



## **Useful Transitions Information Booklet 2024**

In addition to our 'Useful Transitions Information Booklet', please do also see information and resources on our Transitions page on our website, newsletter and social media platforms.

## Introduction

Some young people will have been at the Learn to Live Federation for many years and the thought of transitioning to a new place can be worrying for learners and their parent carers, but with change comes new opportunities. With that in mind, we have put together some useful information about what to expect in this document.

## Transition

Moving from school to another setting is referred to as 'transition'. There is a variety of options to choose from, what will suit one pupil, will not necessarily be ideal for another. It is a very personal choice but one that hopefully as a school we can support you to make.

Pupils can stay at the Learn to Live Federation until the end of year 14 (up until they are 19 years old), if it is appropriate. Young people must be in some form of education or training to age 18, but this could be at an alternative provision. All young people can legally move on to a college setting after year 11 when they are 16 or in their 16th year. However, please note that the details of a young person's Education, Health and Care Plan (needs/outcomes/provision) will need to be considered by any education provision as part of their admission process and an offer of a place is not guaranteed.

Some pupils are ready to leave the Learn to Live Federation before they turn 19 years old.

This booklet is a guide to support with preparing to move on from school. It provides learners and their families with information about:

- what to expect at each stage as the learner progresses through school
- options for the future
- how the school supports the transition & review process
- available support and sources of further information

The aim is to help learners reach their full potential by being prepared for the future, able to plan ahead and able to make the most of the opportunities available to them.

## Transitions Coordinators

Transitions is overseen by our **Transition Coordinator**



**Ruth McGuigan**  
**Bidwell Brook School**  
**01803 864120**

[rmcguigan@bidwellbrook.devon.sch.uk](mailto:rmcguigan@bidwellbrook.devon.sch.uk)



Our Transition Coordinators oversee:

- Coordinate the IAG (Independent Advice and Guidance) Meetings
- Liaise with CSW (Careers South West) to prepare Option Forms for all Y11-Y14 leavers
- Coordinate an annual careers /transitions information event
- Maintain this Transitions Booklet
- Be the main point of contact for post 16 Transitions
- Coordinate the Transitions Support Group
- Update Transitions page on the school website
- Monitor transition progress on CPOMS and action plans
- Keep, record and monitor destination data

### **School Leaving Age**

Learners need to remain in school education until the age of 16 (End of Year 11). The earliest leaving date is the last Friday in June of Year 11. Young people must then remain in learning until they are 18 years old through:

- Staying in full-time education such as applying to college or a training provider or remaining at school in a sixth form
- Work based learning such as an apprenticeship, traineeship or supported internship
- Spend 20 hours or more working or volunteering while in part-time education or training

### **Careers Provision**

#### **Vision**

To ensure pupils and their parents & carers are informed and prepared to achieve aspirational next steps into adulthood and/or the world of work.

#### **Our core aims:**

- All pupils, parents & carers and teachers have access to up to date careers information, advice and guidance.
- All pupils have access to an engaging, enriched, meaningful and developmental careers programme.
- All pupils transition to a variety of sustained positive destinations.

You can learn more about our full Careers & Enterprise Programme on our website.

Careers related activities are planned according to individual needs and may include:

- careers curriculum learning
- attendance at national and local skills shows
- careers and transition events for families
- employability and life skills workshops
- visitors from colleges, employers, support services and future destinations
- visits to colleges, places of work and future providers
- work related learning



## Careers Fair

Students from Year 9, for whom it is appropriate, have the opportunity to attend an internally organised careers fair to develop their careers information, advice and guidance about a range of opportunities in their region including technical and academic education, apprenticeships, traineeships and supported internships. This is also a great opportunity for both parent carers and staff to develop their knowledge and understanding of the local regions offer.

## SEND Local Offer

We recommend parent carers make use of the Devon County Council SEND Local Offer to help plan for their pupils' futures and know of the services available to them. [www.devon.gov.uk/education-and-families/send-local-offer/about-send-and-the-local-offer](http://www.devon.gov.uk/education-and-families/send-local-offer/about-send-and-the-local-offer)

## National Careers Service (NCS)

The NCS ([www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)) provides over-the-telephone and online careers services to 13 to 18-year olds with information, advice and guidance on learning, training and work opportunities. The NCS website contains over 750 job profiles and a job/local market information (LMI) section providing relevant information to support careers planning. The service offers confidential and impartial advice, supported by qualified careers advisers.

The NCS aims to:

- help people with careers decisions and planning
- support people in reviewing their skills and abilities and develop new goals
- motivate people to implement their plan of action
- enable people to make the best use of high-quality career related tools.

## Careers Hub and Resources

We have a range of career specific reading books and resources available which are stored in our schools Careers Hub. The Careers Hub is maintained by our Work Experience Assistant/Coordinator with the support of our Careers Lead. This also includes careers literature we receive from local organisation and services which students, parent carers and staff can access providing information on courses, open days and careers fairs to help inform the decision-making process.



## **Transitions Support Group**

The Transitions Support Group is a forum where families can attend information sessions relating to various aspects of Transition. Guest speakers from a range of services are invited to attend and present to families followed by a Q&A session.

We are aware many families may be unable to attend forums during the day due to work commitments. Information from meetings will therefore be made available on our website and information shared on our school newsletter and social media platforms.

## **Information, Advice and Guidance (IAG)**

Learners have access to independent and impartial careers information, advice and guidance. We commission a member of staff experienced in providing careers advice to students with special education needs and disabilities. It is crucial for young people to have high-quality and impartial information and guidance to get the most out of their learning, to enable successful progression from one stage to another and to inform the important choices that young people make for future career aspirations.

Our Careers Advisor meets with those in Year 10 to discuss impartial options Post-16 and those in Year 13 to discuss options Post-19. Parent carers, teachers and students can request a careers appointment at any time, when they think it would benefit transition, progression or pathway planning. IAG appointments are coordinated by our Transition Coordinator.

The Careers Advisor will draw on the SEND Local Offer published by the local authority. The Careers Advisor will ensure impartiality, ensuring no bias or favouritism towards a particular education, training or profession. This is provided face-to-face and over the phone and includes all of the education, training and employment opportunities on offer, and signposted to study programmes that will support students transition into paid employment. This advice includes information regarding supported internships for young people with EHCPs, traineeships, apprenticeships and qualifications that will enable young people to study at higher levels of education, where appropriate. We ensure that parent carers play an active part in this process to ensure a collaborative approach.

Where suitable, students are made aware that good career choices require good understanding of STEM (Science, Technology, Engineering, and Mathematics) subjects and a particular focus is offered during Science Week. Students are informed that they will carry on learning in education and training that they will be expected to continue learning English and Maths until they achieve a minimum of a grade 5 (C) at GCSE.

## **EHCP and Planning for Transition**

It is important that learners are at the centre of the planning process and are given the opportunity to share their views, concerns and ideas. Learners with communication difficulties or those with severe learning difficulties will need to be represented by a close family member or an advocate.



Undertaking reviews in a learner-centred way is beneficial as it helps learners to think about what they want now and in the future. Where possible, learners are encouraged to attend their annual Education Health and Care Plan reviews to ensure they are involved and their views are heard. The Education Health and Care Plans are designed to be learner-centred. The review is an opportunity to share with everyone involved including the young person the following:

- What people like and admire about the learner
- What is important for the learner and their future
- What support the learner needs to stay healthy and safe
- What the learner can achieve and how they can reach their potential
- It is important to think about what the learner likes now:
  - Their relationships with others and their interactions.
  - Things they like doing now.
  - The routine the learner has in their life.
  - Strengths and what they would like to improve.
  - Things that do not work for them or cause anxiety.

### **Transitions Options Form**

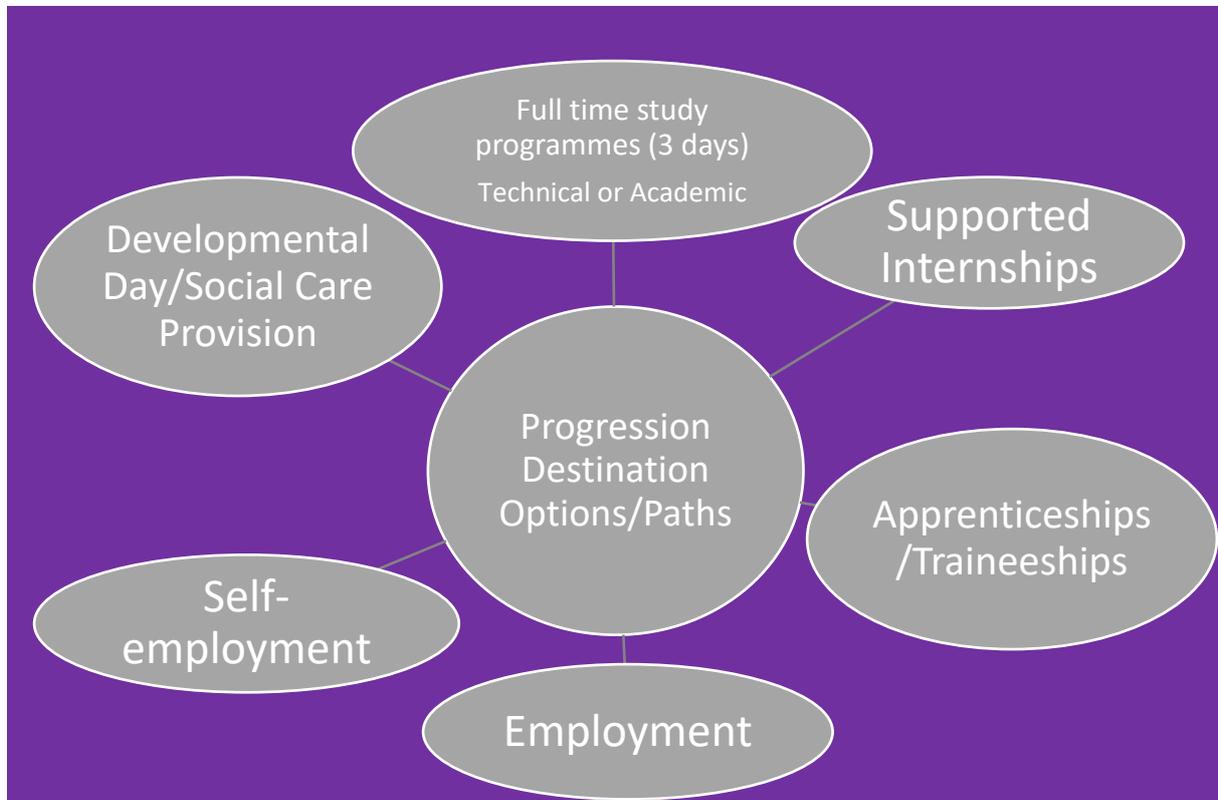
A Transition Options Form is completed following the EHCP in the year pupils are to leave the school setting. The Options Form is completed by Careers South West (CSW) who are commissioned by Devon County Council to deliver their Transitions Work.

The Options Form outlines when the learner with an Education Health and Care Plan is likely to leave school and move on to further education, training or other appropriate options. The Education Health and Care Plan can remain in place until the young person is 25 years old provided they are remaining in education. The future college or training provider is responsible for reviewing the plan annually. The plan does not guarantee an educational placement to the age of 25



## Destination Options

As we know, learners progress and achieve at different paces and levels. It is important to understand that there are opportunities for learners at all levels. The diagram below outlines the progression paths pupils can take post-school.



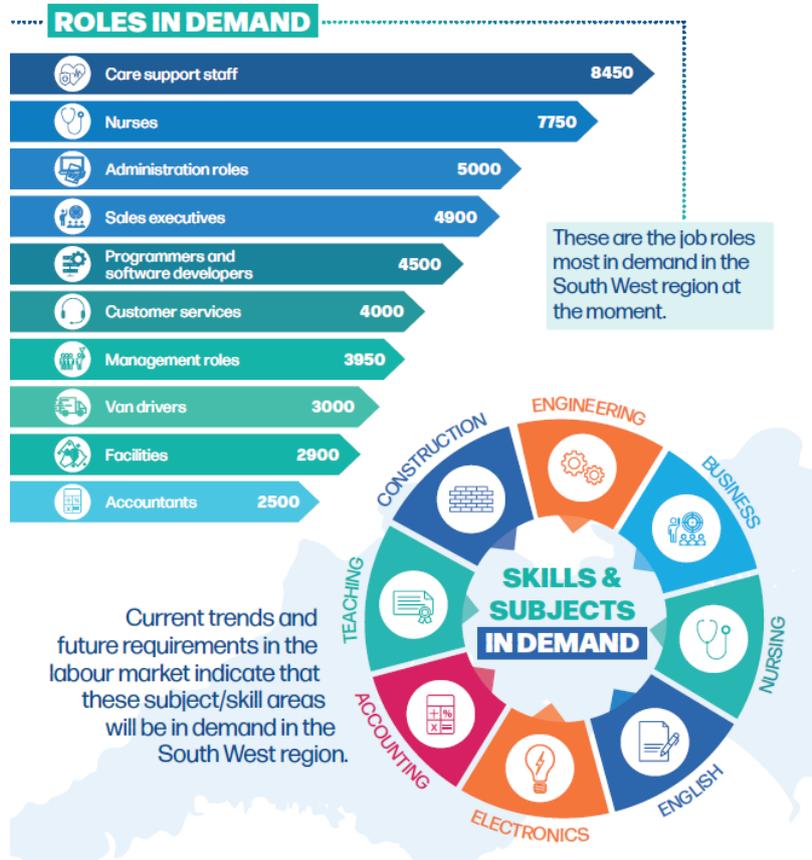
## Destination Data, Recording and Measures

We track the destinations of our leavers for 3 years post-leaving age. This helps ensure that learners positively transition and destinations are sustained. It allows us to report and support learners that may become NEET (Not in Education, Employment or Training). We have a statutory duty to inform the local authority whenever a pupil under the age of 18 leaves education before completion, at the earliest opportunity.



## Labour Market Information (LMI)

# Labour Market Information Heart of the South West



LMI effectively describes the world of work and can be specific to local areas and regions. It provides a range of descriptions of different careers, their entry routes, promotional prospects, salaries paid, skills and qualifications needed, etc. Crucially for young people, LMI also covers future demand – what kinds of jobs will be in demand after leaving school and what kinds of skills will be needed?

Why is LMI Important to Young People? 'It is vital, in an environment where new industries are emerging and many of the most important jobs of the future don't yet exist, that individuals have access to high-quality labour market information and earnings data to underpin their choices'.



## Learn to Live 6th Form

We have two 6<sup>th</sup> Forms at the Learn to Live Federation, one at Bidwell Brook School and one at Ellen Tinkham School.

The 6<sup>th</sup> Form aims to continue to transfer what students have learnt into practice as students prepare for aspirational next steps in education, employment, training and life. Personalisation is at our core, ensuring through individualised learning programmes, students are ready to transition.

The ongoing personal development of our students is key, we recognise the importance of developing students' confidence, self-esteem, resilience, critical thinking, communication and problem-solving skills in real-life and/or work situations, which are age appropriate, purposeful and meaningful.

Students are provided with regular opportunities to access the community where they are able to develop travel training skills, road safety and access different services whilst developing their independence wherever possible. They are also supported to learn new skills which they can then transfer to wider contexts and settings.

There is a strong emphasis on work related learning, with many of our students working towards potential employment opportunities as a future outcome. Where appropriate, we offer accredited qualifications which are realistic and relevant to our student's future outcomes.

## Further Education College Options

Sixth Form and Further Education colleges offer a wide range of courses for learners at all levels of learning. These courses are generally 3-4 days per week which are classed as full time.

A variety of courses are offered including academic, work-related, vocational and general courses to prepare for adult life. Some of these courses have support accessible to ensure a smooth transition for learners with SEND.

There are progression routes from one level to another provided the learner has achieved the entry requirement for the next course. Literacy and numeracy levels are important for course progression.

Some courses include work experience options, supported internships, traineeships and apprenticeships. - Local college open days can be found on their websites. Further information about post 16 options can be found by visiting Devon's Local Offer website or by clicking the links below.

 **South Devon College** [South Devon College www.southdevon.ac.uk](http://www.southdevon.ac.uk)



<http://www.cityplym.ac.uk>



[Exeter College: \(www.exe-coll.ac.uk\)](http://www.exe-coll.ac.uk)



## Work-Based Learning Options

Work based learning provides learners with the valuable opportunity to gain work experience at the same time they are studying and gaining employability skills. Courses are available at Entry Level through to Level 2. Work-based option routes can be achieved through study programmes, supported internships, traineeships, apprenticeships or study combined with volunteering and work.

Supported Internships are specifically for students with EHCPs. A number of providers offers Supported Internships.

## Employment Opportunities

Learners need to remain in education or training until they are 18 years old, after which they can look for employment or supported employment. Some colleges and training providers offer 'Supported Internships' which is a supported employment course for people with special needs based on the model of an apprenticeship.

An Access to Work grant may be available to those with SEND and in paid employment. For more information, visit the website by clicking on the logo.

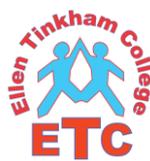
Learners can use the grant to can pay for:

- special equipment
- adaptations
- support worker services
- help traveling to and from work

Young people can work part-time whilst at school from 13 years old but you must check the employment regulations for times of work allowed and type of work allowed. There is an information leaflet about this: [www.gov.uk/child-employment](http://www.gov.uk/child-employment).

## Training

- **Supported Internships** - these are a structured study programme based primarily at an employer although they are still considered full-time education. They are aimed at young people aged 16-24 with an Education, Health and Care plan. Bridgwater and Taunton College currently offer a range of supported internships as well as Project Search; a supported employment programme for young people with an Education and Health Care Plan set up with Musgrove Hospital. The local authority are working with a range of stakeholders to expand the support internship offer.
- **Traineeships** may be available locally - a traineeship is a course with work experience that gets someone ready for work or an apprenticeship. It can last up to 6 months (see [www.gov.uk/find-traineeship](http://www.gov.uk/find-traineeship)).
- **Apprenticeships** are available in a wide range of vocational areas (see [www.gov.uk/find-apprenticeship](http://www.gov.uk/find-apprenticeship)).



## Day & Social Care Opportunities

For some students, such as learners with severe learning difficulties, communication difficulties and a high level of physical and personal support needs, college and work options may not be appropriate. Some learners will access day activity opportunities that are not educational placements. This is usually from 18 years old. Some students access day placements on the days they are not in college, if the course is not five days per week.

There are a range of day opportunity providers offering a wide variety of activities. Usually, these are funded on a daily basis through a personal budget. A personal budget is established through care assessments undertaken by social services. Some learners will have these through Children's Services (0-18) and some through Adult Services (18+).

To plan a learner's transition, Devon County Council have specialist transition workers based in the Preparation for Adulthood Team. These workers attend Transition Planning meetings at school, whereby these opportunities are discussed. There are a range of independent day care providers in Devon. Information about day activity provision and social care services can be found out from the careers advisor or the allocated social worker.



Website: [www.burrowdown.co.uk](http://www.burrowdown.co.uk)

[Burrow Down Support Services](#) | [Supported Living young & elderly in Torbay](#) | [Domiciliary Care](#) | [Respite](#) | [Residential Care](#)

## Dame Hannahs

Website: [www.discoverhannahs.org](http://www.discoverhannahs.org)

[Dame Hannahs](#) | [Home \(discoverhannahs.org\)](#)

[HOLLACOMBE NHS](#)

Website: [www.nhs.uk/services/clinic/hollacombe-community-resource-centre](http://www.nhs.uk/services/clinic/hollacombe-community-resource-centre)  
[torbayandsouthdevon.nhs.uk](http://torbayandsouthdevon.nhs.uk)



## Specialist Colleges

If a learner's educational needs cannot be met through the local provision, specialist colleges could be considered. The learner's needs will be discussed at the EHCP annual review meeting.

A useful website to visit is [www.natspec.org.uk](http://www.natspec.org.uk) which lists all of the available specialist colleges in the UK. In addition, the Devon's Local Offer will also have information about specialist colleges.

Devon County Council is responsible for considering funding requests for specialist colleges for learners with DCC EHCPs. Some learners have EHCPs held by other local authorities, so in this case, the relevant SEN department would be responsible. For a college to be considered, they need to be on the government's approved list of colleges - called the 'Section 41' list.

It is vital to have supporting evidence of the learner's need for a specialist college. Specialist colleges can be either day places or residential, depending on the needs of the student and other factors such as reasonable daily travel. It is advisable to have visited the local colleges and discuss courses and support needs with tutors alongside considering specialist colleges. Devon County Council will consider requests for specialist colleges through a panel meeting. If a particular college is agreed this will be named on the EHC plan. You must ensure your SEN caseworker, and social worker (if allocated) know your college preferences if specialist colleges are being considered.



[Accessibility - Lifeworks \(www.lifeworks-uk.org\)](http://www.lifeworks-uk.org)



> SPECIALIST COLLEGE

[Oakwood Specialist College – Providing a specialist provision for young adults aged 16 – 25, with Learning difficulties/disabilities, Autism, Social, Emotional and Mental Health conditions and complex behaviour. \(www.oakwoodcourt.ac.uk\)](http://www.oakwoodcourt.ac.uk)



## Post-16 Transport

As far as possible, learners are encouraged to travel independently. However, this is not possible for all learners and achieving this goal is different for each individual learner. Some learners will always need support for transport to get from home to their chosen place of learning safely and reliably.

Learners who are in Years 12 and 13 are required to pay a fixed fee for post-16 transport, so that they can continue to receive transport to school or college. The transport policy and current costs are available on the Devon County Council website. Some learners may be eligible for the 16 to 19 Bursary Fund, which can be used towards transport costs. Information about this is available in this guide.

Requests for local authority supported travel to school, or college post-16 must be made through the county council website. Supported transport such as minibuses and taxis are only provided to eligible learners for the return journey from home to the main school or college site. It does not take learners to offsite college activities or work experience placements. Transport will only be provided to the nearest learning provider to home, offering the level of the course required.

Information is available on the website about public bus services, and passes can be purchased for these at the rates advertised. Some learners with disabilities have free bus passes, which can be used from 9.30 am onwards.

Some colleges and training providers offer free travel passes; check with local providers. Some colleges also offer their own college transport and bus routes.

## Supported Living

If a young person has an adult care assessment and is eligible for social care services, housing options and supported living can be considered and supported as an outcome of the assessment. The allocated social worker and transition team can provide further information.

## Access to Social Care

The type of support that eligible learners can receive includes:

- home care support
- respite support (either overnight or day time support workers)
- supported housing and accommodation
- transition and supporting learners in day time activities.

When learners leave school, an adult care assessment at age 18 can provide an individual care budget. This helps a young person access daytime opportunity, particularly if a college place is not appropriate, when an individual cannot work independently or to make a full-time package. There are different levels of day time opportunities to meet different needs, including care and supported work-related activities.

There is also a level of support called Early Help. This can be available to young people and families if, after assessment, they are not considered to need an allocated social worker. If a young person is allocated a social worker, the social worker will attend school reviews and liaise with regards to the learner's individual support needs.



## Residential Living

You may want to look at the possibilities for your young person to live independently now or in the future. There are a range of options from 'shared lives' to a residential setting and again the social care team will be able to assist you to investigate this.

### Further Information

- Adult Social Care
- Carers
- Specialist Public Health
- Help to Live at Home
- Children's Social Care
- Health and Wellbeing
- Public Health
- Safeguarding
- Housing Options
- Fostering and Adoption

## 16 to 19 Bursary Fund

Some learners aged 16 to 19 years old can be eligible for a student bursary for help with education-related costs. Learners will need to meet the eligibility criteria to be able to receive a student bursary. Applications are usually made direct to the educational setting at the beginning of the school or college year. If you plan to remain in our 6<sup>th</sup> Form provision, you can access the application form by visiting our website.

**Vulnerable Bursary:** A bursary for defined vulnerable groups of UP TO £1,200 a year. Aged 16 or over but under 19. Students need to meet any of the following criteria:

- They are in, or have recently left local authority care
- They get Income Support or Universal Credit because they are financially supporting themselves
- They get Personal Independence Payment (PIP) in their own name and Universal Credit

**Discretionary Bursary:** A bursary can be awarded to meet individual needs for students aged 16+. Students in receipt of Free School Meals or with a household income of less than £25,000 per annum are eligible to apply for a discretionary bursary. In exceptional circumstances, a student who has been affected by sudden exceptional changes to their financial circumstances may be eligible.

Both bursaries aim to help with course-related costs to support students to stay engaged with education for example, transport, books and equipment, educational trips and visits. The bursary can also support towards costs incurred from attending college/job interviews and open days.

## Mental Capacity Act

The Mental Capacity Act (MCA) is in place to protect and empower people who may lack the mental capacity to make their own decisions about their care and treatment. It applies to people aged 16 and over. It covers decisions about day-to-day things like what to wear or what to buy for the weekly shop or serious life-changing decisions like moving into a care home or having major surgery.



Examples of people who may lack capacity include those with:

- Dementia
- Severe learning disability
- Brain injury
- Mental health illness
- Stroke
- unconsciousness caused by an anaesthetic or sudden accident

However, just because a person has one of these health conditions does not necessarily mean they lack the capacity to make a specific decision. Someone can lack the capacity to make some decisions (for example, to decide on complex financial issues) but still have the capacity to make other decisions (for example, to decide what items to buy at the local shop).

### **Being an Appointee**

Some 16-year olds with a disability may not be able to manage their own finances. If you feel that this is the case with your young person then you can become their 'Appointee'.

When a young person reaches 16 years old the Department for Work and Pensions will contact you about this. If you are made an Appointee for your child's benefits, this means you are responsible for making any claims, giving any information required and telling the Department for Work and Pensions about any changes that may affect their benefits. Benefits will be paid to you on their behalf. The Department for Work and Pensions will arrange a home visit to verify that you can become an Appointee. This is usually straight forward and should not delay any funds.

### **Benefits Entitlement Post-16**

At 16 a young person with a disability can be assessed for benefits in their own right.

It is a complicated calculation whether you would be better off for your son or daughter to claim benefits themselves or for you to continue, if you receive it, with child benefit and Child Tax Credit, Working Tax Credit or Universal Credit.

Child Tax Credit and Working Tax Credit are being phased out and superseded by Universal Credit over a period of time.

