

Kent – Transition Charter



Working Together for Successful Transitions between Home and Education Settings

Transitions are crucial times in the lives of children, young people, adults with EHCPs and their families. As such, it is important that all professionals involved have a shared understanding of what transition is and means, and that a consistent approach is taken both in principle and in practice. All stakeholders will work together, with professional and mutual respect, to support children and young people and their families through transition.

Schools and Education Providers will:

- foster effective relationships with families, providing clear communication on the transition process
- share and inform families and CYP&YA about available options
- ask CYP&YA their opinions and listen to these
- develop a clear transition program, coordinating key dates and activity with other providers in the locality, including having shared common induction dates
- engage with the LA's phased transfer process for their CYP&YA with EHC plans and children with identified SEND
- where possible, designate key link staff to facilitate handover
- provide accurate and reliable information to new settings within agreed timescales and make effective use of information to induct CYP&YA
- Identify CYP&YA at risk of NEET*
- engage with, encourage, and motivate CYP&YA
- identify and implement enhanced transition plans where needed including explaining new routines
- Refer to the SEND and the Mental Capacity Act Codes of Practice (post 16) supporting families and CYP&YA where appropriate

The Local Authority will:

- coordinate admissions
- for CYP&YA with EHC plans, complete the phase transfer process as set out in the SEND Code of Practice 2015
- provide clear and concise information and guidance to education settings, parents and YP about the phase transfer process
- coordinate Post 16 options through Kent Choices
- identify those CYP&YA at risk of NEET* and provide both individual support and support for schools
- offer transition support from Portage Practitioners for those children accessing Home Learning or Group sessions
- refer to the SEND and the Mental Capacity Act Codes of Practice (post 16) supporting families and CYP&YA where appropriate

STLS and other Support Organisations will:

- recognise and understand the timetable for and the lead-in timings to plan for transition
- communicate clearly with settings
- actively support transition
- share relevant information
- support any enhanced transition plans

Parents and Carers will:

- openly communicate and engage with settings
- share worries and anxieties
- provide and update contact information.
- attend any transition meetings/events
- promote transition program with CYP&YA, including new routines
- work with schools and support providers
- be aware of the SEND and the Mental Capacity Act Codes of Practice (post 16) and be supported by others to ensure this is considered where appropriate

If we get this right

Children, Young People and Young Adults with EHC Plans will:

- be helped to build new key relationships
- communicate and engage in discussions about their transition and next setting; making them feel part of their own transition and feel listened to
- gain trust, reduced anxiety and confidence about the transitions and changes they bring
- begin to positively engage with their new setting attend transition meetings/events
- build, and understand the need for, new routines
- experience continuity of learning
- have suitable resources and opportunities in place to support inclusion and independence, and achieve to the best of their abilities
- where appropriate make decisions (see Mental Capacity Act Code of Practice (post 16))

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What this should look like?

Coordinate admissions	The LA will coordinate admissions and ensure that information is readily available and communicated clearly to educational settings, families, CYP&YA and other stakeholders.
Provide information within the agreed timescale and make effective use of it	Completed information should be transferred to the new setting within the agreed timescale so that they can use it to effectively support the transition of the CYP&YA.
Identify education placements for children and young people/ adults with EHC plans	The LA will arrange educational placements for CYP&YA with EHC plans through the Phased Transfer process, meeting statutory timescales.
Recognise onset of transition	Medical, Statutory, Social services etc. will proactively plan for transition from the earliest point, working with others and building into annual/regular reviews and recognising the timetable for each key transition.
Foster effective relationships, communicate and inform	Educational settings should listen to and know the families and CYP&YA well and feel confident to speak with them offering support, advice and options.
Create a clear transition program	Educational settings should work as partners to develop clear transition programmes that are coordinated by key staff and accompanied with an accessible booklet/information sheet and additional resources where appropriate.
Identify need for Enhanced Transition Plans	Educational settings will make thorough consideration for SEND and vulnerable CYP&YA whom would benefit from an enhanced transition and additional support, for example, extra visits, named mentor, etc. These enhanced plans are supported by professionals where required e.g., Portage, Health, STLS.
Coordinate transitions with other educational settings	Transition programmes should be coordinated across educational settings and wherever possible, across districts. They should include common arrangements for information sharing, induction visits and parent sessions.
Engage, encourage and motivate children, young people and young adults	Transition programmes should be designed to work with the interests and motivations of children, young people and young adults. They should include opportunities for listening to the voice of the CYP&YA/adult and responding to their wishes. Reference should be made to the Mental Capacity Act Code of Practice (post 16)
Openly communicate with educational settings	By attending meetings and communicating with settings, families will ensure that their voice and the voice of their CYP&YA contributes towards designing and promoting a successful transition.
Support and advise educational settings	The LA will actively be available to support, coordinate and advise educational settings to maintain smooth transitions.
Support enhanced transition plan	Support organisations should be consulted on, included in and actively support enhanced transition plans
Provide and update contact information	Making sure that all contact information is up to date and available will help to maintain effective communication and keep families informed of transition.
Provide information in a timely manner and make effective use of it	Complete information should be transferred to the new setting in a timely manner so that they can use it to effectively support the transition of the CYP&YA/adults.

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These lists are not exhaustive but represent what would be expected across and from a range of stakeholders in order that CYP&YA experience transition as coordinated, effective and consistent as possible.

Additional references and resources are linked at the bottom of this page.

Actions for Children and Young People

- Ask about and understand your choices and options
- Talk to key people in school and your family about your transition and settings
- Visit the different settings and attend meetings
- Communicate your feelings and contribute to pupil portrait
- Ask for help and support. Talk about the things you are worried about
- where appropriate make decisions (see Mental Capacity Act Code of Practice (post 16))

Actions for Settings and Schools

- Listen and talk to CYP&YA and their families
- Identify those needing an enhanced transition
- Know your feeder settings, including home setting for Early Years; undertaking visits, and the settings you feed to
- Inform families and CYP&YA about transition choices, timings and processes
- Designate Key Link Staff / Transition Lead
- Design a Transition Strategy with effective arrangements and time for liaising/data collection
- Support from Governors for transition readiness
- Invite key support organisations or professionals to transition meetings or request reports as applicable
- Make Transition a key element of Development planning; be aware of building modifications
- Agree common transition dates
- Refer to the SEND and the Mental Capacity Act Codes of Practice (post 16) and support families and CYP&YA with these where appropriate.

Actions for Parents and Carers

- Talk to and listen to your CYP&YA.
- Know when most transitions take place (year groups etc.)
- Know the choices and options that you and your CYP&YA have and understand the next steps
- Visit settings and attend meetings and events
- Identify Key Staff and Transition Leads
- Ask question, share worries, seek advice and support (Identify SENCO and FLO)
- Confirm Transition Expectations and support programmes with CYP&A, including new routines
- Be aware of SEND and the Mental Capacity Act Codes of Practice (post 16) and consider these where appropriate

Actions for the Local Authority

- Listen and talk to settings, CYP&YA and their families; identifying and supporting NEET
- Coordinate admission and transition dates
- Provide guidance on Phase transfer process for CYP&YA with EHC plans and complete these
- Collate and Communicate Transition options and support settings with strategy and implementation; also Portage and Home Learning/Group sessions
- Share good practice and share countywide transition document templates
- Coordinate Post 16 options and Local Offer
- Refer to the SEND and the Mental Capacity Act Codes of Practice (post 16) and support families and CYP&YA with this where appropriate.

Actions for Other Support Organisations

- Be aware of CYP&YA approaching transition and actively support them
- Know when most transitions take place (year groups etc.) including into adulthood
- Know, communicate clearly and collaborate with settings and Transition Leads and share relevant information
- Talk to listen to CYP&YA and their families
- Support development and delivery of enhanced transition plans
- Attend transition meetings or complete reports, as required

Information Resources / Appendices

- Transition timeline with key actions / dates
- Local Authority guidance on the Phase Transfer process for CYP&YA with EHC plans
- TEP EYC Transition Framework
- Admissions information on SEND Information Hub
<https://www.kent.gov.uk/education-and-children/special-educational-needs>
- Mental Capacity Act Code of Practice (Post 16)
<https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice>
- Kent Choices <https://www.kentprospectus.co.uk/>
- Successful transition for Children and Young People with a disability
<https://pdnet.org.uk/transitions/>
- Enhanced Transition Plans for SEND / Vulnerable pupils in each phase by year/term (KAH/STLS)
- Resources / booklets for schools, parents/carers and children with SEND (available from STLS)
- Further guidance for CYP&YA with health needs including PD, VI and HI (see references below)
- Further guidance for CYP&YA with mental health needs (see references below)
- PD - Guidance on transition 16-25 for HI, VI and MSI NatSIP - 16-25 Years (including transition)
- HI - Getting ready for secondary | Things to consider (ndcs.org.uk)
- VI - Your Future, Your Choice: Bridging the Gap – ENGLAND (rnib.org.uk)

References and Source Materials

West Kent Schools Transition Protocols, KAH Transition Project

Yr 6 into 7 transition work with Maidstone schools

KCC Preparation for adulthood protocols

TEP- EYC Transition framework

<https://youngminds.org.uk/resources/school-resources/find-your-feet-transitions-activity-for-year-6-pupils>

<https://blog.optimus-education.com/ensuring-successful-transition-primary-secondary>

<https://www.learningdisabilities.org.uk/learning-disabilities/our-work/employment-education/moving-on-to-secondary-school>

<https://www.earlyyearsmatters.co.uk/eyfs/positive-relationships/transitions/>

<https://reachoutasc.com/post-16-transition-for-students-with-send-asc/>

<https://dera.ioe.ac.uk/25747/1/160302-sen-transition-to-further-learning-en.pdf>