

EFFECTIVE PRACTICE GUIDANCE



For transition from secondary school to post 16 education

Post 16 transition is a key transition point in a learner's life and, if we can get this process right, it can play a pivotal role in their next steps and future career pathway. Learners in Monmouthshire have a range of choices for their post 16 education, just over half in 2022/3 enrolled in Monmouthshire secondary school sixth form, whilst others enrolled in out of county sixth forms, colleges, and specialist provision. Effective practice will provide learners with the coordinated support required to make a positive next step into the destination of their choice and reduce the number of young people who are not engaged in education, employment or training (NEET). Our aim is to ensure that learners make informed, confident choices about their future education, training or journey into work through a transition process that is a positive experience for all involved including learners, parents/carers and professionals.

This document provides an overview of effective practice and outlines some of the key support available. I would like to thank the professionals for their contribution to this work.

I hope that you find this information a useful tool to support your learners as they transition from Year 11 to their future destinations.

Will McLean

Chief Officer Children and Young People
March 2024



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sir fynwy

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The Welsh Government Youth Engagement and Progression Framework (2022) provides a framework for working together to engage with learners to raise their aspirations, ensure no-one is left behind and is built around the early identification of young people aged 11 to 18 who are at risk of becoming NEET. The Engagement and Progression Coordinator (EPC) plays a critical and strategic role in overseeing the Framework at a local authority (LA) level. The EPC coordinates a local partnership that works in collaboration to meet the needs of all learners resident in Monmouthshire.

The transition process is unique for every learner and is largely dependent on their school, where they live, their school's 6th form offer (if a Monmouthshire secondary school) or the destination settings being considered.

We know that our learners do not make a decision about their post 16 destination easily, there are a number of barriers that will impact them and contribute to the decisions they make. In Monmouthshire the barriers to post 16 transition include transportation, personal barriers (such as mental health, financial support, peer groups, attainment), subject choices, entry requirements, lack of transition support and financial support. It is crucial therefore, that transition plans and



processes are effective, including transition for learners to Year 12 in their own school sixth form provision as well as those choosing other destinations. It is essential that schools work in partnership with the EPC to effectively monitor transition processes.

Principles for effective transition

These principles can be used to develop effective transition processes:

- Listening to learners and building positive relationships.
- Early identification and support for vulnerable learners.
- Clear and consistent transition processes.
- Opportunities to experience the new destination.
- Collaboration with all stakeholders (learners, parents/carers and professionals).



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Transitions should be a timely, planned process that is able to meet the needs of individual learners and reflects their rights, as set out in the United Nations Rights of the Child (UNCRC).

What does effective transition look like?

Successful and sustained transition is greater when all learners are exposed to a range of transition activities, such as, apprenticeships, work-based learning and post 16 education. This can be challenging, however, there are already examples of effective practice delivered by schools, destination settings and support services, based on the key principles below.

Listening to learners and building positive relationships

- Regularly reviewing the Year 11 to Year 12 sixth form transition with learners to identify effective practice and areas for development.
- Once school know the possible destinations for their cohort, activities could be arranged based on social groupings in line with their destination. This will give learners the opportunity to build relationships with their peers that will be going to the same destination or course.
- Post 16 Transition mentor could be provided to any learner where there is an element of doubt over their next steps. This will identify a cohort in addition to those who receive

enhanced transition or those identified most at risk of becoming NEET and support from the Inspire Team.

- If a learner has received additional support from a professional, for example Inspire, they should stay in contact until confident the learner is settled in their destination setting.
- Destinations settings teachers, tutors or support staff could visit each learner due to enrol at their destination or on their course in their secondary school setting individually, if needed, or in a group with other learners making the same choice.

Early identification and support for vulnerable learners

- Successful use of the Early Identification Tool (EIT) which draws down every learner's school data and using a scoring matrix, results in a RAG rating (Red, Amber, Green) of risk of NEET for every young person in year groups 7-11.
- Visits to and from colleges and providers, in small groups, for those identified as at risk of becoming NEET.
- Travel training with a visit to the destination for those identified as at risk of becoming NEET.
- If the learner has not been attending an education setting or has additional barriers to transition parents/carers could be asked to complete a One-Page Profile for their learner with any important information to be

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shared with destination settings. This learner may have additional support in place and so the lead worker or recognised professional should be asked to do the same.

Clear and consistent transition processes

- Reviewing the intended, recent trends and sustained transitions in destinations and feeder schools for their setting is key to enable appropriate engagement with the correct partners.
- Post 16 Education Review – Reviewing and redefining the options available for learners in Monmouthshire 6th forms, including sharing the full range of options available through a wide range of transition activities including post 16 documentation, assemblies, Year 11 events and taster sessions,
- Effective use of the Early Identification Tool (EIT) should be at the forefront of transition planning, to understand the level of risk for learners becoming NEET following post 16 transition.
- Monitoring of destination data to inform transition planning, working closely with the Youth Employment and Skills Team.

Opportunities to experience the new destination

- 6th form taster days – opportunity for learners to experience and live a day in their destination. If this can be done to include the journey to and from, the full experience can be gained.

- Learners could be invited to attend a taster day or a special event or assembly accompanied by school or support staff, parents or independently if appropriate. These are currently held by some 6th forms but could also be offered by colleges, training providers and other destination settings.
- A post 16 'destination' setting will have more than one feeder setting and these are often not situated nearby. It may not be possible to facilitate every possible transition activity however schools and destination settings should consider alongside their Post 16 Transition plans, if there is anything more they can do to enhance the transition process.
- Every learner should be offered at least one opportunity to visit their destination by the end of the summer term.

Collaboration with all stakeholders (learners, parents/carers and professionals)

- Specialist talks throughout the school year from employers, training and apprenticeship providers, colleges and Careers Wales.
- Options / careers evenings – full range of partners attending including EPC, Inspire, colleges, universities, local and regional employers, Careers Wales and Working Wales. Focus on post 16 and post 18 transition points collaboratively.
- Transition meetings between schools and settings to share information on individual learners and strategies/approaches that have

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been effective. It is also an opportunity to build positive relationships and effective links between schools and settings.

- Schools are used to working in clusters, this could be extended to post 16 transition. A post 16 cluster transition meeting formed to allow collaboration between planned and historic destination settings, the school, EPC and any key support staff. The opportunity to meet in spring, summer and autumn terms to ensure robust transition processes, partnerships and information sharing could further develop existing processes.
- Employer links to enhance learner's aspirations and showcase employment in non-traditional sectors through a programme of talks, school subject initiatives or assemblies. Utilising national events or days can enhance this, for example National Apprenticeship Week or Entrepreneurship Week.
- Showcase events – Invite parents/carers into school to attend events, sports games, or to see what their child has been doing, appropriate to the type of destination setting/course.

Secondary school settings will be preparing learners for this transition by talking about next steps and providing access to support services such as Careers Wales and Inspire where needed. [A Post 16 Transition Guide for Teachers](#) and a series of [tutorials](#) for learners are available to support schools from Hwb.

Support for parents/carers

Parents/carers have an important role to play in the transition process. It is important to remember that some parents/carers may have had a negative experience and may have conflicting priorities for their child's post 16 transition. To reduce parent/carer anxiety, schools and partners should ensure that parents/carers are well informed, feel able to ask any questions and have their concerns addressed.

Some of the activities that can be offered to support parents/carers through the transition process are:

- Information meeting for parents/carers – Provide information on the destination settings day, any uniform requirements, specialist kit, arrangements for drop off and pick up and so on. Ensure parents/carers are aware of arrangements for the start of term as early as possible.
- Meet a member of staff – An opportunity for parents/carers to meet the teacher/tutor/staff that will be the key contact for their child in their chosen destination. At post 16, learners are encouraged to become more independent and responsible for themselves and their decisions but open communication between the setting, learner and home can reduce the risk of 'dropping out' of their destination. It will be helpful to discuss expectations of when parents/carers will be contacted at this meeting.

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- Parent/carer meetings in the autumn term – To discuss how their child has settled and reduce the risk of dropping out of their destination. In some cases, it may be possible to identify any specific challenges or changes that need to be addressed.

Learners with additional learning needs (ALN), NEET or at risk of becoming NEET

Enhanced Transition Protocols

Effective practice in the implementation of enhanced transition has already seen a number of successes for schools. Some examples are included below. Further detail can be found here [MCC Training and Support - Post 16 Enhanced Transition - All Documents \(sharepoint.com\)](https://sharepoint.com)

- Clear links with other partners and professionals – college staff at different campuses, Careers Wales, Inspire, Educational Psychology Service, Pupil Referral Service (PRS), school staff.
- Clear system of key worker allocation.
- Support from college providers at the application stage.
- Supporting learners to make their applications by Easter, allowing a focus on planning transition in the summer term.
- Earlier PCP meetings with a transition plan set by May.
- Inclusion of learners and their parents/carers in development of transition plans.
- Continued links with key worker after Year 11 examinations to ensure all placements are confirmed.
- Clear communication and information sharing with providers.
- Begin transition planning in Year 9 for those learners identified as in need of enhanced transition.
- Develop relationships with local further education providers.

Documentation for transition

Effective information sharing might include exchange of the following documents / information:

- One-Page Profiles.
- Safeguarding information.
- Wellbeing information.
- Provision maps.
- Pastoral support plans.
- ILPs/IDPs/IEPs.
- Attendance information.
- Information on peer-to-peer relationships.
- Risk assessments.
- Summative assessment data.
- Health care plans, if applicable.



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An example transition timeline

The post 16 transition journey peaks at one of the busiest and high-pressured periods of time for the learner and education settings. Through having a robust and informative calendar of activities before this, schools and destination settings will ensure learners are in the best possible position at the end of Year 11.

This is an example of a timeline for the Post 16 transition process and is in no way definitive. Monmouthshire schools and destinations will currently have their own timelines, process and plans, but the timeline below can be adapted and utilised by schools and partners.

SPRING TERM	
February	Apprenticeship Week – Utilise Apprenticeship Week to showcase apprenticeships as a pathway incorporating local partners.
February/March	Destination setting visit. A day in school sixth form. Peer support visits from current Year 12 learners.
February/March	Options evenings. Assemblies.
April	Post 16 taster day Speakers from colleges, training providers, Careers Wales. Sharing Post 16 information with learners and parents/carers.
April	Flag to the EPC any learner at risk of becoming NEET, particularly those not attending provision or already supported through Enhanced Transition Protocols, Inspire or Careers Wales.

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SUMMER TERM	
May / June	GCSE examinations
May-August	Travel training for learner identified as at risk of becoming NEET, to their identified destination.
July	The EPC meets with Pupil Referral Service staff to revisit destinations of learner.
July	Flag to EPC any learner at risk of becoming NEET, particularly those not attending provision or already supported through enhanced transition protocols, Inspire or Careers Wales.
July	6th form taster days
July	Training providers 'Summer School's' run through school holidays for learner considering training as a destination.
July	Transition to employment or training take place.
July/August	Inspire deliver next steps programme – open to any learner resident or educated in Monmouthshire who is unsure of next steps following Year 11, 12 or 13.
AUTUMN TERM	
September	Transition to education destinations take place. Destinations begin upload to the DataHub – Careers Wales data system.
September	Careers Wales and EPC / NEET prevention team track destinations and input information on 'unknown' learner.
September	Flag to the EPC any learner at risk of becoming NEET, particularly those who have not arrived at the intended destination or who enrolled but are now not attending.
October	Careers Wales hand over destination tracking to Local Authority EPC/NEET Prevention Team.
October	LA, EPC/NEET Prevention Team continue to attempt contact via telephone, email or home visit to record destination of 'unknown' learner.
October onwards	LA, EPC/NEET Prevention Team to work with partners to engage NEET learner. This becomes an ongoing process monitored by Monmouthshire Keeping in Touch (KIT) group.
November	Global Entrepreneurship Week – utilise opportunity to engage with employers and local business to deliver events, assemblies, targeted workshops.
ONGOING	
Monthly	KIT group monitors NEET learner and attempts to engage and support into education, employment or training.
Ongoing	Referral to support services for any learner at risk of becoming NEET.
Annually	Evaluation annually of transition process.

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Resources/websites

Resources to support pupils through enhanced transition.

[MCC Training and Support - Post 16 Enhanced Transition - All Documents \(sharepoint.com\)](#)

[Enhanced Transition Flow Diagram.docx \(sharepoint.com\)](#)

Welsh Government [additional learning needs transformation programme frequently asked questions](#)

[Careers Wales](#) information on pupil destination data, post 16 career options and guides to choosing subjects, courses, training and apprenticeships.

[Monmouthshire Employment and Skills Team](#) support for young people you are at risk of becoming NEET (not in education, employment or training) through Inspire and Inspire Outreach. The team can also support young people at risk of or impacted by Homelessness through the Compass project.

Welsh Government [youth engagement and progression framework](#)

Appendix 1: Monmouthshire support services

Family Support and Therapeutic Teams

Young Carers

Provide a groupwork programme that offers skill development related to the caring role, for example budgeting, cooking on a budget, home

skills (sewing/laundry); focusing support on wellbeing and looking more practically towards things that a learner needs to have in their lives. These groups are open access provides professionals with the opportunity to identify young carers who may also be at risk of NEET.

Counselling Team

The counselling team have an online and community-based service which takes place in schools, offering learner support if/when they prefer/need to access it outside of formal education establishments. The team can also provide referrals to colleges for learner exiting school. Wellbeing Practitioners offer informal support outside of counselling with potential to complete targeted work with learner currently identified as NEET via KIT.

InFaCT

InFaCT is a community, place-based project that links families to existing local resources. Holistic work takes place with families to ensure they receive the right benefits, housing support, energy/cost of living advice, food vouchers, leisure passes/activities and transport options contributing towards stabilising family life for those in need and so learner can be in a more secure place to think about education, employment and training options.

INSPIRE

Inspire is Monmouthshire County Council's current NEET prevention programme. Inspire aims to reduce the risk of learner becoming NEET. The programme also includes

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community and post 16 work that provides continued support for any Year 11, 12 and 13 leavers who have become NEET and are resident in Monmouthshire.

Inspire In-School

In-school support is provided by the Inspire engagement worker, with one worker based in each secondary school in Monmouthshire but responsible for that geographical area. In-school support focuses on attainment, attendance, behaviour and wellbeing and will support the learner through and beyond the post 16 transition if a successful destination has not been secured.

Inspire Outreach

Focussed support for learner with attendance of less than 50% with referrals being made predominantly from School, Education Welfare Service or SPACE Wellbeing Panel. As with Inspire, the Inspire Outreach Worker will work closely with key partners to provide a needs-led programme of support for referred learner. This support will focus on attendance including barriers to attending school and wellbeing, followed by attainment and behaviour if appropriate.

Contact: employmentskills@monmouthshire.gov.uk



Careers Wales

The Careers Wales Advisors for each school work closely with the EPC and Inspire to ensure a coordinated offer of support and secure monitoring of destinations through the Post 16 Transition point.

Keeping in Touch Group

The Monmouthshire Keeping in Touch group (KIT) is the local partnership in place to monitor and direct resource to support learner 16-19 who have become NEET. Partners include:

- Youth Employment & Skills Team – Inspire, Compass and 16-19 Transition Worker
- Youth Offending Team
- Working Wales (Post 16 Careers Wales)
- Training Providers – ITEC and People Plus
- Coleg Gwent
- MonLife
- Family Support Team - Young Carers
- MCC Housing Support

