4 onwards	<p>Transition plan implemented and reviewed at least annually at the time of the school review. Post school providers actively involved as required.</p> <p>Single Shared Assessment undertaken by Community Care Social Worker if social care services are to be involved.</p>	
6 Months before leaving date	Detailed plan for post school services in place with identified funding where necessary. School sends further information to provider as needed.	
3 months onto new placement	Post placement review including young person, carers, and key professionals.	

ASFL ACT – SPECIFIC ARRANGEMENTS FOR TRANSITION TO COLLEGE		
S3 review	<ul style="list-style-type: none"> • Transition plan drawn up following annual review – to include • Named college contact • Environmental adaptations required? • Training required? • Personal care implication? • Disability status and requirements. 	TRAINING AND ENVIRONMENT ADAPTATIONS WHERE APPROPRIATE
March / May	<ul style="list-style-type: none"> • Young person visit to college with school staff or parents as appropriate. • Arrangements made with school re auxiliary support. • OT, Physiotherapist involvement as required • Written strategy • College staff to visit school 	
June	<ul style="list-style-type: none"> • ASN Open Day: Prospective students / parents /school staff as appropriate • Extended Learning Support – advice to follow • Further information transferred from school 	

Sept/Oct	<ul style="list-style-type: none"> • Monitor progress and liaise with school • Review settling in process with appropriate people eg Social Work, Community Care Assessment and Care Management, Adult Services, Careers, Educational Psychology 	
Transition from College	See chart below	

ADDITIONAL SUPPORT NEEDS/EXTENDED LEARNING SUPPORT – POST COLLEGE TRANSITION		
August	<ul style="list-style-type: none"> • Co-ordinated Personal Support and Learning Plans compiled 	
September	<ul style="list-style-type: none"> • Information on students to Careers, Adult Services etc as appropriate 	
December/January	<ul style="list-style-type: none"> • Careers and Employment Support Services visit College and meet with students • Liaise with Community Care Team and Adult Services 	
January onwards	<ul style="list-style-type: none"> • Liaise with Employment Support Services, Community Care team and Adult Services as appropriate 	
March	<p>Additional Support Need – Annual College Review Meeting</p> <ul style="list-style-type: none"> • Present: Student, studies advisor, Careers. <p>As appropriate – Parents/carers, Local Area Coordinator, Social Worker etc</p> <ul style="list-style-type: none"> • Update Personal Support Learning Plan– Transition plan compiled and responsible people identified. 	
April/June	<p>Additional Support Needs</p> <ul style="list-style-type: none"> • Visit projects • Tasters at projects as appropriate • Students meet with Employment Support Services or Careers as appropriate • Information transferred as requested and agreed with students. 	

Sample Template

S3 Review Meeting

Name

Date

AGENDA

Welcome and Introductions

1. Summary of Reports

- a. School
- b. Other (i.e Medical, AHPs, Social Work)
- c. Parent's views/issues/report
- d. Young person's views/issues/reports

2. Action Points – what, by whom and when

- e. School
- f. Other

3. Post School Needs and Possible Options

4. Transition Plan – what, by whom and when?

- Target school leaving date and timescales
- Involvement of other services – adult services, careers, respite, college
- Skills development
- Transfer of information
- other

5. CSP/IEP

6. Key Contacts

- School
- Careers
- Social Work
- Adult Services
- Local Area Coordinator

7. Date of S4 Review