DERBYSHIRE LOCAL OFFER
PREPARING FOR ADULTHOOD

DERBYSHIRE County Council

Post-16 Transition Planning

Supporting Successful Transitions into Adulthood

The move from school into further education, training, employment or adult life is a significant milestone for young people and their families. Effective transition planning helps ensure that young people are well prepared for the opportunities, responsibilities and changes that come with adulthood.

Planning for post-16 transition should begin early, be person-centred and focus on the aspirations, strengths, interests and support needs of each young person. By taking a graduated and proactive approach, schools can help young people develop the skills, knowledge and confidence they need to achieve positive outcomes in adulthood.

A Timeline for Transition

Preparing for adulthood is a gradual process rather than a single event. Transition planning should begin well before a young person reaches Year 11 and continue throughout their educational journey.

Year 9 and Beyond

- Introduce conversations about aspirations, goals and future pathways.
- Begin formal Preparation for Adulthood (PfA) planning.
- Identify strengths, interests and areas for development.
- Develop and regularly review a Transition Action Plan.
- Consider outcomes across all four PfA pathways:
    - Education, training and employment
    - Independent living
    - Community inclusion
    - Health and wellbeing

Years 10-11

- Explore post-16 options and career pathways.
- Increase opportunities for work-related learning and encounters with employers.
- Develop independence and self-advocacy skills.
- Ensure appropriate careers advice and guidance is in place.
- Review support arrangements and identify any additional transition needs.

Year 11 and Transition to Post-16

- Confirm post-16 destinations and support arrangements.
- Share relevant information with receiving providers.
- Facilitate visits, transition activities and additional support where required.
- Ensure the young person and their family understand the next steps and available support.

Post-16

- Continue to review aspirations, outcomes and support needs.
- Monitor engagement and participation in education, employment or training.
- Respond early where concerns arise regarding participation or progression.

Derbyshire's Transitions Toolkit includes a detailed Post-16 Transition Timeline which provides a clear framework for transition planning from a universal, targeted and specialist perspective.

The timeline outlines key milestones, activities and responsibilities to support schools, settings and partner agencies in delivering effective and timely transition support. It highlights the transition arrangements that may be required for different groups of young people, including those with an Education, Health and Care (EHC) Plan, young people supported by Children's Social Care, and those receiving support from specialist services. This includes specialist guidance relating to transition planning for young people supported by the Vision Impairment Team, Teachers of the Deaf and the Physical Impairment Team.

By bringing together universal expectations alongside more targeted and specialist considerations, the timeline supports a consistent and coordinated approach to post-16 transition planning across Derbyshire.

Identifying Young People at Risk of a Disrupted Post-16 Transition

While all young people benefit from effective transition planning, some may require additional consideration due to factors that increase the risk of a disrupted transition or becoming not in education, employment or training (NEET).

This may include young people who:

- Have Special Educational Needs and Disabilities (SEND).
- Experience social, emotional or mental health needs.
- Have low attendance or are at risk of persistent absence.
- Show signs of disengagement from learning.
- Have experienced exclusions or difficulties engaging with school.
- Are known to Children's Social Care.
- Are young carers.
- Have experienced disadvantage or significant life changes.
- Have limited social networks or support systems.
- Are uncertain about their future aspirations or post-16 options.

Schools should use a combination of attainment information, attendance data, engagement and participation indicators, wellbeing information and knowledge of the young person's individual circumstances to identify those who may be more vulnerable to a disrupted transition and consider whether any additional support is required.

Not all young people identified as being at risk of becoming NEET will require targeted transition support. Identification of risk factors should prompt consideration of a young person's transition needs. While some young people may require additional targeted support and coordinated planning, others may be successfully supported through universal transition arrangements, alongside ongoing monitoring and review.

Targeted Support

Where universal transition support is not sufficient to address identified needs or barriers, a more coordinated and personalised approach to transition planning may be required.

Targeted support may be appropriate where a young person:

- Requires additional help to understand and access post-16 opportunities.
- Needs support to develop independence or employability skills.
- Has complex SEND needs.
- Requires enhanced support around emotional wellbeing or anxiety related to transition.
- Would benefit from additional visits, taster sessions or familiarisation activities.
- Needs support to communicate their views, wishes and aspirations.
- Requires multi-agency planning involving education, health or social care services.

Early identification allows schools and professionals to put support in place in a timely way, helping to reduce barriers to successful progression.

Derbyshire's Transition Action Plan

To strengthen post-16 transition planning, Derbyshire's Transitions Toolkit includes a Transition Action Plan designed to be introduced from Year 9 onwards for those young people identified as requiring targeted support.

The Transition Action Plan supports schools, young people and families to begin planning for adulthood at an earlier stage and promotes a coordinated approach across education, health and care partners. It provides a structured framework for identifying aspirations, tracking progress and planning next steps over time.

The plan incorporates the four Preparation for Adulthood pathways:

Education, Training and Employment: Supporting young people to develop aspirations, explore career pathways, prepare for employment and make informed decisions about further learning.

Community Inclusion: Promoting participation in community life, developing relationships, building social networks and encouraging a sense of belonging.

Independent Living: Developing practical life skills, decision-making, self-advocacy and increasing independence appropriate to the young person's age and stage of development.

Health and Wellbeing: Supporting physical, emotional and mental wellbeing, enabling young people to understand and manage their health needs as they move towards adulthood.

The Transition Action Plan is intended to be a live document that is reviewed regularly, helping to ensure that preparation for adulthood remains a central part of planning and that young people receive the right support at the right time to achieve positive post-16 outcomes.

Key Principle

Good post-16 transitions are built through early planning, person-centred approaches and a focus on long-term aspirations. Starting these conversations from Year 9 helps young people and their families to prepare for adulthood with confidence and supports successful progression into education, employment, training and adult life.