



Centre for Research in  
Education Inclusion  
and Diversity



# Post-school transitions of young people with additional support needs seminar

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## *Break-out discussions*

20th August 2014

This briefing paper summarises the main themes of discussion from the above event.

### *Challenges in ensuring positive post-school outcomes*

- Lack of **knowledge and awareness** of support mechanisms and adult services among all those involved in transitional planning
- There's a need for a **more holistic understanding of positive outcomes**, to include other areas of life, such as wellbeing and housing. 'Successful transitions' are more complex than entering 'positive destinations'.
- Lack of **accountability, coordination and consistency** in transition planning
- Lack of clear **routes from school to work**
- In many cases **good practice is driven by parents**, not practitioners
- Barriers specific to young people with particular types of difficulty, such as zero-hour contracts for learning support staff in schools; lack of clear eligibility criteria for pupils with high-functioning autism; varying definitions/interpretation of additional support needs
- Ensuring that the **voice of the young person** is heard and recognising that there can be **conflicts between the young person and parents' views**

### *Possible solutions*

- There is a need for **early planning** and a **flexible, creative approach** to post-school planning. Streaming should be avoided.
- Emphasis on developing **social skills, independence and resilience**
- **Person-centred planning**
- **Empowerment** – avoiding paternalistic approaches to support and making sure that young people understand their rights, can make informed decisions and their views are taken into account
- A **transitions coordinator** at Local Authority level, who would coordinate transition planning, collate and continually update information on adult services and support

mechanisms for different ASN groups, advocate for the young person throughout school and beyond, and keep in touch with those who become disengaged

- Increased focus on **social skills** in school (developing and sustaining them) may be very useful for some children with multiple issues
- More focus on **employability** in schools through more and longer work-experiences opportunities, and possible focus on entrepreneurship
- **Educating employers** to adopt guaranteed interview schemes and supporting them to employ young people with additional support needs
- **Providing** job coaches

### *Possible directions for future research*

- Research into the impact of **Curriculum for Excellence** on the post-school outcomes of young people with additional support needs, particularly in relation to issues of **confidence and resilience**. Does the system help them become more confident and resilient?
- Implications of the Children and Young People (Scotland) Act 2014 or transitional arrangements. For example, **how are children involved in the discussion about who is the named person?**
- The impact of **Personal Independence Payments/Self-directed Support** on post-school outcomes
- The impact of **support and guidance for young people and transition workers** in schools on post-school outcomes
- **Replication** of research on deaf young people's transitions for other ASN groups
- **Transitions from college** into the labour market.
- Transitions into **apprenticeships** and the role of **social enterprise** in providing work for young people with additional support needs
- Research into the **return on investment**, e.g., the economic benefits of investing in Modern Apprenticeship places for young people with additional support needs