DERBYSHIRE LOCAL OFFER
PREPARING FOR ADULTHOOD

DERBYSHIRE County Council

Post-16 Transition Timeline

Universal Inclusive Support

Year 9 Onwards	Year 10	Year 11 Autumn 1	Year 11 Autumn 2	Year 11 Spring 3	Year 11 Spring 4	Year 11 Summer 5	Year 11 Summer 6	Year 12 Autumn 1
Careers information, advice and guidance to be in place for all students in line with the Gatsby Benchmarks. Work experience opportunities to be in place for all students. Introduction to post-16 options, for example via careers fairs, assemblies. Provider visits to be arranged. Personal, Social, Health and Economic (PSHE) education to be in place as part of the universal PfA offer. Reasonable adjustments to be made as required. Relationships and Sex Education (RSE) to be in place as part of the universal PfA offer. Reasonable adjustments to be made as required.	Careers information, advice and guidance to be in place for all students in line with the Gatsby Benchmarks. Work experience opportunities to be in place for all students. Mock exams to be held. Mock post-16 interviews to be held. Provide information to all young people and their parent/carers on how to apply for a post-16 place. Personal, Social, Health and Economic (PSHE) education to be in place as part of the universal PfA offer. Reasonable adjustments to be made as required. Relationships and Sex Education (RSE) to be in place as part of the universal PfA offer. Reasonable adjustments to be made as required.	Provide information to all young people and their parent/carers on how to apply for a post-16 place. Students to attend open days at post-16 providers. Students to apply for chosen post-16 study programmes. Additional support to be given to young people and their parent/carers who may find it difficult to complete post-16 applications. Application workshops to be held as appropriate. School to send a transition questionnaire to all young people and their parent/carers (Paper or IT based). This will help to inform transition arrangements.	Students to attend open days at post-16 providers. Students to apply for chosen post-16 study programmes. Additional support to be given to young people and their parent/carers who may find it difficult to complete post-16 applications. Application workshops to be held as appropriate. Exam preparation support to be in place.	Students to attend post-16 taster sessions and engagement sessions throughout spring term. Key information to be shared to ensure that appropriate support is in place for all students at taster sessions/engagement sessions. Interviews take place. Conditional offers will be received. Confirm and check post-16 placements for all students. Exam preparation support to be in place. Transition workshops to be in place for all students (for example time management, resilience, budgeting). Schools return information about intended destinations to the LA for all Year 11s.	Students to attend taster sessions and engagement sessions throughout spring term. Key information to be shared to ensure that appropriate support is in place for all students at taster sessions/engagement sessions. Interviews take place. Conditional offers will be received. Confirm and check post-16 placements for all students. Exam preparation support to be in place. Transition workshops to be in place for all students (for example, time management, resilience, budgeting). Schools return information about intended destinations to the LA for all Year 11s.	Year 11 exams begin. Schools return 'September offers' information including intended destinations to the LA.	Handover to post-16 providers to be in place for all students. Key information to be shared about all students. End of year events and celebrations to be held by school. Signposting to summer support for young people and families where needed. Post-16 enrolment to take place during the summer. Schools return 'September offers' information including intended destinations to the LA.	College induction will take place. Transition questionnaire to be carried out with all students. Use the results to inform future engagement and transition arrangements. Follow up calls and tracking surveys to be conducted by schools. Re-engagement opportunities to be provided. Identify and report NEET young people and unknowns to the LA.

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Targeted Support (including Targeted Plus)

Year 9 Onwards	Year 10	Year 11 Autumn 1	Year 11 Autumn 2	Year 11 Spring 3	Year 11 Spring 4	Year 11 Summer 5	Year 11 Summer 6	Year 12 Autumn 1
Preparation for Adulthood (PfA) transition plans to be in place for young people identified as vulnerable, including young people at risk of becoming NEET (not in education, employment or training) who may require additional support. Transition plan to be person-centred and include views of young person, parent/carers and professionals. Transition plan to include all four areas of PfA (education, training, and employment; community inclusion; independence; and being healthy). Outcomes and provision to be identified to support effective preparation for adulthood and transition into post-16 provision.	Continue to implement transition plans for young people identified as vulnerable, including young people at risk of becoming NEET (not in education, employment or training) who may require additional support.	Students to attend open days at post-16 providers. Additional support to be provided as required. Students to apply for chosen post-16 study programmes. Additional support to be given to young people and their parent/carers who may find it difficult to complete post-16 applications. Application workshops to be held as appropriate. Through a multi-agency meeting, the school and college to liaise with Health services, VI, QToD or PI to discuss any training, equipment needs, physical adaptations needed and update Individual Health Care Plans or equivalent support plans. This needs to happen as soon as post-16 provider is known.	Vulnerable students to carry out transition activities. Targeted taster sessions to be offered for vulnerable learners. Consider small group visits, supported travel, and parental involvement. Targeted NEET prevention/intervention work to be undertaken. Through a multi-agency meeting, the school and college to liaise with Health services, VI, QToD or PI to discuss any training, equipment needs, physical adaptations needed and update Individual Health Care Plans or equivalent support plans. This needs to happen as soon as post-16 provider is known.	Vulnerable students to carry out transition activities. Targeted taster sessions to be offered for vulnerable learners. Consider small group visits, supported travel, and parental involvement. Conditional offers will be received. Targeted NEET prevention/intervention work to be undertaken.	Vulnerable students to carry out transition activities. Targeted taster sessions to be offered for vulnerable learners. Consider small group visits, supported travel, and parental involvement. Students to carry out enhanced transition visits where this has been identified as part of their transition plan.	Vulnerable pupils to carry out transition activities. Targeted taster sessions to be offered for vulnerable learners. Consider small group visits, supported travel, and parental involvement. Students to carry out enhanced transition visits where this has been identified as part of their transition plan. Meeting/s between the school, post-16 provider and professionals to be carried out. Consideration to be given to funding needs e.g. requirement to apply for Post-16 Inclusion Funding.	Vulnerable pupils to carry out transition activities. Targeted taster session to be offered for vulnerable learners. Consider small group visits, supported travel, and parental involvement.	All reasonable adjustments to be in place for young people with additional needs from the start of the new term. Post-16 Inclusion Funding application to be made if high needs funding is required.

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Specialist Support – Young People with an Education, Health and Care Plan (EHCP)

Year 9 Onwards	Year 10	Year 11 Autumn 1	Year 11 Autumn 2	Year 11 Spring 3	Year 11 Spring 4	Year 11 Summer 5	Year 11 Summer 6	Year 12 Autumn 1
From Year 9 onwards, Preparation for Adulthood outcomes and provision to be an explicit part of the young person's EHCP. All four areas of PfA should be included (education, training, and employment; community inclusion; independence; and being healthy). All annual reviews from Year 9 onwards must be focused on preparation for adulthood. Outcomes and provision to be identified to support effective preparation for adulthood and transition into post-16 provision. EHCPs will be amended in Year 9 in preparation for transfer to Key Stage 4.	Hold the year 10 annual review. This must be a PfA annual review – all four areas of PfA should be considered and outcomes agreed (education, training, and employment; community inclusion; independence; and being healthy). Habilitation Services/VI Team may start early route training for those accessing a different setting especially cane users and those using different transport e.g. train/bus	Transition activities to be carried out to develop key skills and action the transition plan agreed. Through a multi-agency meeting, the school and college to liaise with Health services, VI, QTOD or PI to discuss any training, equipment needs, physical adaptations needed and update Individual Health Care Plans or equivalent support plans. This needs to happen as soon as post-16 provider is known.	Hold the post-16 phase transfer annual review where amendments can be requested, and post-16 preferences confirmed. Invite the college/provider to attend this review. Transition plan to be agreed for post-16 transition – confirm any further transition support or arrangements needed. An amended EHCP will be issued following the phase transfer annual review. Transition activities to be carried out. Through a multi-agency meeting, the school and college to liaise with Health services, VI, QTOD or PI to discuss any training, equipment needs, physical adaptations needed and update Individual Health Care Plans or equivalent support plans. This needs to happen as soon as post-16 provider is known.	Transition activities to be carried out to develop key skills and action the transition plan agreed. By 31st March, the post-16 placement will be named in Section I of the EHCP. School to liaise with the post-16 provider to arrange dates for enhanced transition visits.	Transition activities to be carried out to develop key skills and action the transition plan agreed. By 31st March, the post-16 placement will be named in Section I of the EHCP. School to liaise with the post-16 provider to arrange dates for enhanced transition visits. Signpost families to post-16 transport arrangements and policy. Applications must be submitted by May 31st.	Transition activities to be carried out, key routines and information regularly discussed with young person (showing visuals etc). Pupils to carry out enhanced transition visits. Meeting/s between the school, post-16 provider and professionals to be carried out. Signpost families to post-16 transport arrangements and policy. Applications must be submitted by May 31st.	Transition activities to be carried out, key routines and information regularly discussed with young person (showing visuals etc). Pupils to carry out enhanced transition visits. Meeting/s between the school, post-16 provider and professionals to be carried out.	All SEND provision to be in place for students with EHCPs from the start of the new term.

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Specialist Support – Young People with a Social Worker

Year 9 Onwards	Year 10	Year 11 Autumn 1	Year 11 Autumn 2	Year 11 Spring 3	Year 11 Spring 4	Year 11 Summer 5	Year 11 Summer 6	Year 12 Autumn 1
From age 14, young people supported by Derbyshire social care services will have a Preparation for Adulthood transition plan in place, identifying person-centred outcomes and the support required in all four areas of PfA (education, training, and employment; community inclusion; independence; and being healthy). The transition plan will form part of the Child in Need Plan, Child Protection Plan, or Pathway Plan for young people in care (from age 16).	For children with a social worker, continue to implement preparation for adulthood support in line with the young person's Child in Need Plan or Child Protection Plan. For children in care, hold Personal Education Plan (PEP) meetings in line with statutory requirements: all children in care aged 0-18 accessing education provision require a PEP to be undertaken 3 times per year.	For children in care, hold a Personal Education Plan (PEP) meeting and create a post-16 transition plan for the academic year. For children with a social worker, ensure that there is an agreed post-16 transition plan in place which aligns with their PfA transition plan.	For children in care, hold a Personal Education Plan (PEP) meeting and create a post-16 transition plan for the academic year. It is a statutory requirement that all children in care aged 0-18 accessing education provision requires a PEP to be undertaken 3 times per year. For children with a social worker, implement a post-16 transition plan which aligns with their PfA transition plan.	Hold a PEP meeting and review the transition plan. Once the post-16 placement has been confirmed, school to liaise with the college to arrange dates for enhanced transition visits. Key SEND and medical information shared prior to transition days to ensure appropriate support is in place.	Once the post-16 placement has been confirmed, school to liaise with the college to arrange dates for enhanced transition visits. Key SEND and medical information shared prior to transition days to ensure appropriate support in place. Young people to carry out enhanced transition visits.	Transition activities completed, key routines and information regularly discussed with young person. Young people to carry out enhanced transition visits. For young people in care, final Year 11 transition PEP takes place, carer and post-16 designated teacher to attend as well as school. Liaise with external agencies if support is needed e.g. Young Carers.	Transition activities completed, key routines and information regularly discussed with young person. Young people to carry out enhanced transition visits. Meeting/s between the school, post-16 provider and professionals to be carried out. Liaise with external agencies if support is needed e.g. Young Carers.	All reasonable adjustments to be in place for young people with additional needs from the start of the new term.

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Young People Supported by the Physical Impairment Team

Year 9 Onwards	Year 10	Year 11 Autumn 1	Year 11 Autumn 2	Year 11 Spring 3	Year 11 Spring 4	Year 11 Summer 5	Year 11 Summer 6	Year 11 Autumn 1
PI teacher to continue to provide advice and support in relation to accessing the curriculum and preparation for adulthood. This may include specialist equipment needs, environmental consideration and technology. PI teacher to ensure access arrangements are becoming established way of working. School to consider accessible timetable for KS4.	PI teacher to advise on the arrangements for Year 10 mock exams such as specialist equipment, technology and environmental consideration. PI teacher to start to discuss possible post 16 pathway options for the young person and any access consideration. Consideration of accessible timetable for Year 11.	School to ensure that young person's access arrangements are embedded.	School to ensure that young person's access arrangements are embedded.	School to make sure that young person's technology is working and functional if using in KS4 exams and any repairs needed or updates are completed in a timely manner.	Once post-16 placement has been agreed the PI teacher to support with transition planning alongside the young person, other professionals and their family. Ensure that the receiving post-16 provision fully understands the support required. Where the provision is not attached to a mainstream Derbyshire school, responsibility for specialist seating and technological equipment lies with the receiving provider. In such cases, all specialist equipment must be returned to the Physical Impairment (PI) Service when the young person leaves their Key Stage 4 setting.	If the young person is leaving KS4 setting to attend a different post-16 provision, then the specialist equipment and/or technology which has been loaned by the PI service must be returned after the exam period has finished. In preparation for the KS4 exam period schools to ensure that any specialist equipment such as seating, furniture and laptops are in working order and available in the appropriate room at the appropriate time. Schools to also carefully consider room allocation fits with young person's PI needs and they can enter and exit safely and with minimal disruption to others. Continue with transition planning.	Final preparations for transition keeping the lines of communication open so that new provision has PI teacher details for handover. Continue with transition planning.	PI teacher to check in with new provision to ensure that there has been a smooth transition. At this point young person may be taken off PI active caseload depending on what their needs are and what type of provision they have transitioned to.

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Young People Supported by the Vision Impairment Team

Year 9 Onwards	Year 10	Year 11 Autumn 1	Year 11 Autumn 2	Year 11 Spring 3	Year 11 Spring 4	Year 11 Summer 5	Year 11 Summer 6	Year 12 Autumn 1
VI Service have ensured that standard ways of working have been established to ensure exam modifications, extra time, technology, readers etc are in place. Vision needs summary is up to date and shared. Pertinent teaching delivered by QTVI or Habilitation Specialist depending on need which may cover technology, self-advocacy, preparation for adulthood	VI Service have ensured that standard ways of working have been established to ensure exam modifications, extra time, technology, readers etc are in place. Vision needs summary is up to date and shared. Pertinent teaching delivered by QTVI or Habilitation Specialist depending on need which may cover technology, self-advocacy, preparation for adulthood	VI Service have ensured that standard ways of working have been established to ensure exam modifications, extra time, technology, readers etc are in place for mock exams. Outcome of mock exams to be studied to ensure all reasonable adjustments are in place to meet VI needs. VI to work with exams officer to ensure all adaptations in place for exams Pertinent teaching delivered depending on need which may cover technology, self-advocacy, preparation for adulthood Vision needs summary is up to date and shared.	Through a multi-agency meeting, the school and college to liaise with Health services, VI to discuss any training, equipment needs, physical adaptations needed and update Individual Health Care Plans or equivalent support plans. This needs to happen as soon as post-16 provider is known. Habilitation Services/VI Team may start early route training for those accessing a different setting especially cane users and those using different transport e.g. train/bus.	VI Service have ensured that standard ways of working have been established to ensure exam modifications, extra time, technology, readers etc are in place for mock exams. Outcome of mock exams to be studied to ensure all reasonable adjustments are in place to meet VI needs. VI to work with exams officer to ensure all adaptations in place for exams Pertinent teaching delivered depending on need which may cover technology, self-advocacy, preparation for adulthood.	Through a multi-agency meeting, the school and college to liaise with Health services, VI to discuss any training, equipment needs, physical adaptations needed and update Individual Health Care Plans or equivalent support plans. This needs to happen as soon as post-16 provider is known. Habilitation Services/VI Team may start early route training for those accessing a different setting especially cane users and those using different transport e.g. train/bus.	**Pupils in exams**	Habilitation Services/VI Team may start route training after the pupil's exams for those accessing a different setting especially cane users and those using different transport e.g. train/bus. Pupils to carry out enhanced transition visits. Meeting/s between the school, post-16 provider and professionals to be carried out. Possible training delivered to the settings before the pupil starts.	Year 12 Term 1 – If attending a sixth form will continue to receive input in line with their VI/Habilitation needs. This will also include training to staff/pupils and share Vision Needs document. Year 12 Term 1 – If in college – VI team will deliver training to staff/pupils and share Vision Needs and then close the case as VI do not support in college.

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Young People Supported by the Teachers of the Deaf

Year 9 Onwards	Year 10	Year 11 Autumn 1	Year 11 Autumn 2	Year 11 Spring 3	Year 11 Spring 4	Year 11 Summer 5	Year 11 Summer 6	Year 12 Autumn 1
QTODs have ensured that standard ways of working have been established to ensure exam modifications, extra time, technology, readers etc are in place. QTOD SG1 form needs summary is up to date and shared. Pertinent advice delivered by QTOD which may cover technology, self-advocacy, preparation for adulthood.	QTODs have ensured that standard ways of working have been established to ensure exam modifications, extra time, technology, readers etc are in place. QTOD SG1 form needs summary is up to date and shared. Pertinent advice delivered by QTOD which may cover technology, self-advocacy, preparation for adulthood.	QTODs have ensured that standard ways of working have been established to ensure exam modifications, extra time, technology, readers etc are in place for mock exams. Outcome of mock exams to be studied to ensure all reasonable adjustments are in place to meet Deaf child's needs. QTOD to work with exams officer to ensure all adaptations in place for exams. Pertinent teaching delivered depending on need which may cover technology, self-advocacy, preparation for adulthood. QTOD SG1 form needs summary is up to date and shared.	Through a multi-agency meeting, the school and college to liaise with Health services, QTOD to discuss any training, equipment needs, physical adaptations needed and update Individual Health Care Plans or equivalent support plans. This needs to happen as soon as post-16 provider is known.	QTODs have ensured that standard ways of working have been established to ensure exam modifications, extra time, technology, readers etc are in place for mock exams. Outcome of mock exams to be studied to ensure all reasonable adjustments are in place to meet Deaf child's needs. QTOD to work with exams officer to ensure all adaptations in place for exams. Pertinent teaching delivered depending on need which may cover technology, self-advocacy, preparation for adulthood. QTOD SG1 form needs summary is up to date and shared.	Through a multi-agency meeting, the school and college to liaise with Health services, QTOD to discuss any training, equipment needs, physical adaptations needed and update Individual Health Care Plans or equivalent support plans. This needs to happen as soon as post-16 provider is known. Pertinent teaching delivered depending on need which may cover technology, self-advocacy, preparation for adulthood.	**Pupils in exams**	QTOD to support with advice during enhanced transition visits. Meeting/s between the school, post-16 provider and professionals to be carried out. Possible training delivered to the settings before the pupil starts. QTOD SG1 form and needs summary is shared and discussed with new setting. Pertinent teaching delivered depending on need which may cover technology, self-advocacy, preparation for adulthood.	Year 12 Term 1 – If attending a sixth form will continue to receive input in line with their Deaf needs. This will also include training to staff/pupils and share form SG1 needs summary. QTOD to advise deaf pupils of information pertinent to Deaf access at Higher Education establishments and/or adjustments and options (if attending sixth form) this can be through sign posting to relevant bodies/charities. Year 12 Term 1 – If in college – QTOD team will share form SG1 needs summary and refer to relevant LA if transitioning out of area, then close the case as QTOD Team do not support in college.