

Brief overview of post-16 transition statutory expectations and scope

Statutory expectations

- The Education Act 1996, SEN regulations and the SEN code of practice set out a statutory transition planning process for young people with SEN statements from Year 9 onwards.
- Young people with learning difficulties and disabilities who are leaving school must have an assessment in the last year of compulsory schooling up to the age of 25.
- *Youth Matters: Next Steps* has set out plans for comprehensive information, advice and guidance for all young people with targeted support for those with complex needs.
- There is a core standard within the *National Service Framework for Children, Young People and Maternity Services* on 'Growing Up into Adulthood', and within the standard for Disabled Children and Young People and those with Complex Health Needs there is a marker of good practice on multi-agency transition planning.
- The Council for Disabled Children has developed the Transition Information Network.

(Adapted from HM Treasury and Department for Education and Skills (DfES), 2007, pp. 40-41)

Scope of transition planning

Hudson (2003) summarises the expectations of the transition planning process:

'... transition planning needs to be comprehensive in nature, addressing all of the major areas of adult functioning: continuing education, employment, residence, daily living, health, leisure, communication, inter-personal skills, self-determination and community participation. However, it is insufficient to simply identify the main areas of relevance; what is also necessary is to determine the needs and wishes of the young people themselves, for it cannot be assumed that there is a concurrence of view across young people, their parents or carers, and the professionals involved. It is here that comprehensiveness must mesh with the second key transition issue—individualisation. That is, the transition planning experience must simultaneously be broad in scope (service systems) and narrow in focus (upon the uniqueness of each individual).'