# TRANSITION CHECKLIST FOR CARED FOR YEAR 11 STUDENTS

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| **SEPTEMBER – DECEMBER**  **PLANNING FOR POST-16 (1)** | **JANUARY – MARCH**  **PLANNING FOR POST-16 (2)** | **APRIL - JUNE**  **EXAM PERIOD** | **JULY – SEPTEMBER**  **PREPARATION FOR TRANSITION TO POST-16** | **(Year 12) SEPTEMBER-DECEMBER READJUSTMENT/ SETTLEMENT** |
| **Considerations:**     * Has the young person had a careers interview? If not, this needs to be arranged. * Do they know how to access information to help them with his/her/their choice? * Has he/she/they attended any open events at post-16 providers? * If they haven’t attended any open events, who will support them to do so? * Have they had the opportunity to discuss their preferences based on the open events? * Has a Plan B been considered, should they not achieve the entry requirements for their first choice? * Would a work experience placement/work shadowing/work taster be useful, to help them make their decision regarding post 16 options?               **Things to bear in mind**    The young person may be facing changes ie transition year with focus on GCSE’s     * Change of social worker * Change to a different service – Care Experienced Team * Maybe a change of accommodation * Mock exams | **Considerations:**   * Does the young person have a Career Action Plan? If so, please attach the plan to the young person’s ePEP. * Have all post-16 applications been submitted? * Has a plan B been considered and planned for? * Has an assessment been made about what additional support (if any) the young person will need Post 16. e.g. how will the young person cope in their chosen post-16 environment? If the young person hasn’t been engaging with education in year 11, what support is needed to change this post-16? * 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? * 16-19 Bursary Fund - Has the eligibility (Vulnerable Groups) and criteria (awarded on financial need) been explained to the young person.         **Things to bear in mind**    The young person may be facing changes e.g. decision time about post 16 choices   * Change of social worker * Change to a different service – Care Experienced Team * Maybe a change of accommodation * Mock exams | **Considerations:**     * Has the young person been offered a conditional place at their chosen post-16 provider? * 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. * Has any support been considered to keep the young person engaged over the summer period: National Citizenship Service, volunteering, work experience or P/T work? * What about travel arrangements? Will they need to apply for a bus pass? What is the deadline for applications? Will the young person need travel training? * Does the young person have an agreed named contact to liaise with regarding their post-16 transition?             **Things to bear in mind**    The young person may be facing many changes during this period as well as taking their exams:     * Change of social worker * Change to a different service – Care Experienced Team * Maybe a change of accommodation | **Considerations:**     * 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. * 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? * Who is going to ensure that the young person has all equipment etc., required to start his/her college course? * Who will offer support on results day? * Does the young person know what action to take and when to confirm their place at the preferred post-16 provider; or what to do if they do not achieve the required grades? * Is the young person aware of the dates of college Advice & Guidance days should they change their mind regarding their post-16 option. * Who will ensure that the young person attends their induction/enrolment day? * Does the young person know how to get there? * Do they know the date they should start?     **Things to bear in mind**    Again, the young person may be facing many changes as well as losing the structure of the school day/week:     * Change of social worker * Change to a different service – Care Experienced Team * Maybe a change of accommodation and * Change of education environment, staff and friends | **Considerations:**     * Have contacts been established between the young person’s Social Worker or Personal Adviser and Post-16 Provider’s Pastoral Lead? * Has the Designated Person received a copy of the young person’s Year 11 Summer PEP? * Who will ensure the young person starts their provision on the first day? Who will be contacted if they do not attend? * How will the young person know what support is available should they struggle with the new environment; with the coursework assignments; with their choice of course; and with new people? Is there a named person?                     **Things to bear in mind**    Consider the changes that the young person may be dealing with, as well as, starting their chosen post-16 option:     * Learning to balance study/work with increased freedom and reduced supervision * Learning to take responsibility for their own learning. * Learning to become more financially responsible for, and managing tight budgets * Learning to take more responsibility for their life with less adult support * Managing the transition to adulthood with reduced adult intervention. |

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| **\*Adults who may be involved in supporting transition:**     * Social worker * Foster carer/parent/Children’s Home Staff * Virtual School Education Co-ordinator * School Designated Teacher * SENCO * School’s Career Adviser | **\*Adults who may be involved in supporting transition:**     * Social worker * Foster carer/parent/Children’s Home   Staff   * Virtual School Education Co-ordinator * School Designated Teacher * SENCO * School’s Career Adviser | **\*Adults who may be involved in supporting transition:**     * Social worker/ Care Experienced PA * Foster carer/parent/Children’s Home   staff   * Virtual School Education Co-ordinator * School Designated Teacher * SENCO * Career Connect | **\*Adults who may be involved in supporting transition:**     * Social worker/Care Experienced PA * Foster carer/parent/Children’s Home staff/ Supported Housing keyworkers * Virtual School Education Co-ordinator Virtual School Post-16 Lead * Career Connect * New Provider Staff | **\*Adults who may be supporting the young person ongoing:**     * Social worker/ Care Experienced PA * Foster carer/parent/Children’s Home staff/Supported Accommodation keyworkers * Post-16 provider – Designated Person/Pastoral Lead * Post-16 Provider SENCO * Support in the Community (clubs/groups/mentors etc.) * Virtual School Post-16 Lead. * Career Connect |

\*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.