



Title:	Transitions Policy
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Learning4Life-GY

Transitions Policy

1. Introduction

Learning4life-GY is committed to providing a safe, inclusive and aspirational learning environment in which every learner is supported to achieve their full potential, regardless of their individual starting point or the barriers they may have experienced in education. We recognise that successful transition is not a single event, but an ongoing process that begins before a learner joins our provision, continues throughout every stage of their educational journey and extends beyond school into adulthood, further education, employment and independent living.

For many of the learners attending Learning4life-GY, transition can be one of the most challenging aspects of their educational experience. Changes in environment, routine, expectations, relationships or curriculum can increase anxiety, reduce engagement and, without appropriate support, negatively impact on attendance, emotional wellbeing and academic progress. As a specialist independent school, we recognise that many of our learners require carefully planned, personalised and graduated transition arrangements to enable them to feel safe, develop trusting relationships and engage positively with learning.

Our learners present with a diverse range of needs and experiences. Many have Special Educational Needs and Disabilities (SEND), including Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health (SEMH) needs, sensory processing differences or moderate learning difficulties. Others may have experienced trauma, adverse childhood experiences, emotionally based school avoidance, disrupted education, poor attendance or exclusion from previous settings. Learning4life-GY also supports learners with English as an Additional Language (EAL), including those who are newly arrived in the United Kingdom or seeking sanctuary, alongside learners who have Education, Health and Care Plans (EHCPs) requiring highly personalised educational provision.

The school recognises that every learner's transition journey is unique and therefore adopts a person-centred, strengths-based and trauma-informed approach to planning and support. Transition planning is undertaken collaboratively with learners, parents and carers, the Local Authority and external professionals to ensure that individual needs, aspirations and outcomes are fully understood and appropriately planned for. Wherever possible, learners are empowered to contribute actively to decisions about their education and future, developing the confidence, independence and self-advocacy skills that will support them throughout adult life.

At Learning4life-GY, transition is viewed as an integral element of high-quality education rather than a stand-alone process. Effective transition planning underpins learner engagement, supports positive attendance, strengthens safeguarding arrangements and promotes emotional wellbeing by ensuring that learners experience consistency, predictability and continuity throughout periods of change. This approach enables staff to build positive relationships, identify potential barriers at an early stage and implement appropriate support before difficulties escalate.

Preparation for Adulthood is central to the school's vision and is embedded throughout the curriculum, pastoral support, careers education and wider enrichment opportunities. From the point of admission, learners are encouraged to develop the knowledge, skills, confidence and resilience required to achieve successful adult lives. Transition planning therefore extends beyond educational progression and considers wider outcomes relating to employment, independent living, community participation, physical and emotional wellbeing and lifelong learning.

Learning4life-GY believes that effective transition is achieved through high aspirations, collaborative working and a shared commitment to enabling every learner to experience success. By placing learners at the centre of planning and maintaining strong partnerships with families and external agencies, the school seeks to ensure that all learners are well prepared for each stage of their educational journey and are equipped to make positive contributions to their communities and wider society.

2. Aims of the Policy

The purpose of this policy is to establish a consistent, whole-school approach to transition planning that enables every learner to experience positive, well-managed and meaningful transitions throughout their time at Learning4life-GY. The policy provides a framework for ensuring that transition arrangements are carefully planned, appropriately resourced and responsive to the individual strengths, needs and aspirations of each learner. It reflects the school's commitment to promoting inclusion, safeguarding, wellbeing and high aspirations for all.

The school aims to ensure that transition arrangements reduce uncertainty and provide learners with the security, consistency and predictability they need to feel safe and confident during periods of change. Through early planning, personalised support and graduated intervention, staff seek to minimise potential barriers before they impact upon a learner's education. Transition planning is recognised as a preventative process that promotes resilience, emotional regulation and successful participation within school life.

Finally, this policy seeks to promote a culture of partnership, recognising that successful transitions are achieved through collaboration between learners, families, school staff, the Local Authority and a wide range of external professionals. By working together and maintaining high expectations for every learner, Learning4life-GY aims to ensure that all learners experience positive transitions, achieve meaningful outcomes and are well prepared for fulfilling, independent and successful adult lives.

3. Legislative and Strategic Framework

This policy has been developed to reflect current legislation, statutory guidance and local authority expectations relating to transition planning, attendance, safeguarding, Special Educational Needs and Disabilities (SEND), and Preparation for Adulthood. It provides the framework through which Learning4life-GY fulfils its statutory responsibilities whilst ensuring that every learner experiences personalised, inclusive and aspirational transition arrangements.

The policy has been developed in accordance with the **Children and Families Act 2014**, which places a duty on educational providers to work collaboratively with learners, families, local authorities and partner agencies to improve outcomes for children and young people with Special Educational Needs and Disabilities. In accordance with the Act, Learning4life-GY adopts a person-centred approach to planning, ensuring that learners and their families are active participants in decisions relating to their education, support and future aspirations.

The school's transition arrangements are further informed by the **Special Educational Needs and Disability Code of Practice: 0–25 years**, which emphasises the importance of preparing children and young people for adulthood from an early stage. In line with the Code of Practice, Learning4life-GY ensures that transition planning is embedded throughout a learner's educational journey rather than being confined to the point at which they leave

school. The curriculum, pastoral support, careers education and wider personal development programme are all designed to support learners in achieving positive outcomes relating to employment, independent living, community participation and maintaining good health.

Attendance is recognised as a significant factor influencing successful transition. Consequently, this policy reflects the Department for Education's statutory guidance **Working Together to Improve School Attendance**, recognising that every learner should have access to full-time education wherever possible. The school acknowledges that there may be exceptional circumstances in which a temporary part-time timetable is necessary to support a learner's reintegration into education. Such arrangements will always be implemented in accordance with current statutory guidance, will be time limited, regularly reviewed and form part of a clearly documented reintegration plan with the objective of returning the learner to full-time education at the earliest appropriate opportunity. Part-time timetables will never be used as a behaviour management strategy, a response to staffing pressures or as a long-term alternative to appropriate educational provision.

Safeguarding considerations remain central to all transition planning and this policy should be read alongside the school's Safeguarding and Child Protection Policy. In accordance with **Keeping Children Safe in Education**, Learning4life-GY recognises that periods of transition may increase vulnerability for some learners. The school therefore ensures that safeguarding risks are identified, assessed and appropriately managed throughout all significant transitions. Staff work closely with families, the Local Authority and external professionals to ensure continuity of support and that learners remain safe throughout periods of change.

The school also fulfils its duties under the **Equality Act 2010**, ensuring that learners are protected from discrimination and that reasonable adjustments are made to enable all learners to access education and participate fully in school life. Transition planning reflects the individual strengths, needs and protected characteristics of each learner and seeks to remove barriers that may otherwise prevent successful participation and achievement.

As an independent specialist school, Learning4life-GY also has regard to the **Independent School Standards**, ensuring that transition arrangements contribute to learners' personal development, welfare, health and safety, behaviour, attendance and educational outcomes. Transition planning is embedded within the school's wider quality assurance framework and is monitored regularly to evaluate its effectiveness and identify opportunities for continual improvement.

Preparation for Adulthood is a central theme within this policy and reflects both national expectations and the strategic priorities of **North East Lincolnshire Council**. The school aligns its practice with the North East Lincolnshire Preparation for Adulthood Strategy and associated transition guidance, recognising that successful adulthood extends beyond academic achievement. Transition planning therefore promotes the development of employability skills, independence, community participation, emotional resilience and lifelong learning opportunities. Learners are supported to develop ambitious aspirations whilst receiving personalised support that reflects their individual strengths, interests and future goals.

Learning4life-GY also recognises the importance of effective multi-agency collaboration in achieving successful transitions. The school works proactively with the Local Authority, health professionals, social care, careers advisers, employers, further education providers and other partner agencies to ensure that planning is coordinated, information is shared appropriately and support remains consistent throughout each learner's journey. This

collaborative approach enables barriers to be identified at an early stage and ensures that learners experience continuity of support during periods of change.

This policy should therefore be read alongside the school's Attendance Policy, SEND Policy, Careers Policy, Curriculum Policy, Safeguarding and Child Protection Policy, Behaviour Policy and Equality Policy, all of which contribute collectively to ensuring that learners experience safe, successful and well-planned transitions throughout their education and into adult life.

4. Learning4life-GY's Principles of Effective Transition

Successful transitions are fundamental to enabling learners to thrive academically, socially and emotionally. At Learning4life-GY, transition planning is underpinned by a set of core principles that reflect our vision, values and commitment to providing exceptional educational experiences for every learner. These principles guide decision-making, shape professional practice and ensure that transition arrangements remain personalised, aspirational and responsive to individual need.

Recognising that no two learners experience transition in the same way, the school adopts a flexible and graduated approach which acknowledges the diverse strengths, needs and aspirations of our learner community. Whether a learner is joining the school for the first time, moving between curriculum pathways, returning following a period of absence or preparing for adulthood, staff work collaboratively to ensure that transitions are carefully planned, well supported and focused on achieving positive long-term outcomes.

Person-Centred Planning

At the heart of every successful transition is a thorough understanding of the individual learner. Learning4life-GY is committed to adopting a person-centred approach that places learners and their families at the centre of all planning and decision-making. Transition arrangements are developed collaboratively, recognising each learner's aspirations, interests, strengths, communication preferences and support needs.

Learners are encouraged to participate actively in planning their own educational journey through one-page profiles, tutorial sessions, Annual Reviews, learner voice activities and person-centred planning meetings. Staff recognise that enabling learners to contribute to decisions affecting their education promotes independence, develops self-advocacy skills and increases engagement throughout periods of change.

Parents, carers and trusted adults are recognised as essential partners within the transition process. Their knowledge and understanding of the learner are highly valued and contribute significantly to ensuring that transition arrangements are realistic, supportive and responsive to individual circumstances.

High Aspirations for Every Learner

Learning4life-GY believes that every learner, regardless of their starting point or complexity of need, has the potential to achieve meaningful and ambitious outcomes. Transition planning is therefore driven by high expectations and a commitment to supporting learners to fulfil their potential rather than being limited by perceived barriers.

Staff seek to develop learners' confidence, resilience and independence by focusing on what learners can achieve whilst providing appropriate support to overcome challenges.

Aspirations extend beyond academic achievement to include employment, independent living, participation within the community, positive relationships and lifelong wellbeing. Every transition is viewed as an opportunity to broaden experiences, develop confidence and move learners closer towards successful adult lives.

Trauma-Informed and Relational Practice

Many learners attending Learning4life-GY have experienced adverse childhood experiences, disrupted education, emotionally based school avoidance, exclusion or other significant life events that may affect their ability to engage confidently with change. The school therefore adopts a trauma-informed and relational approach to transition planning.

Staff recognise that periods of transition can increase anxiety and uncertainty. Relationships are prioritised throughout every stage of the transition process, with learners supported by trusted adults who provide consistency, reassurance and emotional security. Transition arrangements are implemented at an appropriate pace for each learner, allowing sufficient time to build confidence and establish positive relationships before expectations are increased.

By understanding the impact of trauma upon learning, behaviour and emotional regulation, the school seeks to reduce anxiety, prevent unnecessary distress and create environments in which learners feel safe, respected and able to succeed.

Inclusive Practice and Equity

Learning4life-GY is committed to ensuring that every learner can participate fully within school life regardless of disability, additional need, language, cultural background or previous educational experiences. Transition planning reflects the school's commitment to equality of opportunity and recognises that some learners require additional or different support in order to achieve equitable outcomes.

Reasonable adjustments are considered throughout the transition process and may include personalised timetables, enhanced pastoral support, visual communication strategies, sensory adaptations, environmental adjustments or specialist interventions. The school continually reviews the effectiveness of these arrangements to ensure that learners are able to access education successfully whilst maintaining high expectations for progress and participation.

Collaborative Partnership Working

Effective transitions depend upon strong partnerships between learners, families, school staff, the Local Authority and external professionals. Learning4life-GY actively promotes collaborative working throughout every stage of the transition process, recognising that successful outcomes are most likely to be achieved when information is shared appropriately and professionals work together towards common goals.

The school maintains close communication with previous educational settings, receiving providers, health professionals, social care services, careers advisers, employers and other partner agencies to ensure continuity of support and minimise unnecessary disruption during periods of change. Wherever appropriate, transition planning forms part of wider Education, Health and Care Plan (EHCP) reviews and multi-agency meetings to ensure that learners receive coordinated and consistent support.

Early Intervention and Graduated Transition Planning

Learning4life-GY believes that successful transitions are achieved through proactive planning rather than reactive intervention. Transition planning begins at the earliest possible opportunity, allowing sufficient time to identify potential barriers, gather information and implement appropriate support before difficulties arise.

The level of support provided reflects the individual needs of each learner. Whilst many learners require only universal transition arrangements, others may benefit from targeted or enhanced support, including additional visits, bridge programmes, phased transitions, visual resources, social stories, personalised induction programmes or temporary adjustments to curriculum delivery. The effectiveness of these arrangements is monitored closely and reviewed regularly to ensure that support remains proportionate and responsive to the learner's changing needs.

Preparation for Adulthood as a Continuous Journey

Learning4life-GY views Preparation for Adulthood as an integral part of every learner's educational experience rather than a process that begins shortly before leaving school. Transition planning is therefore closely aligned with the school's curriculum, careers programme, personal development curriculum and pastoral support to ensure that learners continually develop the knowledge, skills and behaviours required for adult life.

Every transition provides opportunities to strengthen independence, resilience, communication, problem-solving and self-advocacy. By embedding Preparation for Adulthood throughout the learner journey, the school enables learners to develop confidence in their own abilities whilst preparing for meaningful destinations in further education, employment, supported internships and independent living.

Continuous Reflection and Improvement

Learning4life-GY is committed to continually reviewing and improving its transition practice. The effectiveness of transition arrangements is evaluated through learner progress, attendance, wellbeing, destination data, stakeholder feedback, safeguarding monitoring and quality assurance activities. The school actively seeks the views of learners, parents, staff and partner agencies to inform ongoing development and ensure that transition practice remains responsive to emerging needs, local priorities and national guidance.

Transition is recognised as a shared responsibility across the whole school community. By maintaining high expectations, fostering positive relationships and placing learners at the centre of decision-making, Learning4life-GY aims to ensure that every learner experiences transitions that are safe, successful and empowering, enabling them to flourish throughout their education and into adulthood.

6. Transition into Learning4life-GY

The school recognises that the quality of a learner's initial transition into Learning4life-GY can have a significant impact upon their future engagement, attendance, emotional wellbeing and educational success. Transition into the school is therefore regarded as a carefully planned process rather than a single admission event. Wherever possible, planning begins as soon as a referral or consultation is received and continues throughout the learner's first term to ensure that support remains responsive as the learner settles into their new environment.

The school aims to develop a comprehensive understanding of each learner before they commence their placement. Information is gathered from a variety of sources, including the learner, parents or carers, previous educational settings, the Local Authority and any relevant professionals involved with the learner. Where applicable, Education, Health and Care Plans (EHCPs), professional reports, risk assessments, safeguarding information, behaviour support plans, attendance records and previous attainment information are reviewed to ensure that staff have a clear understanding of the learner's strengths, barriers to learning and support requirements.

Transition planning is coordinated by the SENCO, Assistant SENCO or designated Admissions Lead, who will work collaboratively with all relevant stakeholders to develop an individual transition programme appropriate to the learner's needs. The level of support provided will be proportionate to the complexity of the learner's presentation. Whilst some learners may require only a standard induction programme, others may benefit from an enhanced transition package incorporating additional visits, shorter introductory sessions, bridge programmes or phased integration.

Enhanced transition arrangements may include opportunities for learners and their families to visit the school prior to admission, meet key members of staff, explore teaching areas, receive visual information about the school environment and participate in planned classroom activities where appropriate. Learners may also be provided with personalised transition booklets, photographs of key staff, visual timetables, social stories or videos to increase familiarity with the environment and reduce anxiety prior to starting.

Where appropriate, transition planning meetings will be held involving the learner, parents or carers, the Local Authority and external professionals to agree the most effective arrangements for admission. Discussions will consider any reasonable adjustments required, communication preferences, sensory needs, medical requirements, transport arrangements, safeguarding considerations and strategies that have previously supported successful engagement in education.

For learners requiring enhanced support, an Individual Transition Plan will be developed prior to admission. This document will identify agreed objectives, planned transition activities, identified risks, named responsibilities and review arrangements. The plan will remain under review throughout the learner's induction period and will be amended where necessary to reflect the learner's progress and changing needs.

Following admission, staff will closely monitor the learner's attendance, engagement, emotional wellbeing and progress. Regular communication will be maintained with parents or carers during the initial weeks of placement to ensure that any emerging concerns are identified promptly and addressed through collaborative planning. Where additional support

is required, transition arrangements may be adapted following discussion with the learner, family and relevant professionals.



7. Transition Throughout the Learner Journey

Learning4life-GY recognises that transition is a continuous process and that learners experience many changes throughout their educational journey. Transition planning therefore remains an ongoing responsibility shared by all members of staff and is embedded within the school's curriculum, pastoral systems and quality assurance processes.

Throughout their time at Learning4life-GY, learners may experience transitions including movement between curriculum pathways, progression into vocational learning, work experience placements, educational visits, changes in staffing, movement between teaching groups, increased independence within the school environment, reintegration following absence and preparation for adulthood. Each of these changes has the potential to affect learner confidence, emotional wellbeing and engagement and therefore requires careful planning.

Teaching staff and tutors are responsible for monitoring learners' readiness for transition and identifying where additional support may be required. Consideration should be given to the learner's communication needs, emotional wellbeing, sensory preferences, independence, attendance, behaviour, relationships and previous experiences of change. Planning should be proportionate to the level of need and reviewed regularly.

Where enhanced support is required, staff should consider a range of personalised transition strategies designed to reduce anxiety and promote successful engagement. These may include additional orientation visits, gradual introduction to new environments, social stories, visual supports, adapted timetables, peer mentoring, increased pastoral support, sensory adjustments or the identification of a trusted adult who will provide consistency throughout the transition process.

Transition planning is closely linked to Education, Health and Care Plan outcomes and the school's Preparation for Adulthood framework. During Annual Reviews and termly learner reviews, staff should consider the learner's progress towards greater independence, employability, community participation and emotional resilience. Transition objectives should be updated regularly to reflect changing aspirations, developmental progress and future destinations.

Communication with parents, carers and external professionals remains an essential element of successful transition planning. Staff should ensure that families are kept informed of planned changes, progress and any additional support being implemented. Where appropriate, multi-agency meetings should be convened to ensure that planning remains coordinated and that learners experience continuity of support.

The effectiveness of transition arrangements should be evaluated through ongoing monitoring of attendance, learner engagement, behaviour, wellbeing, academic progress and stakeholder feedback. Where planned arrangements are not achieving the intended outcomes, staff should review and amend support strategies promptly to ensure that learners continue to make positive progress.

8. Temporary Part-Time Timetables and Reintegration into Full-Time Education

Learning4life-GY is committed to ensuring that every learner has access to a full-time education that meets their individual needs. The school recognises that attendance at school is fundamental to achieving positive educational, social and emotional outcomes and will always seek to remove barriers that prevent learners from accessing their full educational entitlement.

The school acknowledges, however, that there may be exceptional circumstances in which a temporary part-time timetable is appropriate as part of a carefully planned programme of support. Such arrangements will only be implemented where it is clearly evidenced that a reduced timetable is in the learner's best interests and forms part of a structured reintegration plan designed to enable the learner to return safely and successfully to full-time education.

Temporary part-time timetables will only be considered after all reasonable adjustments and supportive interventions have been explored. They will never be implemented as a behaviour management strategy, as a response to staffing shortages or because appropriate provision cannot otherwise be arranged. The school will ensure that all decisions are made collaboratively with parents or carers, the learner where appropriate, the Local Authority and relevant professionals.

Prior to implementing a temporary part-time timetable, the school will complete an individual assessment of need and, where appropriate, a written risk assessment considering the learner's educational needs, emotional wellbeing, safeguarding arrangements, attendance history, medical advice, SEND needs and any potential risks associated with reduced attendance. Educational provision available during periods away from school will also be clearly identified to ensure that learners continue to access appropriate learning opportunities.

A written Reintegration Plan will be developed before the reduced timetable begins. This plan will clearly identify the rationale for the arrangement, agreed attendance expectations, review dates, educational provision, safeguarding arrangements, named members of staff responsible for monitoring progress, measurable success criteria and the anticipated date for returning to full-time education. Parents or carers will receive a copy of the agreed plan and will be expected to participate fully in the review process.

Temporary part-time timetables will normally be reviewed on at least a weekly basis during the initial stages and thereafter at intervals determined by the learner's progress. Reviews will consider attendance, engagement, emotional wellbeing, academic participation and progress towards agreed reintegration objectives. Where appropriate, attendance hours will be increased incrementally as the learner's confidence and resilience improve.

The SENCO will maintain oversight of all temporary part-time timetables and ensure that arrangements remain compliant with Department for Education guidance and Local Authority expectations. The Headteacher will retain overall responsibility for authorising reduced timetables and ensuring that they remain exceptional, proportionate and time limited.

Where a learner is unable to return to full-time education within the anticipated timescale, the school will convene a review meeting involving parents or carers, the Local Authority and relevant professionals to consider whether additional interventions, amendments to the learner's provision or further statutory processes are required. Every effort will be made to

ensure that learners return to full-time education at the earliest opportunity consistent with their wellbeing and educational needs.

The implementation and effectiveness of all temporary part-time timetables will be monitored through the school's quality assurance processes. This monitoring will enable senior leaders to evaluate outcomes, identify emerging trends and ensure that reduced timetables remain an exceptional measure rather than a routine intervention.

9. Learner Voice and Partnership with Families

Learning4life-GY believes that successful transitions are achieved when learners and their families are recognised as equal partners in planning and decision-making. The school is committed to ensuring that learners are actively involved in shaping their educational journey and that parents, carers and trusted adults are supported to contribute meaningfully throughout the transition process. By working collaboratively, the school is able to develop transition arrangements that reflect individual aspirations, strengths, needs and preferred methods of support.

Learner voice is embedded throughout all stages of transition planning and reflects the school's commitment to person-centred practice. Staff recognise that learners are experts in their own experiences and should be encouraged to express their views, identify their aspirations and contribute to decisions that affect their education and future. Opportunities for learners to share their views are provided through tutorials, one-page profiles, Education, Health and Care Plan (EHCP) Annual Reviews, learner surveys, School Council meetings, careers interviews and individual transition planning meetings. Where learners experience difficulties communicating their views, appropriate communication methods, visual supports or advocacy services will be used to ensure that their voice is represented.

Parents and carers possess valuable knowledge regarding their child's strengths, interests, previous educational experiences and successful support strategies. The school recognises the importance of maintaining open, honest and respectful communication throughout every stage of the transition process. Parents and carers will be invited to participate in planning meetings, review arrangements and evaluations of transition support. They will receive regular updates regarding progress, emerging concerns and agreed actions, ensuring that support provided within school complements strategies used at home wherever appropriate.

Learning4life-GY recognises that transition can also be an anxious time for families. Staff will therefore provide clear information regarding the transition process, available support, key contacts and expected timescales to enable families to feel informed, reassured and actively involved. Where additional support is required, families will be signposted to appropriate external services, local authority guidance or community organisations.

Feedback from learners and families forms an essential part of the school's quality assurance arrangements. The school actively seeks stakeholder views through questionnaires, meetings, informal discussions and learner voice activities. This feedback is used to evaluate the effectiveness of transition arrangements and inform ongoing service improvement.

10. Multi-Agency Working

Learning4life-GY recognises that successful transitions are achieved through effective partnership working between education, families, health services, social care, employers, post-16 providers and the Local Authority. Many learners require coordinated support from a range of professionals, and collaborative working ensures that transition planning is holistic, responsive and focused on achieving the best possible outcomes.

The school adopts a multi-agency approach that promotes timely information sharing, coordinated planning and clear communication throughout every stage of a learner's educational journey. Wherever possible, transition planning is integrated within wider Education, Health and Care Plan processes to ensure consistency across all aspects of a learner's provision.

Depending upon individual need, transition planning may involve collaboration with Educational Psychologists, Speech and Language Therapists, Occupational Therapists, CAMHS, Children's Social Care, Adult Social Care, Health Services, Youth Justice Services, Careers Advisers, supported employment providers, employers, colleges, training providers and voluntary sector organisations. Staff will ensure that appropriate consent is obtained before sharing information and that all information sharing complies with current data protection legislation and safeguarding requirements.

As learners approach adulthood, the school works closely with receiving providers and relevant agencies to facilitate effective transfer of information and continuity of support. Transition planning will include opportunities for learners to visit future settings, meet key staff, access transition events and develop familiarity with new environments wherever appropriate. Receiving providers will be provided with relevant educational, pastoral and safeguarding information to enable them to prepare effectively for the learner's arrival.

The school also works proactively with North East Lincolnshire Council to ensure that transition arrangements reflect local priorities, statutory responsibilities and Preparation for Adulthood expectations. Multi-agency meetings will be convened where necessary to review progress, address barriers and coordinate support for learners with more complex needs.

11. Transition to Positive Destinations

Preparing learners for successful adult lives is a fundamental objective of Learning4life-GY. Transition planning therefore extends beyond supporting learners whilst they are attending school and focuses upon enabling every learner to achieve sustained, meaningful destinations that reflect their aspirations, abilities and long-term goals.

Planning for post-school destinations begins early and is reviewed regularly throughout a learner's programme of study. Transition discussions are incorporated within Education, Health and Care Plan Annual Reviews, careers guidance interviews, tutorial sessions and Preparation for Adulthood reviews to ensure that aspirations continue to develop as learners gain confidence, skills and experience.

Learners are provided with impartial careers education, information, advice and guidance that enables them to make informed decisions regarding their future. They are supported to explore a wide range of progression opportunities including further education, apprenticeships, supported internships, supported employment, traineeships, voluntary work and paid employment. Where appropriate, learners also receive support to access independent travel training, work experience placements, employer encounters and enterprise opportunities that strengthen their readiness for adult life.

The school recognises that successful transition extends beyond employment and education. Transition planning therefore considers wider aspects of adulthood including independent living, community participation, emotional wellbeing, healthcare and social care needs. Staff work collaboratively with external agencies to ensure that appropriate referrals, assessments and transition arrangements are completed in a timely manner and that learners continue to receive appropriate support following their departure from Learning4life-GY.

Following learners leaving the school, destination information is monitored wherever possible to evaluate the effectiveness of transition planning and identify opportunities for further improvement. Sustained destinations are viewed as a key measure of the school's success in preparing learners for adulthood.

SECTION 11 – TRANSITION TO POSITIVE DESTINATIONS

TRANSITION PATHWAY FLOWCHART



Our goal is for every learner to achieve a sustained, meaningful and ambitious destination that enables them to lead happy, healthy and successful adult lives.

12. Roles and Responsibilities

Transition is recognised as a whole-school responsibility and relies upon effective leadership, clear accountability and collaborative working between all members of the Learning4life-GY community.

The **Headteacher** has overall responsibility for ensuring that this policy is implemented effectively, that appropriate resources are available to support high-quality transition arrangements and that statutory duties are fulfilled. The Headteacher will ensure that transition practice is monitored through the school's quality assurance processes and that improvements are implemented where necessary.

The **SENCO** has strategic responsibility for coordinating enhanced transition arrangements for learners with Special Educational Needs and Disabilities, overseeing Education, Health and Care Plan processes, coordinating multi-agency working and ensuring that transition planning remains person-centred and outcomes focused. The SENCO also maintains oversight of temporary part-time timetables and reintegration arrangements, ensuring that they remain compliant with statutory guidance.

The **Careers Leader** is responsible for ensuring that Preparation for Adulthood is embedded throughout the curriculum and that learners receive high-quality careers education, employer engagement opportunities and impartial careers guidance. The Careers Leader works closely with external providers to support progression into further education, employment and training.

Teachers and Tutors play a central role in supporting learners through transition. They are responsible for developing positive relationships, monitoring learner wellbeing, identifying emerging barriers, implementing agreed transition strategies and maintaining effective communication with families. Tutors also contribute to Education, Health and Care Plan reviews, learner voice activities and transition planning meetings.

The **Pastoral Team** provides emotional support to learners during periods of change and works collaboratively with teaching staff, families and external professionals to address barriers that may affect attendance, wellbeing or engagement.

Parents, carers and trusted adults are expected to work in partnership with the school by contributing to planning, attending meetings, sharing relevant information and supporting agreed transition arrangements wherever possible.

Learners are encouraged to participate actively in transition planning, express their views, identify their aspirations and take increasing responsibility for their own learning and future decisions as they develop independence and confidence.

13. Monitoring, Evaluation and Quality Assurance

Learning4life-GY is committed to continually reviewing and improving the quality of transition arrangements to ensure that every learner receives effective support throughout their educational journey. Transition practice forms part of the school's wider quality assurance framework and is evaluated through a range of quantitative and qualitative measures.

Senior leaders regularly monitor attendance, learner engagement, emotional wellbeing, behaviour, educational progress, destination data, safeguarding information and Education, Health and Care Plan outcomes to evaluate the effectiveness of transition planning. Particular consideration is given to learners accessing enhanced transition support or temporary part-time timetables to ensure that interventions remain appropriate, proportionate and successful in achieving positive outcomes.

The school actively seeks feedback from learners, parents, carers, staff, governors and external agencies to evaluate the quality of transition arrangements. Stakeholder feedback is gathered through learner voice activities, questionnaires, meetings, annual reviews, quality assurance activities and informal discussions. Findings are analysed to identify strengths, areas for development and opportunities for continuous improvement.

Transition practice is also reviewed through lesson visits, safeguarding audits, attendance monitoring, case studies, curriculum reviews, destination analysis and governance processes. Outcomes are reported to the Senior Leadership Team and Proprietor, informing strategic planning, staff development and future policy review.

This policy will be reviewed annually, or sooner where changes to legislation, statutory guidance or local authority expectations require amendment. The review process will take account of national developments, Department for Education guidance, North East Lincolnshire Council guidance and feedback from stakeholders to ensure that Learning4life-GY continues to provide high-quality, person-centred transition arrangements that prepare learners successfully for adulthood.

1. LEARNER INFORMATION

Learner Name: Date of Birth:

Year / Group: Start Date at L4LGY:

Primary SEND Need(s): EHCP: ☐ Yes ☐ No

Key Worker / Tutor: Transition Lead:

★ STRENGTHS, ASPIRATIONS & INTERESTS

Strengths

- ☐ Communication
- ☐ Independence
- ☐ Social Skills
- ☐ Creativity
- ☐ Problem Solving
- ☐ Practical Skills
- ☐ Other (please specify)

Aspirations / Goals

- ☐ Employment
- ☐ Further Education
- ☐ Apprenticeship
- ☐ Independent Living
- ☐ Community Participation
- ☐ Other (please specify)

Interests:

⚠ RISKS, BARRIERS & SUPPORT NEEDS

Identified Risks / Barriers

- ☐ Attendance
- ☐ Anxiety / Emotional Wellbeing
- ☐ Behaviour
- ☐ Communication
- ☐ Sensory Needs
- ☐ Travel / Transport
- ☐ Health / Medical
- ☐ Safeguarding
- ☐ Other (please specify)

Risk Rating (Overall)

Based on current needs and transition complexity

- ☐ **RED** – High Need / High Risk
- ☐ **AMBER** – Moderate Need / Risk
- ☐ **GREEN** – Low Need / Risk

Summary of Key Support Needs:

💬 LEARNER VOICE

What is important to me?

What I am looking forward to:

What worries me / what I find difficult:

How I would like to be supported:

👤 PARENT / CARER VIEWS

What is important for your child?

What are their strengths?

What are your hopes / aspirations for their future?

Any worries or concerns?

How would you like to be involved?

🎯 TRANSITION SUPPORT PLAN – OBJECTIVES & ACTIONS

Specific objectives to support a successful transition. Progress reviewed using RAG rating.

Objective	Action / Strategies	Who is Responsible?	Timescale / Review Date	Success Criteria	RAG Status (R/A/G)	Date Achieved
					R A G	
					R A G	
					R A G	
					R A G	

R = Red (Not Achieved / Significant Support Required)

A = Amber (Partial Progress / Support Required)

G = Green (Achieved / On Track)



Safe



Respectful



Ready

Empowering Learners, Creating Futures

REVIEW DETAILS

Learner Name: Review Date:

Review Date:

Review Type: ☐ Planned ☐ Interim ☐ Annual Review ☐ Other

Review Period: to

Reviewed By (Lead): Next Review Date:

Attendees:

LEARNER VOICE (THIS REVIEW)

What has gone well?

What has been difficult?

What support has helped?

What would I like to change?

PROGRESS DASHBOARD (RAG RATING)

Attendance	Wellbeing	Engagement	Academic Progress	PfA Progress (4 Outcomes)	Transition Objectives
☐ R ☐ A ☐ G	☐ R ☐ A ☐ G	☐ R ☐ A ☐ G	☐ R ☐ A ☐ G	☐ R ☐ A ☐ G	☐ R ☐ A ☐ G
☐ R ☐ A ☐ G	☐ R ☐ A ☐ G	☐ R ☐ A ☐ G	☐ R ☐ A ☐ G	☐ R ☐ A ☐ G	☐ R ☐ A ☐ G

☐ R = Red (Concern) ☐ A = Amber (Some Progress) ☐ G = Green (Good Progress)

REVIEW OF TRANSITION OBJECTIVES

Objective (from Transition Plan)	Progress & Evidence	RAG	Revised Actions / Next Steps
		☐ R ☐ A ☐ G	
		☐ R ☐ A ☐ G	
		☐ R ☐ A ☐ G	
		☐ R ☐ A ☐ G	
		☐ R ☐ A ☐ G	

PARENT / CARER FEEDBACK

What has gone well?

What support has been most helpful?

Any concerns?

Any other comments:

MULTI-AGENCY FEEDBACK

Agencies / Professionals Involved:

Key Feedback / Recommendations:

TEMPORARY PART-TIME TIMETABLE (if applicable)

Currently on Temporary Part-Time Timetable: ☐ Yes ☐ No

If Yes - Hours per week: Days:

Rationale:

Review Frequency: ☐ Weekly ☐ Fortnightly ☐ Monthly

Educational Provision during non-attendance:

Safeguarding Arrangements:

Planned Return to Full-Time Education Date: Parental Agreement: ☐ Yes ☐ No ☐ N/A

REINTEGRATION PLAN (if applicable)

Current Phase: Target Full-Time Date:

Phased Plan / Milestones:

Phase	Target Attendance / Hours	Target Date	Key Focus / Support	RAG
Phase 1				☐ R ☐ A ☐ G
Phase 2				☐ R ☐ A ☐ G
Phase 3				☐ R ☐ A ☐ G
Phase 4				☐ R ☐ A ☐ G

AGREED ACTIONS

Action / Next Step	Who is Responsible?	Timescale / Review Date	Success Criteria	Completed (Y/N)
				☐
				☐
				☐

10. REVIEW OUTCOME

☐ Continue current plan ☐ Increase independence / reduce support

☐ Amend support / strategies ☐ Complete transition plan

☐ Increase support ☐ Escalate to multi-agency review

Other:

SIGNATURES

Learner (where appropriate): Signature: Date:

Parent / Carer: Signature: Date:

Transition Lead: Signature: Date:

SENCO: Signature: Date:

Headteacher / SLT: Signature: Date: