

**Priority 5:** The review of the children and young people's needs at transition points between key stages in education and from one phase of education to another is weak. As a result, children and young people are often not prepared for the next stage of learning, training or adulthood.

**Overall Status of the Priority Area**  
**Blue** - outcomes agreed, and embedded and being delivered  
**Red** - Work in progress or not started and there are concerns that the outcomes may not be delivered in time,  
**Amber** – Work In progress, and expected to be completed in time for the outcomes to be delivered by the date in the plan.  
**Green** - Completed.  
**Grey** - work not started but there are no concerns that outcomes may not be delivered.

**Vision for the future:** Arrangements for the review of the children and young people's needs at transition points between key stages, from one phase of education to another and then into employment/work readiness and independence are effective.

G/A

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Progress Red - Delayed Amber – In progress Green - Completed Grey - not yet started				Sub Group Action to date (Implementation)	EVIDENCE (See PR 5 Position Statement)
				Dec-19	Jan-20	Apr-21	Dec-21		
[5] Arrangements for the review of the children and young people's needs at transition points between key stages, from one phase of education to another and then into employment/work readiness and independence are effective	A. Agree multi-agency standards and QA framework for EHCPs, to ensure that plans are thorough, comprehensive and detailed, and co-produced within agreed timeframes, and reviewed annually and at the points of transition.	Lynsey Bissell/ Cathy Morris	School, Vfc and Parent/Carer surveys show improving satisfaction with EHCPs	R	G	G	G	Feb 2021: See [4a/d]	1. Quality Standards Info 2. Feedback on QA Workshops 3. Position Statement (EHC)
	B. Co-produce phase specific transition standards for the completion of the annual review.	Julia Anderson	Transition standards are approved by the SPG.	A	R	G	A	Feb 2021: Transition principles developed and presented to SEND IPG and approved. Transition Standards were due to be developed but having discussed as a partnership it is felt that Transition	1. Transition principles
	C. Co-produce with education providers guidance for effective transitions between phases and education providers. (transition principles)	Julia Anderson	Agreed protocols and guidance documents are approved by the SPG	A	A	A	G	Feb 2021: EYs Transition survey to schools, parents and EYs settings completed and summary of findings undertaken. SALT communication pathway in development and prototype for interactive pathway also developed (Req. for EB). Early Outcomes fund project has finished, but SCC continuing for another 12 months. New EYFS levels due to be in place by Sept 2021 - 1/3 of SCC reception/nursery classes are early adopters. EY's GR is in place, but concerns that settings may not be aware of it so information to be sent again. Two year-old progress check workshop taking place in Nov 2021. Three issues to be discussed 1. consistent format 2. sharing information electronically 3. quality of information shared. Case studies to be undertaken: 1. Looking at joined up working across health and education and highlighting any issues. 2. Looking at EHC requests in reception for children known to EYF. 3. Exclusion in KS1. Graduated Response sub group report that principles have been drafted and shared with IPG Group. Awaiting direction on further requirements. GR Sub group also report that transition needs are now discussed at District Hubs and that the guidance is in progress. December 2021: Principles in place. Transition projects in place across EY/Primary/ Middle and Secondary school. These continue to be rolled out	1. PFA Guidance (2021) 2. Transitions Principles (2021) 3. PFA Standard 4. Early Years' Questionnaire summary

D. Co-produce Preparation for Transition guidance which would lead into review (particularly for Parents/Carers and YP) including wider actions that feed into the annual review (info sharing)	Julia Anderson	Transition standards/principles, good practice guidance and agreed protocols are published on the Local Offer  All parents whose CYP EHCP will be reviewed pending Transition, receive clear information that explains the process and how decisions are made about their child's next phase of education, progression into employment and adulthood.	A	A	A	G	<b>Feb 2021:</b> Transition principles have been approved by SEND I&P Board. <b>May 2021:</b> Query if this has been approved? Check minutes of I&P board. December 2021: Transition Principles Developed, partnership meeting developed and agreed that the view on transition is so broad as there are so many transition points across the system. As a result agreed that transition was the focus of the partners planning and transition updates shared at the SEND and Inclusion Partnership to ascertain if this is a critical issue that needs further work	As above
E. Ensure parents are aware that they can bring forward annual reviews.	Head of SEND	Agreed protocols and guidance documents are approved by the SPG	A	A	G	G	<b>Apr 2021:</b> QA standards developed for Annual Review process. Annual review reset project established, and Staffordshire recognised by DfE for good practice in conducting ARs in digital format. Exploring ways of supporting A/R digitally –	1. Quality Standards Info 2. Feedback on QA Workshops 3. Position Statement (EHC)
F. Review the EHCP outcomes for post 16s to ensure that they demonstrate aspirations, progression and independence, making best use of advice and guidance within the PFA outcomes framework.	Cathy Morris/ Lynsey Bissell	EHCP Audit and Analysis	A	A	A	G/A	Apr 2021: SEND Assessment Team temp Focus Group (Phase Transfers/post 16) to improve quality of EHCPs December 2021: Agreed that review will link with the Audit process to ensure all aspects of quality are considered as one.	1. Positive Practice eg (Transitions) 2.

G. Agree with partners Early Years area SENCo support to smooth transitions from EYs settings to schools and develop robust transition arrangements.	Emma Dodd	SCC and Entrust have agreed EY area SENCO support. Schools to be surveyed in Autumn term 2019 to monitor impact.	A	G	G	G	<p><b>Feb 2021:</b> Principles drafted and shared with I &amp; P Board. Awaiting direction on further requirements. Transition needs discussed at district hubs. EY's Sub Group have developed further tasks: EY's Transition survey has been sent to settings, schools and parents and findings have been analysed (in EB). Good practice guidance will be produced ready for summer term 2021.</p> <p><b>May 2021:</b> Agreement has been reached that the County will look at an all-age transition project and a new working group will be set up to progress this. Much work is taking place in Health on transstion and it is vital that this is also included. Case studies looking at EHC requests in the first term and a half of Reception, and exclusions in Key Stage 1 are underway Health/education case study looking at the children's stories – names have been shared but need to be progressed</p>	<p>1. Early Years' Questionnaire Summary 2. Transition Principles 3. Reasearch papers</p>
H. Implement Preparing for Adulthood Project Workforce Development Plan across CSC, ASC and Education	Check with Mel Rushton and Heidi	Staff are aware of and engaged with PfA Staff trained in delivering the pathway	R	R	A	G/A	<p>Preparation for Adulthood procedures developed and being implemented within SCC only, need to develop joint approaches with CCGs and NHS commissioned providers, in due course.</p> <p><b>Nov 2019:</b> CSC and ASC completed, but Education providers still to be included.</p> <p><b>Jan 2020:</b> Update provided to SIPG, but need more secure links to education providers. <b>Apr 2021:</b> PfA strategic and workstream groups meet and monitor PfA programme via the tracker and action plan and have made progress irrespective of Covid 19. December 2021: All Social Care (Children's and Adults) have had a training plan and this has been accessed by staff. Plans to roll this out across Education and Health providers.</p>	<p>1. Preparing for adulthood - series of webinars See Staffordshire Connects (staffordshirecares.info) 2. Joint Commissioning Action Plan (Oct '21) - see actions 3.2-3.6</p>
I1. Complete a review of capacity within the SEND services to facilitate Y5, Y9 & Y11 EHCP reviews that will include PfA outcomes	Tim Moss	Performance framework developed ready for launch	G	G	G	G	Completed review and staffing capacity addressed.	<p>1. Quality Standards Info 2. Feedback on QA Workshops 3. Position Statement (EHC, GR, Transitions)</p>
J. Review resources and capacity of specialist services to enable full participation in the graduated response and the EHCP process.	Tim Moss	Strategy is approved by SEND partnership group	G	G	G	G	<p><b>May 2021:</b> Reviews completed of AOT and Sensory teaching services to ensure capacity available to meet 0-25 requirements. Recruitment to EPS will achieve full staffing by September 2021.</p>	<p>1. SEND Strategy 2. SEND Action Plan</p>
K. Support training and good practice sharing via termly district meetings and conferences.	Paula Ricketts	Action plan to implement the SEND Strategy is in place	G	G	G	G	<p><b>Sept 2019:</b> Training events successfully delivered across all districts during summer term. Further events planned for autumn term 2019.</p> <p><b>Jan 2020:</b> Double District SENCo meetings are in place.</p> <p><b>Feb 2021: Graduated Response sub group</b> report that support training and good practice shared via district meetings is in place.</p> <p><b>Apr 2021:</b> Multi -Agency training in EHCP development-dates booked. Co production training with CONTACT confirmed</p>	<p>1. Feedback on QA Workshops 2. Intro to SEND training (Mar 21) 3. SENCo Network event (Jan 20)</p>