

## Transition Case Study

### Oliver

Oliver is a fabulous young man with Profound and Multiple learning needs and dual sensory impairment. Although resident in a neighbouring authority, Oliver came to Castle Hill school and is now accessing a Social Care setting in Kirklees. His package is for four days at the setting.

Oliver's mum, Rachael told us the following:

The transition work that he did at school was absolutely crucial. The staff (from the new setting) came and spent many days with him in school, getting information from Oliver's teacher and key school staff. This partnership was important in giving the new staff a realistic impression of his needs and was essential in learning to "read" Oliver's communication and behaviour. It particularly helped in getting to know Oliver's behavioural needs and how to support him when he becomes dysregulated. Rachael identified that it can be hard to articulate Oliver's needs, that the quality of the interaction with staff is fundamental as Oliver's needs and communication can be very subtle. For this reason, a substantial transition was essential. The school and setting have close links, and both commit to high levels of collaboration through transition, including new staff spending many days at Castle Hill.

During transition work, which was increasingly built into his personalised curriculum as he moved through Sixth Form at school, Oliver learnt key skills to prepare him for the move. He developed resilience and the ability to make his needs clear through his unique communication style.

Because of the complexity of Oliver's needs, and the funding pathway that he accessed, the process of preparing for transition was complicated. Through this, Rachael saw the school as the main sounding board. Rachael accessed Information, Advice and Guidance through Parents' Evenings and meetings with the head of Sixth Form. Rachael was aware of the wider range of information events (Kirklees "Local Offer Live", school-based C&K Careers clinics, school "Coffee and Cake" events and the Leavers' Fairs held at Parents Evenings), but, because the original plan had been for Oliver to access Post 19 provision in his home authority, these were not accessed.

Oliver settled in really well to his new setting, mainly because of the transition work that he did while at school. Over the summer, Oliver was helped to settle in by working with two staff from the setting who had spent the most

time with him in school. After that, he started to work with a wider group of staff. He is benefiting from a structured and varied routine. He is working on the skills and routines that he worked on in school. Oliver is happy and continuing to make progress.

Rachael's advice for families preparing for the transition of their young person into Post 19 provisions would be to look as widely as you can and "get your eyes" on each place, to find the setting that feels right for you and your young person. If you can, try to visit at different times of day and when service users are present. When you have made a decision, try to get a good idea of how they will get to know the young person and what the plan for transition will be.