

**TRANSITION TO FURTHER
EDUCATION AND/OR TRAINING
FOR LEARNERS WHO HAVE ALN**

BEST PRACTICE



Introduction

Transition from school to college can be a difficult challenge for some learners who have ALN. ALNCos within secondary schools and post-16 leads within special schools can make an enormous difference to a learner's experience by supporting them through this period.

Collaboration is key to success. Linking with the college's Transition Officer or ALN Team will aid smooth transition.

This guide will provide information on the following:

1. When to start
2. Who to involve
3. How to support children, young people and parents
4. What to include in a transition/PCP review
5. What if their post-16 needs cannot be met locally?
6. What to record on an IDP
7. Which activities can support a smooth transition
8. Sharing information

1. When to start

For learners with ALN who have less anxiety, fewer support needs and/or who are likely to cope well within a large FE college, starting the process during the year 11 review may be adequate to meet their needs.

For others who have more complex needs or greater anxiety, including some discussion about transition within the year 10 or even the year 9 review will help to ensure a smooth experience.



2. Who to involve

Getting all the people who can support successful transition to a person-centred review can be challenging. However, it is important that each child/young person and their parents/carers can receive information relevant to their progression.

In addition to the learner and their parent/carer, this may include:

- **Form tutor, support worker, youth worker and/or school rep** that knows them best.
- **Sixth form rep** – if they are considering applying for a course at the school.
- **College rep** – if they are considering applying for a course or training programme at college.
- **Health professional** – if they might require a relevant therapy input while on a future post-16 programme and/or there is a chance that they might need a place at a specialist college.
- **Social worker** – if they are likely to continue to need social care support in the future and/or there is a chance that they might need a place at a specialist college.
- **Careers Wales advisor** – if this will help support the young person with decisions they have to make about progression and/or there is a chance that they might need a place at a specialist college.
- **Local authority rep** – if the learner has an LA-maintained IDP and/or may require a place at a specialist college.

If those invited are unable to attend in person, thought should be given to using technology such as Teams, Google Meet or Zoom to allow them to join remotely.



3. How to support children, young people and parents

It's important that both learners and parents/carers have the opportunity to make full use of the review to ask questions and air concerns.

Ideally, post-16 opportunities will have been discussed at previous reviews to ensure that they are able to develop their understanding of the implications over time. Year 10 or even the year 9 review will help to ensure a smooth experience.

It's important to remember to:

- Give plenty of notice to learners and their families so they can make arrangements to attend.
- Give both learner and family an opportunity to contribute thoughts and concerns ahead of the review.
- Ask learner and family whether there is anyone else they would like invited to the review.



4. What to include in a transition/PCP review

ALNCos will be well-versed with the content of annual person-centred reviews. In addition, you should consider the following:

- Has the learner decided what they want to do post-16?
- Has an application been made?
- Are there other options if this application is unsuccessful?
- What information about transition does the learner need and who can provide this?
- What support will they need with transition?
- Have they visited/do they need to visit any sixth forms/colleges/training providers?
- Does the learner (or learner's parent/carer for pre-16s) give their permission for the school to share relevant information with the school/college/training provider that is being considered?
- What transport needs will there be and are there potential issues with this?
- Will the learner need support from a health board professional during transition or within the new placement?
- How might the learner's need for additional learning support be different within the new environment and how might the differences in 'normally available' and 'additional' provision affect the needs identified in the IDP?
- Might current exam access arrangements be needed within the new programme, and if so, can their Form 8 be shared?
- What is their current engagement in school provision like and how might this change in the new placement?

It is important to remember that the environment, curriculum and support offer is likely to be very different within a college or training placement.

Colleges offer a great deal of support as standard to all learners. Discussing this within the review can help to ensure a mutual understanding of the changes to support that might be needed. College ALNCos will also be more than happy to provide you with full details of their universal/normally available and additional learning provision offer.

Ensuring that you have someone from the learner's intended destination in the meeting will help answer many of these questions. If the learner is still uncertain where they want to go, it may still be advisable to invite someone from the local college as many learners will make last-minute decisions to enrol on an FE course.





5. What if their post-16 needs cannot be met locally?

Some learners have such complex needs that there may not be education or training provision locally that can support them to reach their intended outcomes.

It is extremely important that transition discussions begin at a much earlier stage for these learners and this will usually mean in year 9. In order that there is no delay in successfully obtaining a funded place at a specialist college, detailed discussions need to start two years before they are to leave school.

For learners who plan to leave at 16, this means the year 10 review will be a crucial opportunity to explore all options. For learners in special schools who may not leave until they are 19, discussion may begin in the year 12 or 13 review.

It is essential that a representative from the learner's local authority is present at the review. If appropriate, you may also need to invite their social worker and a health professional.

6. What to record on an IDP

Section 3c will need to contain:

- Any information, not included elsewhere in the IDP, that will support a seamless experience for the young person as they transition to their new school/college/training provider.
- Any arrangements needed to support a successful transition.
- Information that will assist the new school/college to provide appropriate support (this might be suggested outcomes and ALP that have not yet been formally agreed).



7. Which activities can support a smooth transition

The level of support each learner needs to successfully transition to a new school/college/training provider will vary depending on the individual. Some may need very little support in arranging a visit or in attending enrolment session.

Others may need support with some or all of the following:

- Opportunities to access virtual tours of a campus
- Visits to a campus at quiet times
- Attendance at open day and/or evening events
- Travel training
- College tasters via 'Infill' within existing classes or special events
- Experience days
- Keeping in touch days
- Coffee mornings

8. Sharing information

Whether your learners are moving to sixth form, a new college or to a training provider, the timing and quality of the information you share with them can make a great deal of difference to successful transition.

Some points to consider...

- Get the parent's consent to share relevant information at the beginning of each year (make it clear that information will only be shared where this will be in the best interests of the learner).
- Get the learner's consent to share information before they leave school (you can ask for their consent before they are 16 even though it will only come into effect after their 16th birthday).
- It is perfectly acceptable to share a draft version of an IDP if this will enable the school/college to plan for the support a learner may need.
- Make sure you share a current version of the learner's one-page profile – this can be the most useful document of all.
- If the learner has had exam access arrangements, make sure you share the Form 8 as this will ensure timely and appropriate support can be given during assessments.
- If there are recent health reports, risk assessments or other documents that will be helpful in supporting the learner in their next placement, make sure you include these.
- All documents listed as an annex in section 3a.



