

Shingley College Transition and Progression



The College has worked for a number of years to develop practice around planning progression for learners with learning difficulties and or disabilities from School into Further Education and then from College into Higher Education, Supported Employment or other community based activities.

Supporting the Transition of learners into employment

The College became concerned that whilst support focussed on progression within College more needed to be done to support the progression out of College and to manage that better. Students were sometimes surprised to learn that there was not an appropriate progression route for them at the end of a year and parents were seemed unprepared, expecting an entitlement set to a number of years or a particular age rather than a learning outcome.

The College introduced the following strategies for all students

An improved systematic review of progress, linked to planned outcomes using an on line tracking tool and clearer signposting for learners coming to the end of their time at College.

In addition for our learners with learning difficulties and or disabilities

Transition plans to provide additional tracking of work on independence (including travel training and the use of assistive technologies).

Work with Parents and carers in managing their expectations and raising aspirations (the thought of independent living and employment was still a distant goal, something for the future).

Brokering and Signposting opportunities for supported employment.

Outcomes

The online tracking tool is popular with students because it gives a clear visual display of their progress and achievement and lecturing staff are able to quickly identify learners who may require some additional support or for whom progression onto another course may not be the best option.
([link to tracking tool](#))

Transition plans are being produced between learning support staff and students, they are used to encourage students to think about the kind of support they need to get into work or live independently. For some it is a challenge to be asked to think about what they would say to an employer about themselves and what kinds of tasks they would and would not be able to do.
([link to transition plan](#))

Parents and Carers understood very little about what would happen after College and welcomed the opportunity to explore this in good time. A Transition Event held in February introduced them to opportunities available and advised on what actions should be taken and an interactive Mind map is being developed to help explain the process
([Transition mind map](#))

Supporting Learners with learning difficulties and or disabilities into HE

A review of University literature revealed that Universities gave out an abundance of information on services available to support learners with a disability when they were at University but there was little to help them plan and prepare for this. The College felt there was a need to learn from the transition protocols developing around transition from School to College, to maintain these "Transition Plans through College and onto University, Employment or other post training activities.

One project looked at progression onto University and was done in collaboration with Leeds Metropolitan University. Four learners were invited to take part on a project which engaged them in activities to help them consider what life might be like for them at University and what kinds of support they may require.

The students work through a range of activities and compile learning needs profile (Passport). This Passport records in detail processes and activities that have been undertaken that demonstrates that the learner has considered his/her additional learning needs and is able to manage them effectively

Activities include

- Managing Learning and Anxiety
- Living Independently
- About my disability
- My Learning Needs
- Managing my own support.

One of the most challenging activities was to work with each student and try to help them to identify how their particular condition would impact on their life at University and on what kinds of support they had had that would be useful to them.

This was recorded on a simple plan, although we have also explored the use of video and mind maps to record these reflections.

Students were supported to attend a Summer Camp at Leeds Metropolitan University
([link to Video – Reflections on a University Summer Camp](#))