



SEND Transition Preparing for Adulthood post 16 policy

ARTS will support the arrangements for children and young people in moving between phases of education and in preparing for adulthood.

As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living, and participation in society

Preparing for adulthood is about taking steps to ensure that young people with special educational needs and disabilities receive the right level of support to enable them to live as full and active a life as is possible.

The main 4 things that young people say are important to them are:

- Employment
- Independent living
- Community inclusion
- Health

Planning for transition will take place at the earliest opportunity and the relevant local authority will be informed of any plans. The SEND Code of Practice (2015) states that as children approach the transition point, schools and colleges should help children and their families with more detailed planning.

They should aim to explore their aspirations and different post-16/19 education options. In year 10 they should aim to support the child and their family to explore more specific courses or places to study (for example, through taster days and visits) so they can draw up provisional plans.

When a child has reached year 1, ARTS will firm up the plans for their post-16 options by communicating and sharing strategies with the new setting. ARTS will encourage pupils and families to familiarise themselves with the expected new setting. Pupils will be offered support and encouraged to attend taster days where applicable.

At ARTS staff, parents and pupil will discuss transition into Adulthood as part of transition planning which usually starts in Year 9 (13 or 14 years old) with the annual review of a young person's Education, Health and Care Plan.

How we support pupils for preparing for adulthood.

- All reviews and plans should be centered around the child's needs, hopes and aspirations for the future.
- Parents/carers and child will agree who can be sent supporting information, including adult services.
- ARTS will contact external agencies familiar or responsible for the child and invite them to contribute recommendations
- Each meeting will be recorded and shared with the people who support the child to include the receiving setting
- who will be supporting the child as an adult.

Next steps into Adulthood ages 13-14 should include: (this is not an exhausted list of options)

- What organisation can support the child's transition into employment or further education.
- Which service providers need to be involved
- Who will attend the SEND review meetings
- Will the child need a Continuing Healthcare Assessment.

All plans should be centred around the child's needs, hopes and aspirations.

When a child reaches age 15 consideration should be taken to:

- Check with the pupil and parent/ carer, has the child's personal goals changed
- Have you searched further information from career guidance, relevant organisations to support any change
- What agencies need to be involved

- Are there any schools or colleges, work experience the child could engage with and visit
- Will the child require additional funding to support steps into adulthood

When a child reaches age 16 consideration should be taken to:

- This could be the child's final year at school - Have goals changed?
- What sector of employment would the child like to move into
- What will the child need to support independence
- Will the child want to stay at school or go to college
- What support might I need when I am an adult?

At ARTS we will support and promote the transition process for each child to include moves from school into further education and employment opportunities.

This will remain a child centred approach, it is essential that our partnerships with parents and external agencies work together in supporting the process and decision making for each young person's future.

All pupils will be encouraged to think about employment options from year 9 this will feed into the child's transition review which will take place in the spring/summer term of year 9.

Parents/carers and other services (upon request) will be invited to attend the transition review meeting, during this meeting subject and exam options will be discussed with parents and an agreed plan will be actioned. The transition review meetings will take place annually until the child leaves ARTS education provision.

For more information on transitioning into Adulthood and personal budget please see the Liverpool local offer page by clicking <https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

Other useful links

[Further Education to the 0-25 SEND Code of Practice](#)

[Preparing for Adult Life and Transition](#)

[Personal Budgets for Post 16 Provision and FE Colleges](#)

[Young People's Directory](#)

[Post-16 Further Education Process](#)

Please use this form for pupil transition into Further education or employment opportunities / work experience

Transition phase	Work experience / Further education		Key stage 5		
Setting name				Name of the SENCO	
Child's Name		Date of Birth		Name of Parent / Carer / Guardian	
Contact number/s				Email	
Home language / spoken				Name of any siblings	
Name of current setting				What term / year is the child expected leave to leave your setting?	
Name of receiving setting				Will the child require SEND Funding?	
Does the child have an EHCP	Yes	No	If yes, date request was submitted to SEN department		Or has an EHCP been issued?
Who is the local authority responsible for the child			Who is the lead SEN officer		If no, signpost the parent to check their eligibility online at www.islington.gov.uk/free2
Does the child have any disability specialist equipment?			If yes, please list items that will be needed to support transition		

