



Post-16 Enhanced Transition (ALN+) Protocol: Pre-16 Settings to Further Education Institutions

PART A: OVERVIEW

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Post-16 Enhanced Transition (ALN+): Pre-16 Settings to Further Education Institutions: Part A

Note that the protocol consists of a suite of materials:

Part A: Overview

Part B: Implementation guidance

Part C: Supporting resources

Part D: Training materials

Part A : Contents

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The protocol: Quick Reference Guide

What is the aim of the protocol? To support pre-16 schools and settings to become ALN Act and Code¹ Compliant and to promote good practice in relation to post-16 transitions in schools, Further Education Institutions (FEI) and Local Authorities (LA) for all vulnerable learners. *FFI: See Part A: Introduction: Aims; Objectives of protocol*

What does it consist of? The protocol consists of a suite of materials: **Part A** Overview; **Part B** Implementation guidance; **Part C** Supporting resources; **Part D** Training

Why do we need it? The ALN Code (which covers a 0-25 years' age-range) requires much closer working practices between the pre- and post-16 sectors, with the reviewing, maintenance, starting and ending of Individual Development Plans (IDPs) extending to the Further Education Institutions (FEI), and between professionals from different services and agencies. Although driven by the requirements and recommendations of the ALN Act and Code, closer, more multi-agency working arrangements will benefit all learners who are at risk of not making a successful transfer to FEI whatever the reason for this. At present, systems for ALN and other vulnerable learners are often quite separate in LAs, schools and FEIs. The protocol brings these systems into closer alignment. *FFI: See Part A: Introduction; Part B: Appendices 2, 3, and 4: Aligning processes and Protocols*

Which learners does it apply to? Any learner in their final year of compulsory schooling (including within Pupil Referral Units (PRUs)) who is likely to apply or has applied to an FEI (either mainstream or Independent Living Skills (ILS) courses) AND is likely to be vulnerable at transition, by reason of an ALN, a risk of being Not in Education, Employment or Training (NEET), being a Child Looked After (CLA), children subject to Child Protection Plan, Children subject to Care and Support Plan, being a Young Carer, suffering from a mental health need etc. *FFI: See Part A: Introduction: Which learners will benefit from the Protocol; What is meant by 'ALN+'?*

What does it involve doing?

Schools and partners: In essence the protocol consists of 8 tasks that schools plan and implement with their partners (e.g., Careers Wales (CW), FEI, Youth Engagement and Progression Framework (YEPF) workers, LA officers, Social Care and Health professionals). These tasks involve

- Providing enhanced careers learning and experiences for a target cohort (identified in Y9) throughout Y10 to enable them to make an evidence-based decision about post-16 pathways early in Y11 (to allow time for planning and implementing the support needed as required by the Code). Identifying a Y11 group (at the end of Y10) who are likely to need enhanced transition arrangements (additional to or different from the arrangements universally available) using evidence provided to the school by a range of professionals and recorded on a Transition Tracking Sheet (TTS).

¹ *Additional Learning Needs and Education Tribunal (Wales) Act, 'ALNET'; Additional Learning Needs Code for Wales*, Welsh Government 2021 (this provides the statutory guidance and mandatory requirements for the implementation of the Act),

Part A: Overview

- Holding a Multi-Agency Transition Screening Meeting (MATSM) early in Y11 to coordinate all transition processes and ensure that no learner slips through the net.
- Having an early conversation with the learner and their family about the pros and cons of continuing support/IDP at FEI so that they can make informed decisions at the Y11 Review of their IDP or transition planning meeting (if they don't have an IDP)
- Offering identified learners a supported application process and (where appropriate) a multi-agency, coordinated and holistic written enhanced transition plan (whether or not they have an IDP) through the mechanism of a Person-Centred Planning (PCP) meeting/formal review of their IDP.

FFI: See Part A: An overview for Local Authorities, Schools and Further Education Institutions; Part B: 2.0: Implementation Guidance for Schools

- **Local Authorities:** An LA approach (rather than a school-by-school approach) is usefully adopted as the emphasis in the protocol on multi-agency meetings and planning, and the involvement of Health and Social Care means that a variety of services and LA partners are involved in the processes. The coordination of awareness, training and the management of the process is therefore more appropriately located at LA level, for example via a steering group and existing processes for school liaison and support. Schools can however implement many aspects of the protocol without LA involvement. *FFI: See Part A: An overview for Local Authorities, Schools and Further Education Institutions; Part B: 4.0: Guidance for Local Authorities supporting schools in implementing the protocol.*
- **FEIs:** FEIs will establish closer working arrangements with their feeder secondary schools, and with the professionals involved with the learners applying to the college. Colleges will review and update where necessary the links between college staff in ALN and pastoral/inclusion roles; to consider their 'additional and different' transition support; set up systems for working with schools and other pre-16 settings under the protocol; offer to skill up school staff in understanding college structures and the processes for application; attend the MATSM and ensure that relevant staff attend IDP reviews and transition planning meetings; help schools to keep the Transition Tracking Sheet updated with application status and changes. *FFI: See Part A: An overview for Local Authorities, Schools and FEI; Part B: 3.0: Implementation Guidance For FEI*

What does it link to? The protocol links to Careers Wales, Health, Social Care and YEPF protocols and practices for transition, as well as other local transition protocols (e.g., Pan-Gwent Transition Protocol). Linkages are in some cases in an early stage and all are in constant development. *FFI: See Part B: Appendices 1,2,3 and 4 (Pan Gwent Protocol; Aligning processes and protocols (Social Care; Health; Youth Engagement and Progression Framework))*

Do we have to do it? For learners with IDPs, much of the protocol reflects statutory requirements in relation to transition. The protocol offers examples of how these requirements and the good practice outlined in the Code can be operationalised and developed. It does not cover all aspects of the Code. For learners without IDPs the protocol does not generally reflect statutory requirements, but the protocol takes the view, with Welsh Government, that learners should be treated equitably at this key life juncture whatever the reason for their vulnerability at transition.

Introduction

The 2018 Act (*Additional Learning Needs and Education Tribunal (Wales) Act*, 'ALNET') and the ALN Code (*Additional Learning Needs Code for Wales*, Welsh Government 2021) which provides the statutory guidance and mandatory requirements for its implementation, impact significantly on planning for post-16 transitions in Education. It aligns the formerly separate systems for 'Special Educational Needs' (SEN) in schools and 'Learning Difficulties and/or Disabilities' (LDD) in Further Education (FE) to create a unified system for supporting learners from 0-25 years with Additional Learning Needs (ALN). The common language used (ALN throughout) and the use of the Individual Development Plan (IDP) across pre-16 and FE settings offer the potential for improved consistency across phases with the capacity for greatly improving the effectiveness of transition planning. Previously learners with ALN who were supported through a Statement of Special Educational Need until the end of compulsory schooling at the age of 16 years, were then supported through a Learning and Skills Plan (LSP), prepared by Careers Wales on behalf of the Welsh Government, which was shared with post-16 settings. The new responsibilities on Further Education Institutions (FEIs) in relation to maintaining IDPs outlined in the Act and the Code² will mean new ways of working with partner organisations and increased collaboration between post-16 providers and schools and other pre-16 educational settings, Local Authorities (LA), Careers Wales (CW), Engagement and Progression Coordinators (EPC), Health Services, Social Care and others.

It is fully acknowledged that there are many schools, Pupil Referral Units (PRUs), FEIs, professionals, services and organisations who have been working in this area for many years, and who have established excellent processes and practices for the transition of groups of learners. This protocol has built on those processes and practices and brought together much of the excellent, timely and multi-agency practice that was generously shared during the pilot of the protocol. It is hoped that by providing a protocol for all learners who are likely to need enhanced support during the transition period to FEI (whether their needs arise from an ALN or from other factors that make them vulnerable) the protocol will enable this good practice to be used consistently across different schools, authorities, services, and organisations.

² <https://gov.wales/sites/default/files/publications/2018-06/aln-factsheet-how-will-the-act-affect-further-education-institutions-feis.pdf> (See Appendix 1)

As part of the ALN Transformation agenda, some authorities are drawing up full transition protocols to meet the statutory requirements of the ALN code. It is expected that this protocol will support these wider-ranging protocols, being based on the same principles and aims. It is important to note that the focus of this protocol is squarely on the transition process, and while this does involve implementing aspects of the Code (relating to the review of IDPs, transition planning etc.) it does not offer a comprehensive guide to practice in implementing the ALN Code for all learners with ALN, and stakeholders retain the responsibility for ensuring that all actions are in line with the ALN Code and statutory requirements.

Finally, there are a number of other initiatives from the ALN Transformation initiative that will be supported by, and support the current project protocol, such as the professional development (PD) opportunities offered to FEIs in Person-Centred Practice (PCP) and the expectation that FEIs produce a clear delineation of Universal Learning Provision (ULP) and Additional Learning Provision (ALP). It is anticipated that this will aid the increased understanding between pre-16 settings and FEIs, and in developing practical and effective transition plans.

Aims

This protocol aims to provide a model for pre-16 settings and other partners to work in partnership with FEIs to achieve the aims of the ALN Act and the Code in line with their principles and requirements. This is to ensure that students with ALN who are likely to need support to make a successful transition to FEI – the 'plus' of ALN+ in the title – see below) are offered a timely, well planned, co-ordinated transition experience that takes into account their individual needs and context. The process should ensure the central involvement of the learner and the family where appropriate and include all relevant professionals throughout the process of transition. It is well established that positive transitions are a key factor in learners establishing secure and robust placements at FEI.

***'Successful learner transitions are proven to dramatically increase retention and progression to further education and training and ultimately sustainable employment.'*³**

³ <https://gov.wales/post-16-transitions-and-data-sharing> Effective post-16 transitions and data sharing: a short guide for schools and post-16 learning providers 2018

Which learners will benefit from this protocol?

The draft protocol described in this document aims to support effective transitions from pre-16 settings to FEI for:

- o learners (Y9 – Y11) across a range of pre-16 settings in Torfaen, Caerphilly, Monmouthshire, Newport and Blaenau Gwent whose likely destination will be their local FEI⁴, either on a mainstream course or an Independent Living Skills (ILS) course, and who
- o have ALN and who have (or will have) an IDP, and who
- o would be unlikely to make a successful transition to FEI without support over the period of transition which is additional to and/or different from that provided universally for all Y11 learners.

It is not however only learners with ALN who might require support with transition to FEI, different from and/or additional to what is universally provided to all Y11 learners. In working with schools during the pilot (2019-2021), it quickly became clear that other groups of learners are equally at risk of not making a successful transition without additional support at the time of transition. These include those who are at risk of being not in education, employment or training (NEET), children looked after (CLA), young carers, learners from military families, learners with anxiety and mental health issues etc. Unless they have an ALN that requires ALP these learners will not have IDP.

It was therefore decided that the protocol should also include:

- o learners (Y9 – Y11) across a range of pre-16 settings in Torfaen, Caerphilly, Monmouthshire, Newport and Blaenau Gwent whose likely destination will be their local FEI and who (for whatever reason)
- o would be unlikely to make a successful transition to FEI without support over the period of transition additional to and/or different from that provided universally for all Y11 learners.

⁴ Note that learners with IDPs with the most complex needs who are unlikely to access courses at mainstream FEIs, requiring provision via Independent Special Post-16 Institutions (ISPIs) or significant levels of support from these institutions, will continue to have their needs planned for through the Pan-Gwent Protocol which has been amended in tandem with the current protocol (See Part B: Implementation Guidance, Appendix 1).

This emphasis on the full range of learners who are likely to need support to make a successful transition to FEI additional to and/or different from that which is provided universally for Y11 learners, is in line with Welsh Government priorities. This is why the protocol uses the phrase 'ALN+' rather than ALN in its title.

*'Transitions must be properly planned in a timely manner giving particular attention to the needs of vulnerable learners, such as those identified as being at risk of disengaging, looked after children and care leavers (LAC/CL) and learners with additional learning needs (ALN). This requires a systematic partnership approach to transition management, so every learner has the same level of support, no matter where they choose to study and learn.'*⁵

It is acknowledged that many vulnerable learners from all groups would also benefit from enhanced transition arrangements to whatever post-16 provision they access (for example training providers, work-based learning, internships, employment) and not just FEI. While the reach of the protocol (or the ALN Code) does not extend to these other post-16 destinations, the aim has been to design the protocol and supporting materials in such a way as to enable schools and other pre-16 settings to customise the protocol in order to include other post-16 destinations in their planning mechanisms in the future. Learners making a within school transfer to sixth form provision will be accorded appropriate support via IDP planning and review, or through their usual within-school mechanisms where they do not have an IDP. The aims and principles contained within the protocol will be applicable, and again, schools may 'customise' the process to include these learners.

A note on language and definitions

What is meant by 'enhanced transition' (ET)? It is important that stakeholders share an understanding of the term 'enhanced transition' as it is used within the protocol, as it is a term that is used in different ways by different services and organisations. It is used here to refer to support for a learner during transition (any time between Y9 and the end of the first year at the FEI) which is different from and/or additional to what is offered to all learners routinely and universally by the pre-16 setting and the FEI. It refers to aspects of the process of transition that are not offered to all learners, for example:

- additional opportunities for careers learning and experiences in Year 10 to support learners in making an evidence-based decision on their post-16 destination early in Y11 (so that transition plans can be agreed and implemented in a timely fashion)

⁵ ⁵ <https://gov.wales/post-16-transitions-and-data-sharing> Effective post-16 transitions and data sharing: a short guide for schools and post-16 learning providers 2018

Part A: Overview

- individual discussion and communication with learners and their families about the drawbacks and benefits of maintaining an IDP post-16 or requesting that support they have been receiving in school is maintained post-16
- support from school/setting staff in completing the application process to FEI and with other administrative tasks
- additional monitoring of progress towards post-16 destination
- a written Enhanced Transition Plan resulting from a person-centred review of an IDP or a person-centred transition planning meeting (for learners without an IDP)
- supported individual or small group visits to post-16 destinations, perhaps at quiet times with school, Careers Wales staff, College Mentors etc.
- individual small group sessions in school/setting with post 16 providers giving talks and Q and A sessions in relation to ALN, counselling and pastoral support available (e.g., to groups of learners with Hearing Impairment, HI, or anxiety).
- bridging courses or activities in the summer holiday, supported by agencies such as the Youth Service, key workers, Careers Wales, Inspire 2 Achieve (I2A) etc. as outlined in the Enhanced Transition Plan

It is perhaps helpful to distinguish between two phases where a learner might access enhanced transition experiences: Pre-decision about their post-16 destination and post-decision. The purposes of the activities at each stage, and in particular FEI involvement are likely to be different at each phase.

The aim of the first phase (pre-decision) is for the learner (and their family) to find out about all the options available, and to be in a position to make a decision at an earlier stage than would otherwise have been the case, ideally at the beginning of Y11.

The second phase during which the learner might access enhanced transition experience, takes place after the student has made the decision to apply to college. This will include support such as increased monitoring, a supported application process etc. For some learners this level of 'enhanced' transition support will be enough with perhaps one agency leading on it; others will require more, for example a multi-agency Person Centred Planning meeting with the college and all involved professionals and a written transition plan.

Once the learner has applied to the college, enhanced transition activities might include individual or small group college visits outside of busy times to meet ALN staff etc., with the aim of decreasing anxiety through the familiarity of the environment. At this stage the college might take a more active role, planning with the

learner and family as part of a multi-professional team (including school staff, Careers Wales, Inspire to Achieve, Social Care etc. as appropriate). For learners with an IDP, the planning would take place as part of the review of the IDP (and recorded under the 'Transition' heading of the IDP review form), and for learners without an IDP within a person-centred transition planning meeting where necessary. For some learners with the highest level of enhanced transition needs (with or without an IDP) an enhanced detailed written plan will be produced, with roles and responsibilities outlined as well as the activities that are additional or differentiated so that everybody is clear exactly what the 'enhanced transition' consists of and who is doing what and when.

What is meant by 'ALN+'? The term ALN+ has been adopted to emphasise that the protocol includes all learners who might require support with transition to FEI, different from and/or additional to what is universally provided to all Y11 learners. There are a number of groups of learners equally at risk of not making a successful transition without additional support at the time of transition who do not have ALN or an IDP. These include those who are at risk of being NEET, CLA, young carers, learners from military families, learners with anxiety and mental health issues etc. Equally there will be some learners with ALN and an IDP who will make a successful transition drawing upon only universal arrangements. The exact group of learners covered by the protocol is outlined in the section above entitled *'Which learners will benefit from this protocol?'.*

The use of the terms 'learner', 'young person' and 'parent'

Learner: The term learner is used throughout to signify a student or young person at school, other educational setting or college.

Young Person: Young person is used for a learner between 16-18 years old. Adult is used for a learner over the age of 18. Note that these terms may be used differently in different services. It is important to note that when a learner is a Young Person, they have the right to make decisions about their ALN and other issues about their provision. All learners with an IDP must be formally asked at the review before they leave school if they wish to maintain their IDP post-16, and the young person's decision overrides the parents' wishes.

Parent: The word 'parent' is used to denote parent, carer and corporate parent, and includes all who have legal parental responsibility.

Note that acronyms and abbreviations are listed in the section entitled 'Acronyms and abbreviations'.

Objectives of protocol

(Within a context in which Staff from each learning environment are familiar with and understand the constraints and possibilities of each other's Universal and Additional Learning Provision - ULP and ALP – and effective information sharing mechanisms are established through an Information Sharing Protocol (ISP.)

The protocol aims to provide a transition context in which...

Communication re ALN+ Transition between partners is efficient and points of contact for ALN+ Transition in each school/provision/college are known by all partners. Up to date contact details are routinely shared.

A targeted '*Y10 Cohort for Enhanced Careers Learning and Experience*' (*Y10 Cohort ECLE*) is identified at the end of Y9 and a programme of additional learning and experiences delivered in Y10 with the aim of enabling cohort learners to make a decision re their post-16 destination early in Y11. This ensures transition arrangements are agreed and implemented in a timely manner.

Pre-16 settings monitor transitions through a Transition Tracking Sheet (TTS) which brings together all the relevant information for learners (services and professionals involved, ALN, exclusions, attendance, Estyn Vulnerable Group, application status etc.) which can be shared at agreed times across agencies in line with local ISPs.

All learners (with and without IDPs) who would be unlikely to make a successful transition to FEI without enhanced transition support are identified for support at the end of Y10, updated in the second half term of the Autumn Term in Y11 via a multi-agency transition screening meeting (MATSM). This forms the '*Y11 Cohort for Enhanced Transition*' (*Y11 Cohort ET*).

All learners in the *Y11 Cohort ET* (and their families) understand the implications of maintaining or not maintaining their support/IDP post-16 and are in a position to make an evidence-based decision (for those with IDPs, when consulted in the final review before leaving pre-16 provision). Professionals working with these learners and their families give a consistent message.

Most applications to FE from learners in the *Y11 Cohort ET* are completed in the Autumn Term of Y11 (ideally before their Review/ Transition planning meeting) on the basis of full and accurate information about all pathways open to them.

The majority of learners in the *Y11 Cohort ET* access a supported application process with a member of school staff with the relevant knowledge and skills to support the learner through the whole process and answer their and their families' queries.

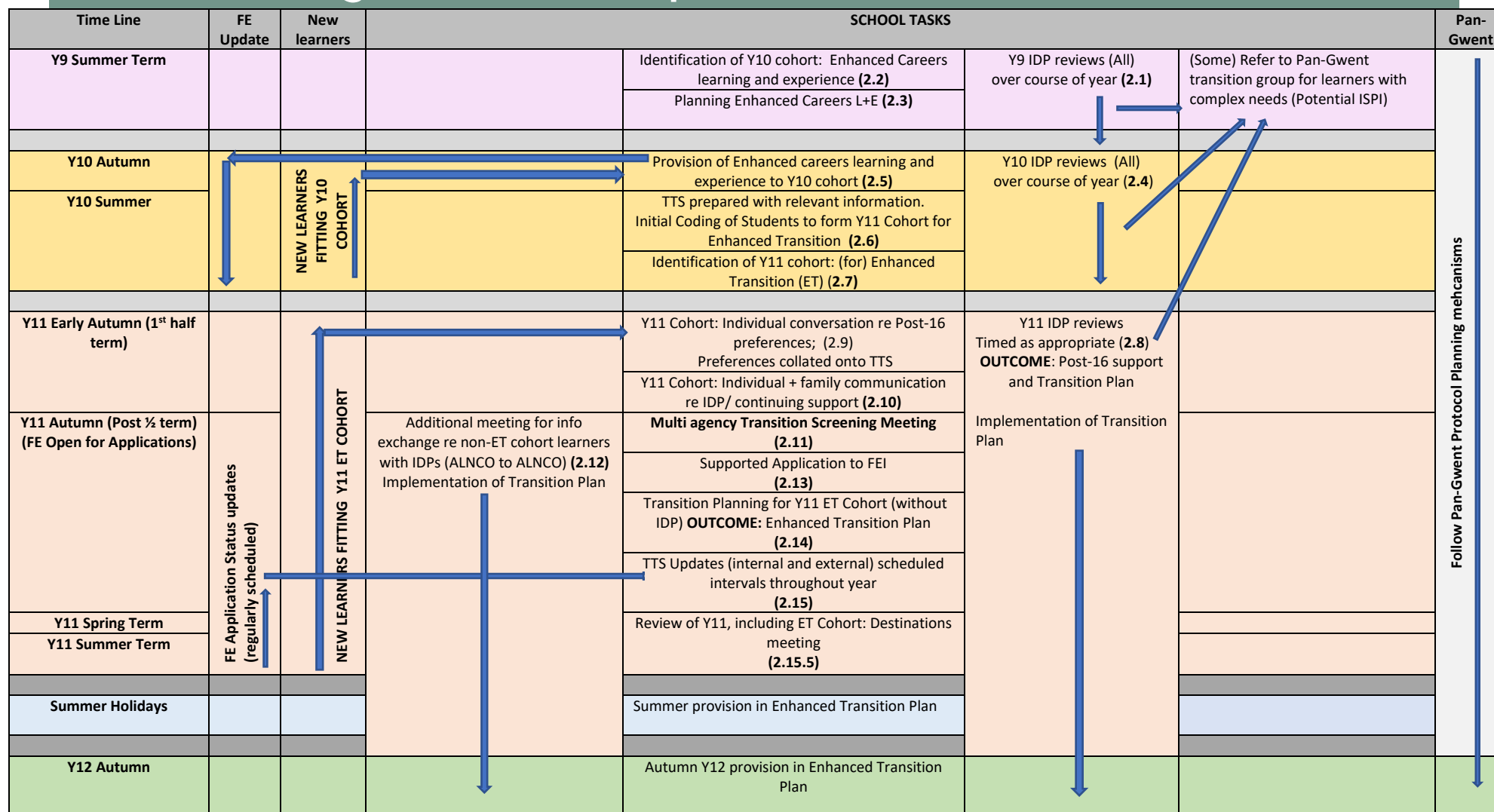
The receiving institution is aware at an early stage of the ALN or other needs of applicants and support they have had. The relevant department (ALN or Learner Services for example) at the receiving setting are made aware of the learner and are fully involved in transition planning.

Relevant staff from the receiving setting and other key partners (including Careers Wales, Health, Social Care, and those involved with individuals as appropriate e.g., Sensory and communication support service, SenCom, Inspire 2 Achieve, I2A) attend all appropriate IDP reviews/transition planning meetings and/or make a written or verbal contribution within a person-centred planning approach.

For those identified as high risk (e.g., coded red on the TTS) Enhanced Transition Plans are drawn up with ALL key people involved (e.g., at a review or transition planning meeting). Plans are timely, specific, cover all key needs without duplication or gaps and are linked to other relevant plans such as Personal Education Plans (PEP) and Pathway Plans. The Plan is documented and distributed to all parties with actions, dates and monitoring arrangements, so that everybody knows what everybody else is doing.

A 'Plan Coordinator' is designated wherever possible to act as a central point of contact for the learner and their family, and oversees the transition plan, making sure that things happen as described in the plan.

Diagrammatic Representation of Protocol





The protocol: An overview for local authorities (LA), schools and further education institutions (FEI)

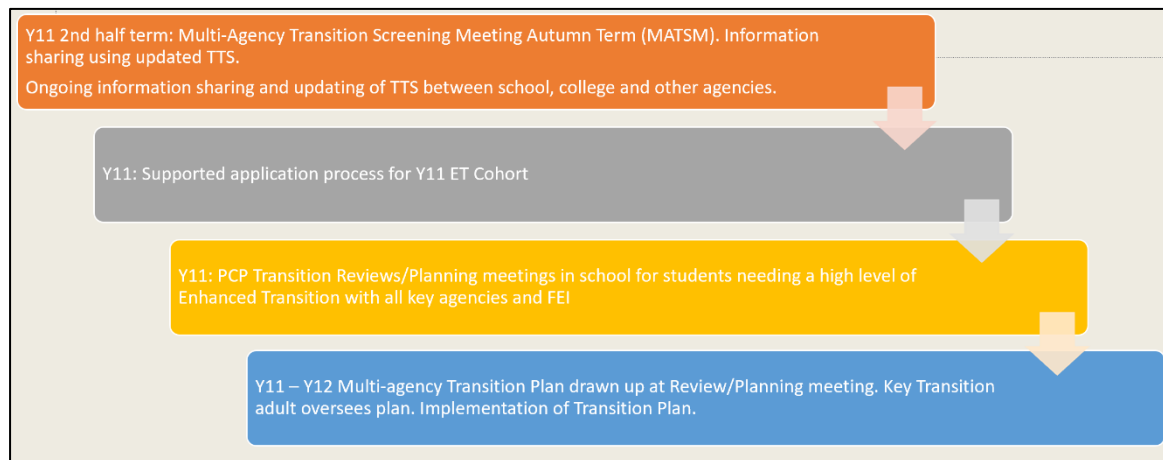
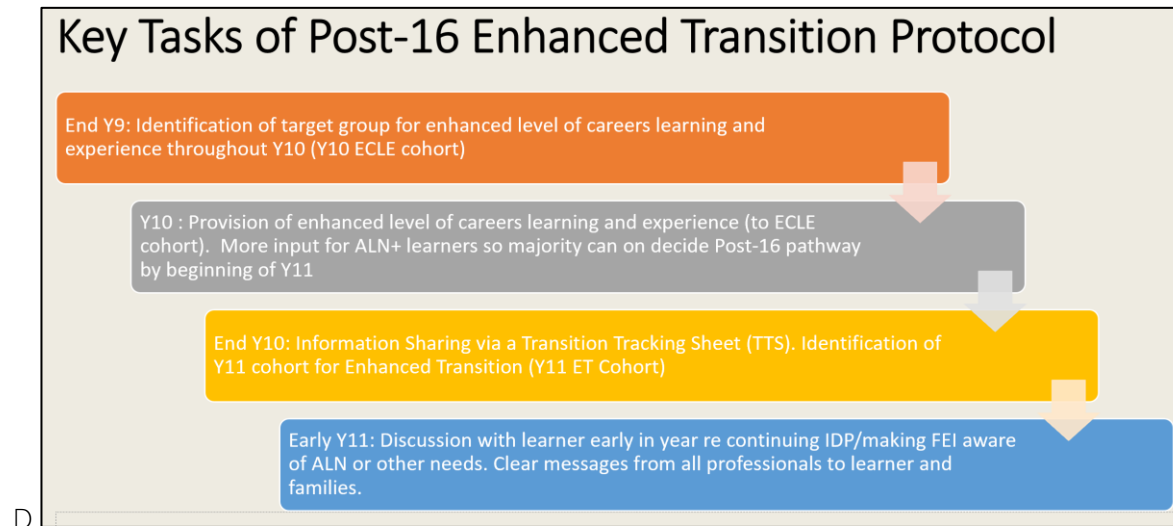
The ALN Code requires much closer working practices between the pre- and post-16 sectors, with the reviewing, maintenance, starting and ending of Individual Development Plans (IDPs) extending to the Further Education (FE) sector, and between professionals from different services and agencies. Although driven by the requirements and recommendations of the ALN Act and Code, the fact is that these closer working arrangements will benefit all of those learners who are at risk of not making a successful transfer to FEI *whatever* the reason for this. A need for enhanced support may result from an ALN, or from the demands of being a Young Carer, from challenging family circumstances, or from mental health, social, emotional or behavioural needs. All students likely to be vulnerable at transition are included in this protocol (see Introduction for more detail).

The protocol in essence consists of 8 tasks that schools plan and implement with their partners, for example Careers Wales (CW), the relevant FE College, those working within the Youth Engagement and Progression Framework (YEPF) such as the Engagement and Progression Coordinator (EPC) and colleagues in Inspire to Achieve (I2A), LA inclusion staff and Social Care and Health colleagues where relevant. These eight broad tasks are listed and an outline of each provided in this overview section. Part B offers more information on each, and Part C and Part D⁶ offer resources to support schools, colleges and partners.

As the tasks involve close multi-agency working and cross-phase understanding and liaison, it makes sense for the LA, where possible, to coordinate support, and to promote consistent practice across settings. As colleges take learners from more than one authority, it will often make sense for LAs to work at a regional level too and to ensure that colleges are included in relevant forums, training opportunities etc. The role of the LA might include adapting the protocol for the individual needs and context of the authority, ensuring that an information-sharing protocol (ISP) is in place for schools, colleges and other partners, that ongoing discussion and development of the protocol sits within the relevant forums, locally and regionally. They may consider setting up a post-16 steering group with representation

⁶ Please see website for information on training materials

from all stakeholders including SNAP (Special Needs Advisory Project) Cymru. LA and FEI arrangements are further discussed in Part B: Implementation guidance



End Y9: Identification of target group for enhanced level of careers learning and experience throughout Y10 (Y10 ECLE cohort)

The term 'enhanced provision' is used within the protocol to refer to support for a learner during transition (any time between Y9 and the end of the first year at the FEI) which is different from and/or additional to what is offered to all learners routinely and universally by the pre-16 setting and the FEI. The protocol suggests a process for identifying, at the end of Y9, a targeted 'Y10 Cohort for Enhanced Careers Learning and Experience (ECLE)'. Usually, the cohort will be identified in a meeting held at the end of Y9 (probably extending an existing meeting) and will identify those learners who may struggle to decide on a post-16 pathway early in Y11, or otherwise need an enhanced level of careers learning and experience. This cohort will be provided with an enhanced level of opportunities to develop their knowledge and experience in the area of careers education over the course of Y10. One of the outcomes of this will be to support learners in making an early decision about an appropriate post-16 destination early in Y11 or before. The cohort might include those with an ALN which makes them vulnerable at transition; those likely to apply for Independent Living Skills (ILS) courses; CLA; learners with challenging behaviour; learners with anxiety or mental health concerns; disaffected learners etc.

The programme of additional learning and experiences will usually be put together by the individual school, in conjunction with Careers Wales and other providers for delivery in Y10 (see below).

Y10 : Provision of enhanced level of careers learning and experience (to ECLE cohort). More input for ALN+ learners so majority can decide Post-16 pathway by beginning of Y11

The programme of enhanced careers learning and experience is delivered throughout Y10. It might include visiting different post-16 providers and talking to employers to find out what is available in order to support learners in deciding on the most appropriate post-16 provision for them. Information about FE would be likely to form part of schools' programmes for this targeted cohort, and finding out in a general sense about what courses are available and what support the college could offer for the learner's ALN etc. The aim of the programme is to enable learners who might a) require enhanced transition to make a successful

transition and b) struggle to make a timely decision about their post-16 destination, to garner all the knowledge and experience they need prior to Y11 in order to make an earlier decision (ideally at the beginning of Y11). This is so that there is time for transition arrangements to be agreed and implemented as the Code requires.

End Y10: Information Sharing via a Transition Tracking Sheet (TTS). Identification of Y10 cohort for Enhanced Transition (Y11 ET Cohort)

The importance of sharing up to date, accurate information across a range of professionals is recognized within the Code and cannot be overestimated. Schools and other professionals need to be confident about what information they can share, with whom and when. The early sharing of information for learners vulnerable at transition (including before they make an application) is key. While there is clear guidance from Welsh Government on data-sharing⁷, the protocol suggests that LAs put a clear and specific Information Sharing Protocol (ISP) in place, in order to ensure that all relevant agencies can be confident about what can be shared, with whom, and when. Links to a sample ISP is included in Part C: Supporting Resources. This is an ISP that can be downloaded from the WASPI⁸ website and amended by LAs. The agencies covered by the sample ISP include: College, Schools, Careers Wales, I2A, EPC, Youth Offending Service (YOS), Health, Social Care. Where an ISP is not in place, schools may need to update their agreements with parents/carers and their privacy notices to ensure that relevant information can be shared.

It is suggested that a bespoke Transition Tracking Sheet (TTS) is set up by the school. This enables information to be shared among professionals, and the cohort for ET identified and monitored. A sample TTS is included in Part C: Supporting resources, with advice and guidance on setting it up and using it. At this stage (in Y10), the information recorded (all covered by the ISP) includes: basic information (Name, Gender, DOB), Estyn Vulnerable Category, Exclusions and attendance; ALN Status; Exam arrangements; Involvement of SENCOM; CLA/Care and Support Plan (CASP)/Child Protection (CP)/ Families First Status; Whether at risk of

⁷ <https://gov.wales/post-16-transitions-and-data-sharing> Effective post-16 transitions and data sharing: a short guide for schools and post-16 learning providers 2018

⁸ [Wales Accord on the Sharing of Personal Information - WASPI / Register of ISPs and Agreements](#), Transition to FEI 488 and ALN 497.

NEET; other professional involvement (e.g. YOS) and any barriers to a successful transition including health needs. Most of this information can be imported from school systems. In Y11, further fields are added, including preferred destination, application status etc. as the FEI becomes increasingly involved in the process.

The protocol suggests that a meeting is held at the end of Y10 (similar to that held at the end of Y9 to identify the 'Y10 Cohort: ECLE') to identify the Y11 Cohort for Enhanced Transition (ET). Again, an existing meeting can usually be extended to include this function. The aim of identifying this cohort is that it helps to ensure that learners considered likely to be vulnerable at transition are supported at the appropriate level throughout Y11, and to enable them to make a decision on a post-16 destination early in Y11. The group is likely to be very similar to the ECLE Y10 group, but there may be new learners to add, and some who it is felt can be taken off the list. As noted earlier, an early decision allows sufficient time for enhanced transition experiences to be planned and to take place.

Protocol suggested activities that come under the 'enhanced transition' label during Y11 (as the second phase of enhanced transition outlined in the introduction) include: increased monitoring, a careers 'champion' to personalise information and conversations related to post-16, a supported application process. For some learners this level of 'enhanced' transition support will be enough with perhaps one agency leading on it; others will require more, for example a multi-agency PCP meeting (or IDP review if they have one) with the college and all involved professionals and a written transition plan. These activities are discussed below.

Early Y11: Discussion with learner early in year re continuing IDP/making FEI aware of ALN or other needs. Clear messages from all professionals to learner and families.

The ALN Code requires that a learner with an IDP is explicitly asked at the review before leaving compulsory education (usually for mainstream learners this will be Y11) whether they would like their IDP (support) to be maintained when they become a young person (YP) at the age of 16 years. Faced with this question 'out of the blue' many learners make a decision based on a range of factors – such as wanting a fresh start, not wanting to be stigmatized or seen as different, being concerned about not coping in a new environment etc. The protocol therefore suggests that prior to the final review for those students who have an IDP a structured conversation takes place with the learner to explore the pros and cons of continuing the IDP within the FE context, and whether additional or different transition arrangements might facilitate a more successful transition. It is equally important for learners who face barriers in making a transition that do not stem

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from an ALN, and who therefore do not have an IDP, to have the opportunity to engage in this type of conversation. This should happen, as for those learners with IDPs, prior to any planning meeting relating to their transition. As families may influence the learner's decision, it is important that similar information is provided to the family.

The aim of these conversations is not to persuade learners one way or the other, but to ensure that they make a balanced, evidence-based decision about their support needs post-16 and how these might best be met.

In Part C: Supporting resources there are guidelines for having this conversation with a learner, and a sample information sheet for families.

**Y11 2nd half term: Multi-Agency Transition Screening Meeting Autumn Term (MATSM).
Information sharing using updated TTS. Ongoing information sharing and updating of
TTS between school, college and other agencies.**

The MATSM aims to bring together a number of meetings that schools and colleges might previously have held, with less likelihood of learners' transition needs falling through the net. It allows a focus on learners who may be vulnerable on transition and who are likely to require enhanced support to make a successful transition to FEI (the Y11 ET Cohort). It also keeps transition high on the agenda for all learners in Y11 and can be developed by schools to plan for learners who are not going on to FE.

The MATSM involves the sharing of information recorded on the Transition Tracking Sheet (TTS) in the summer term of Y10 (see above), following any additions to the spreadsheet at the beginning of Y11, such as learner preference for post-16 destination. Additional fields are added to the TTS in Y11, such as application status. The meeting will usually involve a range of professionals, including the Additional Learning Needs Coordinator (ALNCO), the Head of Year Y11 (HoY11) and the LAC/CLA Coordinator, Careers Wales, FEI representatives, NEETS workers, officers from the LA, the School Nurse and others as appropriate (and covered by the ISP) and the aim is to 'code' each learner as needing or not needing enhanced transition, using the information shared.

As a guide, in a school with 180 Y11s approximately 23 (12.5%) would require a 'light touch' enhanced transition, with around 13 (7%) requiring a higher level of support⁹. These numbers will include some students with IDPs and some without. Not all students with IDPs will require a high level of support at transition. It is important to bear these sort of numbers in mind when considering the demands that the protocol might make on school and college resources.

Following the MATSM it is important that the TTS is regularly updated. Ideally a shared TTS would be used by schools, colleges, CW, EPCs, LAs etc. with all partners being able to update information covered by the ISP 'live'. We are some way from this ideal however with multiple databases being used within the same authority by different services. The TTS therefore remains a static document in most schools which offers a snapshot of the situation at any given time. The best workarounds that the pilot authorities and schools arrived at are outlined in Part B: Implementation Guidance. The important principle is that the TTS is updated regularly with key information (FEI application status, CLA changes, health issues etc.), and that users are aware of when the updates take place and what version of the TTS is current at any time.

Y11: Supported application process for Y11 ET Cohort

A key element of the Protocol is the 'Supported Application to FEI' for those in the Y11 ET Cohort. These learners should be encouraged to complete the application form with an adult at school or college. It is important, whoever supports the learner, that it is recorded in some way (ideally on the TTS) that the student has completed a supported application (and who completed it with them). Many schools offer this option as a matter of course, but with the need for enhanced transition arrangements to be planned and implemented in a timely fashion, it is considered important that more emphasis is put on this element for both staff and learners. Of course, learners other than those in the Y11 ET Cohort will also benefit from having a supported application, and the points below would apply equally to these learners. One school told us (see Case Study in Part B: Implementation guidance), that when left to complete the application by themselves or at home, some of their students had applied for courses at the wrong level, some had made multiple applications, and some thought they had a place when they hadn't clicked on the 'Accept Offer' button. Some had told the college that they had a Visual Impairment because they wore glasses (clearly not

⁹ Extrapolated from data provided in relation to the pilot schools 2019-21. Further details in Part B: Implementation Guidance.

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sharing the same understanding of vocabulary with a specialist meaning to the college). Part C: Supporting Resources offers some information about application processes.

The process of application has often been left to learners and families, with school staff not having had to be very knowledgeable about the finer details of the process. With the closer working relationships between pre-16 settings and FEI it will be necessary to have at least one person in school who thoroughly understands the process from beginning to end and who can advise and answer learners' questions about e.g. letters they have received from the college and the status of their application.

Y11: PCP Transition Reviews/Planning meetings in school for ALL students needing Enhanced Transition with all key agencies and FEI

The ALN Code specifies that IDP reviews should be multi-agency, including representatives from the destination provision, and held according to person-centred principles. It specifies that timely transition arrangements should be in place. All learners with IDPs will have an IDP Review at which transition will be a focus, and recorded under the 'Transition' section of the Review form. For those in the Y11 ET Cohort who don't have an IDP, some will require 'light touch' support, while others will require a full multi-agency planning meeting attended by all the professionals involved, as well as the learner and family where appropriate. In order to treat all learners who need an enhanced level of support at transition equitably, these meetings and plans should reflect those used in IDP reviews (outlined in the Code).

In Part C: Supporting Materials there is a case study from one of the pilot schools who held a PCP Review for a learner with significant medical and learning needs transitioning to FEI.

Y11 – Y12 M/Agency Transition Plan drawn up at meeting. Key Transition adult oversees plan. Implementation of Transition Plan

Schools and colleges, along with the agencies who work alongside them such as CW and I2A colleagues, are generally excellent at providing additional or bespoke experiences to support learners' transitions. These might include individual visits to the college at quiet times; meetings with I2A learning coach at school; individual meetings with tutors; shadowing opportunities; buddying; small group Q and A sessions. Sometimes there is a degree of confusion about who is doing what in relation to transition arrangements and a lack of joining up, with the result that some tasks do not get completed and others are duplicated. Good practice suggests that a clear plan of action agreed at the multi-agency meeting (see above) is the most effective way to ensure that these problems are averted. The plan should cover the transition period – this will vary but would normally cover the period from the review until the end of the first term in the new setting – and detail who is doing what and when. The Transition Plan should incorporate relevant elements of the protocol which will happen at school e.g., a supported application, and the support that is different from and/or additional to the universal provision in Y11 for learners which relates to college (see above). The Transition Plan should be holistic and multi-agency where appropriate, with clear aims and objectives (e.g., 'To reduce anxiety due to the size and unfamiliarity of the site'). The actions through which these aims and objectives will be achieved should be outlined and the plan should include a record of who (or which service) will be undertaking each action, and when it will be done.

Another key feature that the research¹⁰ suggests is crucial to a successful transition is that a person has ownership of the plan – an individual's key transition coordinator who will write up, circulate the written plan, act as a single point of contact for the learner and monitor the progress of the implementation of the plan. Finally, liaison with health and social care will be important as they often have transition protocols and plans which will need to be linked in, in order to ensure holistic planning.

In Part C: Supporting Materials there is a sample transition plan with many activities that might be included in an enhanced transition.

¹⁰ <https://gov.wales/sites/default/files/statistics-and-research/2019-08/130125-costs-benefits-transition-key-working-summary-en.pdf>

Summary of related documentation: Part B, Part C, Part D

Part B: Implementation Guidance (Schools, FEIs, Local Authorities)

(B): Implementation Guidance (Schools, FEIs, Local Authorities)

Quick Reference Guide

Section 1: Introduction

Section 2: Guidance for schools on implementing the protocol

- 1.0 Introduction
- 2.0 Guidance for school leadership teams

Year 9

- 2.1 Y9 IDP Reviews
- 2.2 Y9 Enhanced Careers Education Meeting: Identification of Y10 Cohort for Enhanced Careers Learning and Experience (*Y10 Cohort ECLE*)
- 2.3 Planning Enhanced Careers Learning and Experience offer for *Y10 Cohort ECLE*

Year 10

- 2.4 Y10 IDP Reviews
- 2.5 Provision of Enhanced Careers Learning and Experience to *Y10 Cohort ECLE*
- 2.6 Transition Tracking Sheet (TTS) completed with relevant information
- 2.7 Y10 Enhanced Transition Meeting: Identification of Y11 Enhanced Transition Cohort (*Y11 ET Cohort*)

Year 11

- 2.8 Y11 IDP Reviews
- 2.9 *Y11 ET Cohort*: Individual conversation re post-16 preferences
- 2.10 *Y11 ET Cohort*: Individual and family communication re continuing IDP/support post-16
- 2.11 The Multi-Agency Transition Screening Meeting (MATSM) Y11
- 2.12 Arrangements for ALN department information exchange and transition planning for those not within *Y11 ET Cohort*
- 2.13 Supported application to FE for *Y11 ET Cohort*
- 2.14 Transition planning
- 2.15 Updating the Transition Tracking Sheet (TTS)

Section 3: Guidance for Further Education Institutions (FEI)

- 3.0 Overview
- 3.1 Potential benefits of the protocol for FEI
- 3.2 Actions for FEI

Section 4: Guidance for Local Authorities (LAs) supporting schools in implementing the protocol

- 4.0 Introduction
- 4.1 Learning from the pilot authorities
- 4.2 Information Sharing Protocols (ISPs)
- 4.3 Other Considerations for Local Authorities

Appendices

- Appendix 1: The Pan-Gwent Transition Protocol (for learners with highly complex needs)
- Appendix 2: Aligning processes and protocols: Social Care and the Post-16 Enhanced Transition (ALN+) Protocol
- Appendix 3: Aligning processes and protocols – Health and the Post-16 Enhanced Transition (ALN+) Protocol
- Appendix 4: Aligning processes and protocols – YEPF and the Post-16 Enhanced Transition (ALN+) Protocol

Acronyms and abbreviations

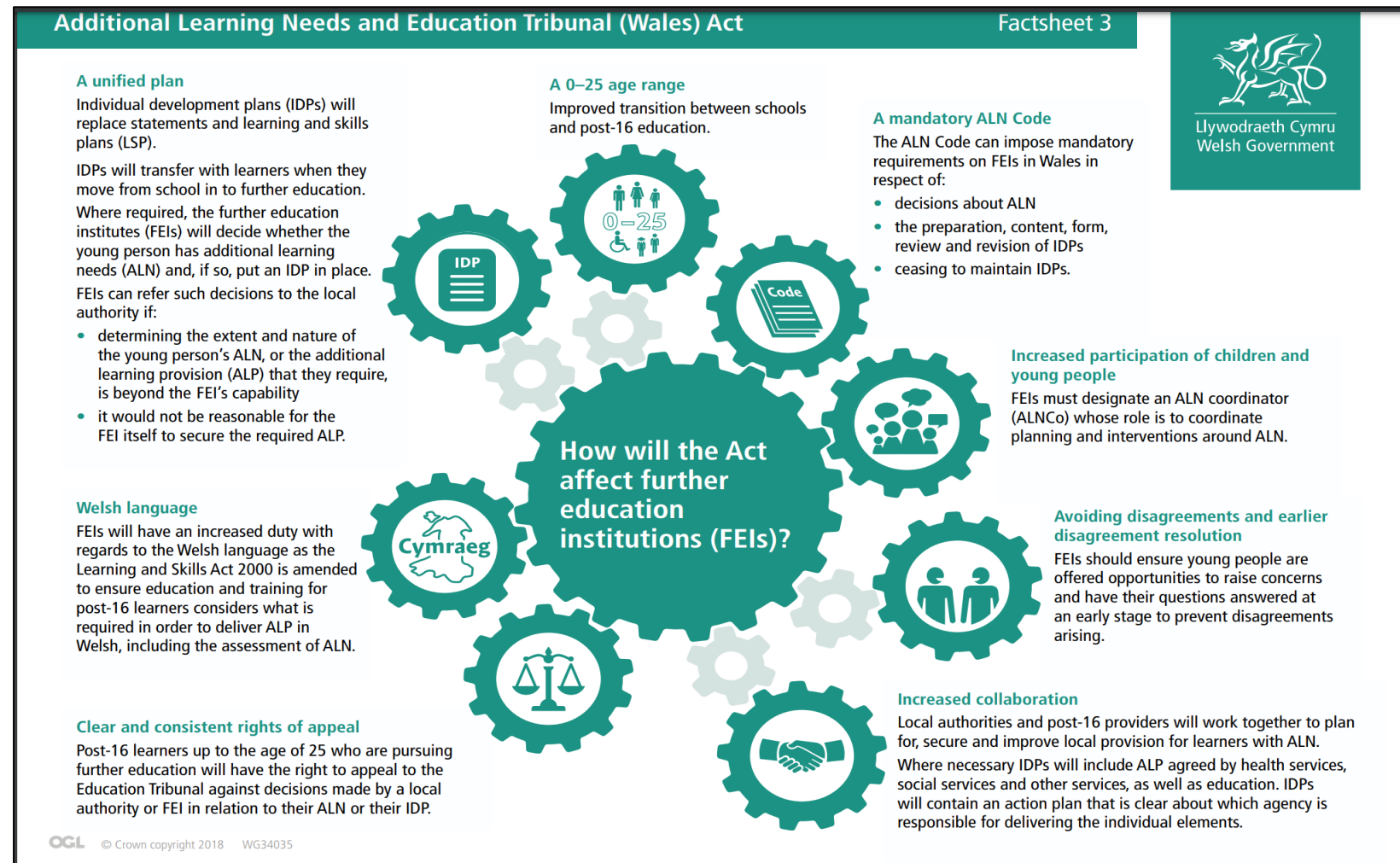
(C) Supporting Resources

- PACK 1: Getting to know the FEI context: FEI awareness for schools and partners
- PACK 2: Enhanced Careers Learning and Experiences (ECLE) in Y10 for *Y10 Cohort: ECLE*
- PACK 3: Talking to learners and their families: The pros and cons of continuing support (and IDPs) at FEI
- PACK 4: A sample Transition Tracking Sheet (TTS)
- PACK 5: The Multi-Agency Transition Screening Meeting (MATSM)
- PACK 6: Planning for transition: Person-centred IDP reviews, transition planning meetings and Enhanced Transition Plans.
- PACK 7: A sample Information Sharing Protocol (ISP) for post-16 Enhanced Transition (ALN+)

Part D Training Resources (to follow)

Appendix 1: ALN Factsheet Further Education Institutions

<https://gov.wales/sites/default/files/publications/2018-06/aln-factsheet-how-will-the-act-affect-further-education-institutions-feis.pdf>



Acronyms and abbreviations

Acronym/Abbreviation	Meaning
ALN	Additional Learning Needs
ALN Code	Additional Learning Needs Code for Wales, Welsh Government 2021
ALN+	All learners vulnerable at transition, whether or not they have an IDP. <i>See Part A: Introduction: What is meant by 'ALN+'?</i>
ALNCo	Additional Learning Needs Coordinator
ALNET	Additional Learning Needs and Education Tribunal (Wales) Act, 2018
ALP	Additional Learning Provision
ALSCO	Additional Learning Support Coordinator
ASD	Autism Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CASP	Care and Support Plan
CDT	Children with Disabilities Team
CL	Care Leavers
CLA	Children Looked After (see also 'LAC')
CP	Child Protection
CW	Career Wales
DSP	Designated Senior Person (usually safeguarding lead in school)

	Acronym/Abbreviation	Meaning
	EEC	Engagement to Employment Coordinator
	EAS	Education Achievement Service
	ECLE	Enhanced Careers Learning and Experience
	EHE	Electively Home Educated
	EIT	Early Identification Tool
	EP	Educational Psychologist
	EPC	Engagement and Progression Coordinator
	ET	Enhanced transition
	EWO	Education Welfare Officer
	FE	Further Education
	FEIs	Further Education Institutions
	HI	Hearing Impaired
	HOLS	Head of Learner Services (Coleg Gwent)
	HoY	Head of Year
	I2A	Inspire 2 Achieve
	IDP	Individual Development Plan
	ILS	Independent Living Skills
	IRO	Independent Reviewing Officer
	ISP	Information Sharing Protocol
	ISPIs	Independent Special Post-16 Institution

	Acronym/Abbreviation	Meaning
	LA	Local Authority
	LAC	Looked After Children (see also CLA)
	LACE	Looked After Children Education
	LDD	Learning Difficulties and Disabilities
	LSA	Learning Support Assistant
	LSAA	Learner Services Admin Assistant (Coleg Gwent)
	LSP	Learning and Skills Plan
	MATSM	Multi Agency Transition Screening Meeting
	Natspec	The Association of National Specialist Colleges
	NEET	Not in Education, Employment or Training
	PCP	Person Centred Planning/Practice
	PEP	Personal Education Plan (for CLA)
	PGTG	Pan Gwent Transition Group
	PR	Parental Responsibility
	PRU	Pupil Referral Unit
	RONI	Risk of NEET Indicator (Torfaen EIT)
	SEN	Special Educational Needs
	SenCom	Sensory and Communication Support Service
	SEWC	South East Wales Consorticum (Blaenau Gwent, Caerphilly, Monmouthshire, Newport, Torfaen)
	SGO	Special Guardianship Order

	Acronym/Abbreviation	Meaning
	SIMS	School Information Management System
	SLA	Service Level Agreement
	SLT	Senior leadership Team
	SNAP Cymru	Special needs Advisory Project Cymru
	STEM	Science, Technology, Engineering and Maths
	TRO	Transition and Review Officer
	TTS	Transition Tracking Sheet
	TYPSS	Torfaen Young People's Support Services (Torfaen)
	ULP	Universal Learning Provision
	WASPI	Welsh Accord on the Sharing of Personal Information
	WG	Welsh Government
	YEPF	Youth Engagement and Progression Framework
	YOS	Youth Offending Service
	YPA	Young Person's Personal Advisor (Social Care)

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- ❖ Inspire 2 Achieve (I2A) workers
- ❖ Social Care colleagues
- ❖ Health Service colleagues (in particular the ALN Champions)
- ❖ Youth Service representatives
- ❖ SNAP Cymru advisors (Special Needs Advisory Project)

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- ❖ Local Authority Inclusion Managers and staff
- ❖ Local Authority Statementing Officers
- ❖ Local Authority looked after children's education services (LACEs)
- ❖ Local Authority Educational Psychology Services
- ❖ Natspec (<https://natspec.org.uk/>) (Membership association for organisations which offer specialist further education and training for students with learning difficulties and/or disabilities).
- ❖ Sparkle (a charity that supports children and young people with disabilities and/or developmental difficulties, and their families, living in Gwent <https://www.sparkleappeal.org/>)

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- ❖ Pupil Referral Unit: New Inn Base, Torfaen
- ❖ Special Needs Resource Base: Hearing Impaired (HI): Cwmbran High School
- ❖ Special Needs Resource Base: Autistic Spectrum Disorders (ASD): Cwmbran High School

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- ❖ SenCom (Sensory and communication support service) (Head of Service, Head of Hearing Impairment, HI, Head of Visual impairment, VI, Head of COMit – Communication Intervention Team, and other staff)
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Over the year of the pilot implementation, 34 awareness and training courses were run for Local Authorities, the two Colleges – Coleg Gwent and Coleg y Cymoedd, and for school staff. A large number of Careers Wales Officers, SNAP Cymru representatives, Health and Social Care colleagues, EAS colleagues, SENCOM staff, YEPF officers, Youth Service representatives, third sector organisations and many others were trained; a total of 250 people. As always, learning is two-way in any training and development activity, and we are grateful for the engagement of all those who attended the training sessions and contributed their expertise to the shaping of the Protocol through their participation.