



TRANSITIONS POLICY AND PROCEDURE

DATE CREATED	2018	DATE OF NEXT REVIEW	May 2025
POLICY OWNER(S)	Director of Learning		
DESIGNATION	College		

<p>Purpose of policy</p>	<p>This policy sets out the College’s transition process. St. Elizabeth’s College is committed to providing the highest standards of quality throughout its provision ensuring all our learners receive the best possible learning experience. The transition process is an integral element of the learners’ experience, from pre-assessment to the young person’s ultimate destination.</p>
<p>Intended audience</p>	<p>All College staff</p>
<p>Links to other policies</p>	<p>The SEN Code of Practice 0-25¹,</p>



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Transitions Policy and Procedure

1. Introduction

St. Elizabeth's College is a 'Section 41 approved special post-16 institution', operated by St Elizabeth's Charity, providing further education for young adults with learning difficulties and complex needs. The curriculum enables learners to develop skills for adulthood through vocational learning, work-related learning, independent living skills, enrichment, English, mathematics and ICT, personal development, behaviour and attitudes, and a diverse range of learning opportunities. Learners are supported with independence skills through a holistic programme of health, positive behaviour, therapy and care. Residential learners live on-site under a 52 week Housing Association tenancy agreement. The College also offers placements for Day learners.

St. Elizabeth's College is committed to providing the highest standards of quality throughout its provision ensuring all our learners receive the best possible learning experience. The transition process is an integral element of the learners' experience, from pre-assessment to the young person's ultimate destination.

The transition to adulthood is a time of celebration with change and challenge for all young people. For young people with disabilities and SEN, transition is about developing and becoming an adult. It is also about the move from school to college and the move from children's services to adults' services, which involves meeting with new social care and health care professionals and adjusting to new systems and processes. These are just some of the challenges of transition and St Elizabeth's aim is to provide a 'Transition Plan' that places the young person's needs, goals and long term aspirations at the centre of all decisions made. We work in partnership with all professionals (i.e. social workers, other professionals and local authorities), to ensure the needs and aspirations of young people are considered as well as the views of their families / advocate (if appointed).

In order to be effective, it is essential that our aims and objectives for transition are clear to all and respond to the individual learner's Education, Health and Care Plan (EHCP), particularly their long term goals and aspirations for the future.

The policy has been developed with reference to [The SEN Code of Practice 0-25¹](#), in particular paragraphs 8.22 and 8.23 (*Transition for SEN Strategy: Planning the transition into post-16 education and training*).

2. How will we achieve this?

2.1 Admissions

The Transition process involves a number of people (including social workers, health and care professionals, educational professionals and local authorities), to ensure that the young person and their family are supported and informed when making decisions. The College works closely with the Admissions team to provide a smooth and cohesive transition for the young person,

from the first point of contact, their application and providing ongoing support and regular communication. Please refer to the Admissions Policy for further detail (see website).

2.2 Transition to College (typically age 19)

2.2.1 Externally

For learners transitioning into St Elizabeth's College, the following opportunities and processes will apply:

- College open days;
- applications made to College via the admissions process;
- consultation from local authorities;
- assessment analysis (visits to current provider by St. Elizabeth's staff teams and on-site assessment to assess learner). In the event that the young person is not currently in education, assessments and arrangements will be undertaken through the most appropriate method. This may include hospital or home visit;
- timetable for integration into College curriculum from April to July; and
- moving into supported living accommodation.

2.2.2. From St Elizabeth's School

For learners considering transition from St. Elizabeth's School to College, St. Elizabeth's College will work closely with the Head Teacher and team to implement:

- a programme of activities which enable access to College at regular intervals;
- a programme to support learners to gain a greater understanding of the experience of College, to help them make a more informed choice about their future;
- support transitioning into a new/different environment for learners who may become anxious; and

School learners will also have access as noted in 2.2.1, above.

2.3 Transition Planning

2.3.1. The Transition Passport

2.3.2. To ensure St. Elizabeth's College enables young people, their families, College staff and professionals are receiving provisions to shape the transition process from supporting agencies (local authorities, social workers, for example), the 'passport' will:

- provide an electronic file of evidence to support the aspirations and development of the young person during their transition; and
- record each step of transition from leaving their current provider, to College and their destination end.

2.3.3 Transition Planning (Year 1)

Meeting Schedule - one transition meeting per term, from November, following dissemination of the 6-week review reports. The focus of these meetings will be to identify the waking day placement strengths, areas for development, allocated funding and the learner's progress during their first year, linking to the learner's long term goals and aspirations. Annual reviews will be undertaken in February.

Curriculum to support transition by – implementing assessment and accreditation (where appropriate), English, mathematics, ICT, work related learning, developing independence, behaviour and attitudes, personal development, enrichment and celebration events/activities.

2.3.4. Transition Planning (Year 2)

Meeting Schedule - one transition meeting per term, from November. The focus of these meetings is to review the learner's individual progress and begin to develop a more detailed transition plan in response to the learner's needs and aspirations. This may include where they wish to live, access to local day services, further education and/or work experience. Annual reviews will be undertaken in February.

Curriculum to support transition by – implementation of information, advice and careers guidance, English, mathematics and ICT, work related learning, work experience, accreditation (where appropriate), social enterprise, community learning, developing independence, personal development, behaviour and attitudes, celebration events/activities and enrichment.

2.3.5 Transition Planning (Year 3)

Meeting Schedule – a minimum of 5 transition meetings throughout the year, to monitor their individual progress and support the learner with the transition process. The focus of these meetings will be to plan next steps for the learner in detail, to work closely with the relevant external agencies, e.g. local authority to support, facilitate the learner and their family/advocate and share information in support of the young person's agreed transition plan. It is intended that a realistic timeline is in place to ensure a smooth and positive transition out of College for the learner. The annual review will take place in January.

Curriculum to support transition by – implementation of information, advice and guidance, English, mathematics and ICT, work related learning, work experience, accreditation (where appropriate), social enterprise, community learning, developing independence, behaviour and attitudes, personal development enrichment and celebration activities/events.

3. Young People and capacity

The wishes and needs of the young person are always central to any decision making. St Elizabeth's will seek and take account of the views of a young person, or the young person's parents (where the young person lacks the capacity to express his/her views), in accordance with the Mental Capacity Act 2005's 'Best Interest Process'.

“The Mental Capacity Act 2005 (the Act) aims to protect people who lack capacity, and maximise their ability to make decisions or participate in decision-making. The Act is underpinned by five statutory principles:

- *Principle 1: A presumption of capacity.*
- *Principle 2: Individuals being supported to make their own decisions.*
- *Principle 3: Unwise decisions.*
- *Principle 4: Best interests.*
- *Principle 5: Less restrictive option. Source: Mental Capacity Act Code of Practice²*

When preparing for adulthood, if a young person has sufficient capacity to make decisions, their decisions around transition arrangements will be sought in conjunction to those of their parents / carers / placing authority.

Where a young person is lacking capacity to make decisions around transition arrangements, this will be agreed following the guidelines in relation to Best Interest Decisions (a Mental Capacity Assessment will be completed by the appropriate professional – i.e. social worker, prior to deeming a young person as lacking capacity).

If the young person does not have a family member or designated representative to make decisions on their behalf in line with their aspirations, an advocate may be appointed if appropriate, a young person or professional (Social Worker or Medical professional) to articulate the wishes and views of the person they are advocating for.

Information should only be sought or passed on with the consent of the young person, or in conjunction with the outcome of the Best Interest Decision.

4. Curriculum and its role in transition

St Elizabeth's College curriculum is designed to enable learners to develop skills, knowledge and understanding through a diverse range of learning opportunities such as animal care, horticulture, sport, the Arts, History, Science and Geography, accreditation, communication, independence, English and mathematics and retail. In 2015/16 the College implemented 'Pathways of learning'. These are reviewed annually to ensure they continue to meet the needs of young people and maximise opportunities for a successful outcome.

Pathway 1	Pathway 2	Pathway 3
Qualifications focusing on Skills for Working Life up to Entry 3	Qualification focusing on Personal Progress up to Entry 2	Integrated therapy programme focusing on Encountering and Engaging
Qualifications and units of accreditation for English, mathematics and ICT	Qualifications and units of accreditation for English, mathematics and ICT	
Skills for life – developing independence	Skills for life – developing independence	Skills for life – developing independence and Personal Progress
Work related learning and work experience	Work related learning and work experience*	Work related learning and work experience*
Enrichment	Enrichment	Enrichment
Health and wellbeing	Health and wellbeing	Health and wellbeing
Art and craft	Art and craft	Art and craft
Behaviour and attitude	Behaviour and attitude	Behaviour and attitude
Creative and performing arts	Creative and performing arts	Creative and performing arts
Enterprise	Enterprise	Enterprise
Hertfordshire Services for Young People	Hertfordshire Services for Young People	Hertfordshire Services for Young People
Music	Music	Music
Music Therapy*	Music Therapy*	Music Therapy*
Personal development	Personal development	Personal development
Safeguarding and the Prevent Agenda	Safeguarding and the Prevent agenda	Safeguarding and the Prevent agenda
Science	Science	Science
Sports	Sports	Sports
Therapy	Therapy	Therapy
Volunteering	Volunteering	Volunteering
Community engagement	Community engagement	Community engagement
Progress reviews and tutorials	Progress reviews and tutorials	Progress reviews and tutorials

(*where appropriate)

Education, Health and Care Plans (EHCPs) will inform targets, learning/work opportunities and the curriculum offer will be individualised further to support the young person's goals, aspirations and intended long term outcomes.

In meeting the SEN Transition goals, the College will:

- Ensure that young people have appropriate information, advice and careers guidance to support them in making informed decisions about their future, including:
- personalised learning opportunities to support individual needs and aspirations;
- access and support to attend Open Days, careers events and Work Related Learning with, for example, local colleges, Services for Young People;
- opportunities to participate in Social Enterprise (on-site charity retail outlet 'Hidden Treasures Boutique') relevant to their aspirations, destination journey and skills development;
- opportunities to explore options through visits to careers events, work related learning (i.e. Church Farm); and volunteering in the community.
- Identify and support young people who may be at risk of not succeeding and consider alternative provision, options and / or programmes that will be aimed at increasing motivation, skills, attainment and confidence to make successful transitions.

5. Partnership

St. Elizabeth's College will work in partnership with a range of external organisations to facilitate positive outcomes for learners. Local authorities and social workers will also support housing needs and funding/health needs to ensure quality of life and opportunities to achieve and succeed in meeting individual aspirations and destination aims (supported/independent living and/or working, for example). This will be driven by:

- development and implementation of learning opportunities, to offer further breadth of provision;
- recognising the strengths, abilities, wishes and needs of the young person;
- identify what young people need to learn about, to make the transition into College or further provision;
- facilitate and, where appropriate, lead meetings to review progress, action plan and agree individual transitioning in partnership with external professionals such as social workers, health care agencies, local authority and Hertfordshire Services for Young People

We manage a service level agreement with Hertfordshire Services for Young People³ which ensures all our learners are able to access information, advice and careers guidance, as appropriate. The specialist advice and guidance helps our learners to make a smooth transition into the next stage of their adult life. We also find it important that the information, advice and guidance (IAG) advisor works closely in partnership with parents/carers, lecturers, social workers

and other professionals to identify appropriate support and provision. Our IAG advisor meets with our learners on a regular basis and works with them to produce individual action plans. This uses a person-centred approach to help the learners gather information, reflecting what is important to them as they make the transition from St. Elizabeth's to their new provider and / or education provision.

If appropriate, learners are offered work experience placements. These are placements that are developed in a flexible model to meet the needs and aspirations of the young person. These opportunities are specific to a student's interests and employers are sourced with a particular student in mind, based on their preferences.

6. Quality

St Elizabeth's College is committed to providing the highest standards of quality throughout its provision. To support our drive for continuous improvement, there are a range of strategies / quality standards that will be used and reported upon through Self-Assessment and Quality Improvement Planning.

6.1 Ofsted – The College achieved Grade 2 'Good', following a full inspection of provision in April 2022. (source: Ofsted Report April 2022)

Leaders provide an ambitious and individualised curriculum that helps learners to develop the skills they need for their futures. Leaders adapt the curriculum annually to reflect the changing profile of their learners. For example, most learners who have recently enrolled to the college have severe or profound and multiple learning difficulties and/or disabilities (PMLD), as well as epilepsy.

Leaders liaise frequently with learners' families and external agencies. They respond swiftly and effectively to feedback from parents to improve learners' experience and progress. For example, leaders worked closely with parents and the local authority to secure an additional year of funding to further develop learners' workplace skills. These opportunities had been affected negatively by the pandemic due to the withdrawal of appropriate work and community placements.

6.2 Destination data – the College will track, monitor and review outcomes of learners. A process for short, medium and long term destination tracking is in place and data used to inform improvements.

6.3 Feedback - the College will elicit feedback using a range of methods from applicants, their families/carers, learners and staff. Feedback results will inform the setting of targets and areas for development through the College's quality cycle, in accordance with the college Quality Improvement Plan and Self-Assessment. This will inform both St Elizabeth's and all those supporting the young person of what has worked well, areas for development and next steps. By involving the young person, we are able to offer a person- centred review of what has worked well for them and why.

6.4 Partnerships/external agencies – the College will quality-assure arrangements with external organisations, to ensure learners are safe, their needs are continuously met and appropriate adjustments are made when necessary.

7. Monitoring and evaluating the effectiveness

A range of methods will be used to ensure this policy remains fit for purpose (as detailed below). This will be undertaken by College Leadership Team, the College's Governing Body and the Curriculum Team, as follows:

- Annual review of policy;
- Parent/carer and learner feedback;
- Minutes of transition meetings and actions undertaken;
- Ofsted inspection outcomes;
- Retention, achievement, progress and success of learners (data);
- Destination data (learner outcomes);
- Analysis of effectiveness of partnership work i.e. IAG;
- Self-Assessment;
- Quality Improvement planning; and
- Regulated bodies such as OFSTED/CQC.