



## TRANSITION SUPPORT: YOUNG PEOPLE, PLANS AND POSSIBILITIES

This sixteen day programme supports special schools take a central place in securing meaningful futures for their students as they prepare to leave school and move into adult life. Accommodating up to thirty people including staff, allied professionals and family members, the programme begins by working with the leadership team to bring together key professionals from the range of agencies involved in transition. Over the next eight to ten months we will work with professionals from all agencies to enable them use a range of person centred thinking skills and tools in their everyday work. We train staff to facilitate person centred reviews and help them explore opportunities for developing choice and control through the curriculum, and we work with students to determine their wishes for the future. The programme ends by sharing progress and identifying next steps.

### Day 1: Setting the Scene

#### Who is it for?

The senior leadership team (e.g. head teacher, deputy/assistant head, head of post 16, governors)

#### What is the content of the day?

- National and local context for this work
- Transition strategy - what are your aspirations for your students when they leave school?
- Establishing a base line - what is working and not working around transition?
- How does the curriculum support your students to prepare for life after school?
- Establishing success indicators - what do you want to get out of the programme, and how will we know if we have been successful?

## **Day 2: Multi Agency Working**

### **Who is it for?**

Senior leadership team and key allied professionals

### **What is the content of the day?**

National and local context

Establishing common aims – signing up to school transition strategy

Agreeing ways of working together to maximise possibility of achieving agreed aims

Action planning (including plans for informing and working alongside parents over the year)

## **Day 3: Person Centred Thinking Training**

### **Who is it for?**

All staff, allied professionals and family members

### **What is the content of the day?**

What is person centred thinking and how can it help us?

How person centred approaches link to current policy and trends in children's and young peoples services

What are the differences between person centred thinking, person centred planning and person centred reviews? How can we bring these processes together to enhance the lives of children and young people?

Learning and practising some of the person centred thinking skills and tools

Setting individual/team actions around next steps in developing the use of person centred thinking skills and tools in your roles and daily practice

### **Supporting materials:**

Person centred thinking for schools and nurseries mini-book

Best Practice in schools – Using Person Centred Thinking with Children and Young People Information pack

A summary of Possible Uses of Person Centred Thinking Tools in Schools and Nurseries

## **Day 4: Person Centred Thinking Training**

### **Who is it for?**

Up to thirty staff, allied professionals and family members

### **What is the content of the day?**

Exploring the importance of acting on what is learned from using person centred thinking skills with children and young people

Learning and practising some more person centred thinking skills

Developing your own one page profile

How to build on the information that is learned from a one page profile and develop this information into a person centred plan or support plan

Setting individual and team actions around next steps in developing the use of person centred thinking skills and tools in your roles and daily practice

## **Day 5: Person Centred Review Training**

### **Who is it for?**

Twelve staff, allied professionals and family members [Participants need to have attended the 2 day person centred thinking and skills course outlined above.]

### **What is the content of the day?**

What are person centred reviews?

What needs to be in place to have a meeting about our lives?

Preparation for a person centred review

Creative problem solving

Live person centred review with one of the course participants

The value base, characteristics, roles and responsibilities of a person centred review facilitator

Top tips for facilitation

Action planning next steps

### **Supporting materials:**

Person Centred Review Participants pack

Person Centred Review mini-book

## **Days 6-11: Coaching**

### **Who is it for?**

Twelve staff, allied professionals and family members who have completed all three days training (person centred thinking and skills + person centred review facilitation). It is recommended that participants

work in pairs - six days of coaching time is offered to the twelve course participants.

### **What is the content of the day?**

Working in pairs, course participants will organise and co-ordinate two person centred reviews (preferably on the same day). Each pair of facilitators will identify two young people who are interested in having a person centred review and assist in preparing the young person, in conjunction with their family, friends and professionals involved in their review.

The coach will identify with the facilitators how they can best be supported throughout the day. The coach needs to observe each participant facilitate two person centred reviews - one where they are facilitating, the other review where they are supporting the facilitator. During the coaching day each facilitator will receive supportive feedback from their coach and tips around their development.

## **Days 12-15: Working Directly with Students**

### **Who is it for?**

Y14 students (or younger students leaving school)

### **What is the content of the day?**

Working with groups of Y14 students to produce the beginnings of a person centred plan

Demonstrating activities and approaches for staff to use with future leavers groups

## **Day 16: Developing a Person Centred Curriculum**

### **Who is it for?**

Senior leadership and teachers with an interest in developing personalised learning opportunities

### **What is the content of the day?**

Current trends in curriculum development

Identifying ways in which school currently personalises learning

Linking the curriculum to key policies such as Every Child Matters and the Six Keys to Citizenship

Curriculum development and OFSTED

Using person centred thinking tools to help students evaluate their learning

## Day 17: Reflections

### Who is it for?

Senior leadership team

### Content

What have we achieved?

How did we do in achieving the success indicators?

What are the issues that have emerged for the organisation to explore

Action planning - next steps



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# TRANSITION SUPPORT: Young people, plans and possibilities

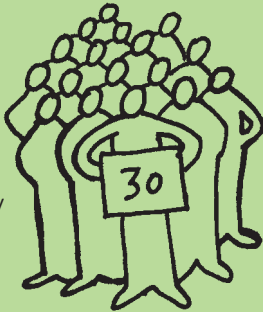
## Who is it for?

Schools that want to ensure that their students have a positive transition from school life to community life.

### Leadership group (1 day)

- Context
- Mission
- Success indicators
- Introduction to person centred planning/thinking/reviews

### Person centred thinking training (30 staff/2 days)



### Person centred review training (12 staff who have attended person centred thinking training/1 day)



### Coaching for 12 Leadership group (1 day)



- How did we do with the success indicators?
- What does the information from reviews tell us about what we have to celebrate and what we have to challenge?
- What do we need to do next?

## Outcomes

- Transition strategy for school
- Person centred plans/Support plans for leavers
- 30 staff trained in person centred thinking
- 12 staff trained as review facilitators
- Increased multi-agency working
- Young people making decisions about their future
- In line with recent government legislation and policy e.g. Aiming High for Disabled Children, Valuing People Now, Improving Life Chances, Every Child Matters
- Embedding choice and decision making in the curriculum
- Presentation from young people about what matters to them and their aspirations for the future
- Established transition leadership team



Developing a person centred curriculum (1 day)

Multi agency working (1 day)



Working directly with young people in year 14 Support plan or person centred plan (4 days)

Cost  
£13K  
including materials.\*

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