

Transitions, Progressions and Destinations



The Deaf Academy October 2019

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Introduction

Transition is the process or a period of change from one state or condition to another, for example, services, peer groups, educational establishments or homes.

Young people go through various transitional processes throughout their lives. Special Educational Needs (SEN) and the Education, Health and Care Plan (EHCP) procedures can cause additional stress and anxieties to the transitional elements for the young person and their families.

This leaflet has been compiled for parents and students to highlight the transitional processes at the Academy.



Principals of Transition

Expectations

A deaf individual should not be ruled out of any career paths. The young person will be listened to and positive exploration linked to their chosen career supported.

Communication

Support with communication, at the level of the young person, will be provided so they can confidently express themselves and find their voice.

Information

The expertise of the Academy staff will enable the young person to know their rights regarding Access to Work Payments, support available in external settings, and how to use interpreters and Communication Support Workers, to name but a few areas.

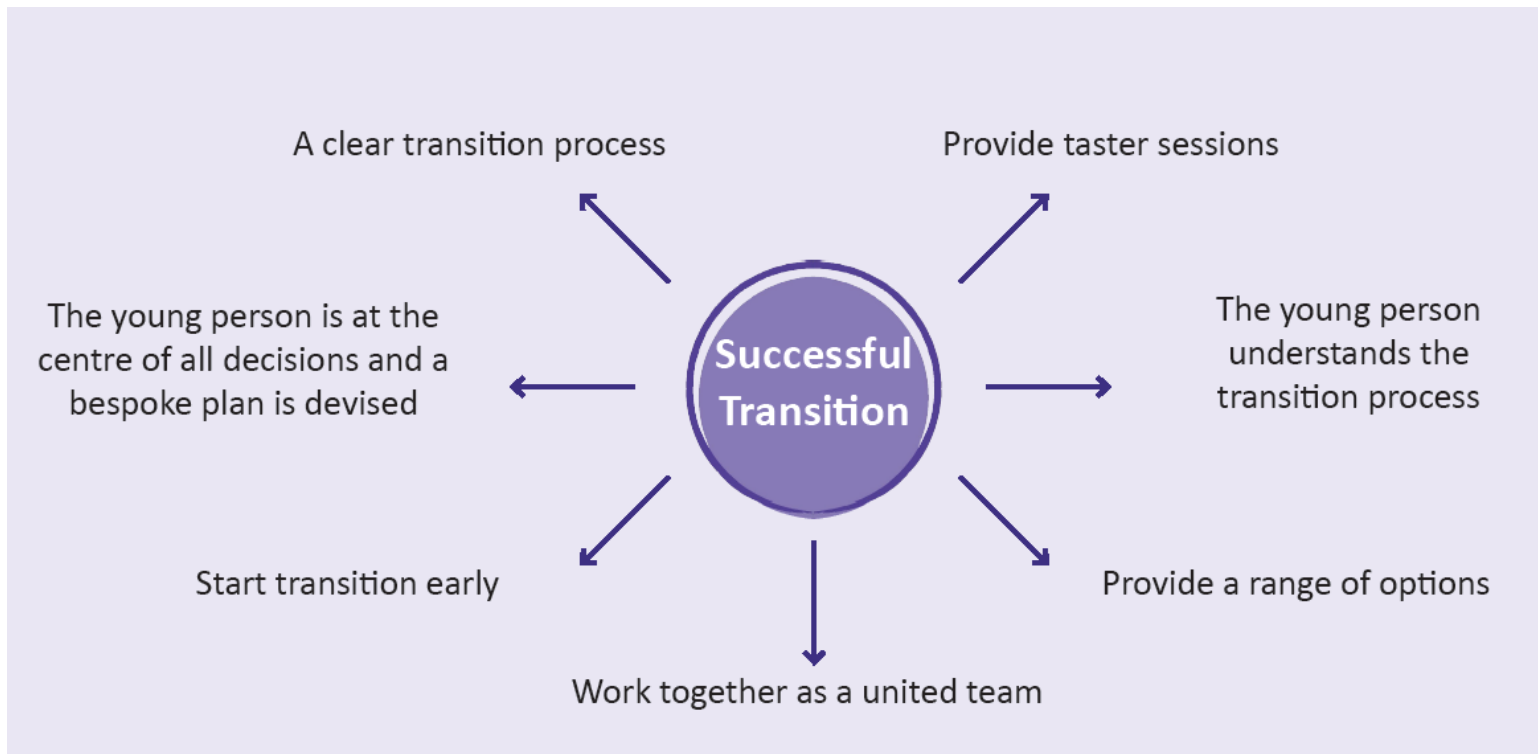
Independence

Independence is encouraged, in accordance to the individuals' abilities. This enables the young people to be prepared for adult life.

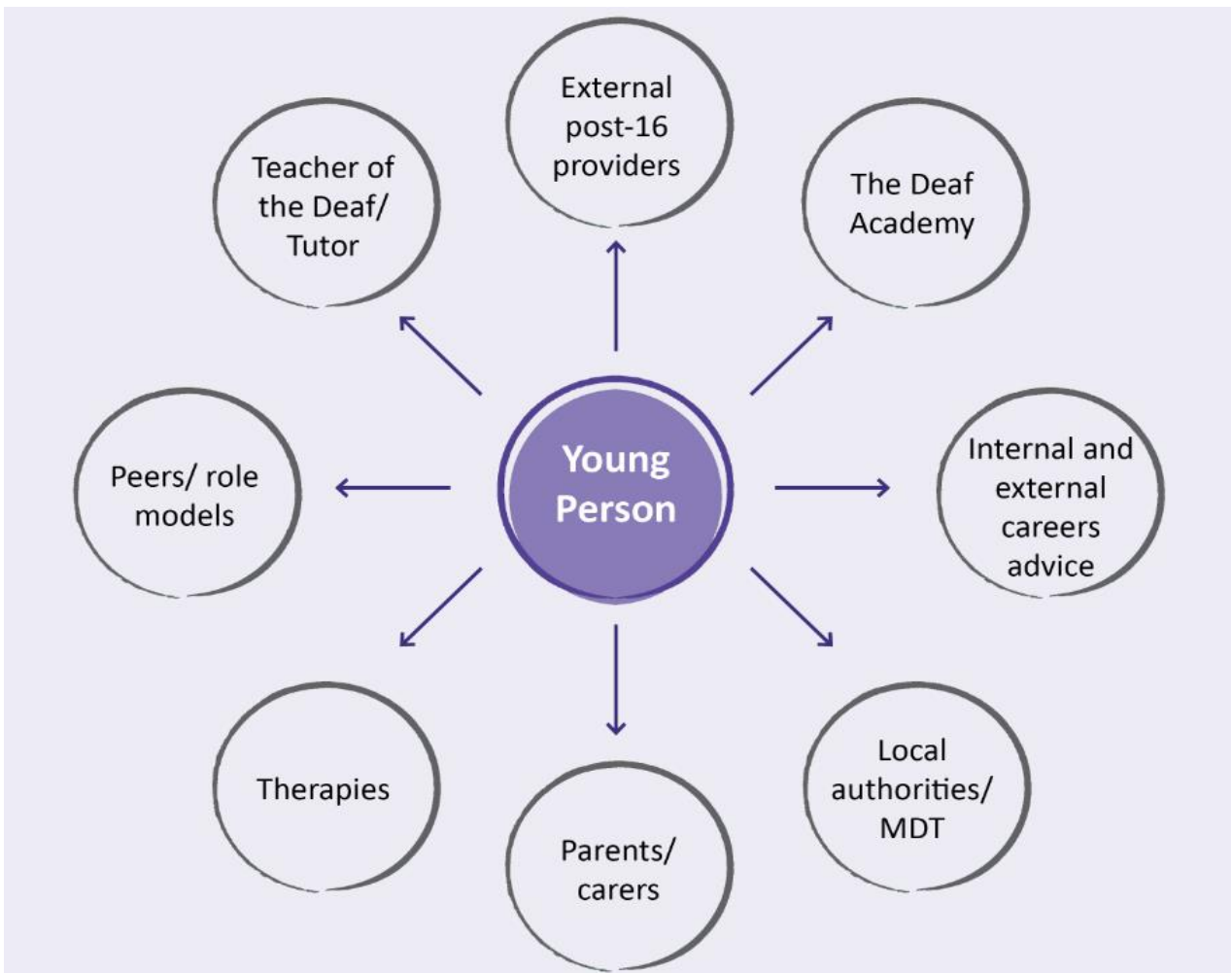
Employer engagement

Many employment services are working with the Academy to support the learners through work experience, supported internships and possible paid employment. These experiences will offer real life situations to the young people, thus preparing them for their transition into adulthood.

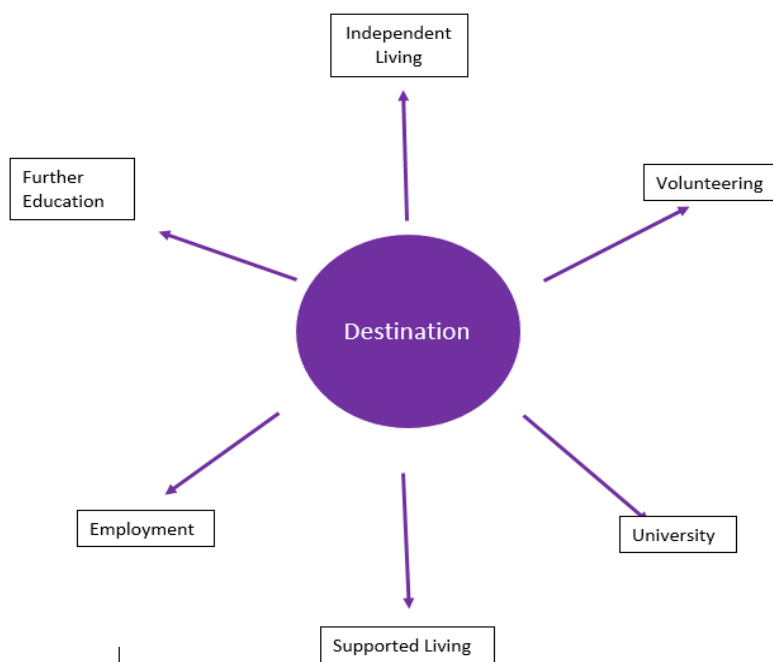
Successful transition



Working as one



Destinations



Travis left the Academy in the summer of 2019. He is now living at home with his Mum, working in a local supermarket and learning to drive.

Winston left the Academy in the summer of 2019. He is living at home with his parents and working closely with his local services to obtain volunteer work at the National Trust.





Corey left the Academy in the summer of 2018. Corey lives independently in a flat and works within the horticultural sector.

The Deaf Academy Transition Policy

AIMS AND OBJECTIVES

Aim – The aim of this transition policy is to ensure students can arrive at the Academy, transition through their time here successfully and leave with a positive outlook, lifetime friends, a community, independence and with a future based on their aspirations. The Academy is a safe environment for individuals to change their minds, experience opportunities and achieve through ‘failing’ in a supportive environment.

Objective – The overall objective of implementing this policy is to ensure the students achieve their intended destination.

PRINCIPLES

From Year 9, at the latest, the young person should start preparing for adulthood. Conversations with the young person, family and careers are paramount for the learner to move smoothly through education and residential to a successful, independent adult life.

The transitions included for the learners at The Deaf Academy may include:

- Starting the Academy
 - Education and residential
- From pre to post 16 provision at the Academy
 - Education and residential
- From post 16 Academy to external providers
 - Education and residential
- From post 16 to post 19
- Leaving the Academy

Transitions need continuity of care and procedure, thus providing the individual with the security and confidence to achieve.

TRANSITION TO THE ACADEMY

Families can request an assessment visit, where the individual can visit for an agreed period suitable to the need of the young person. There may be some occasions where the assessment period may need to be extended. This enables the young person to experience the holistic environment, meet staff from all areas; care, education, therapy, careers and support staff. After the completion of the assessment, reports will be written and collated.

If the Academy is deemed the correct environment and can meet need to support the young person to succeed, the individuals' local authority/family will be contacted to discuss the finer details of the young person transferring from their home setting to the Academy.

If the Academy is not able to meet need and deemed not to be the correct environment for the individual to thrive, signposting and information will be provided to assist the family with placing their child in the correct setting.

TRANSITION FROM PRE-16 TO POST-16 PROVISION AT THE ACADEMY

Education

Transition planning for each learner should start in year 9, with the following to occur:

- 1) Every autumn term, from year 9 to year 11, the young person will be asked about their future aspirations. This will be completed internally by the **Careers Lead** and externally from an independent careers advisor from Careers South West.
- 2) The topic of transition from child to adult services will be raised in the young person's annual review each year, (EHCP) from year 9, enabling joint work between the local authority and the academy to provide a smooth transition from one to the other service. To highlight needs, actions and plans for that year to ensure all services are aware and proactive in meeting the current and future needs of the young person, with increasing emphasises in this area as the young person approaches leaving age.
- 3) In the autumn term of year 9 the **Careers Lead** will complete the 'Preparation for Adulthood Toolkit' questionnaire with the young person. This will create a record of the young person's aspirations, social, emotional, health and wellbeing.
- 4) At the beginning of the spring term, in year 9, a meeting with the young person, parents/carers, Careers Lead, Work Related Learning Co-ordinator, Occupational Therapist, young person's tutor, residential keyworker and any other relevant member of

the team will be held. This is to look at how the individuals' aspirations can be supported from the Academy, home and external providers. Information relating to external providers open days will be given to parents/carers and encouragement to attend these, from year 9, given. This will enable the young person, and his or her family, to prepare themselves for the experience of college, and have the opportunity to look at different settings, whether local to the Academy or their home.

- 5) Monitoring through year 9 and 10, about the young person's aspirations, work experiences linked to the aspirations and possible pathways of interest, will be ongoing.
- 6) In the autumn term of year 11 the young person should decide which pathway they would like to complete. An application needs to be submitted if the chosen option is the Partner Pathway before the Christmas holiday.
- 7) An interview at the external college should occur at the start of the spring term, with confirmation by the end of the spring term.
- 8) After February half term transition from the current location to the confirmed location can proceed, this could include:
 - i. Independent travel
 - ii. Budgeting
 - iii. Time management
 - iv. Meeting the tutor
 - v. Researching the workload of the course
 - vi. Expectations of the young person and the behaviour agreement provided for the young person to understand and sign.
 - vii. Peer groups
 - viii. How to work with a Communication Support Worker
- 9) A meeting will be held a month before the end of the summer term, for the young person to bring up any issues they wish to clarify before transitioning.

If the chosen pathway is Pathfinders or Pathway to Adulthood, the following should occur:

- 1) The young person to meet their post 16 tutor in the first half of the summer term, in year 11.
- 2) The tutor to give the individual a tour of the post 16 provisions.
- 3) The tutor to explain the expectations of the post 16 provision.
- 4) The young person to meet other staff members in the provision, such as, Learning Leaders and Learning Communication Support Workers. The young person will gain an understanding of the staff roles and how it differs from pre to post 16.

- 5) The young person to meet students currently on the same chosen pathway to gain their experiences, and how the expectations compare to the reality.
- 6) In the second half of the summer term, in year 11, the young person to attend a minimum of three classes/experiences on their chosen pathway.

Residential Care

If the young person is transitioning to a different location within the residential environment at the Academy, the following will occur:

- 1) The first half of the summer term the young person will spend the evening in the new residential setting twice a week.
- 2) The second half of the summer term, if possible, the young person will be shown which room will be theirs in September and start to design how it will look, enabling personalisation and independent choice.

FROM POST 16 ACADEMY TO EXTERNAL PROVIDERS LINKED TO THE ACADEMY

If the individual wants to transition from the Pathfinders pathways at the Academy to an external provider, the following will occur:

- 1) The student will be supported through the Pathfinders pathway to experience different career options and will be supported, with their tutor and the Careers Lead, to choose an appropriate course at one of the external providers.
- 2) An interview with the internal Careers Lead and external Careers Advisor, Careers South West, will occur in the autumn term. The aspirations from these meetings will enable the Careers Lead and the individual's tutor to support an application to an external college, before the Christmas holiday.
- 3) An interview at the external college should occur at the start of the spring term, with confirmation by the end of the spring term.
- 4) From the start of the summer term independence skills linked to the transitional location can start; this could include:
 - i. Independent travel
 - ii. Budgeting

- iii. Time management
 - iv. Meeting the external tutor
 - v. Researching the workload of the course
 - vi. Expectations of the young person
 - vii. Peer group
 - viii. How to work with a Communication Support Worker/Interpreter
- 5) A meeting will be held a month before the end of the summer term, for the young person to bring up any issues they wish to clarify before transitioning.

FROM POST 16 TO POST 19

In the final year of the individuals post 16 education, the following will occur:

- 1) An interview with the internal **Careers Lead** and external Careers Advisor, Careers South West, will Occur in the autumn term. The aspirations from these meetings will enable the Careers Lead and the individuals' tutor, with the individual, to explore the different post 19 pathways.
- 2) The Academy have a variety of post 19 pathways, which can be found in the transition booklet.
- 3) If one of the post 19 pathways was deemed appropriate for the individual, a multi-disciplinary meeting will be held in the autumn term. This would include the young person, all relevant staff from the Academy, the family/care providers of the young person and the individuals' local authority. This would enable the young person to express their aspirations and show the reasoning for staying at the Academy.
- 4) After the February half term, transition to the confirmed placement should begin. The transition plan will be bespoke to the individual, their chosen pathway and created by the individual, their

family, the Academy careers team, the local authority and any external providers included in the young person's teaching and support.

Residential Care

If the young person is transitioning to a different location within the residential environment at the Academy, the following will occur:

- 1) The first half of the summer term the young person will spend the evening in the new residential setting twice a week.
- 2) The second half of the summer term, if possible, the young person will be shown which room they will have in September and start to design how it will look, enabling personalisation and independent choice.

TRANSITION FROM CHILDREN'S TO ADULT SERVICES

"The Care Act 2014 builds on recent reviews and reforms, replacing numerous previous laws, to provide a coherent approach to adult social care in England. Part one of the Act (and its Statutory Guidance) consolidates and modernises the framework of care and support law; it set out new duties for local authorities and partners, and new rights for service users and carers." – **College of Social Work**

The local authority have a responsibility to support the young person in the following areas:

- Health and Social Care
- Mental Health
- Education
- Financial benefits for the young person and their family
- Work
- Housing

At the age of 18 young people normally transfer from child to adult services. The transition process for this starts between the ages of 16-18 depending on local eligibility criteria.

The topic of transition from child to adult services will be raised in the young person's year 11 (age 16) annual review, enabling joint work between the local authority and the academy to provide a smooth transition from one to the other service if relevant to that young person.

The Care Act will facilitate local authorities and the academy to have a holistic approach regarding the individuals bespoke care needs, rather than the focus being eligibility and funding.

LEAVING THE ACADEMY

Two transition meetings will be arranged in the final year of the young person's placement at the Academy, these will run parallel to the Academy's 'Careers Exit Policy' and consist of:

Initial Transition Meeting

Once the decision has been made, ideally in the autumn term, about the young person leaving the Academy in the summer term an initial multi-disciplinary meeting, involving the young person and their family, local authorities, teachers, therapists, care and safeguarding, will be held. An agreed named "transition lead professional" will take the lead and is responsible to ensuring that the transition is smooth as possible during and after transition, plus co-work with relevant agencies. This will take place at the Academy to ensure everyone concerned, especially the young person, is aware of his or her rights, what benefits he or she are entitled to, and what they want to do when they leave.

Final Transition Meeting

At the beginning of the summer term, before the young person leaves the Academy, a multi-disciplinary meeting will be organised, at the Academy, to ensure everything is in situ for a smooth transition. The young person can clarify any concerns and the transition file reviewed.

During the Initial and Final Transition Meetings, the following will occur:

- 1) Create a transition file so the young person can collect useful information, plus write down any concerns or questions which can be discussed in regular meetings.
- 2) A half-termly meeting with the young person and named transition lead will take place to ensure the correct information is collected and the young person has a full understanding of the process.
- 3) The young person will be provided with useful contacts in the local area, such as, social worker, SENDIAS information and possible work opportunities. The young person will be encouraged, by the Academy staff and their family, to independently research different options to achieve a role and purpose linked to their aspirations when they transition.
- 4) A home visit, from the Occupational Therapist and another Academy member of staff involved with the individual, will take place in the summer term. This is to support parents/carers with the transition process, as well as provide any information or equipment recommendations to encourage a successful transition for all involved.
- 5) A consent form will be given to the young person, so they can agree, or not, to a member of Academy staff contacting them once they have left. This is to ensure the transition has been successful.
- 6) Once the young person has transitioned, they will have the opportunity to have two follow-up/support meetings with the Academy. These will be available to the young person and their family between the July of when they leave until the December of the same year (6 month period). These meetings must be requested by the individual, or their family, and can relate to a variety of issues, such as, careers, equipment or breakdown of current placement. Support and signposting to the relevant local contacts can then be provided. These meetings can be held at the Academy, through skype/FaceTime or, if necessary, within the individuals local vicinity.

Should an individual start or leave the Academy part way through an academic year, the same procedure will be followed from the 'Transition to the Academy' and 'Leaving the Academy' elements of this policy. Dates and timelines will vary depending on the need of the individual; the timeline will be formulated by the multi-disciplinary team at the Academy, in conjunction with the individual, their family and the local authority.

Individuals who have complex needs, who are LAC (Looked After Children) or emergency unplanned transition, i.e. exclusion, will have additional meetings depending on their need and/or statutory requirement. This will be supported by the named transitional lead.

DESTINATION DATA

Destination data will be collected through the annual review process and Careers South West (CSW) interviews that will highlight the individuals' future aspirations; these aspirations will be recorded appropriately.

Once the individual has left the Academy, if consenting, contact will be made within the first term of their leaving to record their actual destination outcomes. Contact will continue to enable appropriate support (outlined in the 'leaving the academy' section) and monitor the comparison of desired to actual destinations.

SEN is a hugely complex area for the young person and their parents/carers, both legally and emotionally, due to the immense impact this can have on their child's wellbeing and success. The Academy aims to support the young person, and all concerned, to enable smooth transitions throughout the individuals' important life decisions.