

Guidance and good practice framework for transition to Post 16 for young people with ASDs

This guidance is based on the principles and practice outlined in the following:

DFES/DoH

Autistic Spectrum Disorders: Good Practice Guidance 2002
Ref: DfES/597/2002/REV Tel: 0845 6022260

DFES/DoH

National Service Framework for Children, Young People and Maternity Service: Autism 2004
Ref: 40490/Autism Tel: 08701 555 455

CONNEXIONS/DFES

Seven Principles for Inclusive Transition Planning
(Report of East of England Project on Assessment and Transition Planning 2004)
www.connexions.gov.uk (search on document title)

The above documents were used to shape the Kent guidance and good practice framework for transition to Post 16 for young people with ASDs.

The framework for transition is complimented by good practice guidance and pro-formas, devised by parents in the Kent working group. These can be copied or used as a basis for provision to shape its own documentation.

The core working group included: Mr and Mrs A. Harris (Parents), Rhya Homewood (Parent), Ivy Sharpe (Social Services) and John Gifford (Inclusion and Access Adviser, Schools Advisory Service, KCC). The core working group wish to acknowledge the additional input of the following individuals or organisations: David Le Bretton (LLDD Manager, LSC), Simon Langton Boys Grammar School, Bridge and Patixbourne Primary School, Patricia Eastgate (Educational Psychology Service, KCC), Sue Soan (Senior Lecturer, Canterbury Christ Church University College), Abbey School, Frere Homewood and Ben Harris.



Transitions to post-school provision, policy on progression

Preparing for and managing change is important for all children, but this is particularly so for those with an ASD. A young person with an ASD may undergo more transitions than other young people because it cannot be assumed that one type of setting will continue to be appropriate throughout their school-age years. Given the problems that young people with an ASD have in communication and in understanding social routines, many want to stay with the familiar people and places they have learned to understand and function within. Introducing a change to an already established routine can cause huge anxiety and distress to the individual. It is vital that staff and parents therefore work hard to prepare the young person as best they can for a move to a new classroom or school, sharing information and strategies to aid transition. Knowledge of the individual and what they are likely to require before transition is essential. In addition, where the staff that are to take the young person are new to ASDs, they too need to be prepared and informed of the particular needs of the young person.

The Connexions Service - the advice and guidance service for all 13-19 year olds - has particular responsibilities for young people with SEN. The relevant Connexions Personal Adviser must attend the Year 9 review of a young person's statement and the Connexions Service is responsible for overseeing implementation of the Transition Plan which is drawn up following that review. However it is important to ensure a school or provision based professional monitors that this has taken place. For young people with Statements of Special Educational Need in the final year of compulsory schooling who are intending to go on to FE or training, Connexions is under a duty, on behalf of the Secretary of State, to arrange assessments of the young person's needs and the provision required to meet those needs in the Post 16 sector. However it is important to ensure a school or provision based professional monitors that this has taken place.



How to use the good practice guidance document

The tables below are the basis of good practice and are constructed in such a way as to allow the document to be used as an audit. Providers whether they be schools, LEA (**also read *Cluster where appropriate***) or other agencies, can ask the questions (under '**pointer**' heading) of their provision and see how they measure up by compliance with the '**evidence/features to look for**'. An element of review can be recorded in '**progress/comments**' which can form the basis of an action plan where development is needed. Of paramount importance is that when using the tables as an audit or checklist for action, providers can ensure that transitions for young people with ASDs are successful. A key feature is various providers checking that areas of responsibility are being addressed. For instance, we suggest that a school based co-ordinator does not assume that Connexions are fulfilling responsibilities, rather that this is checked out (i.e. 2.4). Therefore this document serves as a good practice guide to support transition and as a valuable self-evaluation tool for checking the effectiveness of the policy and procedures of various partners in this process.

The tables are constructed on the model provided in 'Autistic Spectrum Disorders: Good Practice Guidance 02 Pointers to good practice' (DfES/DoH 2002). The working group have supplemented this guidance with additional elements particularly paying regard to Kent issues and needs. In addition, some references are made to appended documents developed by parents in the working group (H+H model).



Good Practice Framework – ASD

Pointer

1. Does the LEA have policies and procedures for transition of young people with an ASD covering school to post-school provision?

*Ref: DFES/DoH
Autistic Spectrum Disorders: Good Practice Guidance 2002 p 110*

Evidence/features to look for

1.1 For young people without statements the school gives parents the opportunity, in good time, to discuss possible schools to which they could apply.

1.2 For young people with statements, the provision required at Post 16 is discussed at the Year 10 annual review (ideally this would be in the Autumn Term, with transfer of information pro-forma to next provision in Spring Term of Yr 11 [see H + H Model appended]) along with suggestions on provision which the parents might want to visit.

1.3 The LEA attaches a list of all the maintained post 16 provision, including those which cater for young people with ASDs, to the notice to parents accompanying a proposed or a proposed amended statement.

1.4 A full list of available options, including the voluntary/non-maintained and independent sectors, is discussed with parents by staff who are ASD aware. The LEA needs to ensure staff who are ASD aware are available to support parents at each Area Education Office.

1.5 The Locality AEN Officer makes contact with parents who have young people with ASDs in a range of different post 16 educational settings.

1.6 Where a young person is educated on a home programme or has been excluded from school an LEA Officer is responsible for overseeing the young person's reintegration. For those educated at home this will be the Locality AEN Officer and for those excluded this will be the District Inclusion Forum Co-ordinator.

The LEA amends the statement by 15 February of the year of transfer.

Progress/comments



Pointer

2. Are there adequate record keeping and profiling methods so that information can accompany the young person with an ASD when they move on?

Ref:DFES/DoH
Autistic Spectrum Disorders:
Good Practice Guidance 2002
p112

Evidence/features to look for

2.1 IEPs are up-to-date.

Annual Reviews are documented.

All young people have an Individual File that details their strengths and difficulties (see H + H Model appended).
(This will be co-ordinated in school by either Head of 6th Form and SENCO from liaison school or Deputy Head Pastoral)

2.2 Schools follow the regulations and the guidance in the SEN Code of Practice (2001) on the transfer of information when children start compulsory schooling or change schools subsequently – schools must transfer school records within 15 school days of the young person ceasing to be registered (see H + H Model appended).

2.3 Connexions seek the agreement of young people and their parents to the transfer of information (including Statements of SEN) from the school to the continuing education sector, the local Learning and Skills Council or other provision. **Although this is identified as a key responsibility for Connexions the school based co-ordinator (i.e. SENCO/Deputy Head (Pastoral) DH of 6th form) should ensure relevant action/co-ordination is taken.**

2.4 Connexions pass a copy of a young person's statement, the most recent annual review and the Transition Plan to the local Social Services department and any Post 16 provision they will be attending. **Although this is identified as a key responsibility for Connexions the school based co-ordinator (i.e. SENCO/Deputy Head (Pastoral) DH of 6th form) should ensure relevant action/co-ordination is taken.**

2.5 Locally based projects supporting young people with ASDs and Connexions Personal Advisers exchange client information and develop communication strategies to meet the needs of young people with ASDs. **Although this is identified as a key responsibility for Connexions the school based co-ordinator (i.e. SENCO/Deputy Head (Pastoral) DH of 6th form) should ensure relevant action/co-ordination is taken.**

Progress/comments



Pointer

Evidence/features to look for

Progress/comments

3. Does the LEA support mainstream schools to ensure that transition between schools will be successful?

*Ref:DFES/DoH
Autistic Spectrum Disorders:
Good Practice Guidance 2002
p114*

3.1 There is an LEA officer with ASD expertise available to support the school during the transition phase incorporating partnerships with other schools that have relevant expertise and experience. The LEA need to ensure there is an Officer with relevant expertise available to support parents at each Area Education Office.

3.2 Pre-planning includes helping to ensure the young person is aware of the impending transition and has had a chance to become familiar with the new setting (see H + H Model appended). **Although this is identified as a key responsibility for Connexions the school based co-ordinator (i.e. SENCO/Deputy Head (Pastoral) DH of 6th form) should ensure relevant action/co-ordination is taken.**

3.3 The LEA encourages schools to have a member of staff to link with the young person to help them at times of transition, particularly in secondary settings where they may have to relate to many different members of staff (see H + H Model appended). **Although this is identified as a key responsibility for Connexions the school based co-ordinator (i.e. SENCO/Deputy Head (Pastoral) DH of 6th form) should ensure relevant action/co-ordination is taken.**



Pointer

4. Are the procedures in the SEN Code for transition between school and Post 16 (non-school) provision followed?

Ref:DFES/DoH
*Autistic Spectrum Disorders:
Good Practice Guidance 2002
p114*

Evidence/features to look for

4.1 The head teacher holds a Year 9 annual review, inviting the young person, parents, relevant school staff, the Connexions partnership, the LEA and social services and others as appropriate. It is important to involve the young person and seek their written or verbal views. School to invite all agencies and advise on attendance:

welcome essential

4.2 The head subsequently ensures a Transition Plan is drawn up which takes account of the advice received, including advice from Health and Social Service. The Plan takes account of the difficulties presented by change and transitions for young people with an ASD.

4.3 The Connexions Personal Adviser attends the Year 9 annual review, helps to draw up the Transition Plan and oversees its implementation.

4.4 The Transition Plan is reviewed annually from Year 10 onwards with specific reference made to the young person's difficulties under their diagnosis.

4.5 At the Year 10 Annual Review (ideally in the Autumn Term) the young person and their parents should be advised of the range of and implications of Post 16 options (see H + H Model appended).

4.6 The Connexions partnership/Personal Adviser works closely with the young person, the parents, the school staff, the local Learning and Skills Council and the FE/HE or training provider to ensure delivery of the young person's Transition Plan or action plan and the provision agreed following a '**section 140**' assessment (in accordance with statutory requirements) under the Learning and Skills Act.

Progress/comments



Pointer

5. Is there good preparation for transfer to college or other Post 16 provision?

Ref:DFES/DoH

Autistic Spectrum Disorders:
Good Practice Guidance 2002
p116

Evidence/features to look for

5.1 Before entry to FE/HE/training, the Connexions Personal Adviser (or school based contact) in consultation with FE/HE staff, makes arrangements for the young person to have time to familiarise themselves with the environment they are moving to. (This will include a school/college transition programme such as pre-visit/interview/induction. Transition visits should be in the Summer term prior to moving (see H + H Model appended).

5.2 There is a school/college link course tailored for individual requirements, which is under review throughout the process. **Although this is identified as a key responsibility for Connexions the school based co-ordinator (i.e. SENCO/Deputy Head (Pastoral) DH of 6th form) should ensure relevant action/ co-ordination is taken.**

5.3 The young person's first contact with college is planned in conjunction with parents and school (see H + H Model appended). **Although this is identified as a key responsibility for Connexions the school based co-ordinator (i.e. SENCO/Deputy Head (Pastoral) DH of 6th form) should ensure relevant action/ co-ordination is taken.**

5.4 The family is aware of a link person who acts as a contact before the young person begins college (see H + H Model appended). **Although this is identified as a key responsibility for Connexions the school based co-ordinator (i.e. SENCO/Deputy Head (Pastoral) DH of 6th form) should ensure relevant action/ co-ordination is taken.**

Progress/comments



Pointer

Evidence/features to look for

Progress/comments

5.5 Careful discussion takes place leading to a plan to help minimise any anxiety that the young person may experience during this phase (see H + H Model appended). **Although this is identified as a key responsibility for Connexions the school based co-ordinator (i.e. SENCO/Deputy Head (Pastoral) DH of 6th form) should ensure relevant action/co-ordination is taken.**

5.6 Staff at the college makes contact with the young person during the pre entry term to make sure they know what is going to happen on the first day (see H + H Model appended). **Although this is identified as a key responsibility for Connexions the school based co-ordinator (i.e. SENCO/Deputy Head (Pastoral) DH of 6th form) should ensure relevant action/co-ordination is taken.**

5.7 There are mechanisms in place to monitor the impact of this contact, in case the contact itself causes anxiety. **Although this is identified as a key responsibility for Connexions the school based co-ordinator (i.e. SENCO/Deputy Head (Pastoral) DH of 6th form) should ensure relevant action/co-ordination is taken.**

5.8 Prior to entry to Post 16 provision enquiries should be made regarding any additional funding at the earliest possible point in order to ensure appropriate support is in place at the start of the new placement.



Pointer

6. Are Connexions Personal Advisers aware of the needs of clients with an ASD and their families and the available suitable provision?

Ref:DFES/DoH

*Autistic Spectrum Disorders:
Good Practice Guidance 2002
p118*

Evidence/features to look for

6.1 The LEA advises Connexions of all young people with Statements of Special Educational Needs.

6.2 Training packages have been developed to raise awareness of the range of needs for clients with an ASD and develop strategies to enable effective communication within the guidance process. Both staff and pupils may need a training programme to support social interaction/social relationship issues associated with new placements.

6.3 The Connexions Personal Adviser and other professionals are aware that this is an important transition for parents too. Issues such as adult status, the difference between school and college and so on are discussed with the family.

6.4 Connexions staff have made presentations to ASD parent groups to raise awareness of the role of the Connexions Service and to discuss options and good practice in transition planning.

6.5 Parents of young people with an ASD have provided a parental perspective to transition planning within in-house training programmes.

6.6 Connexions Personal Advisers either know about or have access, perhaps via a local autistic society or the Learning Difficulties officer at the local Learning and Skills Council, to information about Post 16 providers who make provision for those with ASDs or who are autism aware.

Progress/comments



Pointer

Evidence/features to look for

Progress/comments

7. Is the Connexions partnership aware of the incidence of ASD diagnosis within its client group?

*Ref:DFES/DoH
Autistic Spectrum Disorders:
Good Practice Guidance 2002
p118*

7.1 The partnership has analysed the Register of Children with Disabilities compiled by the local Social Services department and can show patterns of diagnosis by age, ethnicity and geographical location. (Advice available from Social Services).

7.2 The collated information is used to support planning of delivery needs and possible post-school provision.

7.3 The partnership maintains a list of all young people with ASDs in the relevant age group who have a statement of SEN.

8. Is there partnership working between Connexions, the local autistic society and any locally based projects supporting young people with ASD?

*Ref:DFES/DoH
Autistic Spectrum Disorders:
Good Practice Guidance 2002
p120*

8.1 Activities of local groups and joint working that will benefit Connexions staff, parents and young people are identified.

8.2 Projects which are, for example, aimed at helping people with Asperger's syndrome to find regular employment have been identified. Connexions have a place on the project steering group.

8.3 Project workers support the clients by using the Connexions Assessment, Planning, Implementation and Review (APIR) framework which informs the young person and the Personal Adviser of effective approaches to be developed with the young person.

8.4 Joint practices have been developed to improve access to information, advice and guidance through Public Service Centres for project users and Connexions 'one stop shops'.



Pointer**Evidence/features to look for****Progress/comments**

9. Are there any activities to develop good practice in Careers Education and Guidance?

*Ref:DFES/DoH
Autistic Spectrum Disorders:
Good Practice Guidance 2002
p120*

9.1 There is recognition that ASD creates communication barriers and that there can be significant difficulties with accessing effective work experience. There will need to be co-ordination via Deputy Head/Head of 6th form to focus on highly individual needs with emphasis on identifying work placements sympathetic to pupil need.

9.2 Local specialist schools for young people with an ASD have been identified. Discussion has taken place with regard to work experience programmes.

10. Is the success of the transition monitored?

*Ref:DFES/DoH
Autistic Spectrum Disorders:
Good Practice Guidance 2002
p120*

10.1 The Connexions service, through its Personal Adviser network, where possible, follows the young person through from school to FE/HE/training, continuing to provide advice and liaising with the provider and the local LSC to address any problems which arise in the new environment.

