# 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
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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.