

Sense College - Operational Strategy

Transitions

Information



Outcomes

In order to ensure an effective process of co-production between the college, learners and their families and stakeholders, the purpose and aims of transitions for the college needs to be clear:

- To ensure that learners receive appropriate and timely information, advice and guidance around transitions;
- To explain what the responsibilities of staff, learners, families and stakeholders are within the transition process;
- To explain how the learners' journey and progress will be assessed, reviewed and tracked within transitions;
- To support learners and their families/carers to be confident through what can be an anxious process;
- To support the informed decision-making skills of learners with parents' support;
- To ensure that staff have the skills required to seek and respond effectively to the views of all parties;
- To support learners via home and family to make progress and get the best from high quality teaching, learning and educational support;
- To ensure that progression routes are clear and external stakeholders observe a transparent, logical process;
- To work to the principles of the SEND Code of Practice (2014), the Mental Capacity Act (2005) and the Equality Act (2010);
- To ensure reviews of the process inform quality improvement.

For the college transition strategy to be effective, it is important that staff are clear about its purposes and understand the processes, protocols and outcomes; and above all, perceive it as an effective and supportive mechanism for raising standards and learner journeys and experiences. Staff will monitor the effectiveness of the policy and contribute to its development through meetings and the college's quality assurance systems.



Who is this strategy for?

This strategy is for Sense College education staff working with learners funded by the ESFA (Education and Skills Funding Agency), in addition to:

- The learners, potential learners and the parents¹/families of Individuals that Sense supports
- All College Staff and Volunteers including the Executive Principal, Principal and College Senior Management Team
- Governors
- Stakeholders, including funding organisations and local authorities

Staff members from a learner's previous placement (e.g. their school or day service) or those from a learner's destination placement, may find this strategy helpful too.

What is this strategy about?

Sense College regards the process of transition as an essential strand within our commitment to co-production and is all about:

- Planning and supporting the move to and from education provisions, towards a learner's destination outcome and/or Long Term Goal (LTG) –
 - 'Transition In' to College – e.g. - from school to college
 - 'Year-to-Year' changes within college - e.g. from the end of the academic year in the Summer Term, to the new academic year at the start of the Autumn Term
 - 'Transition Out' of College – e.g. – from college to alternative further education, or employment, or day placement etc;
- Respecting what everyone has to say and taking on board the perspectives and ideas of parents in support of the learner;
- Planning the learner's journey towards long term goals and aspirations.

¹ • Throughout this document, in the context of the strategy, the term 'parent(s)' is inclusive of parents, carers and/or family members who act as next of kin and guardian to the individual/learner and who provides daily support/advocacy.



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Overview

Introduction:

Sense College is committed to providing an outstanding learning environment which ensures all our learners and supportive families have an opportunity to be involved and have a voice in the college community. The college recognises that this process begins from the initial enquiry to the college, throughout the learner's journey, towards the future goals as they leave and move on from the college.

Our aim is to create and foster an open and honest partnership with parents to support the transition process with a collaborative approach.

We believe that when families and stakeholders are engaged and part of the transition process with the college and with the learner's education, then learners are better able to learn and meet their personal outcomes and goals.

This transition strategy will be pursued under strong leadership, following a clear vision embedded in the culture of the college and shared by all staff.

Transition is taken to include:

- **Transitioning into College**
- **Year-to-Year transitions**
- **Transitioning out of College**
- **Destination Tracking**



Transition Cycle Process

Our strategy is based on the following key points:

- **The learner** is the most important person in the transition process and should be fully involved wherever possible. This may mean that we need to provide communication support to learners;
- **Family/carers** are invited to transition meetings to support the learner and to agree what the next steps will be;
- **Local Authority Transitions Teams** will support learners to plan for their future, coordinate any necessary arrangements, liaise with other agencies and oversee the status of the learner's Education, Health and Care Plan (EHCP). A learner and their family should be fully involved in developing this plan and have a right to contest it if they feel it is not an accurate representation of the learner;
- **Schools** should have started the transitions process in year 9 and a transition plan should be in place. School staff will know the learner well and can share this information with the college staff before a learner starts their placement – usually at the assessment stage.
- **Clinical Commissioning Group (CCG) or Health Authority** may be involved if a learner has complex medical needs. If a learner has complex medical needs but is *not* receiving support from Health, they can request a Continuing Healthcare Assessment (18+). The learner's care manager, social worker or GP will be able to support with requesting this;
- **Sense Staff** will be involved in all appropriate stages of a learner's transition;
- Information is available and/or presented in a variety of methods;
- The learner may request support from other agencies or people close to them, e.g. an advocate and this will depend on individual circumstances;
- Support and resources are provided where possible to address parents' issues and concerns.



Transition Cycle Process Flowchart

Transition In	<p>Pear (Referral& Application) Process</p> <ul style="list-style-type: none">↓ Application/Consultation Request↓ Initial Assessments↓ Placement Offer and Funding Agreement↓ Taster Sessions/Days↓ Transition In Reviews/Questionnaires
Year in Year	<p>Learner Enrolment, Agreements and Induction</p> <ul style="list-style-type: none">↓ Baseline Assessments↓ Termly Meetings↓ EHCP Reviews↓ End of Year Annual Review
Transition Out	<p>Transition Out Review</p> <ul style="list-style-type: none">↓ Final EHCP Review↓ Destination Planning & Visits↓ End of Programme Review
Destinations Tracking	<p>Post College Destination Tracking/Monitoring:</p> <ul style="list-style-type: none">↓ On leaving College Placement↓ Post College - 4 month Review↓ Post College - 12 month Review



Practice

Part One: 'Transitioning In' to College

A learner's transition in to college will be overseen by an Education Transitions Advisor (ETA), assisted by the Education Service Manager (ESM) from the most likely/required centre.

The first stage of the process is as follows:

- A referral is made (following the Programme Enquiry, Application and Referral (PEAR) Process);
- Following initial visits, an Application Form (**Appendix 1**) is completed with appropriate consents for data signed, and/or placement consultation letter from the Local Authority is received, to enable the assessment and transition planning process to commence;
- An ETA covering the most likely college centre for the placement will be allocated to complete the Initial Assessment with input from the relevant Education Coordinator (EC), taking into account the learner's EHCP, PCP and/or aspirations. This assessment will:
 - Include visits to home and school;
 - Include relevant information from a learner's EHCP, previous reports and assessments;
 - Include the views of the learner, their family/carers and other professionals involved in their care and education.
- The Transition Assessment will be shared with the relevant ESM and the College Senior Management Team (SMT) to determine whether the college can meet the needs of the learner and whether a placement can be offered;
- A Pathways and suggested Programme of Study will be drawn up for Education Programme learners;



- Offer documentation including a Service Level Agreement (SLA) with costings, will be sent to the learner's Local Authority or funder, confirming details of the proposed placement;
- A letter, without costings, will also be sent to the learner's family/carers to let them know that the college can offer a placement;
- Following the acceptance of the offer and agreement to fund the placement, the **Transition Planning Form (Appendix 2)** will be initiated, in conjunction with other transition toolkits as deemed appropriate, by the ESM/EC;
- Once funding has been agreed (as early as possible), the learner will have the opportunity to visit their intended centre and take part in taster sessions/days;
- Additional Initial Assessments may be undertaken to identify appropriate support for the education, care, technology and/or behaviour needs of the learner;
- Finally start dates will be agreed and a draft study programme will be agreed.

The SEN code of practice principle of 'only telling once' will be applied throughout the process in order to seek only the information Sense may need prior to admission.

The second stage of the transitioning in process focuses on the taster sessions and class visits.

Taster sessions at Sense and/or visits to school/college:

- Will usually be held in the Summer Term before a learner leaves school (unless the anticipated start falls within another term);
- Are individually planned – for example, the number of sessions will be tailored to the learner's needs and may begin earlier and be more frequent in order to support the transition if required;
- Are not offered to learners before funding is agreed, in case the placement does not go ahead. This is to limit any confusion and anxiety for the learner;
- Will be held in the intended placement Sense College centre and may be part of a class/school visit during term time, which provides an opportunity for learners from a



particular school to attend together to look around and take part in a taster session, to inform decisions about a future placement;

- Will need to be arranged ahead of time, directly with the relevant ESM and should be arranged for a mutually convenient date and time.

The final stage of the transitioning in process takes place upon starting the placement and programme of study at the college.

Upon joining the college:

- The learner Admission process will be completed which includes confirming learner details and prior accreditation/learning, completing enrolment documentation including signing the learner-college agreement and e-Safety acceptable use agreement relating to Information Learning Technologies and Assistive Technologies, including the internet;
- An **Induction Pack** will be supplied to the learner;
- An **Information Pack** will be supplied to the parents/carers;
- A learner's EHCP will inform the **Initial Assessments**. These are completed within the learner's first few meetings to identify their starting point within the curriculum pathway, **including Functional Skills** and will help shape how the learner might progress throughout their time at college, towards their destination outcome and Long Term Goals (LTG);
- **Baseline Assessments** are carried out within the first half term, which will also help identify whether any specialist assessments (such as Functional Sensory Assessments (FSA)) are required as well as provide more performance level details;
- A **Communication Profile** (which may also include a Decision Making Profile) may be produced following a communication/functional skills assessment, if appropriate;
- The learner's Long Term Goals and aspirations for **Destination Outcomes**, including Employment or Further Education, Independent Living, Community Inclusion and Health, will be explored and noted;



- The **Transition In Checklist (Appendix 3)** will be completed in conjunction with the ESM, EC and ETA.

After approximately six weeks, the Transition in process will conclude with a **Transition Settling In Review meeting**. This meeting is where the learner's settling in period is discussed and the views from both the Learner and Parents, via the **Transition In Questionnaires (Appendix 4 and 5)**, are reviewed and taken into account. The final study programme, Individual Learning Plan (ILP) and proposed timetable will also be presented for agreement by the learner and those involved in supporting the learner through their journey, i.e. parents, family, advocate, other professionals, etc.

Part Two: Year to Year Transitions

Whilst at college, each learner is assigned a **Personal Tutor** (who may also be called an Education Coordinator (EC)). The Personal Tutor will, in conjunction with the learner themselves, be responsible for the progress made at college towards the agreed educational outcomes, Medium Term Goals (MTGs) and Destination Outcomes/LTGs.

Termly meetings are organised and held between learners, parents and the Personal Tutor, to provide opportunities to provide regular progress updates and encourage everyone to engage and input into the learner's journey. The ETA may also be present at this meeting.

Termly meetings may also be used to raise any concerns. The 'What's Working/Not Working' document from the review toolkit may be used in this meeting to discuss any changes that need to be made in order to ensure a learner continues to make good progress.

An **EHCP Annual Review** of a learner's progress within their study programme will take place every 12 months, usually around March/April. In preparation for their EHCP Review, the learner and their Personal Tutor, ETA and the learner's family may meet to discuss the



learner's progress to date (based on the study programme and the outcomes set out in the learner's EHCP) and their transition into the next year (where appropriate).

This meeting is a chance to highlight what a learner has done well, what progress is being made and whether their learning needs are being met. The meeting may include some or all of the following documents alongside a learner's ECHP:

- Person-Centred Transition Profile, Checklist and Planning Documents;
- What's Working / Not Working document;
- Items from the Person Centred Planning (PCP) toolkit and the Transitions In documentation;
- Learner Journey and Progress reports of Targets, Objectives and Records of Incidental Learning (ROILs), as well as progress towards the Destination Outcome/LTG;

Any documents created or updated as part of this meeting will be used to inform the EHCP and/or Annual Review.

EHCPs are to be reviewed no later than every twelve months; this is a legal requirement.

Termly review reports will be produced and shared with the relevant people before a learner's EHCP Annual Review meeting. At the meeting, the learner and their circle of support will review progress against the EHCP outcomes and update the EHCP with new outcomes where appropriate. Any changes must then be agreed to by the relevant Local Authority. A new (draft) study programme / ILP for the next academic year will also be proposed.

For those learners in their final year of Education within the college, their EHCP Review should be completed no later than March, but ideally at the beginning of the Spring Term, to allow time for funding to be agreed for any new placement. This also applies where a learner wishes to transition to the college's adult social care **Everyday Living Programme**, as it is funded differently to the **Education Programme**. These reviews are



conducted in a person-centred style to ensure that the learner is at the centre of all decisions made.

An **End of Year** review meeting is also held in conjunction with the Summer Term parents meeting (July). This meeting allows for sharing of progress and achievements of the learner throughout the year and conclude the years' study programme, including an end of year report. As with other meetings, this End of Year review is done in an informal, person-centred way; with the learner, family, Personal Tutor, ETA and any other advocate/party in attendance where appropriate and as requested by the learner.

Additional reviews and meetings may also be requested at any time by the learner, a learner's family, College staff and/or Local Authority staff (e.g. Social Worker).

Part Three: Transitioning Out of College

At the start of the learner's final year, the learner will work with their Personal tutor and centre ESM to begin work on the '**Transition Out' Plan (Appendix 6)**. The ETA will also be updated and involved in this process.

Where possible, a learner's 'Transition Out' Plan must be completed six months before (or as soon as possible if less than six months remain) the final Review Meeting. This plan will be updated and contributed to by the learner, college staff including the ETA, the learner's family and others as appropriate.

A learner's final EHCP meeting must be completed in good time to secure funding for any placement going forward, ideally by March of their final year. Where a learner is transitioning onto an alternative post-18 Educational placement, the new placement must be named in the learner's EHCP by March. These meetings are usually to:

- Request an additional year of Education Funding;
- Request funding for a learner to move onto the college's adult social care Everyday Living Programme;



- Request funding for alternative placements, including day care provision, supported living, residential care, Direct Payments and/or Personal Budgets;
- Determine whether visits to other services are required to support the achievement of the learner's Destination Outcomes/LTG, including Employment or Further Education, Independent Living, Community Inclusion and Health, all of which will be explored and noted.

A Local Authority may expect a learner to visit alternative placements when applying for new funding and therefore, visits to other services may be facilitated during this final period, supported by either the EC, ESM or ETA.

Further **multi-disciplinary meetings** may be necessary in the later stages of the Transitioning Out process. The frequency and nature of these will vary considerably, dependent on a learner's intended **Destination**, which will have been discussed and agreed at the start of the placement.

A final review meeting to share a learner's progress and achievements may be called at the end of their final academic year, in addition to their final EHCP review.

Part Four: Destination Tracking

Attendance at, and contribution to, transition reviews, end of term progress meetings and annual reviews (including EHC Plan reviews) is valuable and provides opportunities to fully engage in the learning journey and next steps decision making of the learner.

The college's ETAs (Education Transition Advisors) will maintain contact with the learner and their family throughout the processes of transition from 'Transition In' to college, in college 'Year-on-year' programme changes and 'Transitioning Out' of college. They will work with learners/parents and ECs by offering practical advice, identifying appropriate destinations and providing sources of further advice and support, where required.



As part of our Quality Assurance processes and data reporting within our annual Self-Assessment Report and Ofsted data and funding return requirements, the college tracks all learners who leave the education provision at regular intervals. The Destination Tracking is to determine if the planned outcomes and destinations, including Employment or Further Education, Independent Living, Community Inclusion and Health, have been achieved as a result of the time spent at college and whether they have been sustained along with the maintenance of any skills developed.

The Destination Tracking process will begin at the final review meeting, where the destination outcome for both education/employment and living arrangements will be agreed, along with a summary of the key skills that have been gained as a result of the study programme. This information will be recorded in section 3 part G on the Transition Out Tracking Form (Appendix 6).

Further Destination Tracking reviews will, at the agreement and discretion of the learner and/or their family, be undertaken at:

- 4 months after leaving college (approximately November);
- 12 months after leaving college (approximately June/July)

Destination Tracking Reviews will be undertaken in the most convenient and efficient way for the learner and their family and will be recorded on the **Destination Tracking Form (Appendix 7)**. This can include:

- A telephone, Zoom, TEAMS or Skype call;
- An emailed form/questionnaire;
- A face-to-face meeting;
- A written and posted letter with form.



Destination data will be submitted as required within the Individual Learner Report (ILR) at the specified time via our Databridge MIS system, which is then uploaded to a secure portal and seen by the Education and Skills Funding Authority and Ofsted; in adherence to Data Protection policies.

Destination data will be collated and anonymised when reported on within the college's annual Self-Assessment Report (SAR).

Part Five: Responsibilities

Learners will be encouraged to attend at least part, if not all, of their transition meetings:

- The learner must be supported by being offered a meeting in a format they can understand, at a suitable time and place for them;
- Meetings must be person-centred, enabling the learner to participate as much as they would like to;
- How much a learner participates will be recorded on their EHCP and ILP;
- Where practical and taking mental capacity into account, learners will have responsibility for their own learning.

All staff should presume that learners have mental capacity unless it is proven otherwise. Where transition decisions are made on behalf of learners, they must be made in the learner's best interests, in accordance with appropriate decision making procedures.

All staff should encourage learner participation in the transition process. Staff and/or family members should act as advocates where necessary. A learner may request access to an **Independent Advocate** if desired.

All education staff should fill in the appropriate documentation during the transition process and keep accurate records.



All staff also have a responsibility to ensure that **external stakeholders** are contacted at the appropriate time.

All education staff should ensure that the procedures in this strategy are followed and that all assessments are sufficiently detailed and completed promptly. ETAs should oversee transition meetings and liaise with other professionals.

The **Principal** will monitor data (supplied by the **Education Pathways Manager** and/or **Head of Performance Management and College Improvement (HoPCI)**) to identify areas for improvement.

Learners should contribute to the transition process and make their wishes known wherever possible.

Quality Assurance

The effectiveness of the strategy will be monitored and evaluated regularly, ensuring that there remains a clear, consistent focus on raising learners' achievement and involvement, as well as promoting positive engagement with parents.

The monitoring process will include feedback from:

- Transition Questionnaires and Destination tracking contact feedback;
- Annual Learner, Parent and Stakeholder Surveys;
- Compliments and/or Complaints;
- Feedback from Review Meetings and/or discussions.

The information and findings from these will be fed into the college self-assessment procedures and support continued quality assurance and improvement.



This policy and procedure will be reviewed:

- As the need arises
- Following feedback on the documentation
- Annually

Conclusion

Sense College believes that an effective system of transitions can significantly enhance the quality of the learner's journey and education provision by raising standards, increasing learner knowledge and confidence, achieving learner's destination outcomes and LTGs, as well as supporting staff to develop their practice.

For Quality Assurance Use only:

<i>Policy/Procedure:</i>	Sense College Transitions Strategy V09
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