Overview of the Transition Action Plan

The Transition Action Plan has been developed to support effective planning for children and young people (CYP) who may require additional support when moving between educational settings. While it can be used for any phase of transition, it is particularly valuable during key transition points, such as moving from primary to secondary school.

The purpose of the plan is to bring together information about a child or young person's strengths, needs and support arrangements in one place, helping professionals, families and receiving settings work collaboratively to ensure a smooth and successful transition. It provides a structured framework for identifying potential barriers, planning appropriate support and monitoring actions to ensure that key information is shared in a timely manner.

The plan adopts a person-centred approach and should be completed in partnership with the child or young person, their family and relevant professionals. It can be used to support children and young people with Special Educational Needs and Disabilities (SEND), medical needs, social, emotional and mental health needs, safeguarding considerations, or other vulnerabilities that may impact on their transition experience.

Actions within the plan are organised across a range of areas, including:

- Social, Emotional and Mental Health (SEMH)
- Speech, Language and Communication Needs (SLCN)
- Cognition and Learning
- Physical and Sensory Needs
- Personal Circumstances
- Medical Needs
- Preparation for Adulthood
- Other Considerations

The plan should identify the support required, the professionals involved, agreed actions, timescales and responsibilities. Regular review meetings can be used to monitor progress and ensure that actions are completed prior to transition.

Preparation for Adulthood

Transition planning should also consider the four key Preparation for Adulthood outcomes, particularly for children and young people with SEND. These are:

- **Employment** - developing aspirations, skills and opportunities for future education, training and employment.
- **Community Inclusion** - building friendships, participating in community activities and developing social networks.
- **Independent Living** - promoting independence, decision-making, self-advocacy and the skills needed for everyday life.
- **Health and Wellbeing** - supporting physical health, emotional wellbeing and healthy lifestyles.

Considering these outcomes as part of transition planning helps ensure that support focuses not only on the immediate move between settings but also on longer-term aspirations and future independence.

The overall aim of the Transition Action Plan is to ensure that every child or young person experiences a well-planned, coordinated and supportive transition, enabling them to feel prepared, confident and able to achieve positive outcomes in their new setting.