

TRANSITION ANNUAL REVIEW OF THE EDUCATION, HEALTH AND CARE PLAN (FROM YEAR 9 ONWARDS)

What is a Transition Annual Review?

- A transition annual review is similar to a normal annual review that you may have already attended. The process looks at the Education, Health and Care (EHC) Plan; reviewing whether the special educational needs, outcomes, and provision detailed in the EHC Plan are still relevant to your young person.
- Like other Annual Review meetings, the transition Annual Review will involve a meeting. This meeting is usually held at the school/ education setting that the young person attends and is led by the Plan Co-ordinator (usually the Special Educational Needs Co-ordinator of the school /setting).
- However a portion of the meeting will focus on what the young person would like to do in the future. This focus centers around four main areas commonly known as the 'Preparing for Adulthood' outcomes.

What are the Preparing for Adulthood (PfA) Outcomes?

- The four PfA areas are:
 - **Higher education and/or employment** (exploring different employment options, such as support for becoming self-employed and help from supported employment agencies)
 - **Independent Living** (young people having choice, freedom and control over their lives, their support, and their accommodation and living arrangements, including supported living)
 - **Participation in Society** (having friends and supportive relationships, and participating in and contributing to the local community)
 - **Health** (Being as healthy as possible in adult life)



Why is it important to be considering the PfA outcomes?

- The Children and Families Act 2014 introduced a new SEND system. At the heart of these changes is a commitment to ensuring that young people achieve better outcomes.
- From year 9 onwards, those supporting young people are required to focus on ordinary life outcomes such as paid employment; independent living (choice and control over your life and support, and good housing options); community participation (friends, relationships and community inclusion); and health and wellbeing.

Support to think about the future:

- All schools and academies have a statutory duty to ensure pupils from Year 8 until Year 13 are provided with independent careers guidance. FE colleges also have a duty which applies for all students up to and including age 18 and will apply to 19- to 25-year-olds with EHC plans.
- Schools and colleges should raise the career aspirations of their students with special educational needs and broaden their employment horizons. They should use a wide range of imaginative approaches, such as taster opportunities, work experience, mentoring, exploring entrepreneurial options, role models and inspiring speakers.

Useful contacts:

- Council for Disabled Children: www.councilfordisabledchildren.org.uk
- Preparing for Adulthood: www.preparingforadulthood.org.uk
- Portsmouth SEND Information, Advice and Support - free, independent and impartial support for parents, carers and young people: www.portsmouthsendiass.info
- Dynamite is the voice for the young people of Portsmouth aged 14-25 who have a disability (ie: Special Educational Need, Learning Disability or Physical Disability), to increase awareness and influence issues which concern their lives.

http://www.portsmouthsendiass.info/en/YP:Get_involved

- Portsmouth Local Offer: www.portsmouthlocaloffer.org.uk
- Portsmouth City Council - Inclusion Service, SEN Team: 02392 841238

