

SNAP

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# Transition Planning - Rights, Roles & Responsibilities



# 14+

## Transition What next?

## Transition?

'Transition' is the time when a young person begins to think about leaving school to go to college, work, training or other activities. At this time, the young person and their family will have to make decisions about their future. It can be especially complicated for a young person who has Special Educational Needs (SEN). It is important that all those involved with planning for transition are aware of the principles of the Special Educational Needs Code of Practice for Wales (2002). Regulations state that a 'Transition Plan' must be prepared for all young people with a statement of SEN during the year 9 annual review. The aim of "Transition Planning" is to help a young person prepare for a successful life outside of school. The SEN Code of Practice says that 'The Annual Review' in year 9 and any subsequent annual reviews until the young person leaves school must include the drawing up and subsequent review of the 'Transition Plan.' This means that any annual review after year 9 must include information on plans for transition. The 'Transition Plan' should draw together information from various people from within and outside of the school who are involved with the young person. The Head Teacher must ensure that the 'Transition Plan' is drawn up in conjunction with Career Wales.

## The Transition meeting

The Code of Practice for Children with Special Educational Needs, published by the Welsh Assembly Government says that: "Those invited to the transition annual review must include:

- The young person's parent or carer
- A Careers Wales personal advisor
- Relevant teacher
- SENCO
- Local Authority (LA) representative
- Any person that the LA specifies
- The young person
- LA Educational Psychologist
- Health Service Representative
- Other closely involved professionals

The Head Teacher must also invite a representative from the Social Services Department so that any parallel assessments under legislation can contribute to and draw information from the review process. The Head Teacher must also ensure that other providers, such as health authorities and trusts are aware of the annual review procedures to be followed and are invited to the annual review meeting where

it is appropriate. Everyone involved should ensure that the transition process is:

**PARTICIPATIVE:** involving the young person in a meaningful way because their views and aspirations are central to the process.

**HOLISTIC:** a young person's aspirations and needs will affect every aspect of their future lives and there must be a holistic approach to planning and providing support.

**SUPPORTIVE:** the main purpose of the statutory transition and annual review process is to support young people, their parents, carers and the professionals who work with them in the process of making decisions about the next stage of their lives.

**EVOLVING:** the year 9 review and the leaving school stages are just steps in the transition of young people into adulthood. They are part of a much longer and gradually evolving process.

**INCLUSIVE:** as part of becoming fully inclusive, schools will need to ensure that their careers education and guidance programmes form a part of the transition planning process and meet the requirements of all pupils.

**COLLABORATIVE:** effective transition planning requires teaching staff, parents and professionals from other agencies to work closely together.

## Helpline

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