

Special Educational Needs Transition Planning and Annual Review Proforma September 2005

A multi agency working party met on several occasions, during the academic years '03-'05, to discuss long overdue changes to the Transition Planning (TP) proforma, required from year 9 onwards. Professionals from Education, Connexions, Health and Social Services were invited to join the working party, including SENCoS from secondary special and mainstream schools and other post 16 providers.

The overall purpose of the group was to give thought to the transition planning process and to aim to reduce bureaucracy through preventing repetition of recording details year on year. The group considered ways in which schools, parents and students could enhance an individual's independence skills, with a multi agency focus.

The working party sought ways to give the annual review meetings (from year 9 onwards) a greater emphasis on the transition planning process. Through the new Wakefield LEA proforma, it is hoped to provide better understanding and improve shared ownership of the multi agency role within transition planning.

In light of inclusion in mainstream schools, the new proforma should assist SENCoS to be very specific when planning for a student's transition, especially where needs are increasingly more complex. It was agreed that one detailed document, completed year on year, should assist developmental stages of planning, compiling a comprehensive picture of the student's strengths, highlighting areas where more support will be required and identifying which should be the responsible agency/service.

A draft document was produced and schools which were due to hold Transition Planning reviews during a one month period (October '04) were asked to take part in a trial and report back to the group. Feedback from this trial was good and amendments were made in light of the comments and suggestions.

In addition, a sub group met in Dec '04. They were asked to prepare 'guidelines to developing independence skills'. A key focus of this group was to look specifically into issues of mobility and independent travel, whereby students can develop self confidence and feel included in the wider community, as preparation for adult life. These issues relate specifically to Questions 8 and 9 on the summary sheet of the revised transition planning proforma.

The sub-group produced a prompt sheet of questions, which may help a school SENCo to determine areas for supporting a student. This prompt sheet should be used in conjunction with the document 'Home to School Transport -Guide for SENCoS', produced by the LEA transport team.

The LEA travel awareness team (led by Sue Wilson) also expressed interest in becoming involved with programmes for SEN students and schools will be provided with contact details and made aware of their service. In Dec.'04 a half day SEN training session was given to the travel awareness team (based at Newton Bar). Training was based around SEN prime needs, impact on independence skills, SEN Code of Practice and Wakefield LEA policy for pupils with SEN.

A time line was also recorded showing a comprehensive chronology of events within the transition planning process. This has a multi agency focus and includes all references to the SEN Code of Practice and the SEN Toolkit - Section 10. This was published in the SEN group newsletter- Autumn term '04 issue and will be published in the SEN Inclusion Guidance File, with the new Transition Planning proforma and the accompanying guidance notes. In addition, these documents will be sent electronically to all secondary schools who will be required to use the new documentation from Sept. '05.

Guidance Notes

These guidance notes should be followed to assist completion of the transition planning proforma.

PART A PUPIL'S DETAILS

- Individual details about the student should be recorded during the Year 9 review of the statement of SEN. Subsequently these details need not be recorded again, in future planning and review meetings in Years 10 and 11, **unless** any personal details have changed.
- Following the Year 9 Transition planning and Annual Review meeting, this document should be copied to all parties who attended the review and a copy should be sent to the LEA (SEN Group), as usual, and this will be considered in accordance with the statutory review process.
- In subsequent years, the document should be amended and updated, as appropriate, and a copy sent to the LEA.

A 2 NAMES AND DESIGNATION OF THOSE CONTRIBUTING TO TRANSITION PLANNING MEETING AND ANNUAL REVIEW

- As a general guide, the Services which should be involved have been listed. Some may not be applicable eg where there is no input from a medical professional. The abbreviation N/A should be used if the involvement of any Service is not applicable.
- At the Year 9 meeting, only place ticks within the boxes for Year 9. In subsequent years you will have an accurate record of who was invited and/or attended the previous meetings so that involvement/responsibilities can be monitored and progress reviewed. This should assist with the administration process.
- Under designation please record the title of the professional involved eg SENCo or Headteacher (Education) or Personal Adviser (Connexions).
- Under Names, please record individual names of people who are invited and/or who attend the meeting.
- Please record accurately, using a tick within the boxes, those people invited, those who have prepared a report and those who actually attend the meeting. If apologies are sent, please use the letter 'A' to show apologies received.

PART B ATTAINMENT IN NATIONAL CURRICULUM SUBJECTS

- The proforma will be sent to schools electronically, so that this section may be completed easily. Subject teachers may complete these sections directly onto the proforma and each of the boxes is a 'drop down box' which will expand as more text is added.
- Initially, only year 9 reports will be documented, however this will become a useful, developmental record as updated reports and N.C levels are added, in subsequent years.
- In exceptional cases, some students may be disapplied from some subjects or may be following alternative programmes of study. In these few cases please enter the abbreviation N/A where N.C subjects are not applicable and use the bottom text box to record progress in the alternative curriculum areas.

PART C PROGRESS TOWARDS MEETING OBJECTIVES IDENTIFIED ON THE STATEMENT SINCE THE LAST ANNUAL REVIEW

- This section may be completed electronically and each box will expand as text is added.
- The objectives to be recorded should be taken directly from the student's statement of SEN.
- A tick should be used to record the level of progress or otherwise. However, as this is an expanding box some schools may wish to provide more detail in certain areas in relation to the Objectives on the Statement of SEN. This may be more relevant to an objective eg in relation to communication where more specific detail should be provided regarding the different aspects of communication.
- In subsequent years, a detailed profile of the student's strengths and areas for further development will begin to emerge, on the one document. This will also make setting objectives and targets, in future years, a more relevant and meaningful process.

PART D SUMMARY OF RECOMMENDATIONS

- Each of the questions 1 to 10, within this summary, should be answered, initially in Year 9 and then in subsequent meetings.
- Place a tick within the appropriate YES/NO box in the respective year group.
- (1) Here you should indicate whether, as a result of discussions within the meeting, you are making a recommendation, to the LEA, that some amendments may need to be made to the Statement of SEN.
- (2) Indicate whether you are making a recommendation, to the LEA, that the Statement of SEN should cease.
- (3) Check with all present at the meeting that **personal details**, recorded in Part A of the proforma, are correct and indicate with a tick in the appropriate Yes/No box. If any details have changed, in Part A, please indicate the **type** of change and state "see Part A".
- (4) Following the review of the Statement of SEN, each year, you may wish to recommend some changes to **part 2** of the Statement. Indicate using a tick in the appropriate Yes/ No box. If you indicate Yes, please attach a copy of the Statement showing the recommended changes. These amendments will be considered, by the LEA, in accordance with the statutory review process.
- (5) As above, please consider any appropriate changes you may wish to recommend, in **part 3** of the Statement, and indicate Y/N accordingly. If Yes, please attach a copy of the Statement showing the recommended changes.
- (6) As in 4 & 5 please consider any changes you may wish to recommend to the **"Provision to meet the Objectives"** section of the Statement. Indicate using a tick in the appropriate Y/N box.
- (7) Indicate Y/N if the level of support provided is within the standard level of support for low incidence needs. Levels of support above the standard level should have been agreed through Moderation Panel.
- (8) & (9) Refer to notes **"guidance to developing Independence skills"** attached.
- (10) Indicate the general/ majority view at the meeting. However, where there are very different views emerging, you must summarise and record any differences. The space will expand as text is added. You

must indicate which were majority/ minority views.

- Sign the summary of recommendations sheet, at the bottom, before copying to all parties present at the meeting. The School should always retain the original copy for their own records and in case further copies are required, later.

TRANSITION PLAN – FUTURE NEEDS

- This section relates specifically to the old form which identified and recorded all areas which the student, parent/carer or relevant professional identified as an area of need, to assist in the transition planning process.
- All sections will expand as text is added.
- Information should be recorded under 3 separate headings of **Needs, Skills and Action. The 4th section will identify the person(s) or service(s) responsible for helping the student, in each area.**
- At the Year 10 Transition Planning and Annual Review meeting discussions will take place of the level of progress towards developing identified needs, skills and action and the relevant person(s) or service(s) will monitor progress throughout Year 10. Comments should be recorded in the appropriate column.
- At the Year 11 review meeting, discussions should take place of the progress, to date, and outcomes achieved. Further actions may be identified in order to assist the Student with the imminent transition.

J D Holliday June 2005