

Index for outputs from phase 2 of the LSIS Green Paper Project Arranged by theme

| Collaborative working (CW) | | |
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| Title and brief description of 'output' | Region | Secondary theme/s (i.e. also relevant to) |
| Landmarks Cluster: Shared Delivery Newsletter . Newsletter was produced by 3 providers who worked together to share staff and specialist resources to access learning experiences that otherwise would have been unavailable to them. | East Midlands | Curriculum development |
| Chelmsford Post 16 Pathways Partners in the Essex cluster have worked together to develop a visual representation of the pathways open to learners in the region. The outputs for this include: The pathways visual representation document which presents 6 different pathways which a family could choose from in order to identify the support, education, therapeutic pathways and potential adult living arrangements that a young person would need to access at the point of 19 years of age and beyond. Developing a pathway model to support young disabled people and their families during transition to adulthood – a case study demonstrating supported, planned transition, in partnership. The case study includes two examples of the pathways being used successfully in practice: Julia's pathway into voluntary employment using pathway 4, and Ben's into paid work using pathway 6. Facilitators and blockers to partnership working – the experience of the Essex Chelmsford Cluster. | East of England | TN/LPV |
| Chelmsford cluster; Transition Pathways The Chelmsford cluster worked together to put on a cluster fair, which took place on Saturday 6th July 2013 | East of England | TN/LPV |

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| at the Columbus School and College Campus Chelmsford. The purpose of this was for local SEND educators and social care practitioners to come together to offer parents a clear view on what “the local offer” is for their young person once they reach the age of 19 and their Statement of Special Educational Need ceases. Local groups were represented and gave a presentation as well as providing a range of workshops to demonstrate the sorts of activities that each setting offers in order that the young people and their families can begin to learn more about the services they can access throughout the Chelmsford area. | | |
| Collaboration to extend learning (Greenside) A study of partnership between a special school catering for young people who have severe learning difficulties and local further education colleges in order to develop a social enterprise aimed at extending learning into the community. | East of England | GPITW/CD |
| Hertfordshire Supported Employment-Improving Choices Hertford Regional College wanted to provide a personalised approach to the further education of a young man with complex autism. The aim was to gradually extend the range of environments, people and situations this learner felt comfortable with, thereby increasing the choices available to him and so improving the quality of his everyday life. The college therefore created a more flexible timetable and curriculum centring around Personal and Social Development, life skills, option choices and one wholly personalised 1:1 day which enabled him to engage in meaningful activities based around a routine he felt comfortable with. | East of England | CD |
| Improving chances for Individuals Case study and DVD; Oaklands This case study explores how a school (Greenside) and a community health team worked in partnership to support a young man with Autism whose cyclical pattern (and recent record) of severe challenging behaviour led to him being unable to access education on the school site, placing him at risk of exclusion. A multi-agency approach enable him to make a successful early transfer to college. An additional | East of England | CD/TN/LPV |

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| <p>outcome from this project was the development of a student made DVD, narrated by a student with Autism and intended to raise awareness amongst mainstream students and staff about the needs of students with autism and complex needs. The video has been rolled out across the whole campus and to wider agencies and it served as an excellent student induction and staff development tool. The video can be found at http://www.youtube.com/watch?v=8czAR28hqGw</p> <p>Also at http://download.oaklands.ac.uk/catalogue/disability.mp4</p> | | |
| <p>Improving choices through multiagency working (Stop Gap)</p> <p>This case study explores how multi agency working was used effectively to improve choices, support transition and secure better outcomes for a learner with Asperger's Syndrome and sensory difficulties.</p> | East of England | TN/CD |
| <p>North Herts Cluster; Improving Chances</p> <p>This case study looks at the provisions required to engage a student with profound, emotional and mild learning difficulties as well as autistic spectrum disorder into further education and vocational/life skills.</p> | East of England | CD/TN/LPV |
| <p>Collaborative working to increase social inclusion</p> <p>This case study outlines how the Post 16 department at NAS Radlett Lodge School worked with a local college to increase opportunities for social inclusion whilst widening the learning experiences of the young people.</p> | East of England | CD/GPITW |
| <p>North East; Collaborative approach to positive learning outcomes</p> <p>This cluster wanted to build on their strategic approach to working with colleagues across the region, further developing their planning and communication networks regarding support, transition and progression for learners. Working with schools and other local providers each cluster member took the lead on a key objective and shared their findings with the cluster, enabling each provider to review their provision and look at ways to best support their learners in a range of</p> | North East | LSD/TN |

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| <p>areas. These included supported work experience/placements, the monitoring and tracking of learner outcomes into employment/ independent living/further education/training and the setting up opportunities for social enterprise. Part of a collaborative partnership was the development of a publication called the Transitions Information Pack by Middlesbrough College, which is a guide for school leavers progressing into college. This document, plus Redcar and Cleveland's on-line interactive case study based on similar transitional support for school leavers, has been shared across the cluster and will become part of the Group's strategic approach to initial advice and guidance for learners.</p> | | |
| <p><u>Robert Ogden Cluster: Working in partnership to create extended work placements</u></p> <p>This case study explores a partnership between two providers to provide work experience for a young man with autism. The aims of this project were: • To provide work practical experience in a protected environment where the young person's ASD would be understood. • To develop relationships between the two organisations. • To explore different models of partnership working – developing curriculum delivery links in the longer term.</p> | Yorkshire & Humberside | CD/GPITW |
| Curriculum Development | | |
| Title and brief description of 'output' | Region | Secondary theme/s (i.e. also relevant to) |
| <p><u>Study programmes- developing curriculum building on existing supported employment</u> A case study which shows how partners have developed their curriculum programme building on an existing supported employment partnership. It includes details of changes in curriculum to reflect the introduction of study programmes.</p> | South East | GPITW/CW |
| <p><u>The benefits of horticulture projects for Young people with Special Educational Needs</u></p> <p>This case study details a work-related learning project based around horticulture for a group of students with severe learning difficulties and complex needs who are on the autistic spectrum. People should read this as it illustrates the benefits for students with autism of working in this type of environment and the journey</p> | East of England | CW/GPITW |

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| from a small project and how new opportunities arose and were developed through collaboration. | | |
| Applying the Carlisle Model of Satellite College Provision A commentary: Capturing the developmental processes involved in the design and implementation of new person-centred programmes of study in Blackpool for learners with complex needs from September 2012 to July 2013. | North West | LSD/LPV |
| National Star Cluster Lifestyles and Choices This report explores how a group of providers worked together to develop services in the locality in order to create a greater shared understanding of how providers in the sector can work together collaboratively and not competitively to spread knowledge, improve expertise, build capacity and share delivery arrangements in order to support learners prepare for adulthood. It also provides evidence and model progression pathways for learners | South West | CW/TN |
| Dentdale a capital opportunity This case study summarises how Askham Bryan College redesigned its curriculum for students for learners with learning difficulties and or disabilities aged 16-24 in order to improve the local learning offer. The college and its York cluster partners worked closely together to develop a curriculum that would: <ul style="list-style-type: none"> • Utilise new specialist facilities to maximise the local offer for independent living and supported employment. • Expand the content and extend the learner base that the curriculum offer could support by developing flexible access to support non-traditional student attendance and transitions from other providers. • Develop a range of accessible, relevant and purposeful supported 'employment' opportunities again with flexible access. • Include Enterprise activities that make the best use of the unique college environment. | Yorkshire & Humberside | GPITW |
| Getting People into work | | |
| Title and brief description of 'output' | Region | Secondary theme/s |

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| TSI Training; Skills for Employment Cluster-East Midlands A case study which describes how a group of providers worked together to develop a model underpinned by the use of Systematic Instruction Technique (TSI) training to provide supported employment experiences to learners to enhance their employment opportunities. This case study. | East Midlands | Two related case studies 'Developing Supported Work Experience Opportunities - the Employer Perspective' (WWE) and 'The Learner Journey.' (LPV) |
| Coventry Ability Works; The Employment Maze Officer A case study which describes how a group of organisations worked together to establish an Employment Maze Worker role to work with young people, their parents/carers, providers and employers to help navigate more effective pathways to employment. | West Midlands | CW |
| Working collaboratively in the East Midlands to extend work placements. This case study describes how a group of providers in a rural location worked together to extend work experience opportunities for learners. | East Midlands | CW |
| Medway Cluster; New Pathways Into Training and Work A case study which describes how a group of organisations including an Education Business Partnership, a land based skills training provider and a special school located in Medway and the surrounding area are jointly developing better pathways into training and work for young people with autism, including through production of a film to raise awareness and engage employers (weblink provided in case study). | South East | CW |
| City & Islington; Job Carving A 'How-to Guide to Job-carving' which introduces the concept of job-carving for young people with learning difficulties and/or disabilities, offering practical advice on how to establish job-carving in a college and how to work with other employers to encourage them to adopt job-carving. It will be of interest to FE colleges and other organisations looking at creative ways to support people with learning disabilities into employment. This output includes a number of Easy Read accessible documents which are provided in word format so that you can download, adapt and contextualise them to suit your situation. | London | WWE/LPV |

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| <p><u>Putting young people on the path to work in Lambeth</u></p> <p>A case study focussing on the way in which partnership-working between a Further Education (FE) college, two of its link special schools and a supported employment agency can enable young people with learning difficulties and/or disabilities to have meaningful experience of the workplace. It will be of interest to other FE colleges and special schools looking to offer high quality work-related learning to young people while they are at still at school and to organisations interested in exploring partnership-working as a problem-solving technique.</p> | <p>London</p> | <p>CW</p> |
| <p><u>Lambeth; Work Placement log books.</u> These two work experience log books have been developed to enable learners with learning difficulties and/or disabilities to record and reflect on their experiences in the workplace. They will be of interest to schools and colleges looking for appropriate, accessible materials to support meaningful work experience for young people with learning difficulties and/or disabilities. They may also be of use to supported employment agencies.</p> | <p>London</p> | <p>LPV</p> |
| <p><u>Successful Employability for Learners with learning difficulties and or disabilities</u></p> <p>The Cambridge Regional College Cluster has worked together to produce a number of outputs. These include: •1. EmployABLE – Successful Employability for learners with learning difficulties and or disabilities. A report outlining our approach, what we did, what we learned and what we achieved. • 2.‘How to’ Guide: A straightforward list of main points to consider, how to progress them and priorities to focus on. • 3.Sample Materials to Support Course design: Marketing information showing details of the specific course design used at Cambridge Regional College, an on-going successful model of supported employment. • 4.Passport to Success: A summative assessment tool to use as a starting point to record wider skills and to design own context specific example. •5. Easy Read documents to support risk management: Exemplar documents covering a variety of risks in an easy-read format for learners. • 6.Sample Materials to parents: These include the course design information above and a Parent/Carer agreement which supports the learning aims and outcomes of the provision. • 7.A blog – As part of the project the cluster group developed a blog as a means of sharing information between them. This has proved to be invaluable and might be useful to you</p> | <p>Eastern Region</p> | <p>CW/LPV</p> |

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| <p>either as an idea, to support partnership working within your region, or in terms of content. You can find the blog at http://supportiveemployment.wordpress.com/ Feel free to sign up.</p> | | |
| <p><u>Developing a work placement Policy at Sense College</u></p> <p>This outputs includes a Work Placement Policy and provides a case study which explains the reasons why it was required and the processes behind setting it up within the Sense College. This would be useful to anyone initiating a work placement programme to help provide structure and suggested materials for young people with learning difficulties.</p> | East of England | WWE |
| <p><u>East of England cluster sharing effective practice of their enterprise and work placements activity</u></p> <p>The content of this document is a collective newsletter from the East of England cluster group who have worked together to share good practice of their enterprise and work placements activity of their students with learning Disability or Difficulty (which they collectively refer to as LDD). The newsletter highlights student activity in the East of England and is a useful document for any provider thinking of starting new enterprise or employment activity with their disabled students as it has an array of product ideas, enterprise and employability good practice.</p> | East of England | CW |
| <p><u>Hospital Internship Programme</u></p> <p>This case study explores how East Norfolk Sixth Form College (EN) with James Paget University Hospital (JPUH) piloted an integrated curriculum with a Hospital Internship Pilot Programme (HIPP) in Health & Social Care, Administration and Pathology for A and GCSE Level students with complex needs such as Autism and Dyslexia with or Health and Physical Difficulties.</p> | East of England | CW |
| <p><u>Huntingdonshire Regional College; Developing an enterprise</u></p> <p>This case study explores how learners in the Bridgeway provision for learners with learning difficulties at Huntingdonshire Regional College (HRC) were involved in developing a plan to expand their current enterprise project into a profit-making business.</p> | East of England | CD |

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| Review of Peer Visit to MINT by staff from Colchester Institute This peer review report of the MINT supported employment agency gives a good insight into MINT's success as well as key learning points and, should be useful to any organisation that is considering starting or wish to improve on their employment agency when supporting those who have a barrier to work. | East of England | CW/CD |
| Salford Cluster: Open for Business Oakwood Specialist Academy works hard to give the pupils experiences of the world of work, but it has always been a challenge to find suitable placements for students. For this project the Academy worked in collaboration with Oasis media UK Academy, a mainstream 11-16 school in Salford to open a 'pop up shop within the Lowry Retail Outlet (http://www.lowryoutlet.co.uk/) at Salford Quays for a week. Oasis Academy provided resources for the shop and identified 6 peer mentors to work beside Oakwood students and assist them in their learning. Nothing could have prepared the academy for what the young people achieved and the success of the shop as a social enterprise. Outputs/Resources to support this work • Case Study Report • Customer feedback report PPT | North West | WWE/CW/CD |
| South Gloucestershire: Careers Guidance The Careers team have produced: • In2 Work Guide – A booklet designed to provide disabled students with information, tailored support and practical tips to support them through the process of finding work. • A list of Appendices including the letter text and sources of information for the booklet • A report which describes how the Careers Team at South Gloucestershire and Strode College (SGS) set out to ensure young people with learning difficulties and disabilities received positive guidance and support to prepare them for job applications and interviews. The booklet, appendices and associated report will be invaluable to any young person with a learning difficulty and or disability seeking work, as well as to those who are seeking to support them to achieve this goal. | South West | WWE/LPV |
| Training pack for use with people who are on the | South West | WWE |

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| Autistic Spectrum This training pack is designed for use with employers to support the employment of people who are on the Autistic Spectrum (ASC). The pack consists of a promotional power point presentation and teaching and learning support materials including bespoke film clips and a power point presentation including delivery notes. The content is intended to dispel common myths associated with ASC; to reflect on the benefits of employing people with ASC and to identify how employers can support those with ASC to become productive and engaged employees. | | |
| Working Together to Create Social Enterprise in Devon and Somerset This report explains how the project partners worked together to explore ways that learners in Devon and Somerset could develop appropriate work skills through Social Enterprise activities. | South West | CD |
| Autism and Transitions in Rotherham This video and post conference support pack was designed to forge links between individuals with Autism and the services available in South Yorkshire (and beyond). The video shows the process of getting all services, facilities and progression routes under one roof for the benefits of learners with Autism their families and carers. The post conference support pack gives all the contact details of all services and facilities that were at the conference and serves as a reference pack for learners about to undertake transition. | Yorkshire & Humberside | TN |
| Leeds Cluster; Progressing Young People into Supported Employment A case Study featuring the development of a curriculum offer that is focused on providing a transition route through to Supported Employment, highlighting the essential role of the job coach in the process. | Yorkshire & Humberside | CD |
| Learner and parent voice (LPV) | | |
| Title and brief description of 'output' | Region | Secondary theme/s |

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| Learner Journey at Vision West Notts : This case study describes the experience of a learner called Luke as he undertook a 4 week work placement at a hotel. | East Midlands | GPITW /WWE |
| Graphic Advocacy Case Study which describes how a group of providers employed the services of a graphic advocate to work with learners gathering their thoughts, dreams and aspirations to inform curriculum developments. This document can also be read alongside The Planning Cycle and supporting case study for the project entitled 'Heads Up'. | East Midlands | This document can be read alongside The Planning Cycle and supporting case study 'Heads Up' (LSD). |
| Employ Ability: A student led case study with a clear legacy A case study which describes how a group of colleges and special schools supported students with a range of special educational needs and/or disabilities (SEND) to work together to develop and deliver a high profile event aimed at enabling delegates to improve understanding of the employment related abilities of students with SEND, and of the benefits to businesses of employing them. | West Midlands | WWE /GPITW |
| Hackney College; Learner Voice Speak up for yourself A case study which explores the development and impact of 'Speak up For Yourself and your Future', a programme designed to support person-centred planning and inform a curriculum focussing on goals and choices for adult life. | London | CD |
| South Tyneside cluster; Capturing the Learner Voice The South Tyneside cluster profiled the learner's journey as learners shared their experiences and talked about their own 'journey' through radio, using local community based radio stations of Orbital Radio and Bede's World's community radio HiVE. Learners used the medium of podcasts and a number of broadcasts as a way to express their thoughts and review their own progress, ensuring their 'learner voice' was heard. This proved to be a useful tool for not only for them but for other young people like them living in South Tyneside who are deciding what they should do when they leave secondary school. | North East | TN/GPITW |
| Cumbria; Where are they now? | North West | TN |

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| <p>The resources here are part of the cluster wide theme of 'Live Local'. Their primary focus on enabling and supporting learners and families to take an active and visible role in the ongoing debate, feeding into decision making at an individual and wider strategic level</p> <p>Outputs/Resources to support this work</p> <ol style="list-style-type: none"> 1. Case study- 'My future- Using learner made video in transition reviews 2. Film footage 'My future- Eleanor's Story' 3. Case study – 'Where are they now'? How to access documents and resources <p>Film footage will be available via James Rennie School website – contact Kris Williams for more information- kris@jamesrennie.cumbria.sch.uk</p> | | |
| <p>Learner voice - Lancashire and Blackpool</p> <p>In line with new legislation and formation of the Local Offer, this project aims to ensure that young people have greater choice and access to more appropriate and relevant courses and flexible study programmes which will help them to make a successful transition into adult life in the future. In particular, the resources explore and highlight:</p> <ul style="list-style-type: none"> • Linked thinking and planning to support transition to adulthood for learners with SEN • Flexible learning provision • Greater use of person centred planning earlier in the process • Linked up inclusive programmes that lead to specifically planned individual work related experiences and opportunities within the learners local community. <p>Outputs/Resources to support this work</p> <ol style="list-style-type: none"> 1. Learner voice – navigating the system – R's journey 2. Learner Voice in Transition Planning 3. Case study – person centred reviews at Woodlands School 4. Study Programme (SF) 5. Study Programme (KM) 6. Study Programme (MM) 7. Beaumont College – the Carlisle model comes to Blackpool <p>How to access documents and resources</p> <p>Film footage available from Sue Beresford (Beaumont College) –is being uploaded onto college You Tube channel in near future- beresfords@beaumontcollege.org</p> | <p>North West</p> | <p>TN</p> |
| <p>Local Strategic development (LSD)</p> | | |
| <p>Title and brief description of 'output'</p> | <p>Region</p> | <p>Secondary theme/s (i.e. also relevant to)</p> |
| <p>The Planning Cycle and Heads Up case study - Implementing a collaborative local planning cycle to identify disabled students who will need provisions in the future, and project and plan to meet their needs.</p> | <p>East Midlands</p> | <p>CW/CD</p> |

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| <u>Developing a preparing for adulthood local agenda in Dudley</u> . A case study which shows how education partners have worked together to develop a 'preparing for adulthood' local agenda and used it to engage with strategic partners. | West Midlands | CD/GPITW |
| <u>Herefordshire; Improving progression into employment</u> A case study about improving progression into employment through collaboration between education, voluntary and supported employment organisations. It includes a link to a newly set-up e-forum. | West Midlands | GPITW |
| <u>Developing effective post 16 transition and an offer for Southampton</u> A case study which describes how a group of organisations including a supported employment provider and three mainstream colleges are collaborating to improve post 16 transition for young people with SEND. This includes developing a coherent local post 16 offer, including joint marketing as well as shared information events for young people, parents/carers, teachers and supported employment workers. | South East | WWE/CD/TN |
| <u>Leeds Cluster; Gathering Baseline Data for Supported Employment</u> This report describes how Broomfield South Specialist Inclusive Learning Centre (SILC), with partners from Further Education, undertook to review the current progression of young people into Supported Employment, in order to provide baseline data against which to review future progress and inform curriculum delivery. | Yorkshire & Humberside | CD |
| <u>Protocol for establishing a Personalised Learning Work Experience (PLWEP) in the City of York</u> The City of York education partners in expanding the local offer recognised that for a small but growing number of young people with high needs a Personalised Learning and Work Experience Programme (PLWEP) is the most appropriate option. This project brought a consortia of key York partners together to write and agree a protocol for the operation of PLWEPs for 2013/14 onwards. The protocol covers who will be the 'lead' provider; responsibility for monitoring, quality and audit; the importance of the Progress Tutor; review process; costing and transfer of funding; role and links to Connexions staff. This current | Yorkshire & Humberside | CW |

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| practice aligns well with the new Study Programmes and education funding reforms for 2013-14. | | |
| Getting the local learning offer right for High Needs Students aged 16 - 24 A quick read – 10 top tips for senior education leaders in a local area looking to improve the learning offer for young people aged 16 – 24 with learning difficulties and or disabilities Just over one side of A4 asks you to consider investing time; using data; vision and strategy; views of students and their families; transition; negotiating the maze; non traditional educational environments; individually designed learning pathways; seeking extra resources and opportunities at the end of formal learning in order to identify and improve the local offer. | Yorkshire & Humberside | TN |
| Modelling the new Traineeships/Supported Internships (MT/SI) | | |
| Title and brief description of ‘output’ | Region | Secondary theme/s (i.e. also relevant to) |
| Devon and Somerset; Supported Internship case study This case study demonstrates an Intern’s journey from initial interview in January 2013 into fulfilling a business need in May 2013. It outlines the interviewing and occupational profiling, leading to a job match, coaching, using natural support, off-job training, fading support and independence in a catering role. The results show a marked increase in confidence and abilities, an expressed interest from the work base provider and the gathering of relevant information that will follow the Intern into future employment. | South West | GPITW/CD |
| Blueberry Academy; Traineeships This case study brings together an overview of a traineeship programme and focuses on the learning and work experience of young people with learning disabilities on the programme. As part of the case study we explore : • Establishing the Traineeship model • Which learner groups can benefit from a Traineeship programme • Reflections on the experience of learners and the preparation for work. | Yorkshire & Humberside | GPITW/LPV/CD |

| Preparing for Independent Living (PIL) | | |
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| Title and brief description of 'output' | Region | Secondary theme/s (i.e. also relevant to) |
| Piloting independent living experience away from home (Oxfordshire) A case study about piloting independent living experience away from home and linking this to a 'Living Life' curriculum and to professional development. It includes a link to a DVD about the two week residential experience of a pilot group of students. | South East | CD/CW/LPV |
| Transition (TN) | | |
| Title and brief description of 'output' | Region | Secondary theme/s (i.e. also relevant to) |
| Bromley Cluster; The value of partnership working A DVD developed to demonstrate the impact made by a group of school and college managers along with Bromley Borough Council in working together to improve the transition from school to college and to make significant steps forward in putting together the local offer. | London | CW |
| Bromley College; FAQs A FAQs sheet developed by Bromley College to provide answers to frequently asked questions (FAQS) for prospective learners and their families. | London | LPV |
| Bromley Council; Education Health and Care plan A draft Education Health and Care Plan (EHCP) designed for use with young people aged 14-25 years in the borough of Bromley. The plan (which includes 3 documents) is accompanied by a presentation of the implementation plan. The EHCP was developed by Bromley Council with support and contributions from young people, their parents, schools, colleges, independent specialist colleges, local authority service managers. | London | CW/LPV |
| Orchard Hill; Transition Passport A transition document that can be used with learners to effectively transition them to the next stages of their young adult life. Both a paper based version and an ICT version is available (through the college website www.orchardhill.ac.uk) The transition passport offers a way of documenting effective transition either from | London | LPV |

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| school to college, or out of college onto the learner's next steps. | | |
| Post 16 at Havering DVD A DVD which presents the post-16 provision for learners with learning difficulties and/or disabilities in the London Borough of Havering in a way which is accessible to parents and learners. | London | CW/LPV |
| Gateshead Cluster; Job coaching and peer mentoring for independent life The Gateshead Cluster worked together to support a group of learners with learning disabilities and autism on a joint planning and delivery programme of study to support learners and their parents and carers through the transitional period of leaving school and progressing onto college and/or training. As part of the cluster work the group produced a case study and has shared the following additional documentation which support and illustrate our approach: • tranSEND information event and PowerPoint presentation slides • Voiceworks PowerPoint presentation slides • Aaron's Story- Learner profile and journey • Gateshead Council's Team briefing notice | North East | GPITW/CD/LPV |
| East Cheshire; Single Education Health Care Plan (EHCP) This cluster tested a pilot single plan to aid transition pre 16/post 16 and post 19 and also signposts good practice in bridging the gap with employer engagement. The cluster worked with employers and parent partnerships to develop a new EHCP. Outputs/Resources to support this work • Transition - Case study Report – East Cheshire Cluster • Education Health and Care (EHC) plan – East Cheshire • Aide memoire to support ECH Plan – East Cheshire • DVD Video 'Bridging the Gap' Springfield School – East Cheshire • For further reading -Report produced by Manchester SEND Pathfinder. | North West | WWE |
| More than just a sleep over; Sandside Lodge The aim of this project was to improve transition processes for pupils leaving Sandside Lodge School, by enabling pupils to experience different options for their future placement, including residential college. The following resources document the learning gained | North West | LPV |

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| through a residential visit to Beaumont College by 6 learners from Sandside Lodge in Cumbria Outputs/Resources to support this work 1. Case study- 'More than just a sleep over' 2. Film footage 'Our residential visit to Beaumont' How to access documents and resources Film footage will be available via Sandside Lodge School website – contact Susan Gill for more information- sgill@sandside.org.uk | | |
| Oakwood Academy: A college taster week Oakwood Specialist Academy worked in collaboration with Irlam and Cadishead Sixth Form College to develop a transition programme for disabled learners. The first part of this programme was to introduce students from Oakwood Academy to college life. Irlam & Cadishead Sixth Form arranged a full week of activities for the students in a variety of subject areas to build confidence and aspirations and to give pupils work experience taster sessions. One of the highlights of the week was a full drama workshop that explored transition issues and supported students in their planning for the future. | North West | CD/LPV |
| Rethinking transition and curriculum in the North West This case study explores how the cluster worked together to improve the process of transition and the curriculum offer to improve the experience of the young people we work with. It also includes and exemplifies some of the strategies we used to facilitate the sharing of information in order to support transition, including the use of learner videos. | North West | CD |
| Transition in the North West In line with new legislation and the formation of the Local Offer, this project aims to respond to those young people who want to see greater choice and more appropriate and relevant courses combined in flexible study programmes which support successful transition into adult life. Outputs/Resources to support this work include A case study - Rethinking Transition, The Rationale behind the Planning for Transition - Timetable for Post 16 (Mainstream, Special and ISP), Planning for Transition Timetable -Post 16 (mainstream, Special Schools, Independent Specialist Provider) timetable of activities, Planning for Transition Timetable -Post 16 Independent Specialist | North West | LSD |

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| Provider process /timetable of activities, List of key operational transitional documents (appendix) and This is me! Transition pack | | |
| Guernsey Map to Adulthood These resources have been produced to support students with learning difficulties and disabilities in Guernsey, in the transition from school to their next steps on the path to adulthood. We set out to illustrate what options students had and the support that was available to them on their journey. The resources include the Guernsey Map to Adulthood (it will be printed double sided A3 and folded to make a booklet); An Easy Read Transition Questionnaires for students; Transition Questionnaire for parents; The Questionnaire analysis and Moorier's transition workbook. | South West | LPV |
| New Fosseway and City of Bristol College; Transition work in practice This case study highlights some of the challenges involved in supporting young people with learning difficulties to make the transition from school to college. The lack of clear, accurate information can make appropriate decisions difficult for recruiting staff particularly where high levels of support will be required. | South West | LPV |
| Sophie's Transition from specialist provision to mainstream college This case study is about a learner with visual impairment and her transition from specialist provision to mainstream college and the support that was put in place to enable Sophie to complete her college studies and progress to university. | South West | LPV/CW |
| St Brendan's Sixth Form College; Transitions Project This case study describes how St Brendan's Sixth Form College piloted a six week transition programme to help academically able young people with additional needs understand their entitlements when moving from college to work or Higher Education. It should be viewed with: • The Transitions Project Flyer • The Programme plan for the Transition project • A PowerPoint presentation "Know your rights- disability | South West | TN |

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| equality and the law” • The scenarios for discussion. | | |
| Kirklees Cluster; The Process of Transition This case study is actually made up of 4 separate illustrations of different students who are experiencing the journey of transition towards adulthood. Each partner in the Kirklees Cluster chose a student at a different point on the journey to illustrate the various stages and highlight the choices and alternatives appropriate to each individual. The outcome is a collection of 4 individual stories that highlight different stages on the journey. These are available to students and parents/carers in Kirklees to ‘bring to life’ the experiences and options available within our booklet for life beyond 19. | Yorkshire & Humberside | LPV |
| Kirklees Cluster; What's Next The “What’s Next?” booklet is designed to ensure students with multiple and complex needs, their parents and carers have clear, unbiased information about the options available when leaving school at 19 years of age within Kirklees. The booklet, designed to share information about local options, will be used in conjunction with advice and support from the Careers Advisers, teachers, the Transition Team within Kirklees Social Services and importantly, the students and their supporters. | Yorkshire & Humberside | LPV |
| Working with Employers (WWE) | | |
| Title and brief description of ‘output’ | Region | Secondary theme/s (i.e. also relevant to) |
| Employer’s perspective of setting up a work placement - Short report highlighting the way in which the cluster member worked with the employer, the Belfry to set up a work placement. | East Midlands | GPITW |
| Carshalton College; Working with employers to support learners with Learning Difficulties into work A case study describes a programme designed to prepare students with learning difficulties and/or disabilities for employment. It has been delivered to 12 students with moderate learning disabilities. The programme was delivered in 2 elements: • in- house classroom learning based on accredited preparing for employment units • a work placement providing a | London | GPITW |

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| realistic working environment with supported on the job training The case study demonstrates the importance of employer engagement. | | |
| <u>East Cheshire Employer Engagement Pack</u> The aim of this pack is to raise employer's awareness of employment as a positive pathway for learners with disabilities or learning difficulties. The pack includes local information and national documents to support disabled learners into employment and offer advice for potential employers: 3A. Power Point Presentation 'Working together to achieve success for disabled clients.' 3B – 3K Exemplars of documentation to support employees and employers 3B-3G National Documents: 3B. 'Handbook for Employers' produced by the Joseph Rowntree Foundation 3C. 'Top tips for small employers' produced by The Disability Rights Commission 3D. 'UK Customer profile' produced by the Employers Forum on Disability 3E. Flyers and updated information from REMPLOY Web: www.remploy.co.uk 3F. Employers- 'Practical Guide to the law and best practice for employers' 3H- 3K Documents produced by East Cheshire 3H. Placement Information documentation produced by Cheshire East Council 3I. 'Myth Busting' case study prepared by East Cheshire Supported Employment 3J. 'Bridging the Gap' Project case study produced by Springfield School 3K. DVD 'Bridging the Gap' produced by Springfield School. | North West | GPITW |
| <u>PearTree Cluster: Making What Works, Work for Everyone</u> 'Making what works, work for everyone' uses proven approaches in developing pathways to work to set up and 'test' new opportunities, matching learners interests and needs with that of the work place- a person centred approach! Here, we follow the experiences of two learners: ♣ Conner - through personalised and supported work experience ♣ Lewis – as he shares the film he made of his recruitment and induction into his first paid job Outputs/Resources to support this work 1. Lewis's story – Got the Job! Film and case study 2. Conner's story – Right person, right place, right from the off Case study How to access documents and resources Please contact cluster members for further information. You tube links are 'unlisted'. Plans are underway to upload videos to Highfurlong School | North West | GPITW/LPV |

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| website. | | |
| Salford Cluster; Inspiration Days Oakwood Specialist Academy formed an alliance with The Fujitsu, the leading Japanese information and communication technology (ICT) company. This company had recently appointed a Business Connector for Manchester. The role of this professional is to create connections between the private sector and community organisations to tackle the issues of employment in the North West. It was decided to organise 'inspiration days' with a number of companies: <ul style="list-style-type: none"> • to introduce Oakwood pupils to employers • to allow employers to see these young people as potential employees. • to give young people the opportunity to gain a practical overview of the work involved within a range of employment fields. Outputs/Resources to support this work <ul style="list-style-type: none"> • LSIS Working With Employers -Case Study Report- Salford • Information Sheet about BITC • A model of an Employer Directory with descriptions of the 'Inspiration' days • DVD Fujitsu Film highlighting the difficulties in finding work experience, and the model Fujitsu has delivered. The video can be accessed by contacting Liz Capell and on the Oakwood High School website. | North West | GPITW/CD |
| Henshaws College; Supported Employment Project This report explores how Henshaws College hosted a business breakfast meeting aimed at engaging businesses in providing Supported Employment opportunities to young people. The event sought to remove the myths, outline support available to employers and provide real life experiences from employers who have employed young people with Special Educational Needs. For education providers and support agencies looking to engage more employers / businesses in providing Supported Employment opportunities. | Yorkshire& Humberside | GPITW |