

TRANSITION CHECKLIST FOR CiC YEAR 11 STUDENTS

SEPT – DEC PLANNING FOR POST-16 (1)	JAN – MARCH PLANNING FOR POST-16 (2)	APRIL - JUNE EXAM PERIOD	JULY – SEPT PREPARATION FOR TRANSITION TO POST-16	(Year 12) SEPT – DEC READJUSTMENT/ SETTLEMENT
Considerations: ☐ Has the young person had a careers interview? If not, can this be arranged? ☐ Does he/she/they know about the post-16 events that are taking place at providers which may be suitable for them? Are carers aware? Who is taking him/her/them? ☐ 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 do 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 post16 options?	Considerations: ☐ Have all post-16 applications been submitted? ☐ Has a plan B been considered and planned for? ☐ Are the post-16 plans realistic: will the young person cope in their chosen post-16 environment? If the young person hasn't been engaging with education in year 11, how likely is this to change in 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? ☐ Does the young person have a Career Action Plan/ Career meeting notes? If so, please attach the plan to the young person's e-PEP? ☐ 16-19 Bursary Fund - Has the eligibility (Vulnerable Groups) and criteria (awarded on financial need) been explained to the young person.	Considerations: ☐ Has the young person been offered a conditional place at his/her/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: NCS, volunteering, work experience or p/t work? ☐ What about travel arrangements? Will he/she/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 – Leaving Care • Maybe a change of accommodation and learning to live independently • Change of education environment, staff and friends.	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 his/her/their place at the preferred post-16 provider; or what to do if he/she/they do not achieve the required grades? ☐ Is the young person aware of the dates of college Advice & Guidance days should he/she/they change his/her/their mind regarding his/her/their post-16 option. ☐ Who will ensure that the young person attends his/her/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 during this period as well as losing the structure of the school day/week: • Change of social worker • Change to a different service – Leaving Care • Maybe a change of accommodation and learning to live independently • Change of education environment, staff and friends.	Considerations: ☐ Have contacts been established between the young person's CiC/Leaving Care Social Worker 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 his/her/their provision on the first day? Who will be contacted if he/she/they do not attend? ☐ How will the young person know what support is available should he/she/they struggle with the new environment; with the coursework assignments; with his/her/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 his/her/their chosen post-16 option: • Maybe learning to balance study/work with increased freedom. • Learning to take responsibility for his/her/their own learning. • Learning to manage increased freedom with reduced supervision. • Learning to become financially responsible for, and managing tight budgets