

Transition

Transition into adult services is a process that starts from the age of fourteen to allow pupils the time needed to become accustomed to moving on from full time provision in school. Students attending our school often have a complex individual profile of needs so transition is highly personalised in line with student well-being and preferences.

A multidisciplinary approach is central to arrangements for transition so team working contributes to the whole of transition. Teams involved in the transition process are students, parents and teachers, key workers from residential staff and personnel from social services. The meetings are held to discuss the progress and well-being of pupils and their future placements. A report is made which pulls together information from more services including that from our therapy teams.

School years are organised by age and post 16 staff work towards building good working relationships with adult residential services to ensure transition is as smooth as possible for the student and information is still conveyed daily between school and home. Parents are involved in every step of the transition to ensure they too are happy with their children's future.

Personalised learning sessions in the later years of school focus on building and consolidating skills that are transferrable and can be continued in adult life. There is a strong onus on developing communication skills which enable self-determined decision making to contribute to future plans if the student has the capacity to advocate. On another level, communication skills are developed to assist pupils with making decisions that affect their daily lives e.g. what to drink so they still exercise choice in a developmentally appropriate way. A range of communicative methods are used to facilitate this.

Assistive technology, mainly switch use, is also encouraged to nurture independence. Many personalised learning sessions include motivating use of switches in real-life contexts for example turning the channels on TV or using a big mack to initiate interaction. Students in the school can access a SMART flat, adapted by occupational therapy and assistive technology teams to encourage environmental control. From the use of this space school staff are able to contribute towards assessing what equipment students can use in their homes following transition.

In the last year of school, students take part in activities through ELMS, the adult learning service. This is beneficial to our students because they get to know staff and other service users gradually in an informal and fun way. The activities organised through ELMS are engaging and tailored to meet the needs of service users so our school students still make good progress in sessions. There is also the chance for service users to go sailing through enrichment; this is a good outdoor pursuit to build motivation and engagement ensuring our young people develop an interest in things outside of school. Facilities on site can also be part of the transition process and students who have the correct knowledge and skills can take on roles on responsibility within the trust for example working in the shop.

Overall the curriculum, particularly in the latter years of post 16 is specifically designed to facilitate a transition which is suited well to individual needs. Multidisciplinary working compliments the teaching of planned activities to ensure a holistic process is implemented which benefits the students and promotes happiness and wellbeing for their future in adult services.