Post-16 Transition Provision Map

This Post-16 Transition Provision Map provides a guidance framework of support to help pupils successfully transition from school into post-16 education.

- **Universal** provision refers to the support, information, and opportunities that are available to **all pupils** as part of effective transition practice.
- **Targeted and Targeted Plus** provision refers to additional support for pupils who may face barriers to a successful transition, including those with SEND, social, emotional and mental health needs, attendance concerns, previous difficulties with change and transition, and those identified as at risk of becoming NEET.
- **Specialist** provision refers to highly personalised and intensive support for pupils with complex needs, such as those with an Education, Health and Care Plan (EHCP,) significant SEND, medical needs, or circumstances requiring multi-agency planning and bespoke transition arrangements.

Additional Considerations for Young People at Risk of Becoming NEET

The additional provision should be considered alongside the graduated support outlined within the Relationships, Environment and Understanding New Expectations and Routines sections. Early identification and intervention can help ensure that young people at risk of becoming Not in Education, Employment or Training (NEET) are supported to secure and sustain appropriate post-16 destinations.

Abbreviations

SEND	SENDCo	NEET
Special Educational Needs and Disabilities	Special Educational Needs and Disabilities Coordinator	Not in Education, Training or Employment
PfA	**EHCP**	
Preparation for Adulthood	Education, Health and Care Plan	

Relationships

Post-16

Universal

- Post-16 providers to attend Year 11 options evenings, careers events and transition events.
- Young people to attend a range of open days and information events.
- Young people to have opportunities to meet teaching and support staff before enrolment.
- Post-16 provider welcome videos to be shared with pupils and families.
- Opportunities for young people to meet current students and hear about their experiences/ask questions.
- Attendance at taster days and transition events.
- Information shared with young people and families about available student support services.
- Parent/carer information events offered by post-16 providers.
- Student ambassador programmes promoted.
- All young people to receive impartial careers guidance and information about post-16 pathways.
- School to provide regular aspirations and progression discussions embedded within the curriculum.
- Early identification of young people who are uncertain about their next steps to ensure that appropriate support can be provided.
- Parent/carer engagement activities offered by school focused on post-16 progression.

Targeted (+)

- Post-16 provider to offer small-group transition visits with learning support teams.
- Enhanced meetings with learning support teams and key staff prior to enrolment.
- Peer mentoring or buddy arrangements.
- Additional opportunities to meet tutors and key staff multiple times before starting.
- One-page profiles or transition passports shared with receiving providers.
- Supported discussions around worries, anxieties and aspirations.
- Careers Adviser involvement through the transition process.
- Additional parent/carer meetings arranged where required.
- Check in meetings arranged during the first half term.
- Additional careers interviews for young people identified as being at risk of becoming NEET.
- Mentoring programmes to build confidence, motivation and engagement.
- Key adult identified to support transition planning.
- Enhanced parental engagement offered by school where progression destinations are unclear.

Specialist

- Multi-agency transition planning meetings involving all relevant professionals.
- Named key worker identified prior to transition.
- Joint visits involving young person, family members and professionals.
- Individual/bespoke transition plans developed and reviewed regularly.
- Additional visits over an extended period.
- Meetings with supporting SENDCO, therapists, health professionals and social care where appropriate.
- Transition arrangements aligned with EHCP outcomes and Preparation for Adulthood aspirations.
- Opportunities to build relationships with key staff before starting new placement.
- Frequent planned contact during the first term to support adjustment.
- Personalised progression pathway developed with the young person and family.
- Transition support involving services such as youth support, SEND services, social care or health professionals where appropriate.
- Sustained transition support beyond enrolment where there is a high risk of disengagement.

Environment

Post-16

Universal

- Young people to attend provider open events and provider tours.
- Access to virtual tours and online resources.
- Taster sessions and transition days provided.
- Information about facilities, transport and student services shared.
- Opportunities to visit learning environments.
- Opportunities to attend enrichment and extracurricular activities before enrolment.
- Travel information provided.
- Information about accessibility and support available to all learners to be shared.
- Visits to a range of post-16 providers for young people who are uncertain about their next steps.
- Exposure to different learning and employment environments as part of progression planning.
- Taster activities across academic, vocational and employment pathways to be offered alongside impartial careers guidance and information about post-16 pathways.



Targeted (+)

- Additional small-group visits to be provided to young people requiring targeted support, including those identified as at risk of becoming NEET.
- Familiarisation visits during quieter periods to reduce anxiety and sensory demands.
- Introduction to support bases, learning support centres or wellbeing hubs.
- Photographs and visual guides of key locations to be provided.
- Opportunities to practise travel routes.
- Travel training opportunities accessed where appropriate.
- Additional supported taster sessions arranged.
- Quiet spaces and regulation spaces identified before transition.
- Access arrangements discussed and planned.
- Additional provider visits for young people unsure of progression routes.
- Supported attendance at open events.
- Opportunities to experience a range of vocational settings and workplaces as part of progression planning.



Specialist

- Individualised visits to the new setting scheduled over an extended period.
- Gradual familiarisation programmes agreed with the young person and family/carers.
- Environmental assessments completed where necessary including sensory audits.
- Specialist equipment identified and arranged in advance.
- Sensory, mobility and accessibility planning to be completed in advance.
- Risk assessments and emergency procedures updated.
- Health care and personal care arrangements established before transition.
- Sensory, communication and environmental support plans implemented ahead of the first day.
- Bespoke transition packages to be in place as agreed with the young person, family and supporting professionals.
- Post-16 provider to attend EHCP annual review prior to transition.
- Key information to be shared between settings.



Understanding new expectations/routines

Post-16

Universal

- Information provided by the post-16 provider about timetables, attendance and study expectations.
- Guidance on independent learning and coursework requirements provided by the post-16 provider.
- Introduction to provider systems, apps and online platforms.
- Support with enrolment processes provided.
- Study skills sessions provided.
- Information about transport, lunch arrangements and daily routines to be provided by the post-16 provider.
- Information about enrichment opportunities and student responsibilities shared in advance.
- Frequently asked questions and transition resources available online.
- Information provided about safeguarding, wellbeing and support services, and how to access these.
- Explicit teaching about post-16 options, application processes and timelines to be provided by school well in advance.
- Support with applications, interviews and enrolment to be provided.
- Preparation for increased independence to be promoted by school as part of PfA.



Targeted (+)

- Small-group sessions on organisation and independence skills.
- Visual timetables or personalised schedules provided where appropriate.
- Additional preparation around travel, study skills and self-management.
- Supported travel practise where required.
- Additional support for understanding college systems and expectations.
- Opportunities to practise routines before starting at the new setting.
- Mentoring support during the first term at the new setting.
- Parent/carer guidance to be provided to support transition.
- Explicit teaching of self-advocacy, help-seeking and problem-solving skills to be provided by school ahead of transition.
- Additional support with applications and personal statements to be provided.
- Structured programmes focusing on attendance, resilience and employability skills to be offered by school as part of PfA.
- Monitoring of progression plans throughout Year 11 by school staff.



Specialist

- Individualised transition booklets.
- Personalised social stories and visual supports developed.
- Highly personalised induction programme implemented.
- Structured support plans for learning, communication and independence.
- Detailed transition plans shared between current setting, receiving provider and supporting professionals.
- Frequent review and monitoring during the first term at the new setting.
- Multi-agency support to implement agreed strategies.
- Professionals support plans reviewed and adjusted regularly.
- Personalised support strategies implemented across all learning environments.
- Multi-agency reviews held when concerns arise.
- Individual transition action plans and intensive support to secure and sustain a destination for those unsure of progression routes.
- Frequent reviews and intervention where engagement concerns emerge.



Additional Considerations for Young People at Risk of Becoming NEET

Post-16

Universal

- All young people to receive high-quality careers education, information, advice and guidance in line with Gatsby Benchmarks.
- Opportunities provided to explore a range of academic, vocational and employment pathways.
- Opportunities to attend careers fairs, open events and provider information sessions.
- Support provided to understand post-16 options, application processes and key deadlines.
- Parents and carers receive information about post-16 pathways and progression routes.
- Learners are encouraged to consider their aspirations, interests and strengths when making progression decisions.
- Careers and transition planning integrated into reviews and wider Preparing for Adulthood discussions.
- Young people are supported to develop employability, independence and decision-making skills as part of PfA at school.



Targeted (+)

- Young people identified as being at risk of becoming NEET are discussed early through transition planning processes.
- Additional careers guidance interviews arranged where targeted support is required.
- Early transition planning meetings held involving families and relevant professionals.
- Enhanced support provided with applications, enrolment and interviews.
- A named member of staff identified to coordinate transition planning.
- Additional parental engagement offered where there are concerns regarding progression plans.
- Attendance, engagement, attainment and other risk indicators regularly reviewed by school staff.
- Additional opportunities provided to visit providers, employers and vocational settings.



Specialist

- Multi-agency transition planning initiated for young people at significant risk of becoming NEET.
- Bespoke transition plans developed with clear actions, responsibilities and timescales.
- Regular multi-agency reviews held to monitor progress towards a suitable destination.
- Intensive support provided to secure and maintain a post-16 placement.
- Joint working established between education providers, careers services, health and social care where appropriate.
- Contingency plans developed where a preferred destination may not be secured.
- Transition support continues beyond enrolment where required to promote sustained participation.
- Specialist pathways, supported internships, personalised study programmes or alternative provision considered where appropriate.

