



Maplewell Hall School

# K5 transition information



## Overview of Post-16 provision at Maplewell

We have prepared this booklet to support you and your young person in considering your options at Maplewell, but also to begin thinking about your future beyond. Some of the information is relevant now, but it is important to begin to think further about your young person's future, as this will enable us to support in the progression towards this during annual reviews.

Throughout Key Stage 4 your child has worked hard to complete a range of qualifications that recognise their success in school. The next steps at Post-16 are about: -

- Continuing with academic progression that will support next steps to college, employment or supported living centres
- Developing further skills and strategies as your child is becoming an adult
- Preparing your child for the future and seeking opportunities that will enhance and promote these experiences as part of their day
- Providing vocational learning to develop employability and independent living skills



Pupils at Maplewell are already at different places in making their next steps from our special school. This is absolutely fine and we embrace this fact. Examples of progression from Maplewell include: -



- Joining Year 12, but upon realisation of results from Y11 qualifications, are ready to move to college to focus on a specific course. This transition can occur at any time throughout a year group and we will work together to support your child in these next steps.

- Completing all of Year 12 and developing skills for independence, confidence in being prepared for college, along with travel training and the mindset that they are capable of completing a course of their choice. Annual reviews for K5 occur at the beginning of each academic year to discuss next steps, along with the pathway reviews that are completed with your child throughout the year. We will support during the process of applying to college, transition visits and meetings during this time.

- Completion of Year 12 and 13 at Maplewell and entering paid employment or apprenticeships. We support pupils in applications for a range of jobs (some have paid work in the evenings or weekends) and this is encouraged to promote independent living skills. Pupils can leave education at the age of 18 into employment and this is classed as a successful outcome.
- Completing 3 years at Maplewell with transition into college or an independent specialist provision. Pupils will be able to complete the employability qualifications with ourselves and then can study specific programmes or continue learning. We will need to work closely as a team in any applications to independent specialist provisions due to compelling evidence to request that your young persons-needs require this additional input.

The above are just a selection of the range of fantastic outcomes that pupils are able to achieve. Over the next year we will also be developing further: -

- Work placements, work experience and volunteering opportunities
- Liaison with FE colleges to identify apprenticeship opportunities and internship opportunities that provide valuable experience
- Links with adult training providers that provide employability development and support for young adults Post-19
- Close links with SENA to support a pathway planning approach in supporting young people with aspirations and developing confidence in working towards these aims

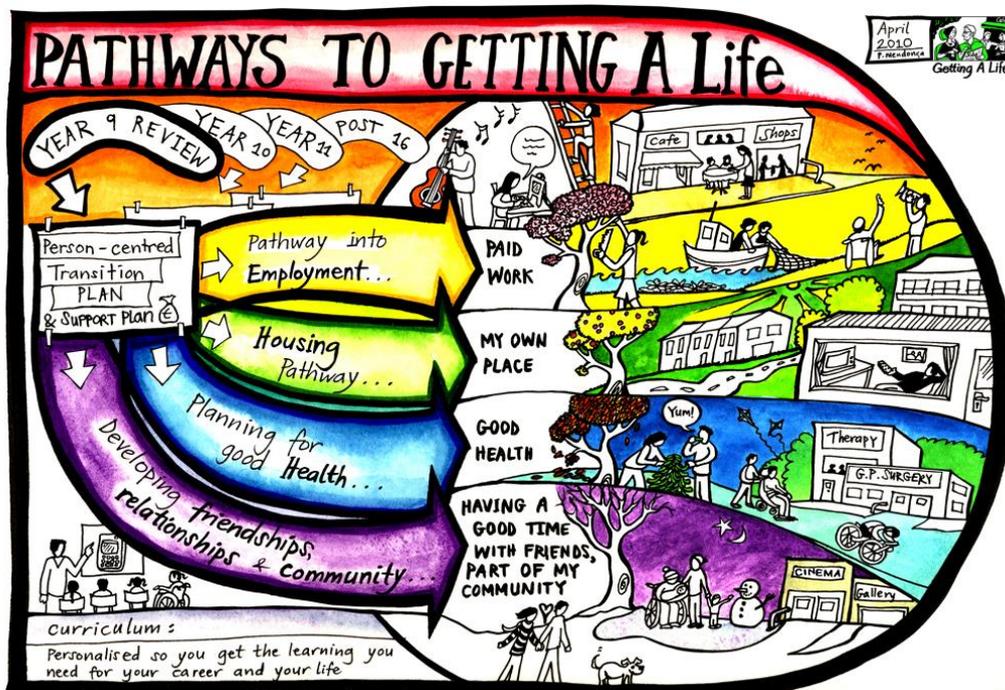
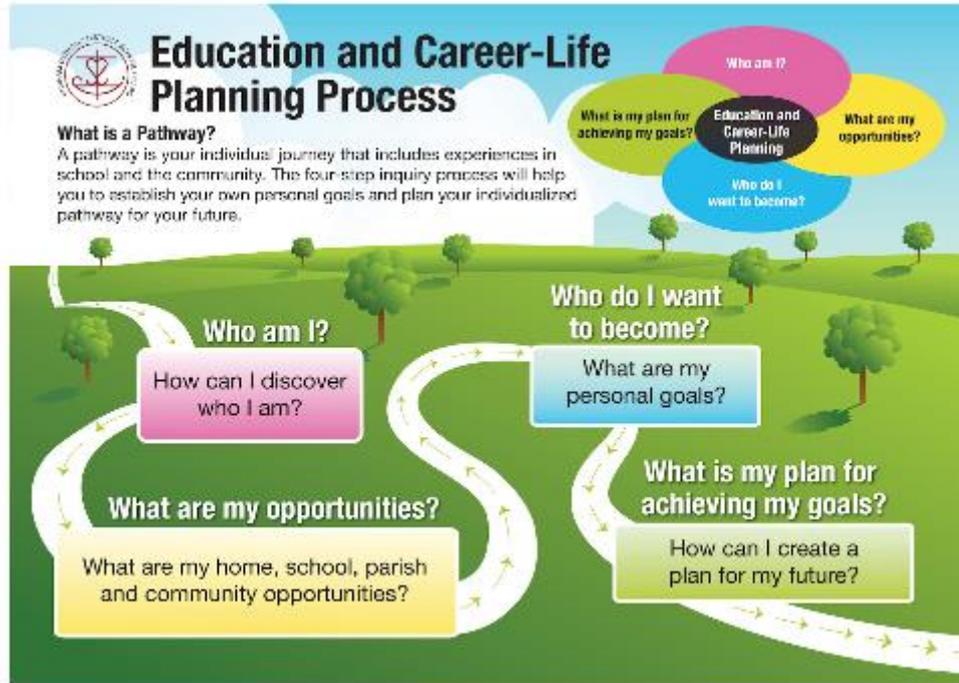
There are many opportunities that we are constantly sourcing to provide your child with the best experience, skill development, understanding of the world and community around us, independence, academic qualifications and many more experiences that will support their development into successful young adults. We use the word 'outcomes' a lot more in our planning and our aim is to provide successful outcomes that can be evidenced in many forms.

### **Person Centred planning- My Pathway Tool**

Within this pack is a planning tool that we will use in school to ensure, where possible, we secure the desired positive outcomes for your child. The pathway is used to support and plan different tasks, skills and strategies that your child will need to develop to aim for their desired target. Your child will need support in securing the learning opportunities, not just through school, but also from a variety of people around them. The other people that should be supporting your child can include parents/carers, siblings, other relatives, medical professionals, social care and any other support that they require. We then all work as a team collaboratively to support your child along their path.

The Pathway tool is able to be adapted at any time, and hopefully this will happen as your child begins to understand themselves about their capabilities. Your child needs to understand that it is very beneficial to have aspirations and that them as an individual have the potential to provide their skills to colleges, employers and beyond. We need to teach them self-belief during this pathway as all staff at school believe in their potential.

Ideas of pathways: -



**Instructions on completing 'My Pathway'**

1. Work experience/Travel Training. Let us know what your child can do and would like to do

2. Anything more. Record anything else your child may need to do to get to their targets

4. Dream. For each heading right down what your child's aspirations are for each header

5. Work in progress. Write down where you think they should be in 6 months time

6. First Steps. Write down the initial steps your child needs to take

7. Support. Write down names of the people and what they need to do to support your child in achieving their targets

3. Targets. For the next 3 years write down what they will need to do to achieve their Dream

8. Here and Now. Write down where they feel they are at right now for each header

**Anything more?**  
What progress should have been made in 6 months time?

**First Steps**  
What needs to happen as soon as possible?  
Who and what can support your child to reach their outcomes?

**here & now**  
1. Employment: \_\_\_\_\_  
2. Independent living: \_\_\_\_\_  
3. Health & wellbeing: \_\_\_\_\_  
4. Community inclusion: \_\_\_\_\_  
5. Academic progress: \_\_\_\_\_

**What does your child and support group need to do to keep motivated and strong?**

**My Targets**

PAA outcome:	Year 1	Year 2	Year 3
Employment:			
Community inclusion:			
Health & wellbeing:			
Independent living:			
Academic progress:			

**Work experience ideas:**  
**Travel training skills:**

**Dream**  
1. Employment: \_\_\_\_\_  
2. Independent living: \_\_\_\_\_  
3. Health & wellbeing: \_\_\_\_\_  
4. Community inclusion: \_\_\_\_\_  
5. Academic progress: \_\_\_\_\_

Pupil Name: \_\_\_\_\_ My Pathway

Ideas:  
 Employment: job type/industry/volunteering  
 Independent living: life skills, travel, own house  
 Health & Wellbeing: dentist/Dr/Hospital, hygiene, diet  
 Community inclusion: friendships, travel, clubs  
 Academic progress: English, Maths, specific skills

## **Core subjects**

In Post 16 we continue to provide English and Maths due to these subjects being an integral part of becoming a successful young person and support in securing places at college or in employment. Pupils will continue to progress and their teachers will identify the correct pathway to secure them the best possible outcome.

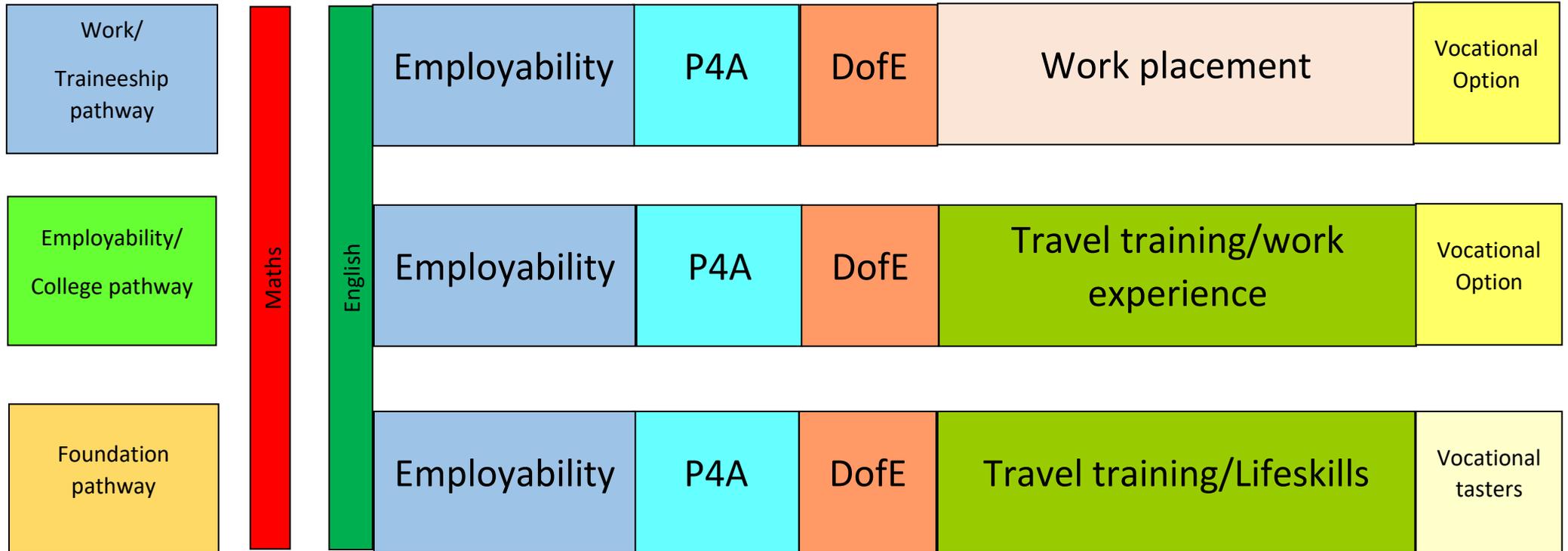
Currently we offer Entry 3, Level 1 and Level 2 qualifications in each area, alongside the possibility of further study in GCSE's. This secures the best learning experiences and final outcome in each core subject area. Your child's subject teacher will flag the course that they will follow through their reports and parents evening. Plus, you are able to discuss this at any time if you contact us.

If pupils complete their core subjects at their personal highest level, they will then have the opportunity to complete Units that will form part of the Employability course or the Themed Awards. This covers a range of topics that are integral in preparing for adult life. These topics include budgeting, telling the time, reading everyday information, CV building, application forms etc. There really are a lot of topics that will keep your child engaged in these subjects to ensure that they have mastered or are beginning to practice the functional skills of life in preparation for adulthood.

We are constantly reviewing your child's progress within these subjects. There will still be the opportunity of after school tuition and revision sessions.

# Maplewell Pathways for Key stage 5

Core subjects	Entry 3, Level 1 or 2 Employability qualification and Vocational specific qualifications
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*Pupils will be able to move between the pathway's as all subjects will be taught as units that enables pupils to complete the number of credits to gain the qualifications. Any pupils leaving before the qualification is completed will still attain credits from the Units completed.*

## **Employability/P4A**

The employability qualification is made up of a range of subjects that include: -

- Preparation for Adulthood Units of work
- Employability units of work

Examples of units of work the compulsory subjects cover: -

- PSHE
- Citizenship
- Independent living skills
- Travel training
- Volunteering
- Budgeting
- CV building
- Confidence and self-awareness
- Interview skills
- Employability skills
- Diet and exercise
- Work experience
- Enterprise
- Careers
- Relationships
- Diversity and society
- Finances
- Social skills
- Science
- Preparing for college

This is just a general overview of the Units covered. There are many elements to these topics that build up the Units to achieve the qualification. We will use pupil's individual pathways to support learning towards their targets by identifying the key Units that will develop their skills and understanding.

In addition to these subjects, pupils can choose options during their time in Post 16. The options will vary each year to provide pupils with a range of skills and learning experiences in obtaining their qualification.

Each subject will have a range of units that they will cover. Each Unit of completion is awarded credits and over time these are accrued to achieve the final Level 1 or 2 award/certificate or diploma. The subjects that the qualification can currently cover are and will be optional subjects over the coming years: -

- Animal care
- Administration
- Building and construction
- Business management
- Construction
- Child development
- Engineering
- Environmental
- Hospitality and catering
- Horticulture and forestry
- History
- Health and social care
- IT
- Media and communication
- Performing arts
- Retailing and wholesaling
- Hair dressing
- Sport, leisure and recreation
- Transport and maintenance
- Painting and decorating

- Warehousing
  - Enterprise
  - Travel and tourism
- Land based studies-  
gardening/horticulture/floristry skills

If option subjects complete their units quicker, we will be sending out an additional options form during that academic year. In other cases, more units can be studied in each subject. If not all subjects are able to do this, then we will cover more units within that subject.

Throughout each year and term, we will look at the subjects that we offer. This will allow more flexibility and choice for your child, alongside ensuring they hopefully get their preferred choices at some point during their time in Post-16. This is always quite tricky and when we get the option choices back we do spend time looking at what options will be available based on the timetable. In some cases, subjects may not run as we do not have a sufficient group size to warrant this, but with a rotational option choice throughout each academic year and each new school year, we will be able to offer more subjects than what has been previously offered.

In some cases, pupils may wish to transition to college or work so they may not complete the qualification. In these instances, pupils are still able to use the credits accrued from any work submitted to recognise their achievements in these subjects. This is an advantage in comparison to other courses, as it gives pupils the flexibility to make different decisions about their pathway for the future, along with gaining accreditation for all work completed.

All qualifications will come from the City and Guilds qualification suites and/or the NCFE qualification suites. Both are recognised by employers and colleges and enable pupils to continue studying them in more detail if they wish, after they leave Maplewell

### **Duke of Edinburgh**

All pupils will cover D of E during their time in Post-16 as it enables pupils to develop the vital skills in preparing for the wider world. It covers a variety of skills including volunteering, outdoor education, household skills, basic cooking, travelling within the community, this is all alongside developing confidence and resilience. All pupils are able to complete the qualification at Bronze, Silver or Gold level. The Award is widely recognised amongst colleges and employment and is an ideal practical qualification that develops the vital skills for adulthood. More information can be found here: <https://www.dofe.org/>

### **Work Placements/experience**

We encourage all pupils to gain the valuable skills of a work experience or placement during their time with us in Post 16. Pupils are able to access a variety of experiences with or without the support of an adult. All pupils who wish to gain the Traineeship qualification will need to complete a work placement.

Work experience enables pupils to: -

- Get to know how people work together, how things get done and how work differs from school or college
- Find out if a job is as you imagined, whether it would suit you and the training needed to get into it
- Find out which work activities you enjoy, and which you don't
- Can help you set some career goals

### **Travel Training**

All pupils gain the support from staff in learning the vital skills of being able to use public transport. This is fully supported by staff to ensure safety of pupils. As pupils become more independent we ask for a permission slip to be completed to change how we differentiate supervision based on a pupils needs.

Within these sessions we will also visit the different colleges around the county to help prepare your child for their future. We also encourage parents/carers to complete this too during their open days to gain a better insight into what is available in further education.

We also visit career fairs, volunteering events, museums, hospitals and many more opportunities so that pupils develop their confidence with their social and independent skills. Some visits will also be outside of the county too. Please ensure that you complete the permission slip so that these lessons can begin right at the beginning of the term.

## Additional information and support for the future

Preparing for adulthood can be an exciting time for young people as it is full of new opportunities. However, it can also be a worrying time as young people move on from familiar people and places and face new challenges. At Maplewell our Post-16 provision is about developing the skills, strategies and resilience in preparing pupils for young adulthood and beyond. We continue to support pupils through a structured environment, but provide the opportunities for each pupil to thrive in their emotional and personal development for their future.

Our curriculum offer has been developed to continue vocational and academic learning to provide the stepping stones into college, work or employment. Pupils will be able to achieve a qualification at the appropriate level, alongside continued support in progressing towards a higher outcome for English and Maths. All of these subjects will ensure that pupils gain opportunities in life skills, understanding of the world around them, developing further independence and confidence, along with the many other valuable skills of becoming a successful adult.

The transition from childhood to adulthood can be a stressful time of change for all young people and their families. It can lead to anxiety and questioning about who they will become as adults and how they will make their way in life and achieve their aspirations. For young people with disabilities and special needs this period can be even more daunting. They need to prepare for:

- Higher education and/or employment
- Independent living
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life.

It can be particularly difficult for a young person in developing strategies to prepare for their future. The aim is to begin early and achieve the transition to a new set of circumstances as smoothly as possible, and in the process to develop the young person's skills and abilities. While education, health and care plans now reflect the view of the child from an early age, the focus from age 16 must be on the young person and their wishes and aspirations for their future.



## **When does preparing for adulthood start?**

When a child is very young, or SEN is first identified, it is important that families know that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. High aspirations are crucial to success, and so discussion about longer term goals should be discussed at each stage through their education. During annual reviews, and other meetings we will seek to understand the interests, strengths and motivations of young people and use this as a basis for planning support around them. This is called a person-centred approach that considers the targets and aspirations that we will all need to plan together. We will use the 'My Pathway' tool to collate these ideas and strategies.

## **Year 11 and Post 16 key information**

The following is key information that needs to be considered for your young person's 16-19 education:

- Personal Transport Budget (PTB)—the post-16 transport policy differs from Key stage 3 and 4 and all pupils entering Post-16 education will need to reapply for this. More information can be found here: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/transport/personal-transport-budget>. If you require any support with the completion of this form please contact our home school link workers
- Moving from school to college – It is important that we are able to share key information with post-16 education provider and course tutors to ensure that your young person has a successful transition. This is an essential process to ensure your young person is ready to learn upon arrival and is able to deal with the changes in this new setting. We will support with these elements when the time is right for your young person to move into Further Education.
- Ensuring the young person has access to careers and learning advisor support. This is discussed readily during P4A and employability lessons, alongside gaining valuable knowledge and information from visiting numerous colleges, Job centres etc. Plus, we will be implementing further careers support for pupils over this coming year.
- Funding applications and longer term plans. It may be important to include health and social care services during the transition period to support your young person with independent living and support. During your annual review please request the support from a Social Care Transition Worker.
- Ensuring that your young person's next steps is appropriate and able to continue developing the skills and strategies in preparing for adulthood. There are many other routes outside of your typical education pathways- supported living centres, adult trainer providers, work placements- that may be valuable to your young person. To access these we will need the support from the Social Care Transition Worker.
- Funding will be available for specialist colleges only if needs cannot be met locally at a FE college – such as support for working opportunities. If you are considering these pathways after Maplewell SENA will require detailed evidence to agree to this provision on their EHCP
- Joint funding may be requested from social care and health for independent specialist provisions, but will only be agreed if the funding falls within Fair Access to Care eligibility criteria and is affordable under personalisation. Where a local college has decided it cannot meet a young person's needs, this will be fed into the transition planning process. Needs that cannot be met locally will be included within future commissioning arrangements for

young people with disabilities and complex needs so that local service provision can improve.

### **What happens between ages 18 to 25 years?**

From Year 11 we will include personalised planning every year to make sure that we are still meeting the young person's needs, and if not supporting in the next steps to the appropriate provision. For example, making sure that their needs are met once they leave school and that the plan accounts for any changes in their lives such as new personal interests, or a desire to find a job. The age that young people will leave full-time education will vary, however your young person's EHCP can be implemented up to the age of 25. A flexible approach is needed in ensuring positive outcomes for people with SEN.

### **Support from Adult Social Care**

It may be necessary to engage with the support of the adult social care system to ensure that your young person's needs, are met from the age of 18. This is not always relevant in all cases, but important to highlight that this support is still available.

Your local authority dependant, on where you live, must carry out a transition assessment under Section 58 of the Care Act at the right time when there is significant benefit to the young person in doing so, and if they are likely to have needs for care and support after turning 18. This is important to support young people receiving Children and Family Services and their parents/ carers to plan for the future by providing them with information about what to expect when the young person becomes an adult. Key changes following the child's 18th birthday are that the young person's legal status moves from child to adult, that they are now under the Care Act and that services become chargeable. When the young person reaches 18, they will decide whether to treat the transition assessment as an adult needs assessment (or carers' assessment) under the Care Act, depending on timing and whether circumstances have changed. If eligible needs have been identified, check, and if necessary amend, the care and support plan. Where a transition assessment was not conducted before the young person's 18th birthday and should have been (or where the young person's circumstances have changed), an adult needs or carer's assessment must be carried out.

Be aware that the eligibility criteria for Children's and Adults' services are different. This may result in some of the young person's needs for care and support not being eligible for local authority services when they become adults. Alternative ways of meeting those ineligible needs can be sought through the young person's support network and voluntary and community organisations.

The young person may have to pay for some of the services they receive as an adult. This will depend on their income and how much help they need. They will be asked to complete a financial assessment and their Social Worker can give them advice and support with this.

### **Support from Adult Health Care**

If a young person has ongoing health needs their health team will support them to plan their future. This could include their GP, Paediatrician, Occupational Therapist, Speech and Language Therapist, Physiotherapist and Nurses.

Some people may be referred for an NHS Continuing Health Care assessment for adults. This again will support if your young person requires any specialist services from the medical system.

NHS continuing healthcare is free care outside of hospital that is arranged and funded by the NHS. It is only available for people who need ongoing healthcare and meet eligibility criteria. To be eligible

you must be over 18 and have a complex medical condition and substantial and ongoing care needs. You must have a 'primary health need', which means that your main or primary need for care must relate to your health. Eligibility for NHS continuing healthcare does not depend on:

- A specific health condition, illness or diagnosis
- Who provides the care or
- Where care is provided If you have a disability, or if you've been diagnosed with a long-term illness or condition, this doesn't necessarily mean that you'll be eligible for NHS continuing healthcare. To find out whether you are eligible your care needs will need to be assessed by a health professional.

If you are eligible, you can receive NHS continuing healthcare in any setting, for example:

- In your own home – the NHS will pay for healthcare, such as services from a community nurse or specialist therapist, and personal care, such as help with bathing, dressing and laundry
- In a care home – as well as healthcare and personal care, the NHS will pay for your care home fees, including board and accommodation NHS continuing healthcare is free, unlike social and community care services provided by local authorities for which a charge may be made, depending on your income and savings.

For more information, please go to:

[www.nhs.uk/conditions/social-care-and-supportguide/pages/nhs-continuing-care.aspx](http://www.nhs.uk/conditions/social-care-and-supportguide/pages/nhs-continuing-care.aspx)

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/health/accessing-nhs-continuing-healthcare>

<https://www.preparingforadulthood.org.uk/>

<https://www.mencap.org.uk/>

*Maplewell work collaboratively with parents and carers, colleges and employers to secure positive outcomes for all of our pupil's futures.*

*Every pupil should have high aspirations and targets to work towards, as this will secure independent living and employability wherever possible. We believe in our pupils and that their uniqueness is a fantastic attribute to society.*