

## TRANSITION CHECKLIST FOR CiC YEAR 11 STUDENTS

SEPT – DEC PLANNING FOR POST-16 (1)	JAN – MARCH PLANNING FOR POST-16 (2)	APRIL - JUNE EXAM PERIOD	JULY – SEPT PREPARATION FOR TRANSITION TO POST-16	(Year 12) SEPT – DEC READJUSTMENT/ SETTLEMENT
<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has the young person had a careers interview? If not, can this be arranged?</li> <li><input type="checkbox"/> Do they know about The Source website and how to access information to help them with his/her/their choice?</li> <li><input type="checkbox"/> Does he/she/they know about the post-16 events that are taking place at providers which may be suitable for them? Are carers aware? Who is taking him/her/them?</li> <li><input type="checkbox"/> Has he/she/they attended any open events at post-16 providers?</li> <li><input type="checkbox"/> If they haven't attended any open events, who will support them to do so?</li> <li><input type="checkbox"/> Have they had the opportunity to discuss their preferences based on the open events?</li> <li><input type="checkbox"/> Has a Plan B been considered, should they do not achieve the entry requirements for their first choice?</li> <li><input type="checkbox"/> Would a work experience placement/work shadowing/work taster be useful, to help them make their decision regarding post-16 options?</li> </ul>	<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have all post-16 applications been submitted?</li> <li><input type="checkbox"/> Has a plan B been considered and planned for?</li> <li><input type="checkbox"/> Are the post-16 plans realistic: will the young person cope in their chosen post-16 environment? If the young person hasn't been engaging with education in year 11, how likely is this to change in post-16?</li> <li><input type="checkbox"/> If the young person needs to travel to their chosen Post-16 provision – is there a college bus, if not, is there public transport, and is this affordable?</li> <li><input type="checkbox"/> Does the young person have a Career Action Plan? If so, please attach the plan to the young person's e-PEP?</li> <li><input type="checkbox"/> 16-19 Bursary Fund - Has the eligibility (Vulnerable Groups) and criteria (awarded on financial need) been explained to the young person.</li> </ul>	<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has the young person been offered a conditional place at his/her/their chosen post-16 provider?</li> <li><input type="checkbox"/> Has communication between the school and the post-16 provider/s taken place regarding transition, or is it being planned? An example of this would be any induction or familiarisation sessions with the preferred post-16 provider.</li> <li><input type="checkbox"/> Has any support been considered to keep the young person engaged over the summer period: NCS, volunteering, work experience or p/t work?</li> <li><input type="checkbox"/> What about travel arrangements? Will he/she/they need to apply for a bus pass? What is the deadline for applications? Will the young person need travel training?</li> <li><input type="checkbox"/> Does the young person have an agreed named contact to liaise with regarding their post-16 transition?</li> </ul> <p><b>Things to bear in mind</b></p> <p>The young person may be facing many changes during this period as well as taking their exams:</p> <ul style="list-style-type: none"> <li>• Change of social worker</li> <li>• Change to a different service – Leaving Care</li> <li>• Maybe a change of accommodation and learning to live independently</li> <li>• Change of education environment, staff and friends.</li> </ul>	<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Who is going to keep the young person motivated to continue in learning post -16 during the summer break? Does the post-16 provider offer anything? For example: Keeping in Touch days over the summer break.</li> <li><input type="checkbox"/> Who is going to ensure that an application to the 16-19 Bursary Fund has been made, that the young person has a bank account, and will also provide support to access other discretionary funding from post-16 providers that may be available to the young person?</li> <li><input type="checkbox"/> Who is going to ensure that the young person has all equipment etc., required to start his/her college course?</li> <li><input type="checkbox"/> Who will offer support on results day?</li> <li><input type="checkbox"/> Does the young person know what action to take and when to confirm his/her/their place at the preferred post-16 provider; or what to do if he/she/they do not achieve the required grades?</li> <li><input type="checkbox"/> Is the young person aware of the dates of college Advice &amp; Guidance days should he/she/they change his/her/their mind regarding his/her/their post-16 option.</li> <li><input type="checkbox"/> Who will ensure that the young person attends his/her/their induction/enrolment day?</li> <li><input type="checkbox"/> Does the young person know how to get there?</li> <li><input type="checkbox"/> Do they know the date they should start?</li> </ul> <p><b>Things to bear in mind</b></p> <p>Again, the young person may be facing many changes during this period as well as losing the structure of the school day/week:</p> <ul style="list-style-type: none"> <li>• Change of social worker</li> <li>• Change to a different service – Leaving Care</li> <li>• Maybe a change of accommodation and learning to live independently</li> <li>• Change of education environment, staff and friends</li> </ul>	<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have contacts been established between the young person's CiC/Leaving Care Social Worker and Post-16 Provider's Pastoral Lead?</li> <li><input type="checkbox"/> Has the Designated Person received a copy of the young person's Year 11 Summer PEP?</li> <li><input type="checkbox"/> Who will ensure the young person starts his/her/their provision on the first day? Who will be contacted if he/she/they do not attend?</li> <li><input type="checkbox"/> How will the young person know what support is available should he/she/they struggle with the new environment; with the coursework assignments; with his/her/their choice of course; and with new people? Is there a named person?</li> </ul> <p><b>Things to bear in mind</b></p> <p>Consider the changes that the young person may be dealing with, as well as, starting his/her/their chosen post-16 option:</p> <ul style="list-style-type: none"> <li>• Maybe learning to balance study/work with increased freedom.</li> <li>• Learning to take responsibility for his/her/their own learning.</li> <li>• Learning to manage increased freedom with reduced supervision.</li> <li>• Learning to become financially responsible for, and managing tight budgets</li> </ul>

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<p><b>*Adults who may be involved in supporting transition:</b></p> <ul style="list-style-type: none"> <li>• CiC social worker</li> <li>• Foster carer/parent/Children's Home Staff</li> <li>• Virtual School Assistant Head</li> <li>• School Designated Teacher</li> <li>• SENCO</li> <li>• School's Career Adviser</li> </ul>	<p><b>*Adults who may be involved in supporting transition:</b></p> <ul style="list-style-type: none"> <li>• CiC social worker</li> <li>• Foster carer/parent/Children's Home Staff</li> <li>• Virtual School Assistant Head</li> <li>• School Designated Teacher</li> <li>• SENCO</li> <li>• School's Career Adviser</li> </ul>	<p><b>*Adults who may be involved in supporting transition:</b></p> <ul style="list-style-type: none"> <li>• CiC social worker/Leaving Care social worker</li> <li>• Foster carer/parent/Children's Home staff</li> <li>• Virtual School Assistant Head</li> <li>• School Designated Teacher</li> <li>• SENCO</li> </ul>	<p><b>*Adults who may be involved in supporting transition:</b></p> <ul style="list-style-type: none"> <li>• CiC social worker/Leaving Care social worker</li> <li>• Foster carer/parent/Children's Home staff/Supported Housing keyworkers</li> <li>• Virtual School Assistant Head/Virtual School Post-16 Lead</li> <li>• Staying Close</li> <li>• Young Person's Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to take more responsibility for his/her/their life with less adult support</li> <li>• Managing the transition to adulthood with reduced adult intervention.</li> </ul> <p><b>*Adults who may be supporting the young person:</b></p> <ul style="list-style-type: none"> <li>• Leaving Care social worker</li> <li>• Foster carer/parent/Children's Home staff/Supported Accommodation keyworkers</li> <li>• Staying Close</li> <li>• Post-16 provider – Designated Person/Pastoral Lead</li> <li>• Post-16 Provider SENCO</li> <li>• Support in the Community (clubs/groups/mentors etc.)</li> <li>• Virtual School Post-16 Lead.</li> </ul>
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\*It would be good practice to ensure you have the contact details of these people to ensure there is a joined-up approach to supporting the young person's transition.