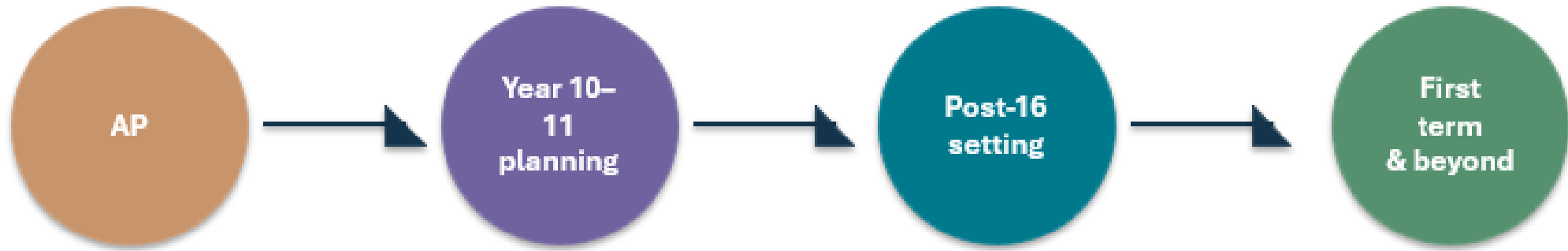




AP to Post 16 Transition Toolkit

A practical, coproduced guide and transition plan template for supporting young people moving from alternative provision into post-16 education

Why it was created



- To strengthen information and data sharing
- Consistency across EHCP and non-EHCP
- Managing expectations (young person and college)

What it provides

The toolkit is about making transition feel planned, personal and joined-up, not left to chance.

A practitioner guide for planning and partnership working.

A flexible transition plan template to capture the young person's voice and practical support needs.

How it was developed and coproduced

Created by
South East SEND & AP
Change Programme
Partnership

Built through a year-long project with feedback from young people and system partners



Message for the network

This is not a finished 'product' to file away - it is a practical starting point that local areas and settings can adapt.

What it is in the practitioner toolkit?

A shared framework for early planning, information-sharing, partnership working and transition support

Toolkit contents snapshot

✓ Early involvement & transition planning

✓ Key training and awareness

✓ Information sharing & communication

✓ Partnerships and relationships

✓ Support and guidance

✓ Curriculum & employment readiness

✓ Preparing for college life

✓ Year 10 / 11 / 12 priorities

Positive transition = more than a destination

Belonging, confidence, new routines and engaging with academic content.

Start early and keep going

Planning begins from Year 9 and support continues into the first term of the post-16 setting.

Use as a quality-check

The checklists help settings identify what is already strong and where transition practice could improve.

How the Master Transition Plan can be used

A flexible, young-person-centred template completed with the young person, current provider and onward post-16 setting

My Profile

About me: What makes me happy/proud

My AP experience: What I learned or achieved

Hopes for future: Courses, careers and skills

What helps me learn: What helps / what makes learning hard

Support I need: Worries, confidence and who can help

Transition Plan

- When will I visit my new college?

- How will I get to and from college?

- Who will be my buddy / key adult?

- Where can I go if I need somewhere quiet?

- What might my timetable be?

- What financial support might be available?

- What can I do in holidays to feel connected?

How you can use it tomorrow and beyond

Take it, test it, adapt it, improve it

1

Start earlier

Use Year 10/11 prompts to identify risk, plan visits and clarify pathways.

2

Complete together

Young person + current provider + post-16 setting + parent/carer where appropriate.

3

Share honestly

Use the plan to transfer what helps, what worries the young person and what support is needed.

4

Review after start

Keep checking in through the first term and mini-transitions such as holidays.

Ordinarily Available Provision (OAP)

For FE Settings

National Context

“Building a system that leaves no learner behind - delivering high-quality education and training for all.”

Ofsted

Ofsted defines strong inclusion as leaders embedding high expectations and removing barriers so all learners can access, experience and benefit fully from the provision.

White Paper

The FE White Paper sets out an ambition to strengthen inclusion within FE, helping reduce the risk of young people becoming NEET through strong teaching and effective support.

National Context

“settings will be expected to use their funding to understand the needs of their cohort and strategically plan to implement whole-setting approaches to inclusion...”

The Universal Offer

The **Inclusive Mainstream Fund** supports mainstream settings to deliver a strong, inclusive universal offer.

This involves:

- Inclusion is planned at whole-setting level
- Barriers to learning are addressed early
- Support is embedded in everyday teaching and environments

A strong universal offer benefits all learners, not only those with SEND.

4 Tiers of Support

Universal Provision

Targeted

Targeted Plus

Specialist Provision/Packages

Current national challenges and trends

Rising learner need

- White Paper identifies SEND, disadvantage and mental health as significant predictors of NEET risk.

Behaviour linked to unmet need

- Ofsted frames behaviour through a lens of wellbeing, barriers and unmet need, rather than simply conduct.

Variability in practice

- Ofsted notes inconsistent practice has negative impact on groups of learners.

Introduction & the DREAM Framework

Focus: Vision and shared language for inclusive practice.

Inclusion as an entitlement and standard, not an add-on

Introduction to DREAM

Behaviour as communication

Why DREAM underpins Ordinarily Available Provision

Dialogue

Regulation

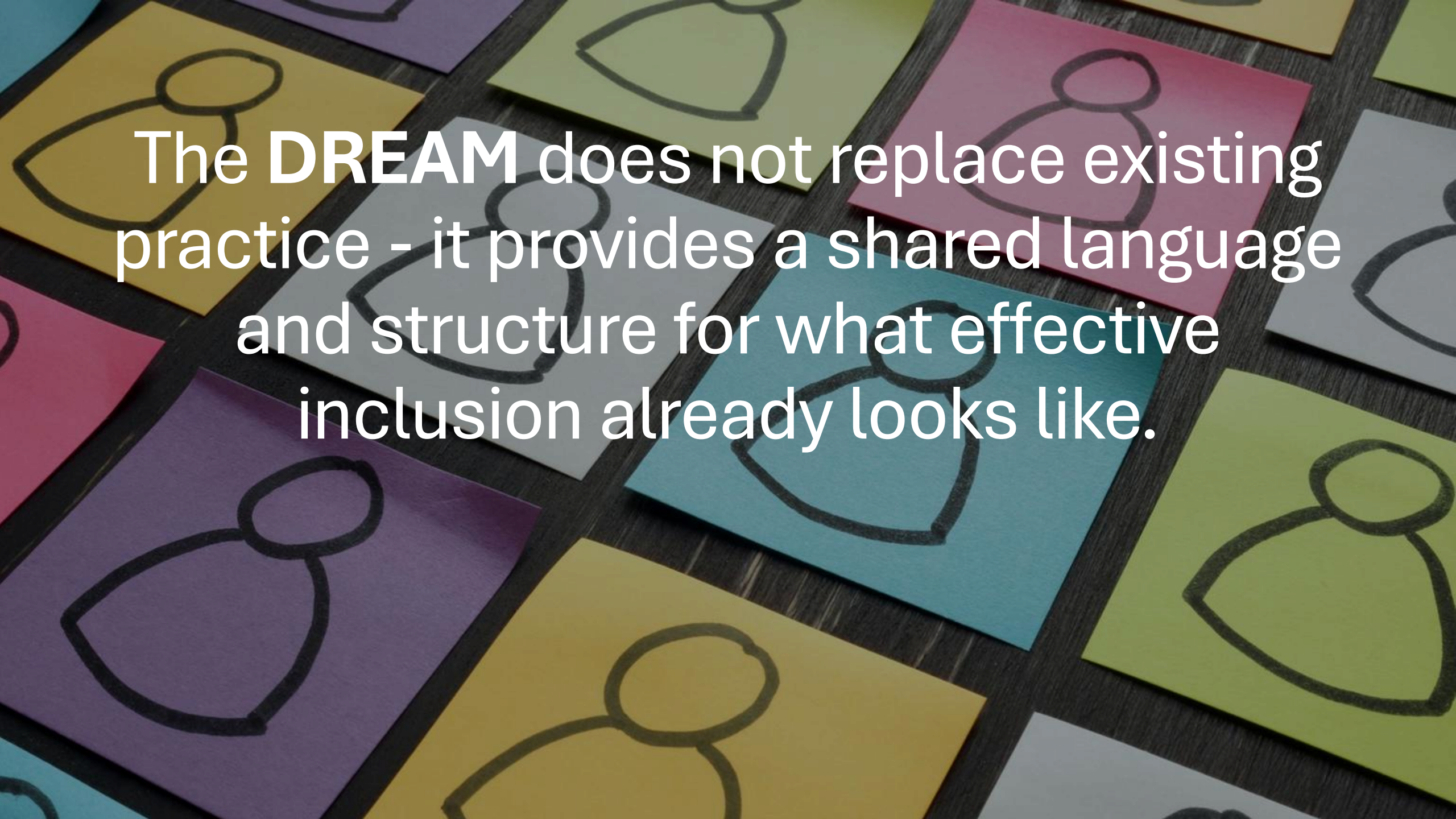
Environment

Agency

Multi-Sensory

DREAM

supports the relational
and environmental
conditions that allow
UDL-designed lessons to
work in practice

The background of the image consists of several overlapping, rectangular sticky notes in various colors including yellow, green, pink, blue, and purple. Each sticky note features a simple, hand-drawn black outline of a person's head and shoulders. The sticky notes are scattered across a dark, textured surface, possibly a wooden table. The text is overlaid in the center of the image.

The **DREAM** does not replace existing practice - it provides a shared language and structure for what effective inclusion already looks like.

Dialogue – how we communicate

Dialogue is about making communication accessible, clear and relational.

Many learners experience:

- Speech, Language and Communication Needs (SLCN)
- Processing delays
- Anxiety around failure or public responses

Ordinarily available practice includes:

- Verbal and visual instructions
- Pre-taught and displayed vocabulary
- Tasks chunked into clear steps
- Processing and wait time
- Calm, non-confrontational language

Regulation – readiness to learn

Regulation supports learners to feel safe, settled and ready.

Behaviour is increasingly framed through:

- Wellbeing
- Unmet need
- Emotional regulation

Ordinarily available practice includes:

- Predictable routines and lesson structures
- Clear transition cues and time signposting
- Emotional check-ins
- De-escalation before sanction
- Staff modelling calm, regulated responses

Environment – physical and psychological

Inclusive environments reduce barriers before learners struggle.

Ordinarily available practice includes:

- Clear, uncluttered slides and resources
- Consistent classroom layouts and routines
- Access to quiet or lower-stimulus spaces where possible
- Clear visual agendas and lesson timelines
- High contrast, accessible fonts and layouts

Why this matters:

When environments are predictable and accessible, learners spend less energy coping – and more energy learning.

Agency – choice and ownership

Agency is about giving learners appropriate control and voice in their learning.

This is particularly important for learners with:

- Anxiety
- Trauma histories
- Negative prior educational experiences

Ordinarily available practice includes:

- Choice in how learners demonstrate understanding (write, speak, record, demonstrate)
- “Low floor, high ceiling” task design
- Explicit teaching of learning as a process, including mistakes
- Feedback focused on effort and strategy, not fixed ability

Multi-Sensory – UDL in action

This aligns directly with Universal Design for Learning (UDL).

Ordinarily available practice includes:

- Combining spoken explanation with visuals and written steps
- Hands-on, practical or movement-based elements where appropriate
- Chunked explanations with opportunities to practise
- Use of assistive technology (read-aloud, dictation, captions)
- Short recap videos or visual summaries for independent access

Why this matters:

Multi-sensory design supports working memory, attention and processing - benefiting all learners, not just those with identified SEND.

Breakout into
small groups

Based on your
scenarios:



How would expect
DREAM to be
implemented (what
would you see, hear,
experience?)

DREAM Self-Audit

Use DREAM to evaluate OAP:

Dialogue: Are instructions always clear, visual and accessible?

Regulation: Are routines and transitions predictable?
Are you regulated before you enter the room?

Environment: Does the space reduce unnecessary sensory load?

Agency: Do learners have choice and voice?

Multi-Sensory: Is learning accessed in more than one way?

Potential CPD

Module	Focus Areas	DREAM Alignment
Intro and The Framework	Vision, Introduction to DREAM	Dialogue
The Design	Universal Design for Learning (UDL), Environment	Environment, Multi-Sensory, Dialogue, Agency
The Learner	Neurodiversity (ASC/ADHD), SLCN	Multi-Sensory, Dialogue, Agency
The Behaviour	ABCs, Trauma-Informed, Regulation, Growth Mindset	Regulation, Agency, Environment, Dialogue
The Delivery	Action Planning, Cascade Strategy, Assessment	

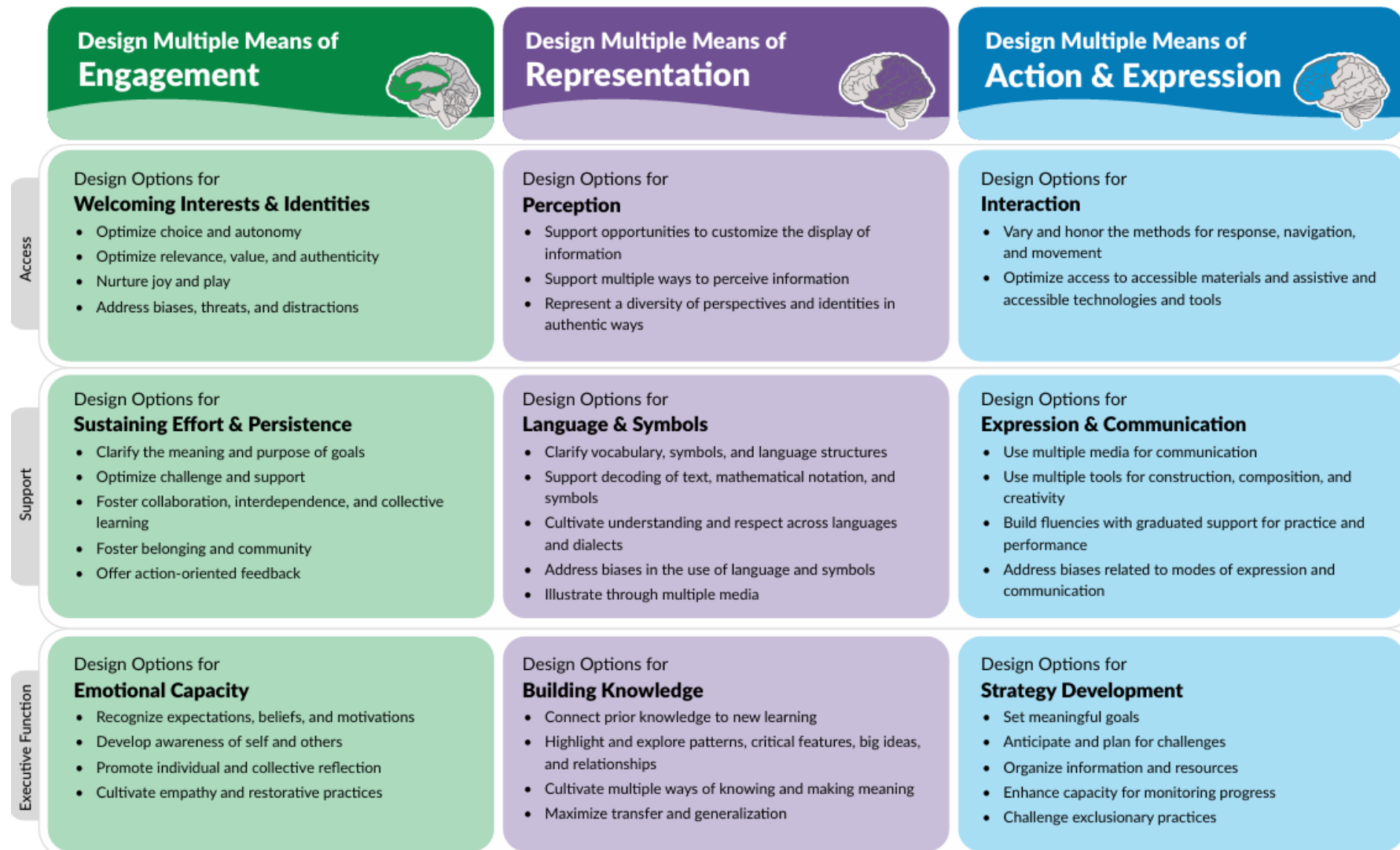
The Design - Universal Design and Environment

Focus: Proactive inclusive curriculum design.

- Universal Design for Learning (UDL) as the foundation
- Designing for the margins so it works for everyone
- Moving from reactive differentiation to planned inclusion
- Environment and multi-sensory design as OAP

Universal Design for Learning

CAST (2024). Universal Design for Learning Guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author.



The Learner - Neurodiversity and Communication

Focus: Understanding how learners experience FE.

- Neurodiversity (ASC, ADHD) as difference, not deficit
- Speech, Language and Communication Needs (SLCN)
- Cognitive load and sensory overload
- How unmet communication needs drive disengagement and behaviour

Behaviour, Regulation and Mindset

Focus: Supporting regulation rather than managing behaviour.

- Behaviour as communication (ABC model)
- Trauma-informed approaches in FE
- Regulation as a condition for learning
- Growth mindset and reframing failure
- Staff regulation and de-escalation

Delivery and Implementation

Focus: Embedding DREAM across curriculum teams.

- Coaching and cascade model
- Reducing workload through improved design
- Aligning DREAM with existing practice
- Action planning for curriculum areas
- Consistency without prescription

UDL vs. Differentiation

Traditional Differentiation	Universal Design for Learning (UDL)
Reactive: Adjusting the lesson after you realise a learner is struggling.	Proactive: Designing the lesson from the start to have built-in options.
Individual-Focused: Making a separate worksheet for "Learner A."	Environment-Focused: Making three versions of the task available to everyone.
High Lecturer Workload: Constant "retrofitting" for every lesson.	Sustainable: One high-quality, flexible resource used for all cohorts.

Example: Motor Mechanics / Motor Vehicle

Multiple Means of Engagement

- Use real-world scenarios (customer complaints, MOT issues) to build interest.
- Provide movement-based roles (tool monitor, parts runner) that help regulate energy for learners with ADHD.

Multiple Means of Representation

- Provide visual sequences for tasks like brake servicing, using photos or diagrams.
- Use worked examples for multi-step maths/measurement tasks.
- Offer QR codes linking to short recap videos for independent access.

Multiple Means of Action & Expression

- Permit demonstration of understanding through:
 - practical demonstration
 - video explanation of fault diagnosis
 - annotated photos of steps
- Provide cut-list templates and checklists to support working memory and organisation

Example: Animal Care

Multiple Means of Engagement

- Begin sessions with predictable routines (animal checks, environment walkthrough)
- Use authentic tasks (e.g., preparing enrichment materials) so learners understand real-world value.

Multiple Means of Representation

- Create visual schedules for feeding/cleaning
- Model handling techniques through demonstrations + diagrams + verbal explanation.
- Provide laminated safety prompt cards at each station for quick reference.

Multiple Means of Action & Expression

- Permit demonstration of understanding through:
 - filming a safe animal-handling routine
 - creating a labelled enclosure diagram
 - verbally explaining animal behaviour
- Offer structured “I do → we do → you do” scaffolding for new skills

Example: GCSE English / Maths

Multiple Means of Engagement

- Start with low-stakes retrieval to build confidence and reduce fear of failure.
- Make tasks personally relevant: e.g., percentages linked to payslips; English inference linked to workplace scenarios.

Multiple Means of Representation

- Chunk complex processes (inference, algebra, problem-solving) into small, modelled steps.
- Use dual coding: colour-coded worked examples; diagrams for maths concepts; visual summaries of English extracts.
- Provide scaffolds such as sentence starters and exemplar responses.

Multiple Means of Action & Expression

- Allow learners to demonstrate their understanding in varied formats (such as voice notes, videos, annotated photos or practical explanations) so they can show what they know without being limited by writing fluency or processing barriers. Consider how assistive technology can be used to enhance this.

Ordinarily Available Provision (OAP)

Ordinarily Available Provision 2022

Information for professionals and parents/carers

Provision that the local authority expects to be made available for children and young people with special educational needs and/or disabilities in early years settings, schools and colleges.

