Transition planning: Year 9 Annual Reviews and beyond

Date of Publication: February 2020

# Introduction

The aim of the review in Year 9 and subsequent years is to:

Review the young person’s EHC Plan

Draw up the transition plan in Year 9 for review and amendment in subsequent years

The review in Year 9 should involve the agencies that may play a major role in the young person’s life during the post school years and **must** involve access to impartial careers guidance. The school meeting will fulfil the role of a person-centered review usually addressed in Annual Reviews but also create a plan for the young person’s transition to adulthood. The report to the LA should be in the same format and submitted within 10 days of the meeting.

The Annual Review procedure for all children and young people should be enhanced to include the following additions for Year 9 and above:

* The Head teacher **must** invite impartial careers advice offering written advice and attendance at key review meetings to enable all options for continuing education, careers and vocational training to be considered
* The Head teacher **must** invite a representative from Children’s Social Care (where applicable) to attend the review so that any parallel assessments under the Disabled Persons Act 1986; the NHS and Community Care Act 1990; and the Chronically Sick and Disabled Persons Act 1970, can contribute to and draw information from the review process. When a young person is likely to need the support of Adult Social Care, they should also be alerted and/or invited as appropriate
* The Head teacher should ensure that other providers, such as health trust professionals, are aware of the procedures to be followed in Year 9
* The Head teacher **must** ensure that a Transition Plan is drawn up in consultation with the careers adviser

**The Transition Plan**

The Annual Review in Year 9 and subsequent reviews until the young person leaves school **must** include the drawing up and subsequent review of a transition plan. The plan should draw information from a range of individuals within and beyond school in order to plan for the young person’s transition to adult life. The plan should address ongoing school provision within the terms of the EHC Plan and post-school arrangements.

The keys to successful transition planning are:

Everyone takes part

Both strengths and needs are considered

Everyone is listened to

The plan evolves

It supports the young person’s aspirations

Everyone works together

It is person- centred

# Student involvement in decision making

The views of young people **must** be sought and recorded in reports to Annual Reviews and transition plans. Vocational guidance provided by the school or careers adviser should include information on Key Stage 4 and post-16 options, and fully take into account the young person’s aspirations.

# Annual Reviews from Year 10

The school **remains** responsible for convening Annual Review meetings and updating the transition plan until the pupil leaves school. At the Year 10 review, consideration should be given to Post-16 options in preparation for the young person’s final year at school. In order that they make an informed choice in Year 11, the transition plan should map out the pathway to allow them to work towards their goals and aspirations for education and training. Every effort should be made to link the Annual Review of their EHC Plan and the transition plan to maintain a holistic approach.

# Report from teachers or other professionals for Transition Plans

Please consider the following headings when preparing your report. The report will be copied to parents and others invited to the meeting.

It would be helpful if you begin your report with the name of the child, date of birth and school attended and give your professional designation. Please sign and date your report and return it to the Head teacher at least 2 weeks before the meeting.

**Person Centred Review**

**Like and admire**

You should describe these in terms of your own knowledge, observations and any assessments. This includes strengths, personal qualities and characteristics themselves

**Needs**

You should describe these in terms of your own knowledge, observations and any assessments. This includes what they find hard, and what they might need support with

**Next steps**

Which professionals need to be involved? When an assessment may need to take place?

Action planning

**Outcomes and criteria for success**

These should be succinct and relate to your particular area of expertise. It should identify an outcome for each listed need in the individual learning plan. What would that look like if their needs were being met?