
TRANSITIONS

For children and young people (aged 0-25) with special educational needs/and or disabilities.



**Solihull Parent
Carer Voice**

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Why transition matters.

All children and young people go through transitions, it is really important to make these transitions successful. Successful transitions put the child/young person and family at the heart.

The Solihull Guide for Schools on Successful Transition in Solihull

<https://www.solgrid.org.uk/education/wp-content/uploads/sites/43/2021/04/TransitionGuidanceAmendedApril2021.pdf>

describes the aims for transition in Solihull as:

- Learning outcomes and children's and young people's mental health and well-being are not compromised.
- The receiving class teacher(s) and/or school will have a secure knowledge of the individual before they arrive, ensuring any reasonable adjustments are put into place in a timely manner.
- All children and young people should have equal opportunity regardless of any additional needs.

- Schools will work collaboratively in the best interests of all children and young people and build trust with families to engender successful transition.
- Transition will be consistent, across schools, yet personalised to meet the needs of all children and young people regardless of additional needs.
- Transition arrangements will be well communicated and children, parents and staff will have access to relevant and timely information.
- Schools will work effectively together, supported by families and professionals.
- All partners/professionals will work together.

Moving on from this into college, supported internships, apprenticeships, university and work, we believe that young people need to also have successful transitions following the principles above, that professionals, young people and families work together to create consistent and personalised transition arrangements.

Transition Packs.

What should a good transition pack look like? What information should it include?

- Information about the new environment, in an age and needs appropriate format, this could be photos, maps, information about where lockers are, information about any bells that ring. In a workplace, what is this going to look like.
- Expectations, what are the rules, what behaviour is expected.
- New vocabulary, are there different words and phrases used?
- Key people- who are going to be the key people in the persons life- class teacher, form tutor, mentor, Senco, Student support, supervisor/manger. What is their name and role, a picture of what they look like.
- Quiet areas- are there any quiet areas that can be accessed, where are they and when can they be used.
- Timetable- in the case of schools/colleges/university the actual class timetables, for work what is their schedule-

what time do they start/finish, what time are their breaks?

- Systems for organisation- what does the child/young person need each day?
- Homework (if applicable) what are the expectations.
- Transitions workbook- addressing the differences between where they were and where they are moving to.
- Personal profile- written with the child/young person.

Personal Profiles.

Personal profiles (sometimes called One Page Profiles) are a really good way of the Child/Young person taking an active role in being able to say to people “This is ME” these are my likes and dislikes, these are the things I find difficult, this is how I want to be supported, this is how I want to communicate and how I want you to communicate with me.

These can be done through words/pictures/pecs or a powerpoint or video if preferred, and can be personalised to the child/young person’s interests.

There are many free templates available on the internet and they usually compromise the following sections:

What is important to me.

What people appreciate about me.

What I find difficult.

How I want to be supported.

Early Years.

Nursery schools and pre-schools should- arrange to speak to the infant/primary school and talk to them about the child, pass on relevant information about your child- their abilities, areas they may find difficult, how they engage and support your child, as well as information about any other professionals that have been into nursery to be involved such as the Local Authority Early Years team.

Nurseries and pre-schools should talk to the child about what is happening and talk to families and involve families in the transition.

TIPS:

Planning and preparation can be key- consider possible barriers and ensure that these are discussed between key people.

Consider what reasonable adjustments help your child and share them with the new setting, share what has supported your child in the past.

Share a 1-page profile. Talk to the school about extra visits, access to transitions object.

Primary to Secondary.

The Primary school should share information with the secondary schools, including information around their academic levels, information regarding any support plans that are in place for your child.

The Secondary school should arrange transition visits, work with the primary school and family to create a transition pack for the child, talk to the previous school, child and family to ensure that they have a good understanding of the child, what reasonable adjustments that they need and what support they need before the child starts.

TIPS:

Talk to both schools, open the communication early to ensure that the new school has an accurate understanding of your child and that you and your child have correct information about the school, what the expectations are and where to get support etc.

Ask for extra transition support.

Share a 1-page profile

Talk to your child about the change and any concerns that they have.

Secondary to Post 16.

The school should meet with/talk to the new placement- whether this is a college, supported internship, apprenticeship etc. They should share relevant information regarding the young person's academic levels, any reasonable adjustments that are in place and any support plans in place.

The new placement should, talk to the school, young person and family to ensure they have an accurate picture of the young person and their needs, arrange transition visits, work together to create a transitions pack.

TIPS:

Talk with your young person about their next steps, what they want to do and what support they need and want to do this. Talk with them about any concerns that they have.

Meet with the placement to talk about support and reasonable adjustments.

Share a 1-page profile.

University.

When a young person goes to university they are no longer eligible for an EHC Plan.

Universities however do support young people with special educational needs and disabilities, often having send specialism within their student support department.

Students may also be eligible for the Disabled Students Allowance and more information can be found:

[Help if you're a student with a learning difficulty, health problem or disability - GOV.UK \(www.gov.uk\)](https://www.gov.uk/help-if-youre-a-student-with-a-learning-difficulty-health-problem-or-disability)

Employment.

All employers have to follow the Equality Act 2010, this legally protects people from discrimination in the workplace. Employers must make reasonable adjustments for their staff.

Experts by Experience Solihull offer masterclasses around being work ready and support.

They can be contacted at

office.ebesolihull@gmail.com or 07453651360.

Solihull Employment and Skills Team can also offer tailored one to one support to help gain employment, education or training, they can be contacted at:

employmentteam@solihull.gov.uk

0121 704 6869

Or for support for young people at risk of becoming NEET (Not in Education, Employment or Training)

Skillsforsuccess@solihull.gov.uk

What if the child/young person has an Education, Health and Care Plan?

For those with an EHCP there are statutory deadlines in place for when a child or young person's EHC plan must be reviewed.

Deadlines for the phase transfer review to be concluded AND for the plan to be amended are:

- School to Post- 16 – 31st March
- Post 16 to Post 16 – 5 months before the date of the transfer.
- Any other transfer – 15th February.

The host for the annual review (usually the school) must ensure that the annual review meeting is held with sufficient time for the whole process to be completed by these deadlines.

For more information on this please see:

<https://www.solihull.gov.uk/children-and-family-support/localoffer/EHCplans>

www.family-action.org.uk/what-we-do/schildren-families/send/solihullsendias/

www.ipsea.org.uk

The EHCP Service can be contacted at:

0121 704 6690

edsend@solihull.gov.uk

REMEMBER-

ALL professionals involved with your child/young person **MUST** be involved in the annual review process.

Children and Young People's SEND Service.

Solihull Inclusion Support Service is made up of:

The Social Emotional and Mental Health Team

The Autism Team

Communication and Learning Difficulties Team

Sensory and Physical Impairment Team

The Speech, Language and Communication Disorder Team

More information is available:

<https://www.solihull.gov.uk/Schools-and-learning/SISS>

0121 704 6690

sisupportservice@solihull.gov.uk

The Community Educational Psychology service provides professional psychological services for children, young people and families in a wide range of educational and community settings.

More information is available:

<https://www.solihull.gov.uk/Children-and-family-support/localoffer/Community-Educational-Psychology-Service>

edpsych@solihull.gov.uk

Early Years Support Team

is a team of area SENCO's and Early Years Practitioners who work with children with a wide range of significant and complex difficulties from birth to the end of nursery (0-5 years)

More information is available:

www.solihull.gov.uk/children-and-family-support/localoffer/Early-Years-Team

0121 704 6690

areasenco@solihull.gov.uk

Home to school travel and transport.

Solihull School Transport provide eligible children or young people with help to get to school.

Children of compulsory school age

Your child/young person must, live permanently in Solihull, be of compulsory school age (reception to year 11) and go to their nearest suitable school.

To be eligible for support they must also either:

Live more than the statutory walking distance from their nearest suitable school, or,

Be unable to journey safely, even when accompanied to their nearest suitable school because of their special educational need or disability, subject to an assessment.

Travel assistance for students aged 16-18

The student must, live permanently in Solihull, attend a full-time, suitable school, college, 16-19 academy, be aged 16-18 at the time of application or have started the course before their 19th birthday, be unable to travel to their course on their own.

Travel assistance for students aged 19-25

The student must, be aged 19-25, have an education, health and care plan maintained by Solihull Council, be attending a qualifying college or educational setting in the West Midlands area which can meet their educational needs and which is funded by the Council, start the course after their 19th birthday.

For more information including policies and how to apply:

www.solihull.gov.uk/schools-and-learning/Help-with-travelling-to-school

edtrans@solihull.gov.uk

0121 704 6610

Travel Training.

Independent Travel Training helps children and young people with SEN to travel safely to and from school.

Did you know that after Year 11, students are not entitled to free travel assistance?

Solihull Travel Training-

- Free 1:1 training from a qualified travel trainer.
- Daily travel on public transport with a trainer using a safe and bespoke planned route to and from school.
- Bespoke 1:1 or group workshops on personal safety, road safety and stranger awareness. (At this time we can work with 5 students in group workshops due to COVID)

Benefits of travel training-

- Increased confidence and independence.
- Increased awareness of road and personal safety.
- Increased skills in timekeeping and money handling.

- Future opportunities for attending college, work and socialising.
- Less reliance on family members to provide transport.

Eligibility-

Students must:

- Be aged 11 to 16.
- Live in Solihull.
- Travel to school, on school transport we provide.
- Live no more than 1 hour and 15 minutes from school using public transport.

All trainers will also abide by Government Guidelines, wearing full PPE, where it is still best advised in closed spaces and keeping distances where possible, if you require support with independent travel for a student who is vulnerable or a student who has parents that are key workers and need support with travel independently and safely to and from school.

For further information on travel training please watch:

www.youtube.com/watch?v=oBVXpAcCAfk&feature=youtu.be

Solihull Travel training can be contacted at:

Travel.training@solihull.gov.uk

0121 704 8139

Social Care.

The Children's Disability Team:

Most children with SEND do not require a specialist Social Work service, their needs are met by universal service or by Early Help. Where their needs are such that they require a specialist service a referral can be made through the Multi Agency Safeguarding Hub, if the criteria is met either a specialist Early Help, or a single assessment will take place.

The Transitions Team:

Transitions Social Workers are based alongside colleagues in the specialist Children's Disability Team.

They aim to:

- Provide information to young people and their families at age 14.
- Alert Adult services of a young person who is likely to require transition and support from Adult Social Care in the future.
- Assign a transitions Social Worker at age 17 to work alongside the specialist children's worker, attend key meetings and familiarise

themselves with the young person's support plan.

More information can be found:

<https://www.solihull.gov.uk/Children-and-family-support/localoffer/social-care>

Adult Social Care and support For information on adult social care please see:

www.solihull.gov.uk/social-care-and-support

Social Care, whether children's or adults must be asked for information prior to an EHCP annual review and must be invited to attend the annual review meeting.

Health.

If an EHCP is in place, all health professionals involved with the child/young person MUST be asked for information regarding the child/young person and their EHCP in advance of the transfer annual review, they must also be invited to attend the annual review meeting.

If a Young Person is transition from paediatric health services to Adult health services, there are NICE Guidelines for what should happen, these include:

Involving young people and their carers, ensuring that transition support is developmentally appropriate, ensure transition support is strengths based and identifies the support available to the young person, uses person-centred approaches.

A named worker should be identified (this could be a nurse, health, social care or education practitioner, and allied health professional, a named GP) this named worker should, amongst other things:

Oversee, coordinate or deliver transition support.

Be the link between the young person and various practitioners involved in their support.

Arrange appointments with the GP where needed as part of transition.

Proactively engage primary care in transition planning.

www.nice.org.uk/guidance/ng43

More information, advice and support.....

www.spcv.org.uk/transitions-resource/

www.autism.org.uk/advice-and-guidance/topics/transitions

[www.swft.nhs.uk/application/files/5514/5995/2572/transition to secondary school advice for young people.pdf](http://www.swft.nhs.uk/application/files/5514/5995/2572/transition_to_secondary_school_advice_for_young_people.pdf)

www.annafreud.org/movingup/

www.mentallyhealthschools.org.uk/resources/transition-passport/

www.councilfordisabledchildren.org.uk/resources/all-resources/filter/transition-adulthood/transition-toolkit

www.socialsolihull.org.uk/localoffer/

<https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/>

<https://solihulladvocacy.org.uk/contact>

Notes.....



Solihull Parent Carer Voice

Website: www.spcv.org.uk

Email: solihullpcv@outlook.com

Twitter: [@solihullpcv](https://twitter.com/solihullpcv)

Facebook: Solihull Parent Carer Voice