

SECTION 8 - TRANSITION PLANNING FOR A CHILD WITH A STATEMENT

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About this Section

8.1 This Section of the SEN Code of Practice (the Code) sets out the procedure involved in the preparation of the first 'transition plan' for a child with a 'Statement of Educational Needs' (a Statement). The first transition plan is completed during the school year in which a child with a Statement attains age 14. The transition plan is completed in order to plan coherently for a child's transition to adulthood. This Section also includes the involvement and co-operation required between the EA, Health and Social Care (HSC) Trusts and the Northern Ireland Careers Service in the development and delivery of the transition plan in preparation for a child with a Statement in advance of the child leaving school.

This Section is underpinned by:

- Article 19 (Reviews of statements) of the 1996 Order, and supported by draft regulations:
 - 18 (Periodic Review of a statement under Article 19(1)(b));
 - 19 (Periodic Review of a statement under Article 19(1)(b) where child does not attend a school);
 - 20 (First Transition Planning Meeting leading to a Transition Plan);
and
 - 21 (Matters supplementary to regulations 18 to 20).

(of the Education (Northern Ireland) Order 1996)

Key point: See the Glossary for the definition of the key terms used in this Code.

Introduction

8.2 The legislation requires that planning for the transition from youth to early adulthood of a child with a Statement commences during the school year the child attains the age of 14. The annual review of the child's Statement during that year is particularly significant given a transition planning meeting (leading to the preparation of the child's first transition plan) is required to take place concurrently with the annual

review meeting.¹ This is the beginning of the transition planning process and commencement of implementation of the actions contained in the child's transition plan to prepare for adulthood. Transition planning applies whether a child attends school or is not attending a school; or is receiving special educational provision in an Article 10(1) institution (other than an independent school).² An Article 10(1) institution is an institution in Northern Ireland other than a grant-aided school.

8.3 The focus at the start of planning for transition is the first transition review meeting which is required to take place during the school year in which the child attains age 14. For a child attending school, it is the responsibility of the principal or proprietor of the school concerned (hereafter, in this Section, referred to as "the principal") to arrange a transition planning meeting to which, amongst others, a HSC Trust representative, a NI Careers Service advisor and an EA Education Transition Co-ordinator should be invited to attend. For a child not attending a school this responsibility lies with a designated officer of the EA (hereafter, in this Section, referred to as the EA Designated Officer). The EA is required to give each school directions regarding the preparation of the first transition plan.³ These directions, as a matter of good practice, should be clear and timely, emphasise the importance of seeking and having regard to the views of the child⁴, and include the contact details of the relevant EA Designated Officer, normally an Education Transition Co-ordinator. Where technology and electronic communication is available, and with the agreement of the parent, any document to be provided in writing under this Section may be transmitted using this medium. This would include the sharing of a transition plan with the parent. (Diagram 8.1 below provides a summary of the First Transition Planning Cycle).

8.4 Along with the annual review report (see Section 7), a required outcome of this annual review and first transition planning meeting is a child's first transition plan which is required to be prepared by the principal, as soon as is reasonably practicable. An EA Designated Officer is responsible for considering and approving the first transition

¹ Draft regulation 20(7) (First Transition Planning Meeting leading to a Transition Plan).

² Draft regulation 20(1) (First Transition Planning Meeting leading to a Transition Plan).

³ Draft regulation 20(2) (First Transition Planning Meeting leading to a Transition Plan).

⁴ Article 5A (Views of the child) of the Education (Northern Ireland) Order 1996.

plan (and subsequent plans) provided by the school.⁵

8.5 For a child with a Statement whom the EA has arranged for the special educational provision (or part of it) otherwise than in a grant-aided school (under Article 10(1)) or is, a registered pupil at a school but does not attend the school, the responsibility for the preparation of a first transition plan (and subsequent plans) lies with the EA Designated Officer.⁶

8.6 The transition planning meeting is required to take place at the same time as the annual review during the school year in which the child attains age 14. (See paragraph 7.25 and paragraph 8.14).⁷ The aim of transition planning is to plan coherently for the child's transition to adulthood.

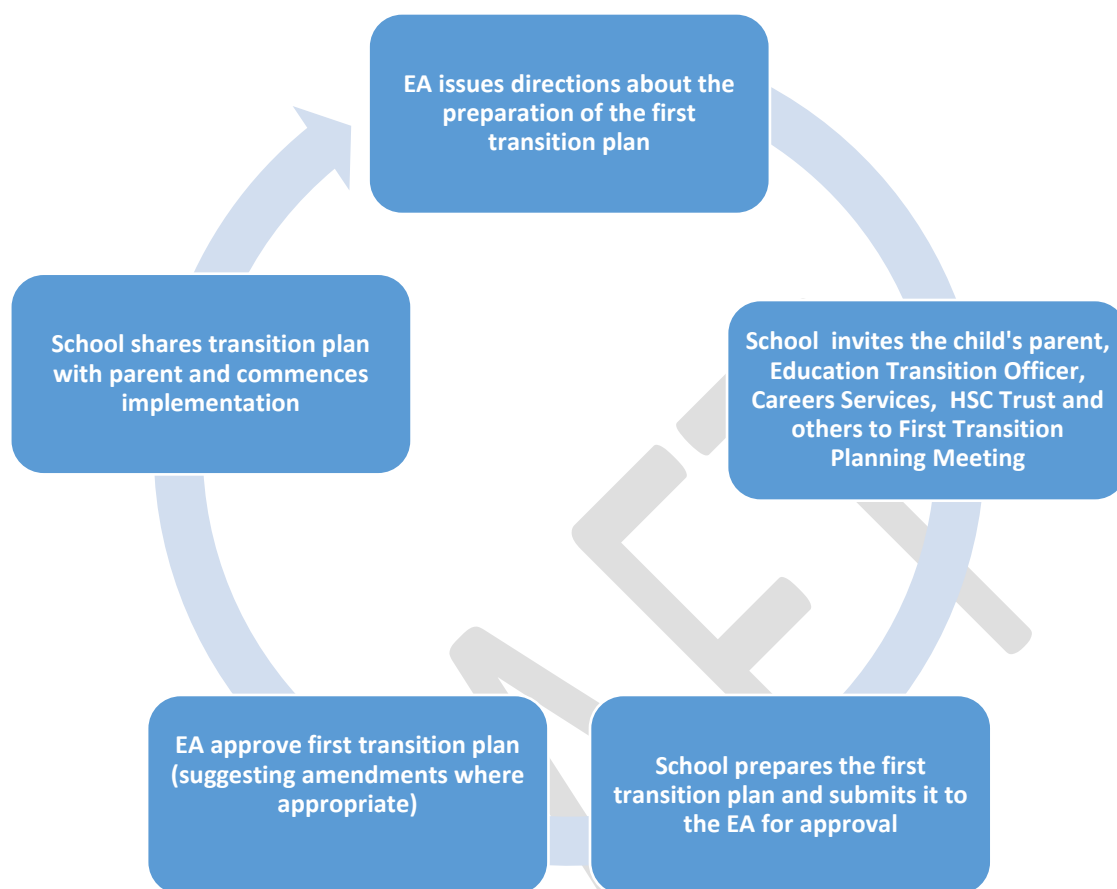
Key point: The principal is responsible for preparing a transition plan for a pupil. A transition planning meeting is required to take place concurrently with the annual review meeting.

⁵ Draft regulation 20(8) (First Transition Planning Meeting leading to a Transition Plan).

⁶ Draft regulation 19(1) and (2) (Periodic Review of a statement under Article 19(1)(b) where a child does not attend a school).

⁷ Draft regulation 20(7) (First Transition Planning Meeting leading to a Transition Plan).

Diagram 8.1: First Transition Planning Cycle



8.7 Preparing for transition to adulthood is not a one-off activity. Subsequent monitoring and review of the transition plan takes place alongside, monitoring and review of a pupil's personal learning plan (PLP), and is an integral part of the annual review process. (See Section 7).

Key point: Preparing for transition to adulthood is not a one-off activity.

8.8 Some children with a Statement may remain at school after they are over compulsory school age (at the end of the school year they turn 16). Whether a child with a Statement is to remain a registered pupil at school or not (in the school years following their 16th birthday), the significance of the annual review increases as they approach age 16. While the child with a Statement continues in school education, the EA remains responsible for such pupils until the end of the school year during which

they reach age 19.

8.9 Throughout any statutory assessment or reassessment or subsequent review of a Statement (and the transition plan) during the years of transition, the views of children should be sought and recorded wherever possible. Some children may wish to express these views through: family; a trusted professional; an independent advocate or adviser; or through an officer of the EA, for example the Education Transition Co-ordinator. In the case of a young person, they may wish a person they have appointed to assist and provide support for them. (See paragraph 13.14).

8.10 Effective arrangements for transition will involve implementing all aspects included in the transition plan for children which may include addressing issues of personal development, self-advocacy, awareness of the implications of any long-term health problem or disability and the acquisition of independent living skills.

8.11 The regular involvement of children in the transition process should also be promoted and encouraged, for example:

- a) by participation in the PLP preparation and review, including setting the intended outcomes;
- b) by providing representations and attendance at annual review meetings from age 14+;
- c) by incorporating their own views in planning for transition; this might involve the use of student counsellors, advocates or advisers, social workers or peer support;
- d) by focusing curriculum planning on activities which encourage children to review their own experiences and formulate their own views;
- e) where appropriate, by providing help for a child to come to terms with the wider implications of a disability or special need in adulthood; and
- f) by supporting such involvement with advice and information (see Section 11),

careers guidance, counselling, work experience and the opportunity to consider a wide range of options during the transition phase.

8.12 It is important that the agencies which will play a major role during the post-school years are involved in the development of the first and subsequent transition plan. The transfer of relevant information, subject to appropriate consent under GDPR, should ensure that the child receives any necessary specialist help or support during their continuing education, training or health/social care provision after leaving school.

First Transition Planning Meeting

8.13 Before the principal prepares a child's first transition plan, the principal is required to convene a transition planning meeting. The principal will normally designate the transition planning role to the school's Learning Support Co-ordinator (LSC). In the case of a child not registered at a school or a registered pupil who does not attend a school, an EA Designated Officer is required to convene this meeting. Following on from this meeting, the principal or the EA Designated Officer, whichever appropriate, is required to prepare the first transition plan for the child concerned.⁸

8.14 This first transition planning meeting is required to take place concurrently with the annual review for a child who attends school. (See paragraphs beginning at 7.16). This is also the case for a first transition plan required to be prepared by an EA Designated Officer. (See paragraphs beginning at 7.44).⁹ As set out in the EA's directions (see paragraph 8.3) regarding the preparation of the first transition plan, for practical reasons the school should liaise with the relevant EA Designated Officer (normally the Education Transition Co-ordinator) in planning the first annual review during the school year the attains age 14.

Key point: The first transition planning meeting is required to take place concurrently with the annual review for a child.

⁸ Draft regulation 20(4) (First Transition Planning Meeting leading to a Transition Plan).

⁹ Draft regulation 20(7) (First Transition Planning Meeting leading to a Transition Plan).

8.15 Where an annual review and transition planning meeting is to be convened, with the exception of a meeting involving a representative from a HSC Trust, 2 weeks' notice is required to be given to those whom the principal or the EA Designated Officer, as the case may be, is required to invite to the meeting. In the case of a meeting involving a representative of the HSC Trust, at least 6 weeks' notice is required, unless all parties consent in writing to a lesser period of notice.¹⁰ Maximum use should be made of electronic communication for this purpose. In addition to those who are required to be invited to an annual review meeting (see paragraph 7.33), those whom the principal is required to invite to the first transition planning meeting include:

- a) a representative of the HSC Trust; and
- b) a person providing careers services advice under section 1 of the Employment and Training Act (Northern Ireland) 1950.¹¹

8.16 As under paragraph 8.5, where a EA Designated Officer is organising a transition planning meeting (for a child not attending a school), in addition to those parties set out in the above paragraph, the EA Designated Officer is required to invite, the manager of the Article 10(1) institution at which the EA has arranged for the special educational provision (or part of it) to be made for the child concerned.¹²

Key point: A school is required to convene a transition planning meeting following which the first transition plan is required to be prepared.

The First Transition Plan

8.17 The attendees at the first transition planning and annual review meeting should consider all questions as set out in paragraph 8.23, after which the principal (or the EA Designated Officer) is required to prepare the first transition plan as soon as is reasonably practicable.¹³ The transition plan is required to contain all matters and steps which the meeting attendees conclude ought to be included in the first

¹⁰ Draft regulation 21(2) (Matters Supplementary to regulations 18 to 20).

¹¹ Draft regulation 20(4) (First Transition Planning Meeting leading to a Transition Plan).

¹² Draft regulation 20(4) (First Transition Planning Meeting leading to a Transition Plan).

¹³ Draft regulation 20(8) (First Transition Planning Meeting leading to Transition Plan).

transition plan and taken in respect of the child concerned.¹⁴ The first transition plan should draw together information from the parent, the child and a range of professionals and others within and beyond the school in order to plan coherently for the young person's transition to adulthood. The prepared first transition plan is required to be included as part of the annual review (AR) report submitted to the EA. (See paragraph 7.41).

8.18 An EA Designated Officer (normally an Education Transition Officer) is responsible for approving a child's first transition plan prepared by a principal. If, on reviewing the transition plan so prepared (or, as the case may be, a plan prepared for a child who does not attend a school), the EA Designated Officer considers an amendment or addition is needed to the plan, further advice and guidance may be provided to the principal before approval of the plan is given. Once approved, the principal is required to share the plan with the child's parent.¹⁵ Where electronic communication is available to, and with the agreement of, the child's parent, the transition plan may be transmitted using this method. A summary flowchart of the process involving the preparation and approval of the first transition plan is included in **Diagram 8.3**.

Subsequent Review of Transition Plan

8.19 The principal (or EA Designated Officer, as the case may be), during annual review meetings in the years following the first transition plan, should review and, as appropriate, make amendments or additions to the child's transition plan, as set out in Section 7. In reviewing the plan all parties involved in planning the transition should consider the questions as set out in paragraph 8.23.

8.20 Where the child concerned is a young person but is under the age of 18, once the transition plan has been approved, the principal (or EA Designated Officer, as the case may be) is required to, at the same time as sharing the transition plan with the young person, inform the young person's parent, in writing, of the fact that a

¹⁴ Draft regulation 20(6) (First Transition Planning Meeting leading to a Transition Plan).

¹⁵ Draft regulation 21(3) (Matters supplementary to regulations 18 and 20).

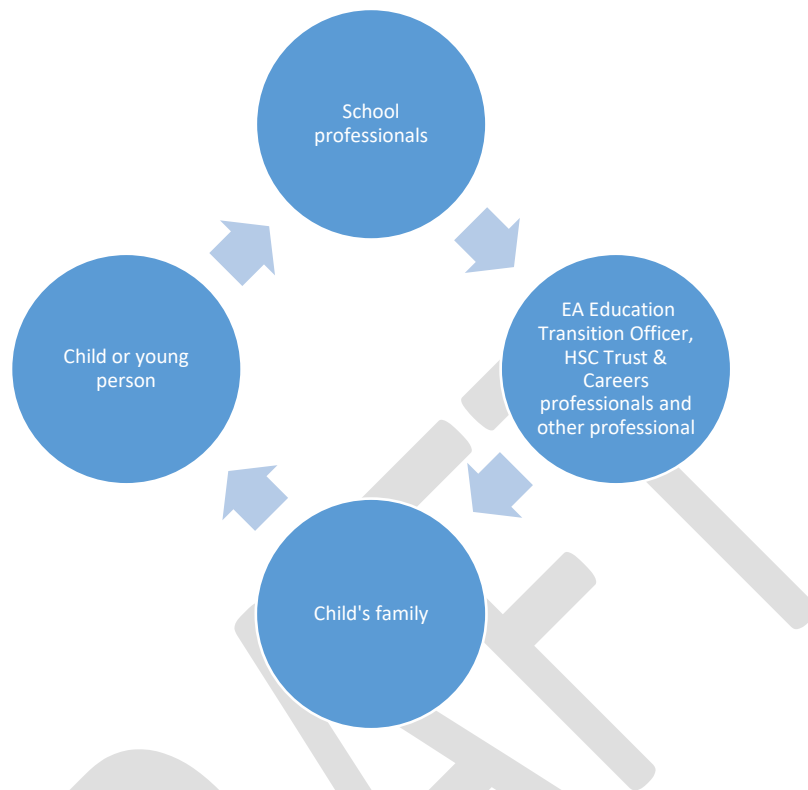
transition plan has been provided to the young person.¹⁶ Where electronic communication is available to, and with the agreement of, the young person's parent, the notification may be transmitted using this method.

8.21 A transition plan, when first drawn up, is not simply about post-school arrangements, it should also plan for on-going school provision, under the Statement as overseen by the EA. A child's transition plan is a 'living' document which requires to be reviewed and amended as the child grows or as their needs change. The transition plan should outline the child's skills, talents and aspirations as well as their SEN.

8.22 All those involved in the transition planning process should address the comprehensive needs of the child. Given the importance of participation in decisions, the views of the child are required to be sought and given regard to, before the child becomes over compulsory school age, in the preparation of and any subsequent annual review of the Statement and the transition plan. (See paragraph 3.68 and 8.7).

¹⁶ Draft regulation 21(4) (Matters supplementary to regulations 18 and 20).

Diagram 8.2: Who should ask Questions on what a Transition Plan should address?



8.23 Informed by directions regarding the preparation of the first transition plan (see paragraph 8.3), and subsequent review of the transition plan, the child's plan should address the following questions:

School professionals

- What are the child's curriculum needs during transition? How can the curriculum help the child to play their role in the community; make use of leisure and recreational facilities; assume new roles in the family; develop independence skills; and develop new educational and vocational skills?
- What approaches should the school be making to other institutions or agencies, e.g. Occupational Studies training, further and higher education, to ensure smooth transition for the child?

The EA Education Transition Officer, HSC Trust and Careers Service professionals and other professionals

- a) How can professionals, supported by the Children's Services Co-operation Act (Northern Ireland) 2015 (the CSC Act 2015), work together to ensure effective and coherent plans for the child in transition?
- b) Which other professionals need to be involved in planning for transition, for example, occupational psychologists, health professionals, therapists and, where appropriate, statutory and voluntary organisations?
- c) Does the child have any special health or welfare needs requiring HSC Trust support?
- d) What specific independence, personal and social skills and other aspects of the wider curriculum need to be particularly fostered during the remaining year(s) in school?
- e) Are assessment arrangements for transition clear, relevant and shared between all agencies concerned?
- f) What information should be transferred (adhering to GDPR requirements) from Children's to Adult services (and how should this be done) to ensure a smooth transition?
- g) Do the arrangements for transition include appropriate training and assistive technology, other support, (e.g. in encouraging independence in travel, coping with money)?
- h) Is education after the age of 16 appropriate, and if so, at school or at a college of further education?

The Family

- What are the parents' expectations of their child for post-school life?
- What can they contribute in terms of helping their child develop personal and social skills, including independence in travel, an adult life-style and acquiring new skills?
- Will parents experience new care needs and require practical help in terms of aids, adaptations or general support during these years?

The Child or Young Person

- a) What information do children or young people need in order to make informed choices?
- b) What local arrangements exist to provide advocacy and advice if required?
- c) How can the child or young person be encouraged to contribute to their own transition plan and make positive decisions about the future?
- d) If the child or young person is living away from home or attending a residential school outside their own area are there special issues, relating to the location of services when they leave school, which should be discussed and planned?
- e) What are the child or young person's hopes and aspirations for the future, and how can these be met?

8.24 The first transition plan should build on the conclusions reached, and expected outcomes set, at previous annual reviews, including the contributions of teachers responsible for careers education and guidance. It should focus on strengths as well as needs and cover all aspects of the child's development, allocating clear

responsibility for different aspects of development to specific agencies and professionals. The EA should advise schools on the proper balance of the transition programme components and ensure that all relevant information is available, together with advice and support as required.

8.25 As outlined in paragraphs beginning at 8.33, it is important that the Careers Service is an active participant in the transition planning process. (See paragraph 8.3). Any subsequent annual review, until the child leaves school or, no longer requires a Statement, must include a review of a transition plan. In so doing, the school should make every effort to ensure the attendance of key stakeholders at annual review meetings for the child with a Statement post 14. Where a school experiences difficulty in securing the attendance of key stakeholders, they should contact the EA's Education Transition Service.

Key Point: Any subsequent annual review, until the child leaves school or, no longer requires a Statement, must include a review of a child's transition plan.

The Role of the EA Education Transition Service

8.26 While school principals hold the statutory responsibility of preparing first transition plan (and for the review of that plan at each annual review), the EA holds the statutory responsibility for giving schools directions regarding the preparation of transition plans¹⁷ and for the approval of each child's transition plan (first or otherwise).¹⁸ To provide for consistency in the delivery of these statutory requirements, the EA should, as a matter of good practice, provide a service to help plan for the transition of children with a Statement (an Education Transition Service). This service, as it relates to children with SEN, should be included within the EA's plan of arrangements for special educational provision. (See Section 2 - paragraphs beginning 2.17). The Education Transition Service should aim to provide a collaborative and fully inclusive service for all pupils with a Statement during the school year in which they attain 14 years. In so doing, it should help children and their parents

¹⁷ Draft regulation 20(2) (First Transition Planning Meeting leading to a Transition Plan).

¹⁸ Draft regulation 21(3) (Matters supplementary to regulations 18 and 20).

access appropriate information, guidance and support to help them to make informed choices for the future.

8.27 The Education Transition Service should provide support to schools by providing clear directions (see paragraph 8.3) to schools regarding the transition planning process and the preparation of transition plans and work closely with the Northern Ireland Careers Service and other statutory and voluntary agencies.

Education Transition Co-ordination

8.28 The EA is required to designate an officer with responsibility for providing directions on the preparation of transition plans and for approval of transition plans (first or otherwise). Normally this EA Designated Officer will be a named Education Transition Co-ordinator whose role is also to support children with a Statement and schools from the school year during which they attain age 14 and ensure co-operation with appropriate HSC Trusts' staff. The EA and the HSC Trusts should, within the context of the co-operation duties,¹⁹ develop clear processes and pathways for this purpose and for consistent application across Northern Ireland. (See Section 9).

8.29 Every child age 14+ with a Statement should have access to a named Education Transition Co-ordinator whose role is to provide advice and support to children and their parents as preparations begin for adulthood.

8.30 At the start of the transition planning process each child and their parent should be introduced to the named Education Transition Co-ordinator. In order to establish effective relationships, the EA should aim, as far as is possible, for continuity in the provision of Education Transition Co-ordinators.

8.31 The Education Transition Co-ordinator should work with children, parents and carers, schools and other relevant agencies to:

- a) support each child throughout the transition planning process;

¹⁹ Article 12A(1) (Co-operation to identify, assess and provide services to children with SEN).

- b) give directions to schools with regard to transition planning on the preparation of the first and subsequent transition plans and approve the first and subsequent **transition plan** prepared by a principal for each child with a Statement within the annual review process;
- c) liaise with and support schools in the implementation of the transition plan;
- d) collaborate with statutory and voluntary agencies; and
- e) work to overcome any obstacles which may be prohibiting effective and smooth transition.

8.32 The transition planning process in schools should include signposting to information and advice on benefit support and transport respectively.

Involvement of the Careers Service in the Transition Planning Process

8.33 The Careers Service has an important and valuable role to play at both the review meeting and after, in assisting children in their career decision making and in planning their next steps in navigating their individual career pathway. This involvement will help make sure that the child concerned and their parents are provided with professional and impartial careers information and advice/guidance on all their employment, education and training opportunities.

8.34 Working in collaboration with those with a day-to-day knowledge of the child concerned, the Careers Service will also be able to suggest specific targets for the individual child within the transition planning and annual review to ensure that independence training, personal and social skills, and other aspects of the wider curriculum are fully addressed during the child's last years at school.

8.35 The Careers Service is an all-age, all-ability service that provides impartial information, advice and guidance. Careers Advisers help children in their career

planning to make informed decisions about opportunities in education, training and employment.

8.36 The Careers Service is delivered through a network of careers advisers. Partnership Agreements are in place with post-primary schools, including special schools, to support the schools' careers education programme. These agreements allow schools, in consultation with qualified careers advisers, the opportunity to avail of impartial guidance services appropriate to the needs of their pupils and to support them in their career decision making and the transition planning process.

8.37 Where a child has a Statement, under the direction of the EA, the principal is required to invite a Career's Adviser **to attend** the first annual review during the year in which they attain the age of 14 years, at which time a child's first transition plan will be considered. (See paragraph 8.15). The attendance of the Career's Adviser will ensure that the child and their parent can avail of support/guidance services appropriate to their individual needs, to help the child make decisions about future pathways in light of the options that could be available to them when they leave school.

8.38 The Careers Adviser will:

- a) assist the child in formulating, understanding and articulating their career aspirations, interests and abilities;
- b) assist the child's understanding of the career decision making process;
- c) contribute to the education transition planning process by helping to gauge the child's readiness for career decision making;
- d) outline appropriate options in education, training and/or employment;
- e) provide professional and impartial careers information, advice and guidance to enable the young person and their parents to make career decisions; and
- f) provide ongoing careers guidance support.

8.39 The EA is not required to maintain a Statement in respect of students who have left school and are enrolled at institutions of further or higher education or attending training courses. Through the EA's arrangements for the provision of advice and information and through the Education Transition Co-ordinator, children and their parents should be advised of this fact during the transition planning process.

8.40 Where, however, the EA has maintained a Statement in respect of a young person who is transferring from school to further education, agreement should be sought from the young person and/or their parent, at the final annual review, to pass on relevant information to the college or other provision to be attended. (See paragraph 5.75 regarding disclosure of a Statement). Relevant information would include the Statement, the most recent annual review, and the transition plan. This may also include the child's PLP or details of any exam concessions they had in place. The Education Transition Co-ordinator should advise the young person and their parents that the young person may need to provide colleges or training providers with further independent evidence, outlining the reasons why additional support may be needed. It should be noted that whilst it will be for the young person to determine whether they wish to provide a copy of the Statement to the college or other provision, should a school or EA be asked to provide a copy of a young person's Statement, the Statement should not be disclosed without the consent of the young person concerned.²⁰

8.41 The Education Transition Co-ordinator should seek to explain the importance of the information and the potential benefit to be gained from its transfer, but should respect the wishes of the young person. Where there is reluctance to consent to the transfer because the information might appear to present too negative a picture, the EA should consider in consultation with the young person or, where appropriate, their parents, whether the essential information might be expressed more positively.

8.42 Where schools have fostered links with local further education colleges, this

²⁰ Draft regulation 22 (Restriction on disclosure of statements).

can help inform the decision-making process. Links with colleges can be of particular benefit to a young person with SEN by providing opportunities for integration, extending the curriculum and offering induction into an adult environment.

Involvement of Health and Social Care (HSC) Trusts in the Transition Planning Process

8.43 The annual review during the school year in which the child attains age 14 will also have a special significance with particular regard to the interface with HSC Trusts (normally the HSC Trust Transitions Officer) about the child concerned. Under the Children's Services Co-operation Act (Northern Ireland) 2015 (the CSC Act 2015) and Article 12A of the 1996 Order, the EA and a health and social care authority must in particular co-operate in the preparation of a child's transition plan. (See Section 9).

8.44 The EA is required to inform the relevant HSC Trust:

- a) if, at any time after this review, (e.g. a reassessment is required or during a subsequent annual review), the child's circumstances change and as a result the child may be considered to be disabled. This may occur, for example, as a result of a significant change in the mental or physical condition of the child; and
- b) of the expected school leaving date between 8 and 12 months in advance but no earlier than 18 months before the leaving date (if it is agreed the child is disabled). The EA is required to keep under review the dates when a child with a Statement (a child for whom the EA is responsible) will cease full-time education.

8.45 Under **Section 5 of the Disabled Persons (NI) Act 1989 (the 1989 Act)** the EA has a statutory duty to seek an opinion from a HSC Trust as to whether a child with a Statement is a disabled person and may require services from a HSC Trust when leaving school. It may be the case that a child is already known to have a

disability prior to their 14th birthday, however, the EA is still required to seek an opinion at the first transition review. It is recognised that the nature of a child's disability may change and relevant supports need to reflect the assessed needs prior to and during transition.

Key point: At the time the EA initiates the first annual review of a Statement following the child's 14th birthday, and any subsequent re-assessment of the child's educational needs, the EA shall require an officer of the appropriate HSC Trust to give an opinion as to whether the child is, or is not, a disabled person (paraphrased from section 5(1) of the Disabled Persons (NI) Act 1989).

8.46 Given the significance of a child's transition from school life, and in line with co-operation in the preparation of a transition plan, a relevant HSC Trust is expected to respond to the EA's request as soon as is reasonably practicable to inform the transition planning process for the child concerned.

Key point: A HSC Trust is expected to respond to the EA's request for an opinion of whether (or not) a child is a disabled person as soon as is reasonably practicable to inform the transition planning process for the child concerned.

Assessment of Needs by HSC Trusts

8.47 Under section 5 of the 1989 Act, where a HSC Trust has previously given an opinion that the child concerned is disabled, and the HSC Trust receive a notification from the EA that a child with a Statement is leaving full-time education, the HSC Trust is required to carry out an assessment of the needs in respect of the provision of health and social care services to that child. This assessment is required to be carried out no later than 5 months from the receipt of the request from the EA or before the child ceases full-time education.

8.48 It should be noted that a child may choose not to be assessed as disabled

and may similarly choose not to request help through the HSC Trust community care arrangements. The EA should be in a position to provide information about any relevant voluntary organisations or professional agencies, if required. (See Section 11). Schools should have appropriate information available on local sources of help and advice. The HSC Trust is not required to make an assessment of needs if a parent of a child or young person has requested that no assessment be carried out.

8.49 HSC Trusts have statutory duties to make arrangements for young people over 18 who are regarded as being in need and who have been looked after by them, or received services from them. The EA should ensure that the young person is aware of this. Where a young person has been looked after in a foster placement or a residential home, or has attended a residential school outside their own area, the EA should liaise with the appropriate HSC Trust. (See Section 10 about Children in Specific Circumstances).

Children with SEN (without a Statement)

8.50 In some instances, a child approaching the age of 16 may have a special educational need for which they do not require a Statement to be maintained, but which is nevertheless likely to require some support if they go on to further education or training. In such cases the school should provide appropriate help and guidance. This might include providing information to the child about school/college links (courses or work placements).

8.51 In some cases, such children may benefit from having a transition plan. Although there is no legal requirement for a transition plan in these circumstances, schools may consider preparation of their own transition plans for non-Statemented pupils with SEN who, it is anticipated, require additional support if going on to further or higher education or training. A school will have a well-informed understanding of such children through the PLP process. (See Section 3, paragraphs beginning 3.75). Young people contemplating transferring to further education or training, and wishing to seek additional support, should be advised that they may need to provide colleges/training providers with independent evidence, outlining the reasons why additional support may be needed.

Diagram 8.3: Preparation of First Transition Plan Flowchart

WHEN: During the school year a child with a Statement attains age 14.

WHY: For the purpose of starting the transition planning process for (a) a child who attends school, (b) a child who does not attend a school, or (c) a child receiving special educational provision in an institution otherwise than in a grant-aided school (*reg.20(1)*).

WHO: School prepares the first transition plan for a child attending school. An EA Designated Office prepares the first transition plan for a child not attending a school (*reg.20(3)*).

EA ACTION – Directions

- a) An EA Designated Officer is required to give directions to each school regarding the preparation of first Transition Plan- paragraph 8.3 (*reg.20(2)*).
- b) Directions to be given at the same as the EA writes to schools seeking annual review report i.e.by the end of the second week in September each year – paragraph 7.12.

SCHOOL ACTION – First Transition Plan

- a) School to arrange the transition planning meeting (running concurrently with annual review meeting) - paragraph 8.13 and 8.14 (*reg.20(3) and (4)*).
- b) School to invite HSC Trust, Careers Service representatives and EA Educational Transition Co-ordinator (manager of an institution otherwise than a grant-aided school, as appropriate) - paragraph 8.13 (*reg.20(4)*).
- c) **2 weeks'** notice of meeting to be given, apart from a HSC Trust, who are to be given at least **6 weeks'** notice - paragraph 8.15 (*reg.21(2)*)).
- d) At the meeting - consider all matters and steps that ought to be included and taken for the child for preparing for transition to adulthood – paragraph 8.17 (*reg.20(5) and (6)*).
- e) After the meeting –school prepare the first Transition Plan – paragraph 8.17(*reg. 20(2)*).
- f) School submit the first Transition Plan to EA (along with annual review report by the date specified by the EA) - paragraph 7.41 (*reg.18(6)*).

EA ACTION – Approval of First Transition Plan

- a) EA Designated Officer to review first Transition Plan prepared by the school.
- b) If necessary, further advice may be provided to school to help inform the first Transition Plan.
- c) EA Designated Officer to approve Transition Plan as soon as is reasonably practical and return approved plan to school / or otherwise – paragraph 8.18 (*reg.20(8)*).

SCHOOL ACTION – Implementing the First Transition Plan

- a) School shares first Transition Plan with parent – paragraph 8.18 (*reg.21(3)*).
- b) School implement relevant actions/agree steps in the plan first transition plan. Review at next annual review.