



This leaflet, funded by the Department for Education, is intended to help build partnership between families and the school. The aim is to provide families with questions to ask of schools, and empower them in having successful planning discussions and securing next steps beyond Year 11. The questions can be used by families and by young people to support self-advocacy. Effective partnerships can help to reduce misunderstandings, disagreements and help secure the best destinations beyond school. In this leaflet, developed by families, in partnership with NHS England and Improvement's Ask Listen Do project, we have identified a range of questions that young people and families may want to ask, to ensure that good plans are in place for Year 11 and beyond. It is vital that planning for the young person's opportunities beyond Year 11 start in good time. It is also vital that everyone is aspirational and listens to the young person. By supporting everyone to work together, the aim is to improve outcomes for young people, including in relation to employment. The questions below and overleaf are examples of the types of questions young people and families may wish to ask schools to support timely and effective planning for this transition process.

### Young person-centred planning

- How do you ensure that the views, opinions and ambitions of young people are at the centre of the planning process for choices beyond Year 11?
- How does the school support an effective and timely dialogue with young people and their families, and ensure decisions are led by the requirements of the young person rather than by predetermined school curricula?
- How do you work with young people in order to find out what their ambitions are?
- How do you ensure that the views, opinions and ambitions of young people are at the centre of the transition process?
- How does the school support young people to ensure that they are meaningfully involved in the decision making processes and can articulate their choices clearly and successfully?
- How does the school and destination setting work with young people and their families, in order to ensure that all necessary support, such as transport, is in place to ensure a successful transition?
- How does the school determine the most appropriate time to begin transition planning and how are the unique requirements of the young person used to inform this decision?
- How do you evidence the highest ambitions for all young people irrespective of complexity of need?

### Transition planning process

- How does the school ensure that the Year 9 transition review meeting sets the direction of travel for a successful transition at Year 11?
- What planning approaches does the school use in order to secure a successful transition at Year 11?
- How does the school make use of role models in order to provide young people with access to those who have made successful transitions beyond school?
- How does the school build strong relationships with the local community, in order to ensure that there are meaningful choices for young people beyond Year 11?
- How do you secure meaningful placements or shadowing opportunities, in order to enable young people to reach well informed decisions on what they want their next destination to be?
- What processes are in place to evaluate the effectiveness of the school's broader networks in order to ensure that young people have a meaningful choice of destinations after Year 11?
- Where appropriate, how are behaviour policies communicated between school and the post Year 11 destination, in order to ensure careful alignment of values and expectations?

- How does the school ensure that it avoids biases in its decision-making process and in the advice that it provides to young people and their families?
- How does the school ensure that all destinations are valued equally and avoid young people being judged negatively for their choices?
- How does the school sustain relationships with post Year 11 destinations in order to develop a deep understanding of what they offer and for whom it is most appropriate?
- How can the school be confident that its careers advice is well matched to the requirements of the young person, in order to avoid promoting unrealistically high or low goals?

### Maintaining relationships

- How does the school maintain relationships with settings, in order to support a successful and sustainable move to a new destination?
- What systems are in place to enable successful partnership working with young people and their families?
- How do you support the destination setting following the young person's transition in order to secure an effective handover?
- How does the school empower families to access the required support from wider networks and agencies, necessary for a successful transition?

- How do schools evaluate the effectiveness of the destinations that they recommend, in both the short and long term?
- How does the school analyse its destination data in order to establish trends over time of successful or unsuccessful transition?

We hope that these example questions are a useful starting point for discussion, but should you be in need of any further support then the following organisations may be useful:

- [DFN-Project Search](#)
- Contact [info@wholeschoolsend.com](mailto:info@wholeschoolsend.com)
- Twitter [@wholeschoolsend](#)

National or local charities specialising in supporting the needs of children with particular conditions may also be able to offer advice. Please also consider contacting your local Parent Carer Forum [nnpf.org.uk](http://nnpf.org.uk) in order to develop links with other parents. Sharing your experiences has the potential to help all families of children with SEND.

Additional information is also available from The Mental Health Foundation: <https://www.mentalhealth.org.uk/coronavirus/returning-school-after-lockdown>



## Transition Planning for Year 11

Questions to support young people with SEND and families in conversation with schools

*in partnership with*

**Ask Listen Do**  
Making conversations count  
in health, social care and education