

Preparing for Adulthood

Engagement Report

December 2024



1 Introduction and Methodology

Shropshire Council undertook research between mid-August and the end of October 2024 to understand more about the experiences of people with Special Educational Needs and Disabilities (SEND) when preparing for adulthood and completing education. The research considered the views of children and young people from year 9 upwards, parents and carers and professionals. Three surveys were provided between 13th August and 31st October 2024. The research was supported by colleagues working in local health services and other partner organisation and Shropshire's Parent Carer Council (PACC).

The Children and Families Act Code of Practice says that from year 9 young people with SEND and an education, health, and care plan (EHCP) should be supported with high aspirations for the four areas of preparation for adulthood (PfA), and helping young people understand what support is available to them as they get older. The four areas of PfA are:

- Higher education and/or employment
- Independent living
- Participating in society
- Supporting good health in adulthood

The research aimed to obtain feedback on these areas of support and service delivery within Shropshire. Three surveys were promoted widely using local networks, support from PACC, Shropshire Council's 'Get Involved' webpages and linked email alerts and also promoted by Shropshire Council members of staff.

The length of engagement period and work undertaken resulted in a good sample of responses from each target group. The results of the feedback are presented within this report. This report proceeds in the following sections:

- **Section 1 Introduction and Methodology** (this section) provides a description of the survey background and methods.
- **Section 2 Respondent Demographics** outlines the profile of respondents taking part in the survey.
- **Section 3 Education and Transition** analyses survey results around transition planning and educational pathways.
- **Section 4 Information and Communication** considers feedback relating to access to information among respondents and communication methods.
- **Section 5 Careers Advice** details the feedback received concerning careers advice.
- **Section 6 Independent Travel and Training** explores the ability of children and young people to travel independently, and the effectiveness of travel training.
- **Section 7 Additional Feedback** focuses on other more general feedback provided about preparation for adulthood.
- **Section 8 Summary and Conclusion** provides a brief summary of the key results and offers some conclusions based on the evidence.

2 Respondent Demographics

There were 270 responses to the survey work that was delivered for Preparation for Adulthood. There were 3 surveys, one for parents and carers, one for young people and a survey for professionals. Table 1 below shows the overall response total for each survey. Many of the respondents provided information about themselves within the online survey. There were a good range of responses across all three surveys.

Table 1. Survey responses

Survey and Audience	Number of respondents
Parents and Carers	88
Young People	46
Professionals	73
Total	207

Each survey carried out included demographics questions designed to provide an insight into survey respondent characteristics and to allow Shropshire Council's decision makers to check that responses are balanced and representative of the population and communities within Shropshire. The data collected varied slightly for each survey based on experience from other similar surveys and due to different characteristics of each target audience.

Parent Carer Survey Respondents

The parent carers' survey gathered information on gender and age group to understand more about the survey sample and whether it is representative. **Figure 1** below shows that 86% of respondents to the survey were female and 7% male. Shropshire Council's surveys usually show a bias towards female respondents, but this is a much greater proportion of females compared to average. It may reflect national research that highlights mothers and female carers often take a role in responding to surveys on behalf of others within a household or where the surveys relate to the needs of children. 7% preferred not to give an answer and there was no response from 31 survey respondents. These 31 respondents (of the 88 total) also opted out of all the demographics questions within the survey.

Figure 1: Parent Carers - Gender

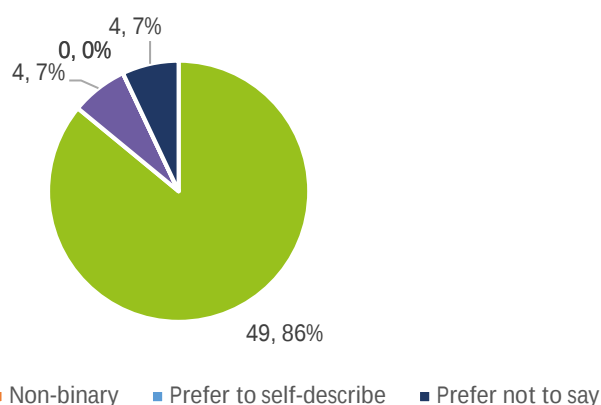
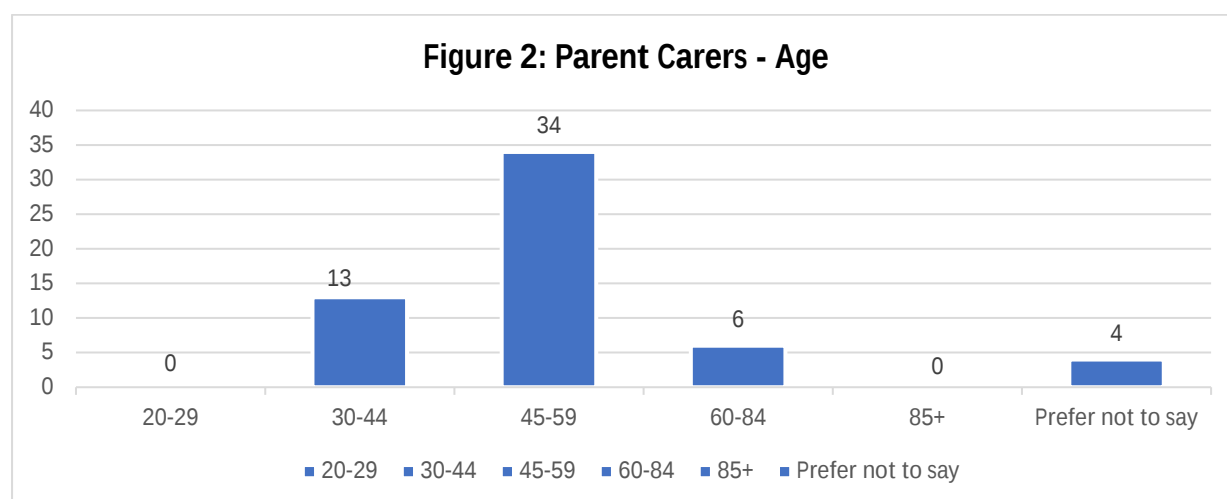
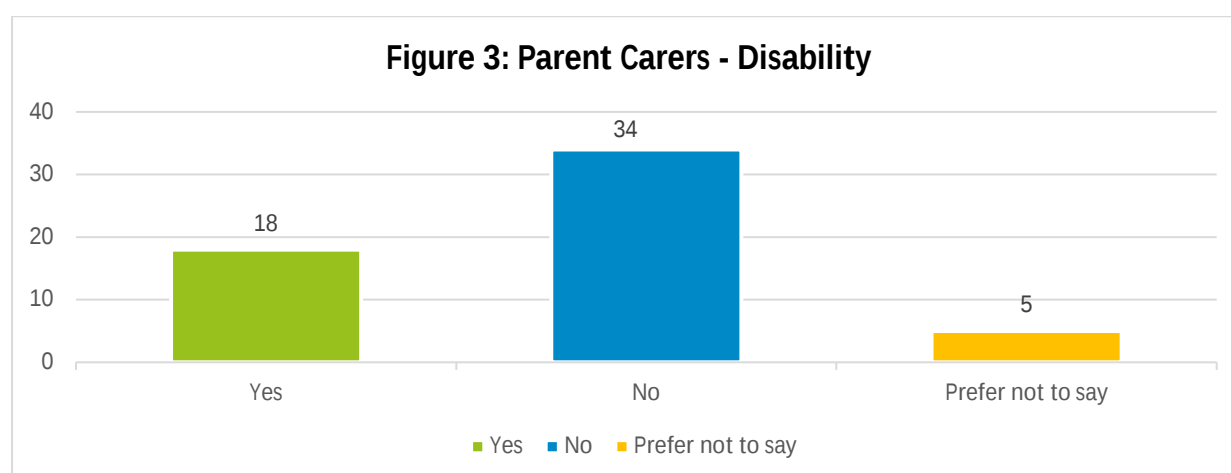


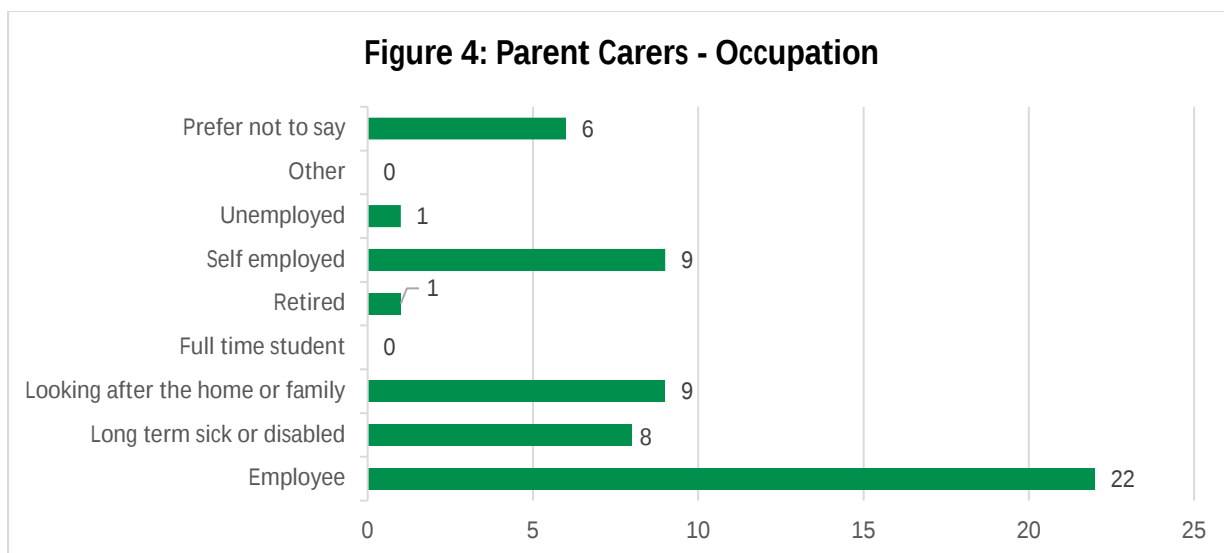
Figure 2 below displays the age group of those survey respondents who completed the 'About You' section of the survey. 60% of those who completed the question were in the 45-59 year old age group, with 23% aged 30-44 and 11% aged 60-84. The age range aligns with the topic of the survey 'Preparation for Adulthood' with parents/carers in an age group where they are more likely to have older children/young people.



The survey for the parents and carers survey asked whether respondents have any long-standing illness or disability that limits daily activity. Understanding this can be important in ensuring the needs of people with a range of characteristics are represented. This also aligns with Shropshire Council's work to ensure surveys are accessible to all (with other response options presented and available on request). For this survey, **Figure 3** highlights that 32% of respondents have a long-standing illness or disability, 60% do not and 9% preferred not to say.



Respondents were asked a little about their daily lifestyle or employment status. The results are shown in **Figure 4** and show that 39% are employees, 16% are self-employed, 16% are looking after the home or family and 14% are long-term sick or disabled. In addition, 2% of respondents are retired and 2% are unemployed. This response suggests a representative mix of parents and carers in different circumstances.



Questions were included within the survey to cover ethnicity and religion. When considering service provision and design it is important to meet the needs of people from different backgrounds. In this case there were very few responses from people other than White (British, Irish, Welsh) backgrounds or people from religions other than Christians and Atheists/ people with no religion. 51 of the 57 people who provided a ethnic group were White (British, Irish, Welsh). For religion, 23 of the 56 question respondents were Christian and 22 have no religion (see **Figure 5** for details). It should be noted that the survey sample was not representative of people from a range of backgrounds and this is something that may be considered when making decisions or planning future engagement activity.

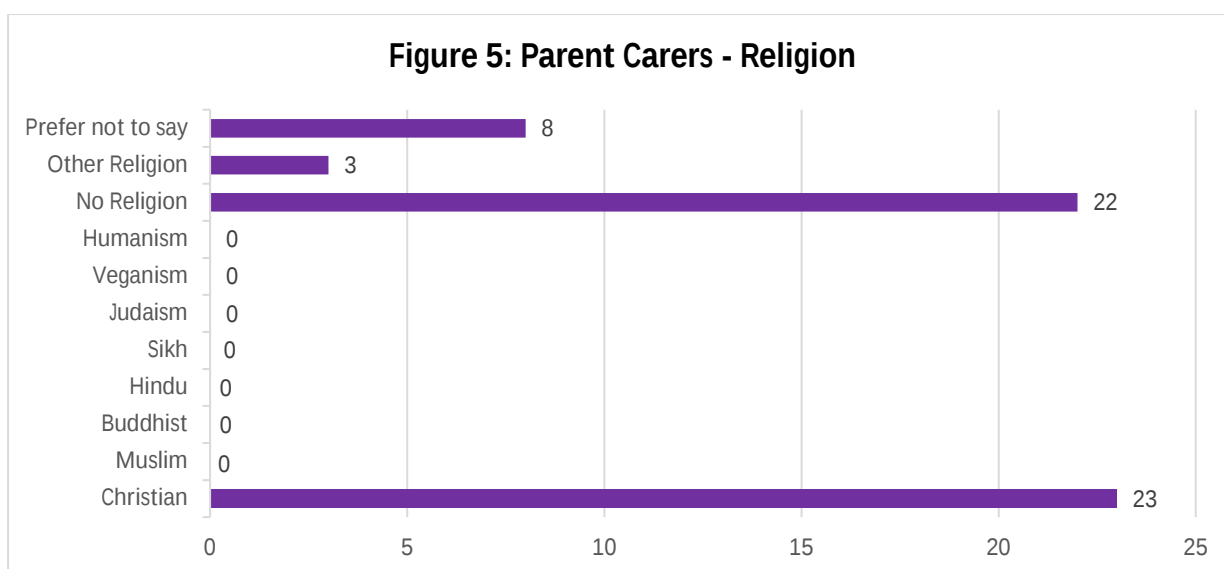
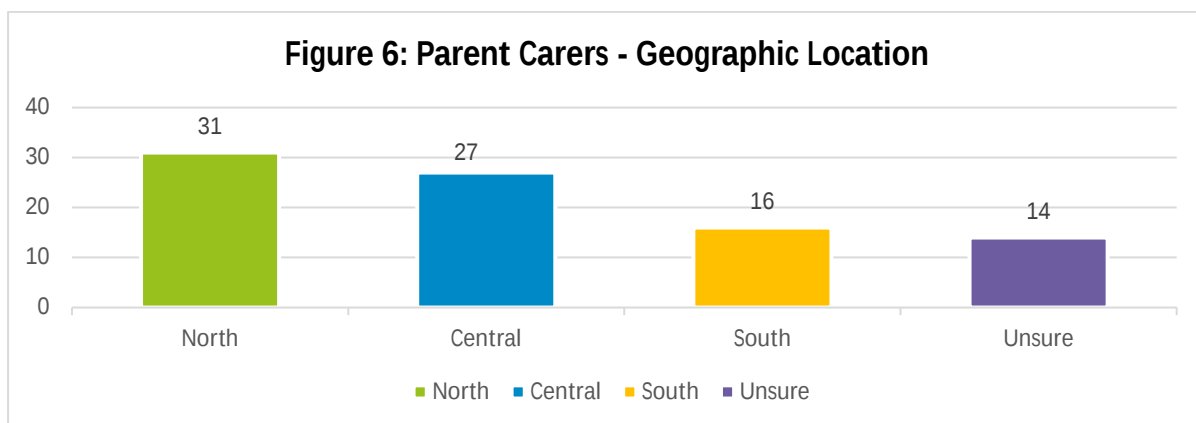
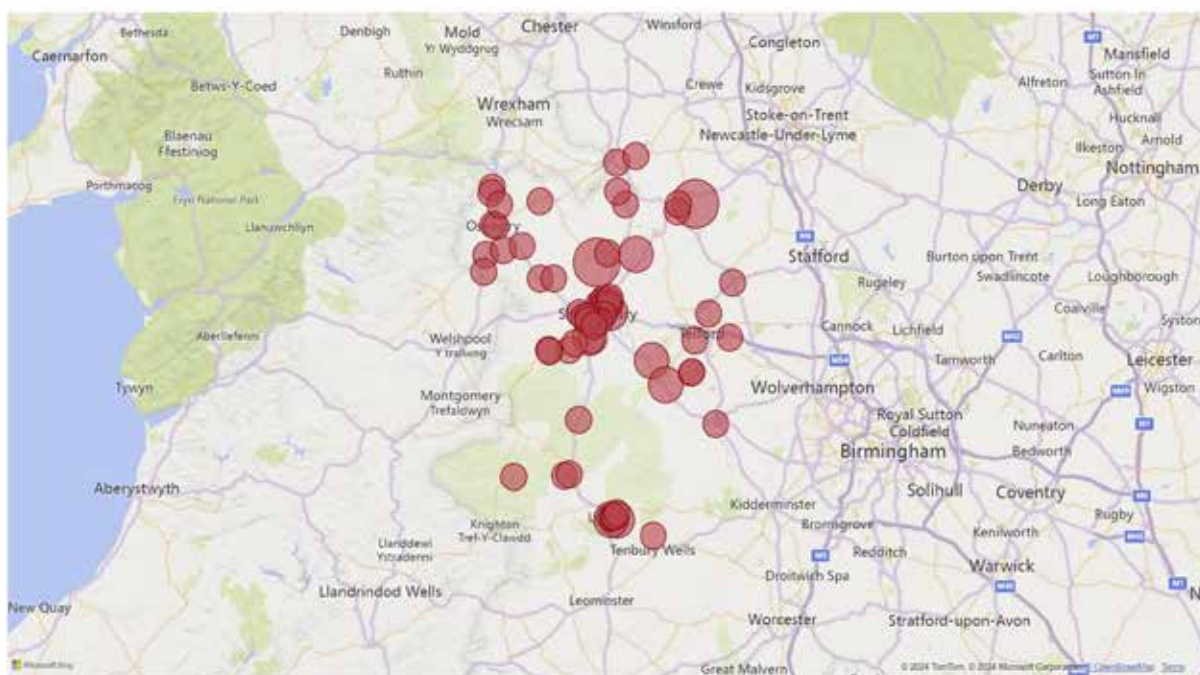


Figure 6 and **Map 1** highlight the areas of Shropshire survey respondents live within. There was greater representation from the north of the county (35%) compared to the south (18%) but as Map 1 shows, overall, it was good to see that the survey reached people living throughout the county. 31% of survey respondents live in central Shropshire and 16% were not sure which area they live within (the map displaying partial postcode suggest a few live on the county borders).



Map 1. Approximate location of survey residents

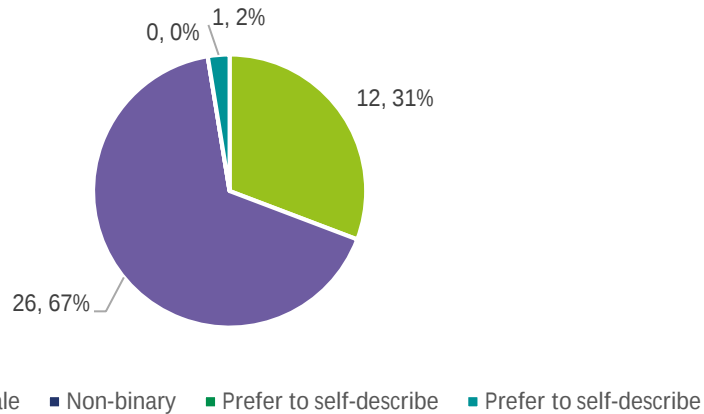


The next section considers the characteristics of survey respondents for the young people's survey as the following section shows, there were some significant differences between the samples.

Young People Survey Respondents

There were survey responses from 46 children and young people. The young people were asked a smaller number of demographics questions (fewer questions are used within surveys designed for children and young people due to the nature of the audience and past results). The data collected highlights that of the respondents 26, 57% were male and 12, 26% were female. This result is a contrast to the predominantly female bias within the parent carer survey. 1 of the young people prefers to self-describe and 7 did not respond (see Figure 7).

Figure 7: Young People - Gender



In the same way as parents and carers, young people were asked about their ethnicity and religion to determine if the survey sample is representative of the population. The results, shown in **Figure 8** and **Figure 9** highlight that respondents were predominantly White (British, Irish, Welsh) with no religion. This information should be considered when designing future engagement.

Figure 8: Young People - Ethnicity

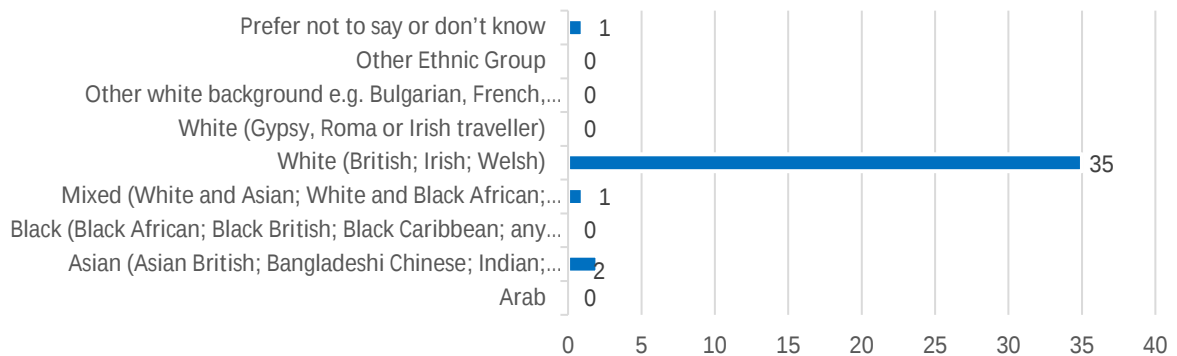
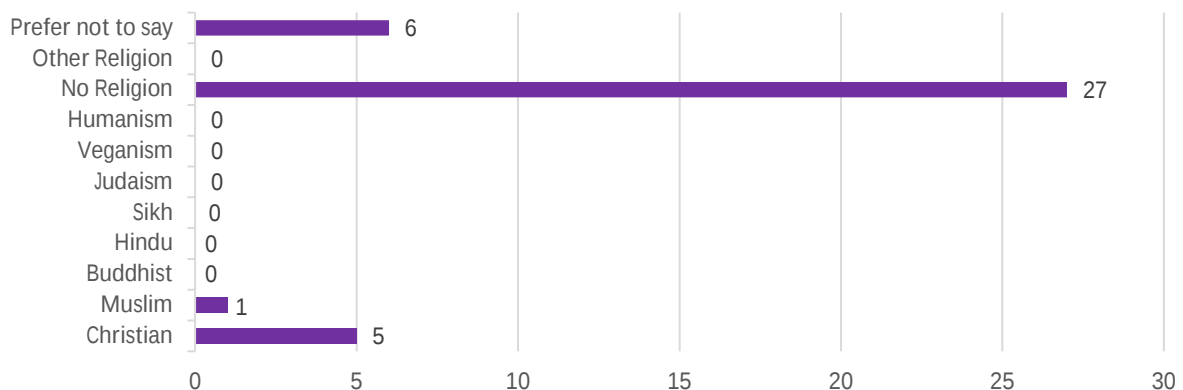
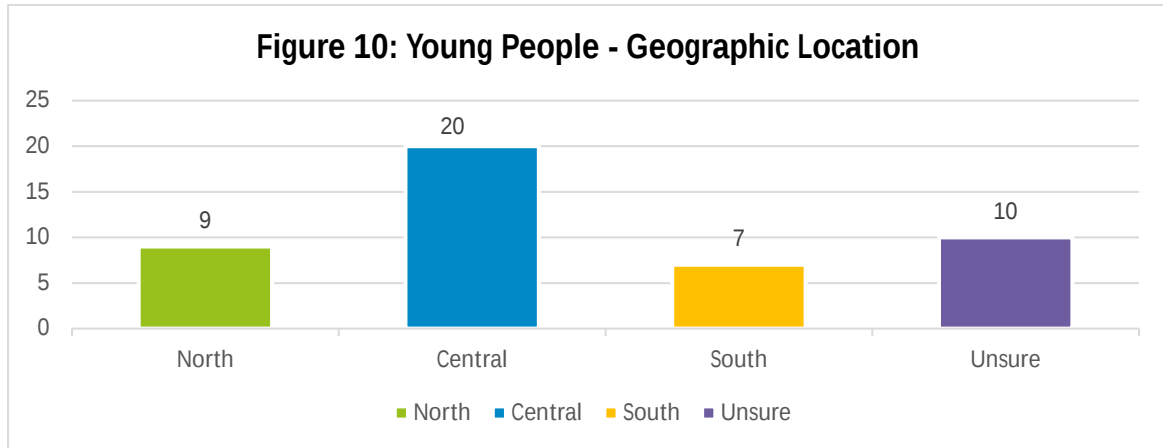


Figure 9: Young People - Religion



A question was also included to check if the survey sample was geographically representative. **Figure 10** below shows that there were more respondents from central Shropshire (43%) compared to other areas of the county. 20% of the respondents were from North Shropshire, 15% from South Shropshire and 22% of young people were not sure/ didn't know.



For children and young people it was important to understand their current education status. **Figure 11** shows that 24 of the 46 respondents are in school and 21 have left school, with one home educated.

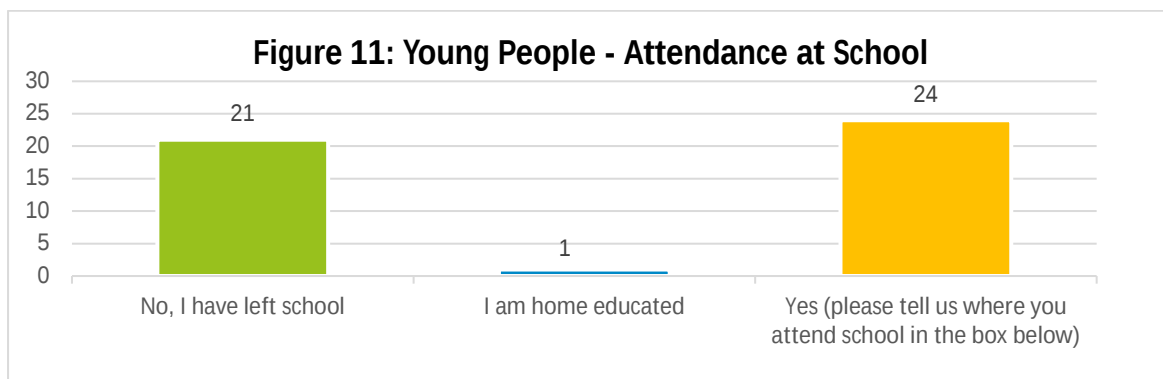
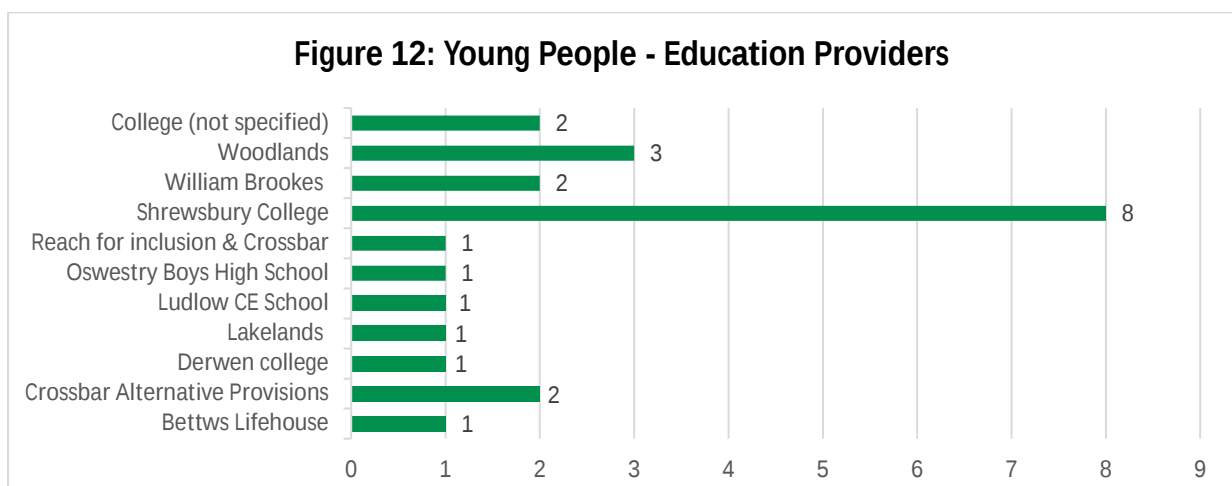


Figure 12 displays the educational establishments the survey respondents are at. Only 23 of the children and young people provided a school/college name and 8 of those are at Shrewsbury College.



The next section considers the characteristics of the professionals engaged in the research.

Professional Survey Respondents

73 people responded to the survey designed for professionals. Although demographic information is perhaps slightly less essential for this target audience, it is still important in order to understand any potential bias in responses and any gaps in representation. **Figure 13** highlights that there were very few responses from male professionals (5) with most professionals surveyed being female (46). 3 preferred not to say.

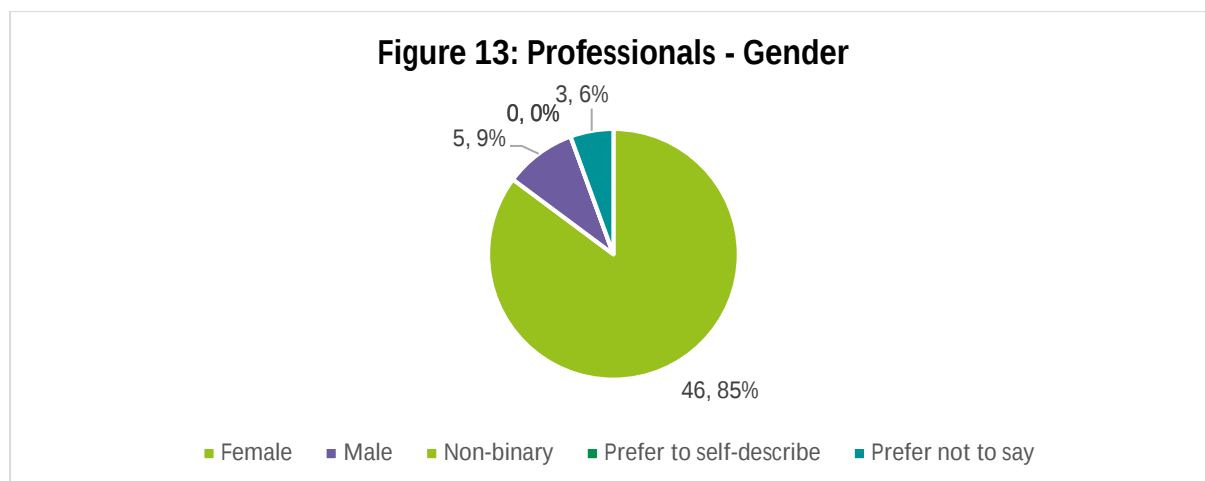
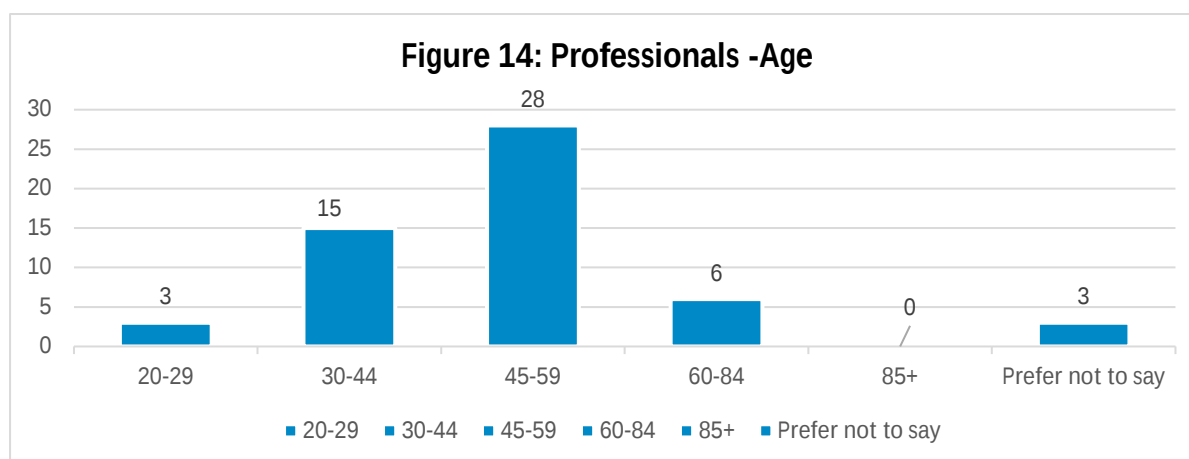
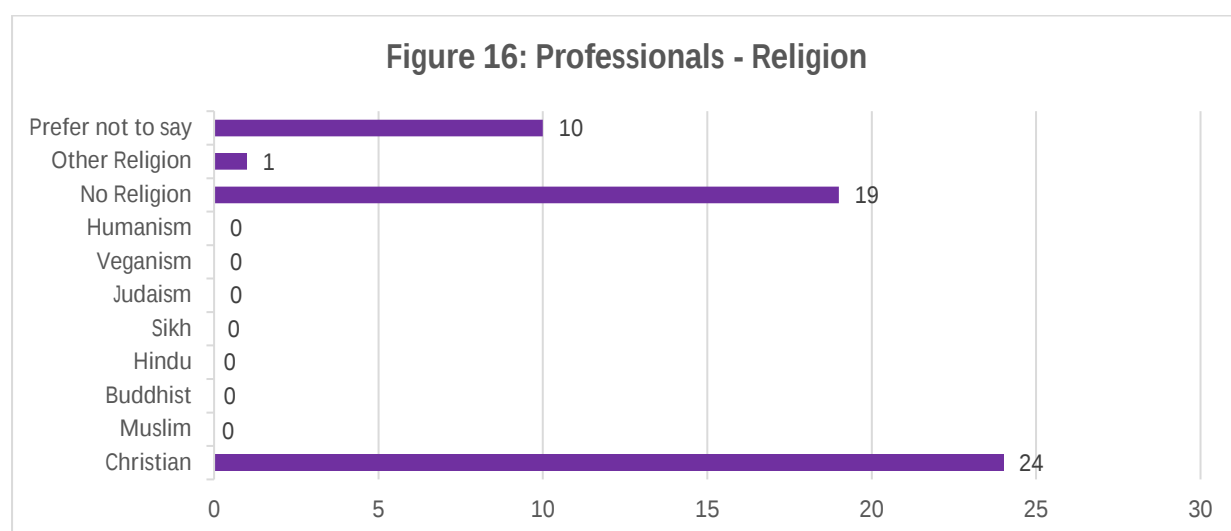
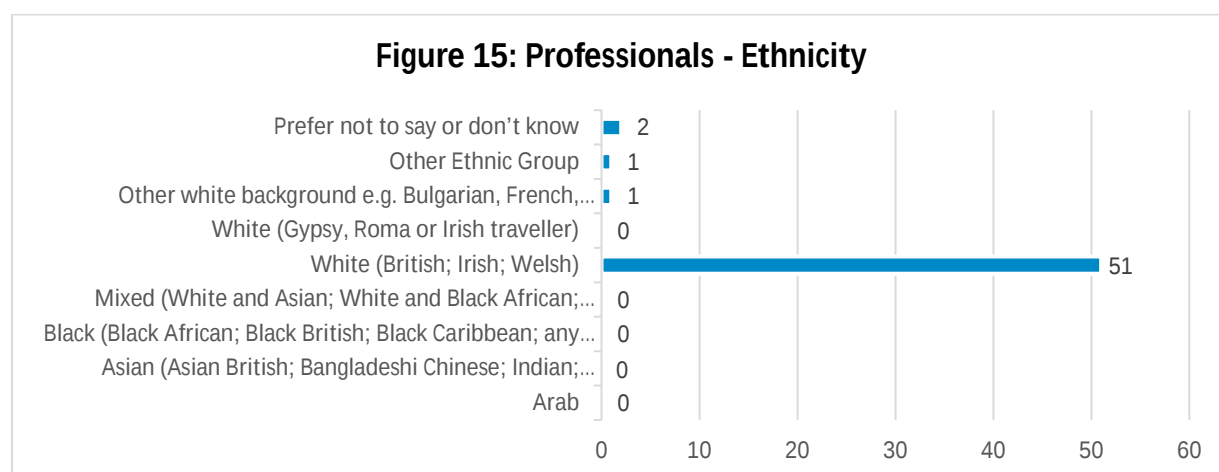


Figure 14 highlights the range of age groups the professional respondents represent. It is good to see that a range of age groups are covered with more in the 45-59 year age group (other research suggests that this is typical and representative, Council data has the average age of Shropshire Council staff falling within that age group).



Professional respondents were also asked for ethnicity and religion information and the results shown in **Figure 15** and **Figure 16** display that the same issue applies to this group of survey respondents as it did for young people and parent carer. The engagement has reached White (British, Irish, Welsh) respondents with Christian or

no religion belief but a more diverse population has not been represented. This information is important context for the feedback obtained from the wider project.



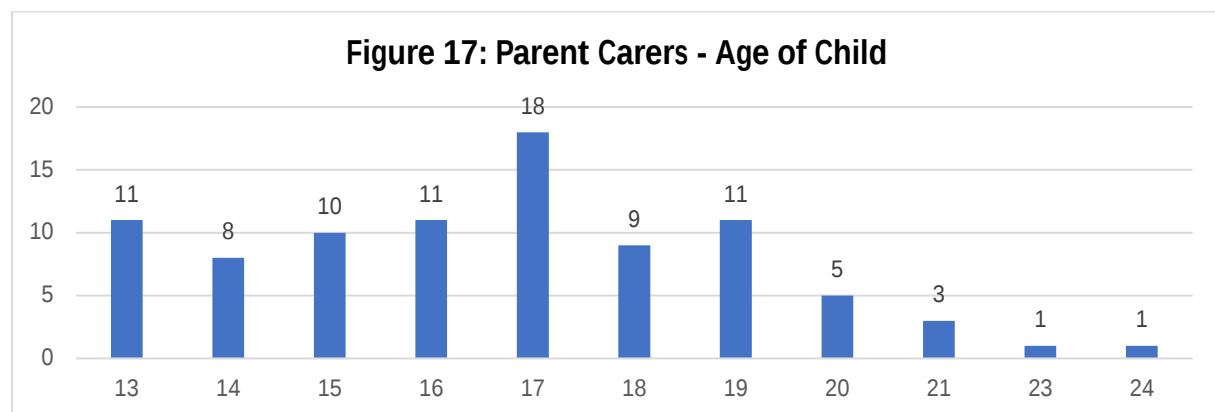
The next section of the report considers the feedback received in relation to the theme of higher education and/or employment. Included within this section includes some background information about the families and individuals participating within the research.

3 Education and Transition

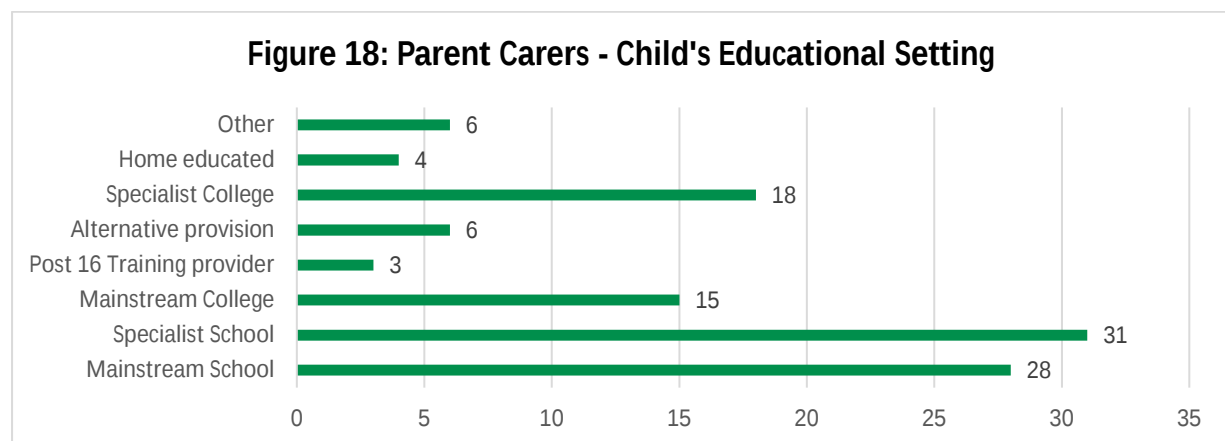
For ease of interpretation the information gathered under the theme of higher education and employment is presented for each survey/user group below.

Parent Carer Survey Feedback

Parents and carers responding to the survey were asked for some background information about the age of their children and the educational setting they are within. **Figure 17** shows that there were a good range of responses from parents or carers with children of different ages between 13 and 24. There were more 17-year olds represented by parents and carers than any other single age.

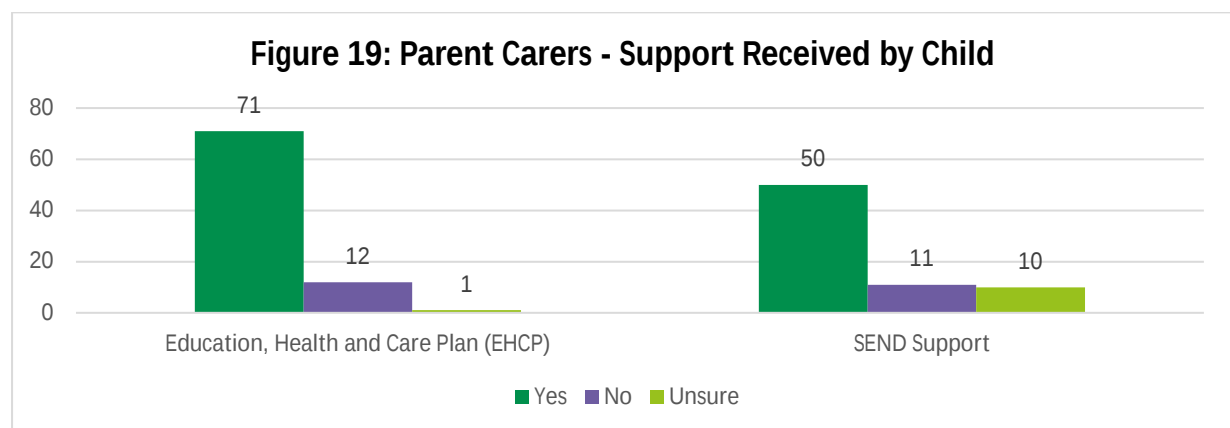


When asked 'In what type of educational setting has your young person received their education from year 9?' 31 of the parents and carers selected a specialist school. The second main category was mainstream school followed by specialist college and mainstream college. Only a small proportion of children represented are home educated (4).

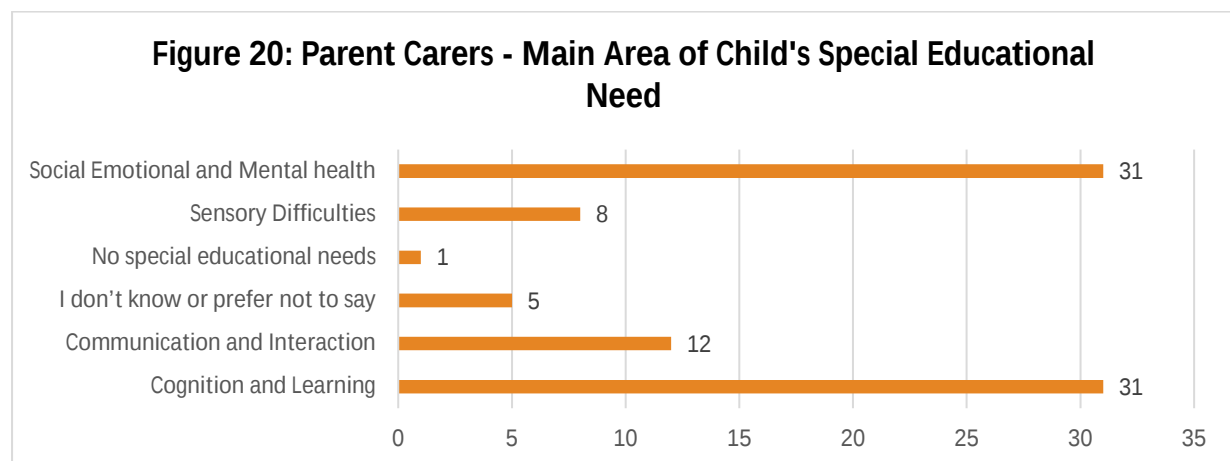


Parents and carers were asked if there were any other educational settings other than those listed within the question. 6 used the other category and the responses included independent residential special school, a specialist unit within a mainstream school (2), sixth form, periods out of education, and EOTAS (Education Otherwise Than At School).

The survey of parents and carers asked whether the child/young person had received educational support through an Education, Health and Care Plan (EHCP) or SEND support. Figure 19 displays the response and highlights that 71 of the 88 parents and carers have children with an EHCP and 50 of those children had/have SEND support. Only 12 children did not have an EHCP and 11 did not have SEND support (a few parents and carers were unsure). 4 parents added a comment and all 4 suggested that additional support would have been beneficial.



To find out more, parents and carers were asked 'What is your child/young person's main area of special educational need?' **Figure 20** displays the answers received. **The top categories of educational need, each with 31 responses were social, emotional and mental health and cognition and learning.**



The survey of parents and carers asked several questions designed to understand more about transition. **Figure 21** shows that a large proportion of parents (46, 52%) report that their child/young person did not have a transition plan (9 children, 10% did). Many were not sure or missed the question.

Figure 21: Parent Carers - Did Child Have Transition Plan Detailing Steps and Actions Needed?

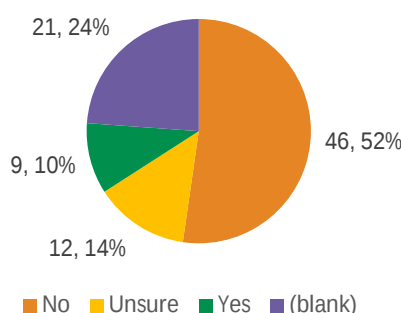
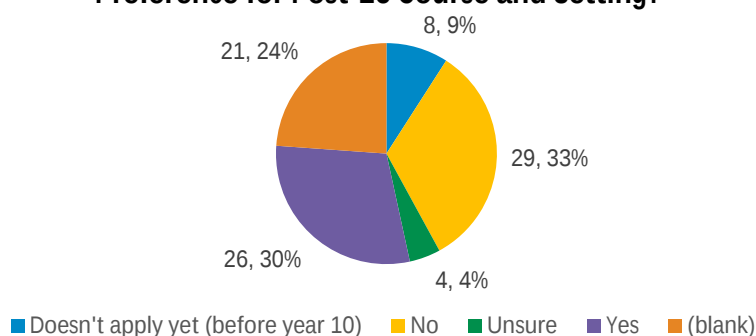


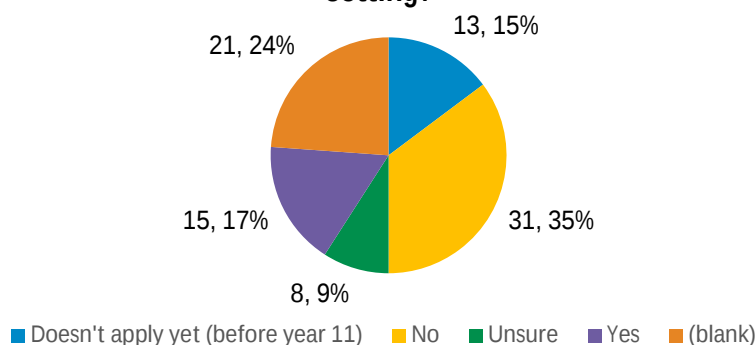
Figure 22 highlights that 26 of the children (30%) had an initial preference for a post 16 course and setting (29, 33% did not, 8 were too young and the remainder were not sure or did not respond to the question).

Figure 22: Parent Carers - From Year 10 Did Child/Young Person Have Preference for Post-16 Course and Setting?



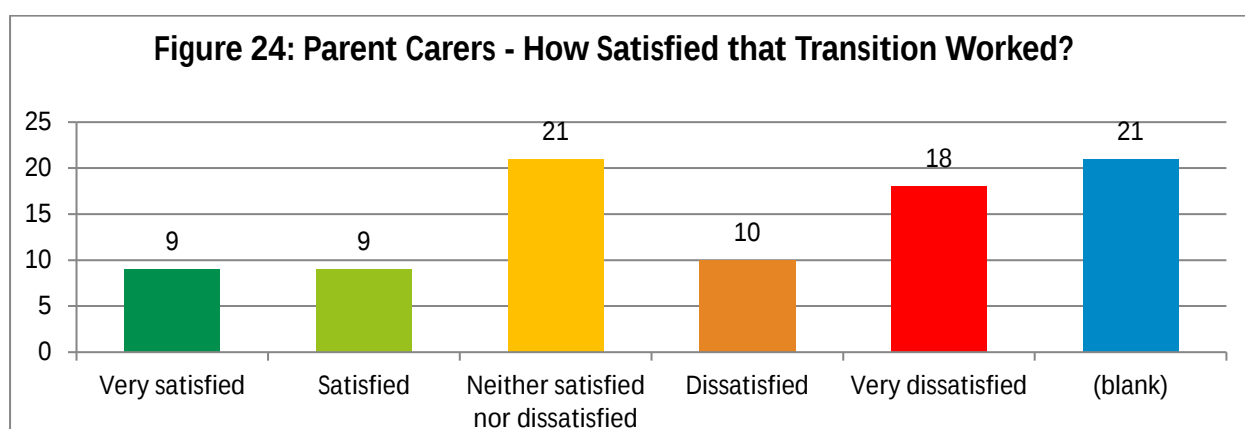
When asked about transition from year 11 the responses did not vary significantly to the response related to preferences at year 10. **Figure 23 shows that 15 of the children at year 11 (17%) felt well informed and prepared for transition to college or post 16 settings and 31, 35% did not feel well informed and prepared.** A small proportion (13%) are not yet at that age, 9% were not sure and many did not answer the question (24%).

Figure 23: Parent Carers - From Year 11 Did You/Your Child Feel Well Informed and Prepared for the Transition to a College or Post- 16 Setting?



The responses suggest some lack of certainty over what to expect (the age of children shown in Figure 17 implies that the lack of response was not due to a lack of experience at this age with year 11 pupils aged 15 or 16 and only 19 children under that age within the survey sample).

An important question asked of parents and carers was how satisfied they are/were with transition to a post 16 setting. **Figure 24** displays the results. **Overall, the views were mixed but more parents and carers (28, 32%) were dissatisfied/very dissatisfied with transition to post 16 settings compared to those who were satisfied or very satisfied (18, 20%).** Again, significant numbers had a neutral view or did not respond to the question, suggesting perhaps that they do not know or are not sure how to respond.



There were two open comment questions included on the theme of transition: 'What is working well or did work well for transition?' and 'What is not working or did not work so well for transition?'. There were 43 comments in response to the first question and 40 comments for the second. Unfortunately, 11 of the 43 comments (26%) for 'what is working well' were on the theme of "nothing" or variations such as "Nobody has supported us", "not a lot", "nothing available, nothing offered" and "What transition? Nothing was given". The remaining 32 comments are all shown below and organised into under themes (one comment was split because it covered 2 different themes). 21 were positive, 8 comments were negative and 4 more neutral.

What is working well or did work well for transition?

General positive comments

- *"Improved confidence and self-esteem because she had transitioned to a mainstream environment. Gaining independence to travel and find her way in new environments. Progressed to mainstream courses with support."*
- *"Communication."*
- *"Was adapted to individual needs so initially phone call then sent video before visiting then having taster session."*
- *"They were very helpful and help my child."*
- *"Now has staff who understand him and are enabling him to achieve."*
- *"Our daughter has good support from her family, including support to visit sixth forms and help read the booklets."*
- *"Plenty of options available to him."*
- *"The new PFA Social Worker support is working well."*
- *"[Name removed] especially loved Lifeshed alongside Crossbar."*

- “[Name removed] started attending Severndale academy when we moved here from Wales in 2017. Post 16 he continued his education at Futures and has really enjoyed his time there. However, towards the end of this last academic year, [name removed] started to express an interest in joining the main college campus with the intention of furthering his interest in animation. It was a rush to get everything organised for his transition, but Futures were absolutely brilliant (as always!) and have helped make his move to college a happy and natural transition for him.”

Support from schools

- “Gradual build-up of transition from a couple of hours to full days. This was arranged with school and college who worked well together to ensure the best transition for my daughter.”
- “Child taken to visit college before applying.”
- “School are helpful.”
- “Information from school; will be doing come college days during this year, Year 11.”
- “Schools visit to collages.”
- “Staying on in her school post 16.”
- “Support from Severndale.”
- “My daughter was at a special school and was transitioning to a main stream college but to do a college ready course, it was important that she was able to have frequent visits beforehand to meet staff at get used to the surroundings. And it was vital she had one to one support throughout both the visits and once she started college. She was met and is met in the carpark each minute and brought out each night which helps calm her so she is able to attend. I feel that sometimes college can expect all students to be or start to be independent and whilst I understand the importance of this one size does not fit all. We have always tried to inlist independence into my daughter’s life but her needs means she does need and require the support and is not able to cope independently without support. Whilst she receives the full support and one to one college works for her, obviously there are still days when she is overwhelmed and struggles but she knows the support is there and this is the difference from her being able to go or not.”

Support from 6th Form College

- “1:1 TA support was fantastic in a smaller 6th from college.”
- “The college have been amazing, really good communication and have provided outreach transition support.”
- “We were able to visit SCAT numerous times and there were SEN specialised staff who made sure they understood my son's needs.”

Negative comments

- “There is no plan to comment on whether good or bad.”
- “Suspended after 3 weeks.”
- “Transition went ok till it unravelled and my Son left his Supported Living house and returned home.”
- “As the parent I would have liked more guidance in understanding how the funding worked for specialist colleges and how that the funding could have been there post 19 years for his specialist college if he had not used it ages 16-19 years.”
- “It wasn’t the college of our or our son’s choosing.”
- “The transport was not done on time and this delayed my daughter by a month on getting to Bettws Lifehouse post 16 placement.”
- “There was limited hand over between school and college and it very much relied on my being able to advocate for my daughter and her advocating for herself. On application to university again college gave no information about support that might be available such as DSA and again getting support was only possible if I advocated and fought for it. On

exit from UNI there is limited support about considering career options and the reasonable adjustments that are available and can be requested.”

- *“My child has not received additional educational support for SEND because over many months in 2022 all efforts to gain support via Shropshire Council ended with being told we had to get a private assessment. This is not in accordance with the Children and Families Act 2014. My child has had limiting physical health issues since 2017. After finally getting a diagnosis and proper support for these in 2023, suspected neurodiversity was self-assessed in 2024. My child has been fully home educated and has had a career goal and plan to achieve it since year 9. This survey is the first time I have heard of a transition plan. Because of an email from the Post 16 team, my child's plans were able to be adapted to accommodate neurodiversity through a better supported route towards Higher education which is also facilitating friendship-making. My child has clear intentions about where to live and is gaining confidence in self-advocating for health and neurodiversity support needs. What has worked well for my child is having had a fully home educated background and being confident in making choices and decisions that are self-supportive.”*

Other comments

- *“I’m not sure about transitioning into employment or life after college, this is something I am unsure of the procedure or what help and support is available. It is a concern of mine and something I feel should also be a vital part of my transition into college there should be more information and support about what happens after college, what’s available and what are the options. I feel there is lots of information and support to transition to college from school but not as much help once you are leaving or left education and this is where the younger person will need continued help and support and guidance.”*
- *“My son is currently refusing to participate in education, and I have no idea what will happen post 16.”*
- *“[Name removed] needs a lot of support and encouragement and understanding that he might not be able to attend every day.”*
- *“We picked the college ourselves and contacted the send team to get it accepted.”*

The comments suggest that some schools and colleges have provided good support but that there are a range of concerns. There were 40 comments focused on what is not working/didn't work well for transition.

What is not working or did not work so well for transition?

Communication and Information

- *“Delay in communication and information.”*
- *“Lack of communication.”*
- *“No communication.”*
- *“No communication from school to see if any support is needed or to check in on the child and how she is feeling about it.”*
- *“Information about choices, advice on EHCP and funding, transition into Derwen College.”*
- *“Not particularly open, welcoming attitude from Futures. Difficult to get in touch with to start with, arranged a meeting, the person forgot to attend, not willing to have any taster sessions until placement finalised even though my son is quite unsure and anxious about the whole transition.”*

Lack of choice or local provision

- *“Lack of options, very much what's available not what he wants , previous placement claimed to be able to meet need but clearly couldn't as he ended up excluded and out of education for some time before being offered alternative placement.”*

- *"It would be good for Shropshire Council to put together a document containing ALL options, i.e. post 16 colleges, schools, day centres, etc in one place, anything available up to say, 25 to make it easier to see what there is and plan, and not just for the next year."*
- *"Poor choice of courses and the course is not very good i.e. it is independent skills but it has no practical purpose in real life."*
- *"Less provision and care post 16."*
- *"The long wait and numerous times it went to panel and the amount of stupid places they wanted to send them too, 3 hours drive away, why would they even consider that as a suitable placement...."*
- *"My child has to travel a 35-60minute journey each way to access their post16 option. A bursary has been provided to cover the costs of travelling by bus but my child's neurodiversity and health limitations mean that this cannot currently be used. Funds for buying food and drinks have also been made available but my child has not yet found any nutritious options that meet their dietary restrictions caused by their health condition. By seeing the support provided to others, it is apparent that my child could be better supported by having an EHCP in place but my understanding is that this would take so long to implement that it wouldn't be helpful at the right time."*
- *"Trial day at college they put him in subjects not interested in."*
- *"Our son was accepted by the college of our choice, but other interference dictated that he went to other college."*
- *"The college ready course was a disappointment to her and it took Six weeks to get a timetable sorted...it was lacking in stimulation. However, this provided her with the determination to get on a mainstream course."*

Wider process concerns and delays

- *"Most things."*
- *"The system."*
- *"Support was sporadic with no joined up thinking, all very last minute and tick boxing."*
- *"EOTAS just agreed, some individuals have been helpful but the process is broken."*
- *"Did not get a placement until the week before the commencement of the course so no transport training etc offered in time and no time for staff to consider EHCP requirements."*
- *"Poor planning, lack of communication between the school, college to us. His EHCP was not ready for when he moved to his college last year, the college did not review his plan until January 2024, that review should have been completed when he started or by October at the very least. They were telling him off for arriving to class late even though he has spelling difficulties so that should have been included in the EHCP that he required a flexible start times also a logical reasonable adjustment, the college refused stating that they are a mainstream FE and cannot offer flexible start times,They completed his review and took out half of what he needed, sent the draft into the LA for authorisation, the LA then failed to send me the final version....Shropshire LA is a disgrace and need to take accountability for the poor provision..."*

Concerns about support from school or college

- *"No support at Shrewsbury college whatsoever Walford have been better but no help transitioning at all."*
- *"No/very limited support provided by the School or Shropshire council for our child. We had to pay £500 ourselves to obtain the formal assessment of special learning difficulties, as advised by the school, after which none of the advice provided by the specialist and relevant learning associations have been implemented by the School. Extremely disappointing, with no confidence in the system whatsoever!"*

- *"There is no plan to comment on whether good or bad. I can't comment on q15 and 16 because there has been nothing from the school though I have asked about apprenticeships."*
- *"The post 16 setting seemed to assume all the children also attended the school, but my son didn't and so there was an assumption that we knew much of the info. I also had to contact the SENCO to ask what support was available - they said it wasn't on the application form about his SEN but it was. Disappointing first impression. They said they would find my son in the first week and chat to him, I've not been contacted since."*

Social care concerns

- *"After my Son returned home after it all failed in Supported Living he was referred onwards to Adult Social Care.....he was only 23 well within the PFA timeframe."*
- *"More help from reliable PAs so my son to access the community and activities but help is limited."*
- *"We constantly asked about transition planning in LAC reviews and EHCP meetings and were told there was "plenty of time to worry about that". My son had numerous social workers and for large periods of time has no social worker, including during his crucial transition period. [Name removed]'s last PFA Social worker, [Name removed] did not complete many of the tasks that were required. With two months before [Name removed] left school there was no plan in place of where he would be going. We were told many different outcomes that did not come true by various staff, including buying a house, having a place in specialist housing. This social worker turned down housing options without going to panel. We were told there was no chance of gaining a place at post 18 college including Derwen College as the council would not fund it. In previous meetings we were told that my son would have transition visits and overnight stays twelve weeks before moving in. He had one visit the week before. We had one week's notice before moving my son's furniture, setting up utilities etc."*

Other Concerns

- *"Too early in year 11."*
- *"Transport."*
- *"Lack of support from his EHCP & SENCO worker."*
- *"Enable, Shropshire did not help us. They promised a lot and didn't deliver. Their staff didn't have the skill and didn't communicate with their client in a way that suggested they understood their needs. He wanted a job not education. School career adviser was not enough time, the service is too stretched."*

Other comments

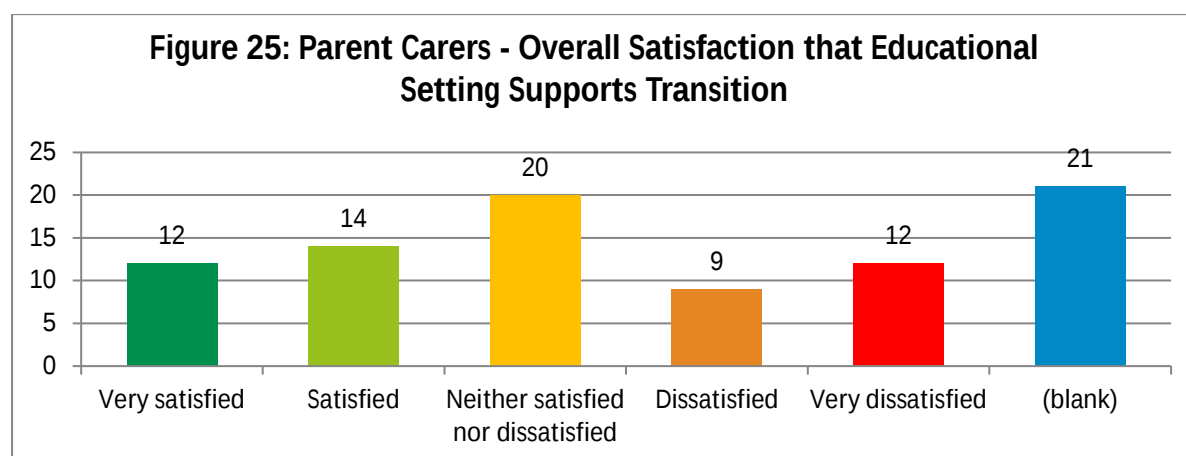
- *"We have not discussed properly with anyone yet."*
- *"When Lifeshed stopped [name removed] became distressed."*
- *"I had to initiate a more flexible and extended transition."*
- *"Only parent interventions and support seem to help."*
- *"Initially just expected to visit but in conversation was adapted."*
- *"My son still doesn't know what he wants to do."*

Positive comments

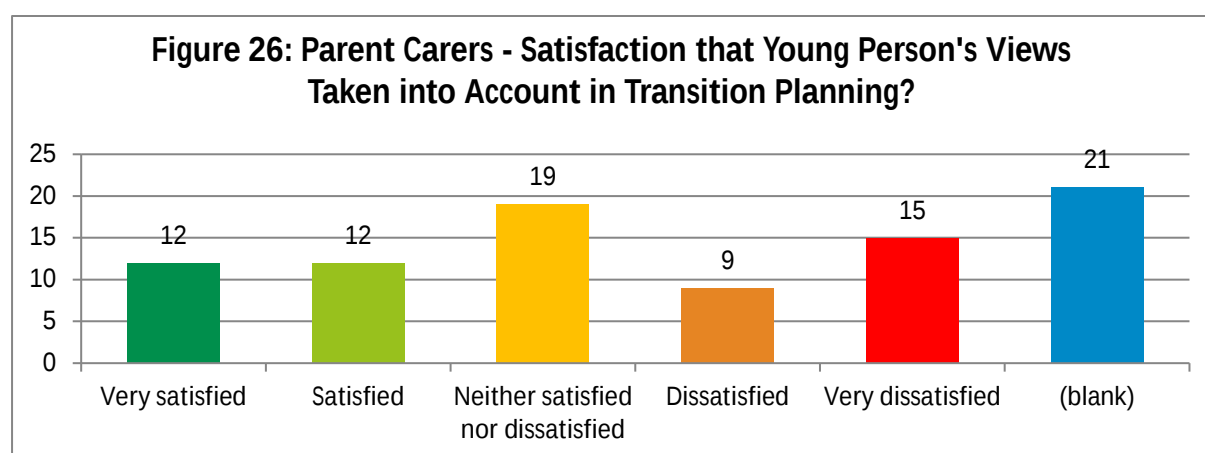
- *"Everything works well."*
- *"[Name removed] is settling into his new learning environment very well."*

The comments suggest more concerns about transition and preparation for adulthood compared to positive feedback overall. A question was included to measure overall views of support from educational settings and read 'Overall how satisfied are you that your child/young person's educational setting supports or

supported the transition?’ The results are shown in **Figure 25**. The views are more mixed with **26 parents and carers are very satisfied or satisfied with support from educational settings and 21 dissatisfied or very dissatisfied**. A significant proportion had a neutral view or did not answer the question.



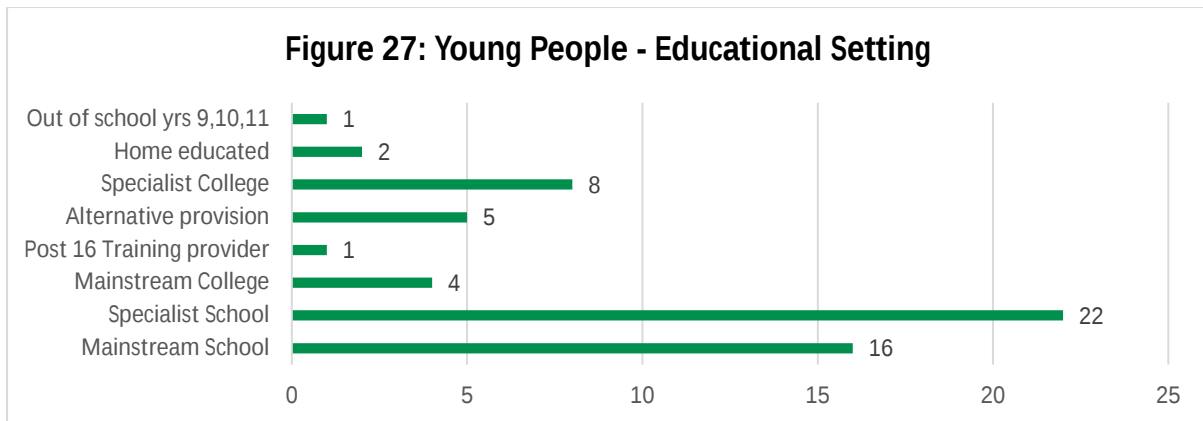
Parents and carers were asked if their child’s view had been taken into account within transition planning and **Figure 26** displays the response. **An equal number (24) of parents and carers were very satisfied/ satisfied or very dissatisfied/dissatisfied with the way in which their child’s views had been considered within transition planning.**



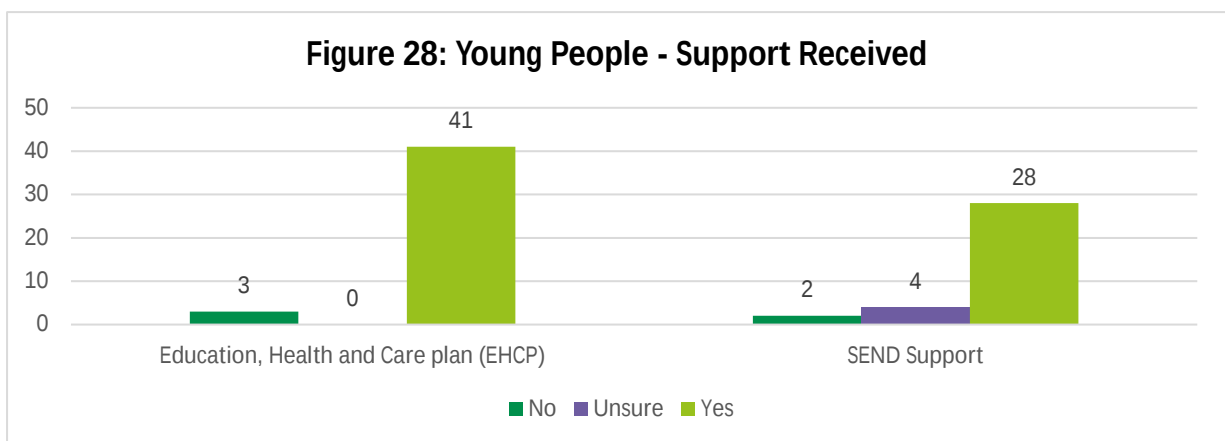
The following section looks much more closely at the views of children and young people in relation to education and transition. It should be noted that this is a separate survey sample and the children/young people are not the same children/young people represented by the parents and carers whose views are presented above.

Young People Survey Feedback

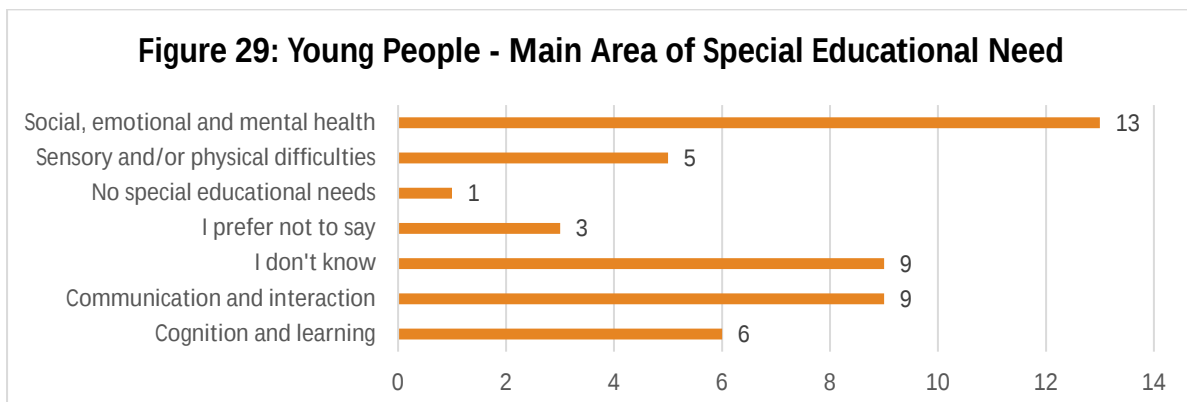
The 46 young people who responded to the survey were asked which educational setting they attended from year 9. The results are shown in **Figure 27**. Some children had attended a range of educational settings but the most commonly attended were specialist school (22) and mainstream school (16).



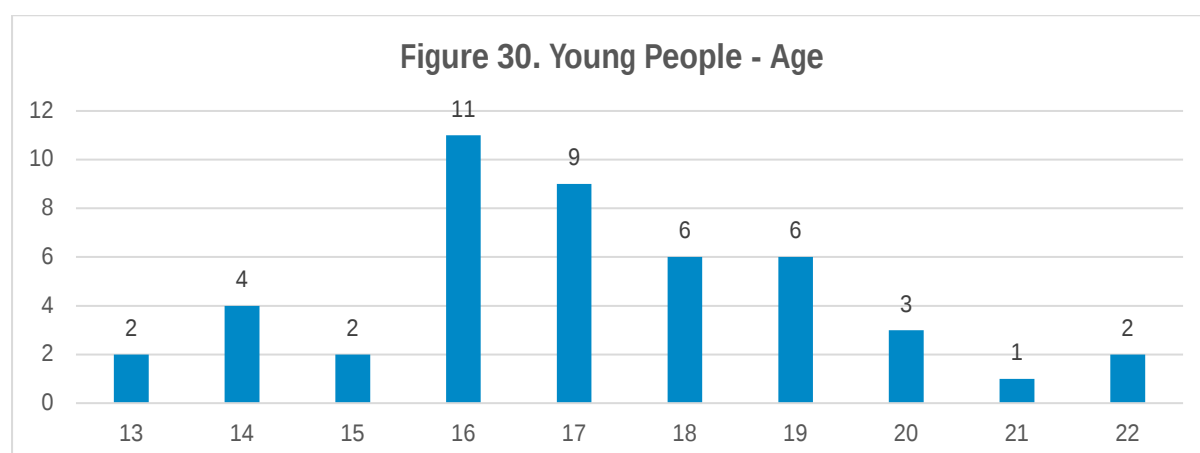
The young people were asked about the type of support they had received and Figure 28 displays the response. **A significant proportion of young people had either EHCP or SEND support.** 41 had an EHCP and 28 had received SEND Support.



In the same way that the parent carer survey respondents had been asked about the educational needs of their children, the young people survey respondents were asked about their own needs. **Figure 29 shows that social, emotional and mental health needs was the top special educational need category** (this was also joint top with cognition and learning within the information from parents and carers). The results are different for this survey sample in that communication and interaction was listed as the second top category and more young people said they did not know their main area of special educational need.



The young people were asked for their age and the results show that a good spread of ages was achieved within the survey sample (see Figure 30). There were more 16 year olds than any other age group but there were also older young people represented.



These young people were asked for feedback on transition. The first question was whether they had a transition plan in place and Figure 31 illustrates the response. **A large proportion of the respondents 20 of the 46 children (43%) had a transition plan and 10 (22%) did not.** Others were not old enough, didn't know or did not respond.

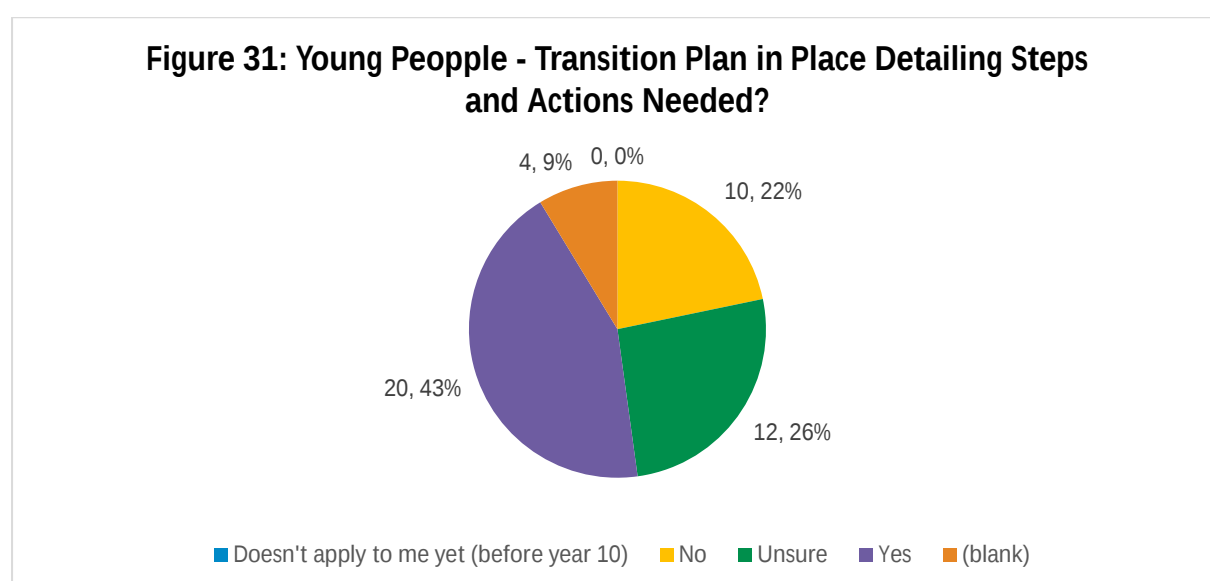


Figure 32 highlights that 20 of the 46 young people (44%) didn't know when in year 10 which post 16 course and setting they wanted and 8 (17%) had known. The remainder were too young, were unsure or did not answer. The next question was similar and asked 'From year 11 did you feel ready and have the information you needed for your transition to a College or post 16 setting?'. The response shown in Figure 32 suggests that **by year 11 a greater proportion of young people were equipped with information about transition to a college or post 16 setting.** 20 children (slightly less than half) felt that in year 11 they had the information they

needed for transition. 11 children (approximately a quarter) did not feel they had the information they needed for transition to college or other post 16 settings.

Figure 32: Young People - From Year 10 Did You Know Post 16 Course and Setting Wanted?

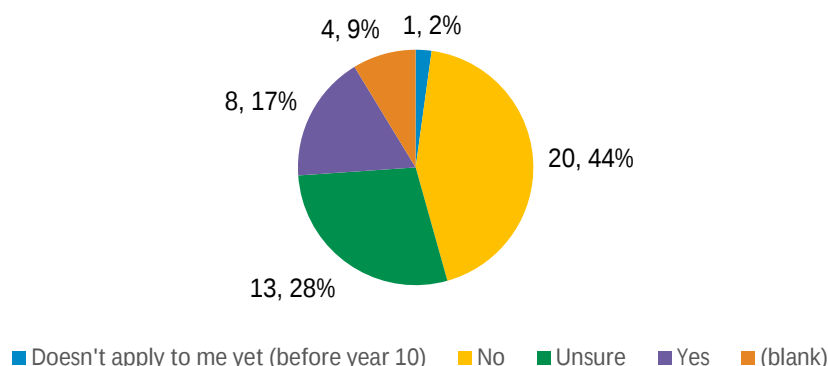
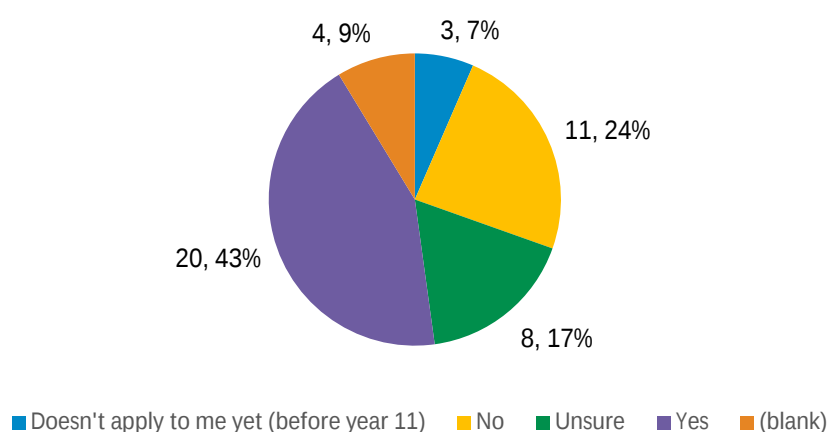
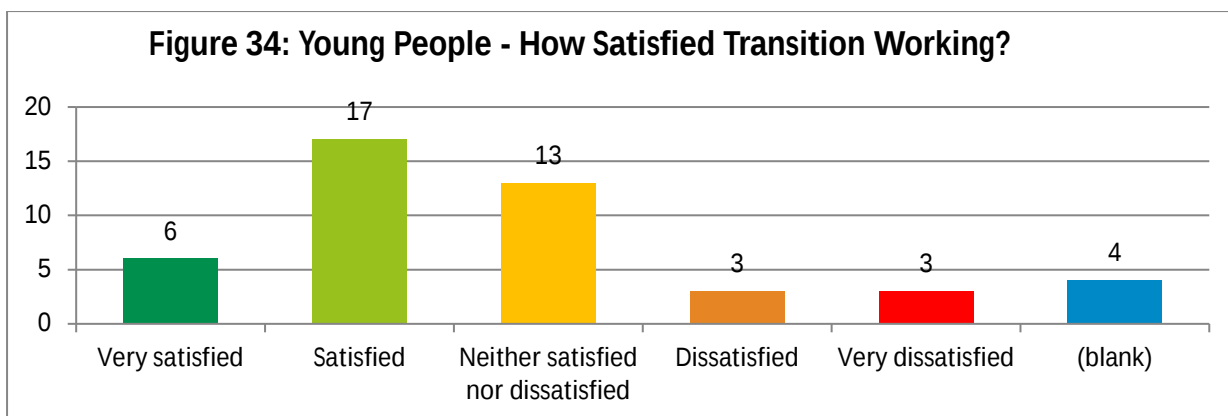


Figure 33: Young People- From Year 11 Did You Feel Well Informed and Prepared for the Transition to a College or Post- 16 Setting?



To understand the views of young people further they were asked about their level of satisfaction with transition to a post 16 setting. The feedback was predominantly positive. **Figure 34 highlights that only 6 young people were dissatisfied or very dissatisfied with transition and 23 were very satisfied or satisfied.** It should be noted that again a significant proportion had a neutral opinion (13) or did not give an answer (4). To learn more about this issue the young people were asked what worked well for transition and what did not work to well.



There were 17 comments explaining what worked well (one indicated they didn't know and one that they were not yet old enough). All the comments are set out below. 12 of the comments were positive.

What is working well or did work well for transition?

Positive comments

- *"Easy."*
- *"Everything went well."*
- *"He likes 1:1 mentors."*
- *"Helpful staff."*
- *"I am well supported. I am doing a course that I enjoy."*
- *"I did well at moving in my own independent living home with my friends. I've done really well at college."*
- *"I've moved to a specialist college and am happy."*
- *"Now doing a 3rd year."*
- *"Settling into College."*
- *"The smaller classes and less education time."*
- *"Felt very happy and it was a good idea to move. To help with my learning and disability."*
- *Having support. Having a quiet place to attend when feeling overwhelmed. Joining Dungeons and Dragons Club. Attending Breakfast Club."*

Neutral comments

- *"It was alright."*
- *"It was alright."*
- *"I came to Derwen Walford College for a visit."*
- *"Having some of the teachers who are in a close age range."*

Negative comments

- *"All last minute, very rushed, caused lots of stress and I thought I would not get a college place."*

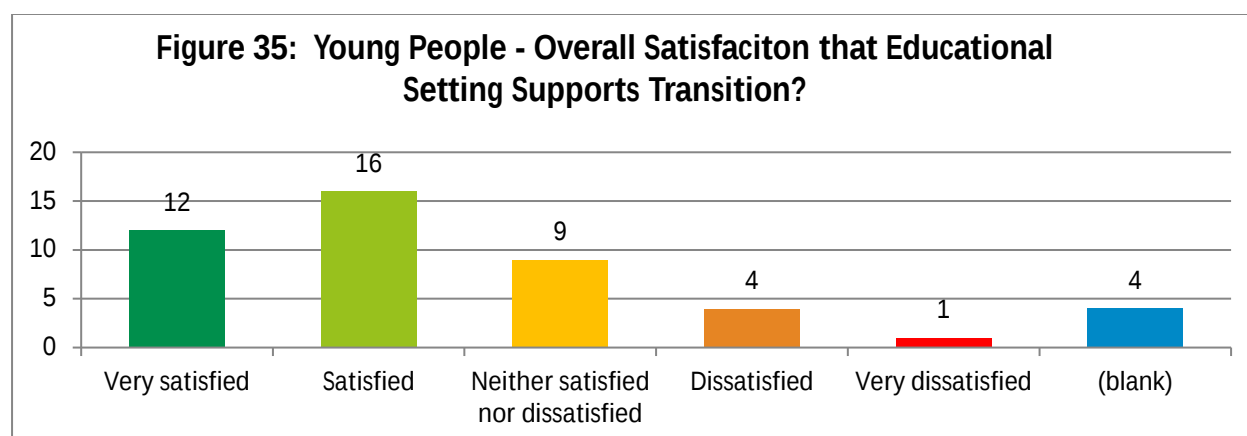
There were 23 comments when the young people were asked what did not work well but 6 of those comments were to highlight that there were no problems, and all was fine. A further 6 said they did not know, or the question was not applicable. One was too young. In total only 10 young people had feedback and all those comments are shown below.

What is not working or did not work so well for transition?

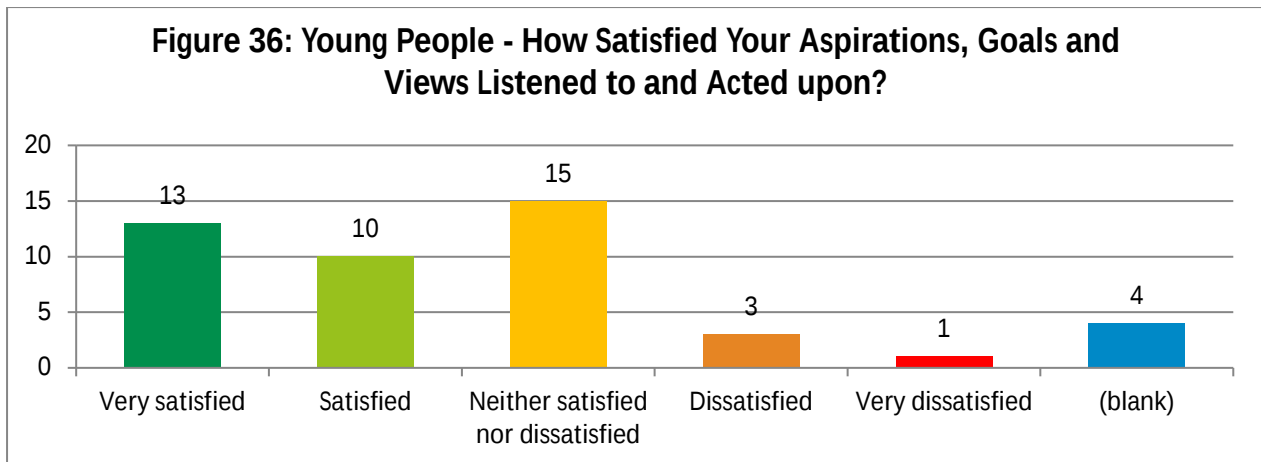
- *"Out of education for a month waiting for my placement."*
- *"Starting at the college without a transition."*
- *"I did not feel adequately prepared for post 16 education. I was not given enough information about college or adult life during school, and I only learned about it once I was an adult."*
- *"When I moved to the new place it didn't work well due to the change."*
- *"I initially found the large number of students to be overwhelming, but I have quiet places to retreat to, and I am slowly becoming more resilient to the crowds."*
- *"I found saying goodbye to my friends hard."*
- *"Having to travel to and from college."*
- *"No travel training, unsure where I was going or what course, had to rewrite EHCP a week before college started."*
- *"Having to do 3 days at crossbar doing activities when I could be at Reach working towards the qualifications I'm taking."*
- *"Maths."*

The comments suggest that transition was a challenging time for some due to the change in setting and need to get used to a new environment with new people. The main feedback concerning service provision related to challenges with travel or training for 2 young people, significant delay/lack of transition for two and lack of information for another.

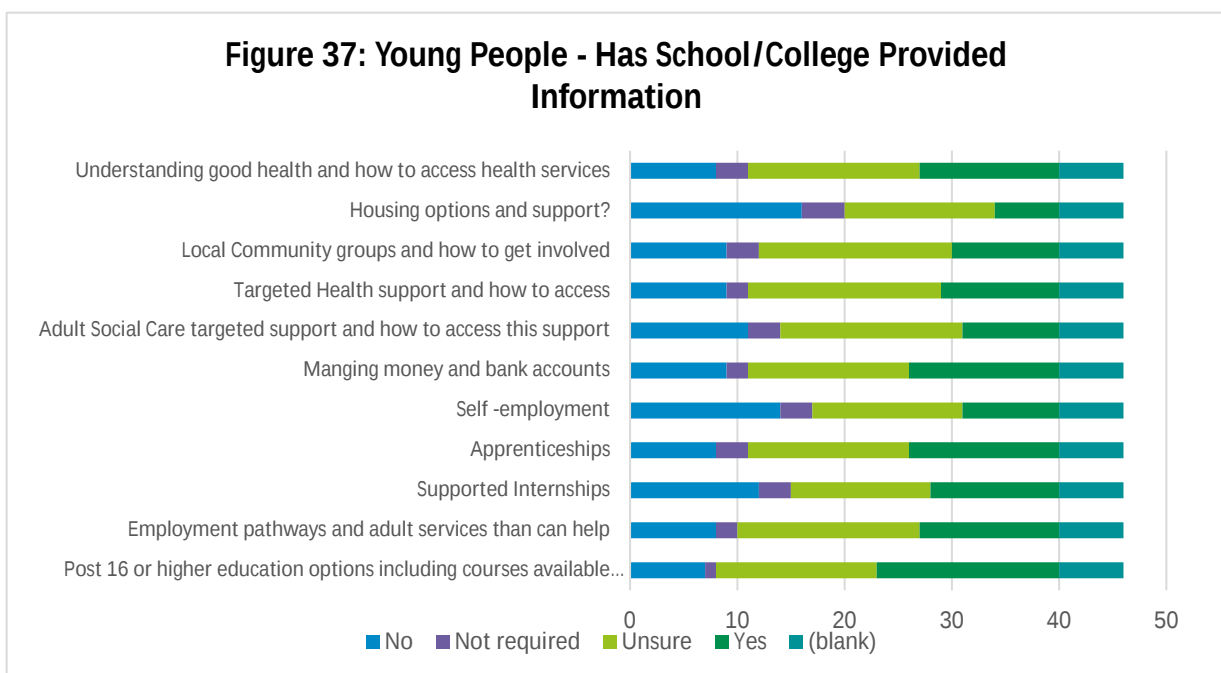
The young people were asked if they were satisfied that their educational setting had supported transition. The feedback is shown in **Figure 35** and is predominantly positive with **most young people (28 of the 48) very satisfied or satisfied with the support from their educational setting with transition**. Only 5 were dissatisfied or very dissatisfied and others had a neutral view or did not complete the question.



An important question for young people was whether they had felt listened to and the feedback is shown in **Figure 36**. **When asked 'How satisfied are you that your aspirations, goals and views were listened to and acted upon?', most (23) were satisfied or very satisfied**, 4 were dissatisfied or very dissatisfied and the remainder did not have a view or did not respond.

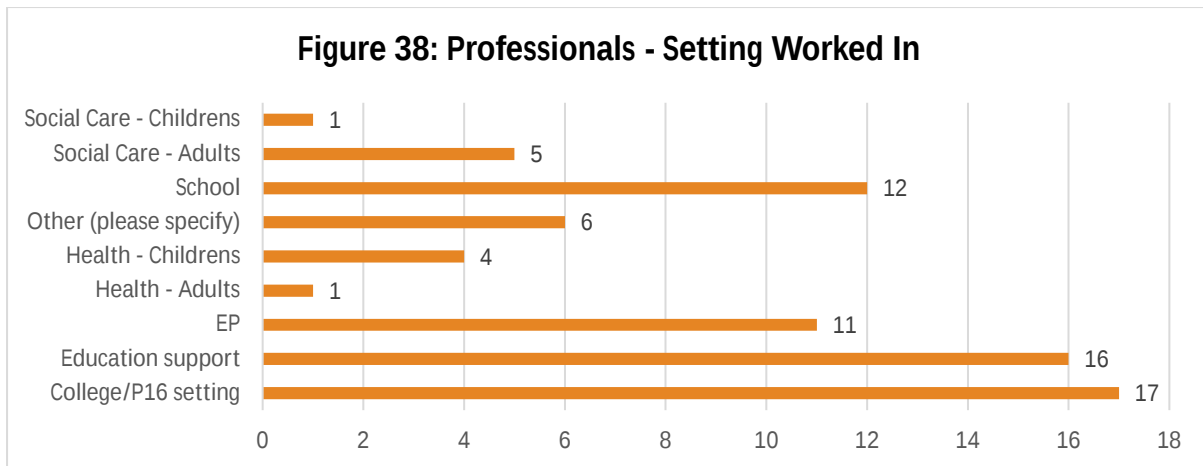


The last question in the section of the survey designed for young people to explore feedback on transition was focused on the nature of the information provided by schools and colleges. It is possible to analyse this further using the information concerning which educational setting the young people are within but given the relatively small sample that further analysis is not appropriate for a public report and would not be robust enough without further research. **Figure 37 suggests that post 16 options were provided to most young people, as was information on apprenticeships, managing money, employment pathways and health/health services. The types of information less available were housing options and support, supported internships, self-employment and adult social care.**



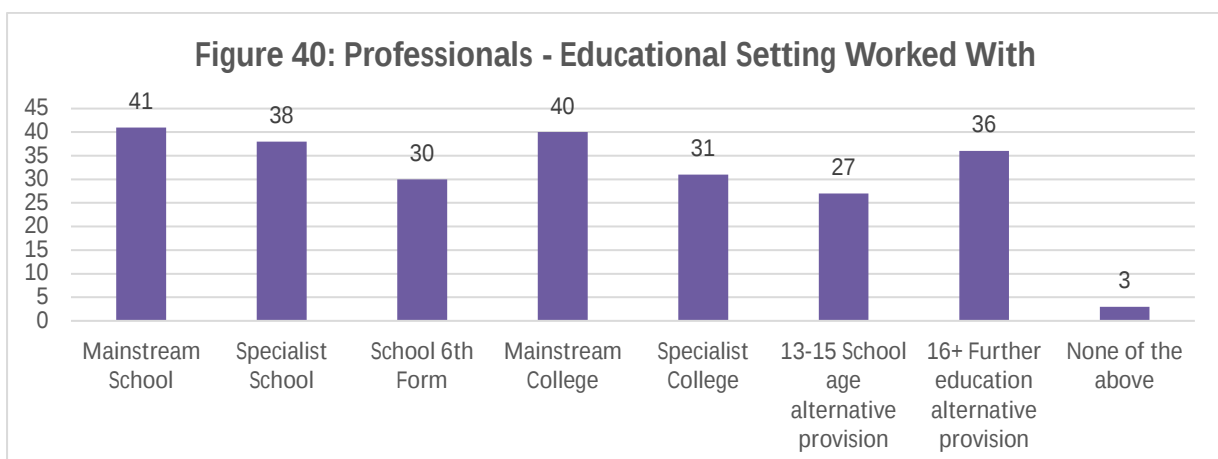
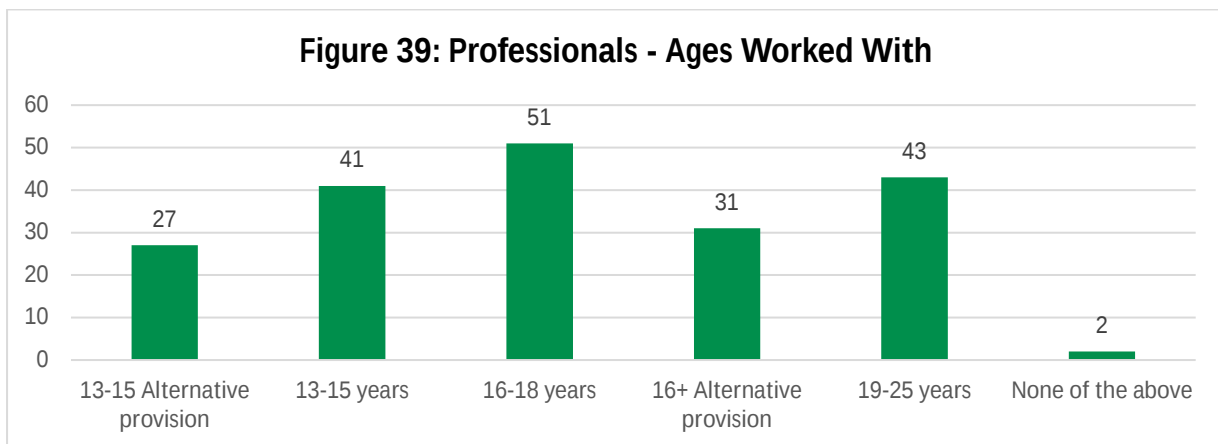
Professionals Survey Feedback

In advance of asking professional survey respondents about transition, some background information was collected to understand more about the 73 professionals involved in the research. **Figure 38 lists the settings the professionals work within and the results highlight that 17 (23%) work in a college or post 16 setting, 22% in education support, and 16% in school.**



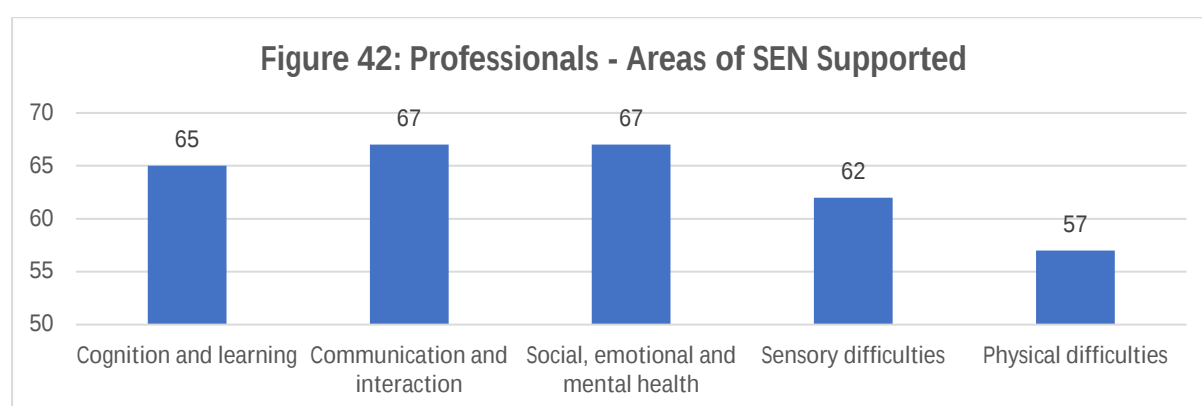
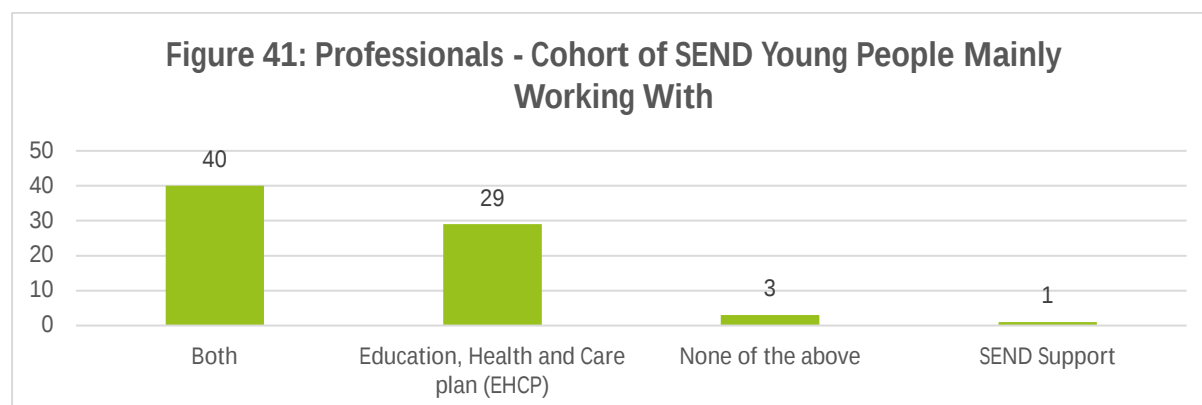
A few professionals work in other settings including 2 SEN Officers, Therapeutic Mentoring, Alternative Provision, the local authority and one professional more generally within in education, health and social care.

Figures 39 and 40 display the age groups and educational settings the 73 professionals work within. As the results demonstrate, many professionals work with multiple age groups and within multiple settings. 40 of the professionals work in mainstream college settings and 31 in a specialist college. 41 work in mainstream school and 38 in a specialist school setting. A few work in other settings including a Pupil Referral Unit, work with NEET young people, Adult Social Care and a hospital based role.



Professionals were asked if they worked with young people with an EHCP or with SEND Support. Most professionals work with both (see Figure 39). Only 3 professionals do not work with either and 29 work only with young people with an EHCP.

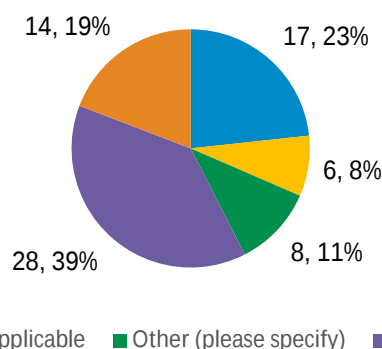
To further explore the nature of the work professional survey respondents undertake, they were asked about the areas of special educational need they support and the results are shown in Figure 41.



As Figure 42 displays, **most of the professionals surveyed work with young people across more than one area of special educational need.** The top categories with 67 professionals providing support are communication and interaction and social, emotional and mental health. Fewer professionals work with young people with physical difficulties but with 57 of the 73 professionals this is still a well-represented area within the research.

With more information about the type of work undertaken by professionals, the survey then focused more on the theme of transition and gathering feedback from professionals concerning their experiences and views. **Figure 43 shows that 29 of the 73 professionals (39%) report that the young people they work with have a transition plan in place from year 9 and 17 (23%) do not.**

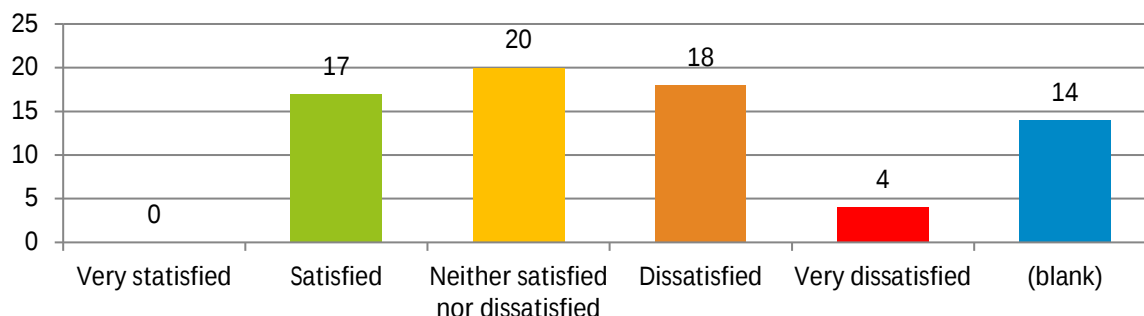
Figure 43: Professionals - Young People You Work With Have Transition Plan in Place From Year 9?



8 of the professionals added a comment and most wrote “sometimes”, “not always” or that it “depends on the needs of the young person”.

Next professionals were asked their view on how satisfied they are that transition to post 16 settings is working for young people. **Figure 44 illustrates that more professionals are dissatisfied or very dissatisfied with transition (22) compared to those who are satisfied (17). None were very satisfied.** 20 of the professionals have a neutral view and 14 did not answer the question suggesting some reluctance to comment or perhaps that they do not know.

Figure 44: Professionals - Satisfaction that Transition is Working



Two open comment questions were included to find out more and understand professionals’ views on transition further. The professionals were asked what is working well and what isn’t working so well. There were 32 comments explaining what is working well. The comments are shown below and have been grouped (where comments covered different themes they have been split).

What is working well or did work well for transition?

Resources focused on transition

- “Sharing of information, consultation process for EHCP, visits.”
- “Facilities and resources are good quality and of a high standard. Screens, iPad, vehicles for off site visits and experiences.”
- “Planning bespoke support in school to support next steps. Transition support with KS5 settings.”

- *"Preparation from a very early age to learn life skills."*
- *"Taxi transport arrangements seemed to be more organised now."*
- *"Transition from post 16 to post 19 works better than year 9 to post 16. In house workshops and guidance."*

Taster days, visits and events

- *"Taster days."*
- *"Taster sessions in previous years and good communication between staff."*
- *"Transition events."*
- *"Visits, meetings early on in year 11."*
- *"Visits/meeting staff and familiarising YP with the environment."*
- *"Additional transition visits at colleges - supported by school TAs."*
- *"Range of courses available at colleges, like college ready for example. Colleges more aware of the need to make transition right so have been putting on extra transition visits and activities."*
- *"Open Evening and a combination of Taster Days and Open Days for both internal and external students mean that students who are identified as having SEND can be observed in a college setting before they arrive to identify any potential issues. Transition support can then be planned for July/September as appropriate. These days also allow the students to get used to the new setting in a low threat setting before starting. Our transition for students is individualised. It may be organised by us (usually EHCP students) or requested by parents (often school support students). Relevant contact details are shared early in the application process to allow this. Transition can include: a tour(s) to familiarise the student with the site, looking at the structure of the day/timetable, meeting key staff, creating key plans e.g. for wellbeing before the arrival of the student, a tour for accessibility, meeting with other professionals working with the student and speaking to their previous school."*

Involvement of professionals and partnership working

- *"College SENCo attendance at annual reviews."*
- *"CEIAG in school."*
- *"When our Careers Advisor and Centre staff liaise with Post 16 provision it works well."*
- *"Continuity and positive support by the same team/mentor."*
- *"Good links with other local schools and colleges, strong personal development curriculum in school, careers advisor on site and able to work with individual pupils."*
- *"Having enough time to plan for the future. Working with other agencies."*
- *"Links with post 16 providers. They attend EHCP Reviews in Year 11."*
- *"We try to attend final school annual review if the young person is known to be coming to college."*
- *"Where our SENCO and/or I are invited to Annual Review meetings this can be helpful."*
- *"Specialist colleges/ schools recognise that adults services may be needed in the future."*
- *"Opportunity to meet adult epilepsy team. Clinic discussions cover individual needs such as long-term living, employment or education. Driving, contraception and alcohol/drugs as well as long term prognosis of condition."*

EHCP and reviews

- *"Clear plan for EHCP from Y9 onwards."*
- *"EHCP reviews when the young person can communicate their aspirations and goals."*
- *"ASC have allocations pre 18 which helps to get to know the young person, invites to EHCP reviews are really helpful."*
- *"Where parents/carers are proactive and push for meetings these are helpful in gathering an accurate picture of the student and their needs. The copy of the EHCP to highlight key areas of need for potential students."*

School support and careers advice

- *"SEND students get prioritised when booking appointments from year 10 onwards with our careers advisor. They also receive support from our hub teams. They also get the wide range of careers support enjoyed by our other students."*
- *"Support selecting the appropriate settings."*
- *"Some schools are preparing well and put resources into transition."*

Other comments

- *"The offers that the college makes for transitioning into the next steps."*
- *"There is information and support available."*
- *"Things are getting better."*
- *"I gain a sense that people want transition to go well and recognise the importance of transitions in YP's lives."*

There were 41 separate comments made when professionals were asked about areas of transition that are not working well. The comments are shown below and have been grouped (where comments covered different themes they have been split).

What is not working so well for transition?

Communication and engagement challenges

- *"Communication between Key staff in schools and post 16 settings could be improved to provide a more joined up approach and a smoother transition for the YP. More clarity provided by mainstream Post 16 settings on what SEN support is available to YP."*
- *"Lack of communication between SEND and Adult Social Care."*
- *"Liaison/engagement with Post 16 providers."*
- *"Sometimes communication between settings can mean that needs are not always fully understood."*
- *"Very little communication from schools especially year 11. Not involved in AR for year 11 selecting our provision. Attainment levels missing for core subjects."*
- *"Not enough contact from schools. Little contact from SEND dept except for sending the consultations."*
- *"Lack of pupil voice around future goals/ambitions and YP understanding of appropriate courses and entry criteria."*
- *"Communication. Knowing the options out there. Raising aspirations. Voice of the YP in decisions being made."*

Inadequate information sharing and resources

- *"The information and support available is not always easily accessible (i.e. it would be lovely for the information, resources and services to be organised in a way which is clear and easily found, particularly for those who are less familiar with this field)."*
- *"The toolkit currently available (ready, steady, go) is a one size fits document that isn't suited for all our patients, such as YP with severe LD."*
- *"Information about pathways and choice."*
- *"Information sharing can be tricky due to the uncertainty around destinations. We have engaged in the County trail for centralised information sharing for safeguarding this year which worked well, and we have fed back to the work stream regarding this. In respect of SEND pupils, we had a number of late applicants to the college where we had very little*

information prior to starting which made it difficult to ensure that provision was in place for them."

Limited Transition Planning

- *"Plans are not up to date, missing PfAs, transition plan."*
- *"Poor transition planning. Often inclusive of SEN at consultations stage. Consultation responses are not always returned in a timely manner and do not always stand up to legal test. Poor communication for YP and family."*
- *"Almost everything! Transition and CIAG is very, very poor in this region. Parents and young people are not well informed, not well pre-prepared and definitely not given the broad range of options that they should be - in short the SEND code of practice is not being followed. The vast majority of YP leaving Severndale are automatically assumed to go to Shrewsbury Futures. Not exploring if there are better options elsewhere. Those few not auto enrolled into Futures seems to slip through the net and are too often left with no advice, guidance or support. (as reported to us by numerous parents over the last 5 years or so). Funding decision for the most complex learners with send that come to our college, are almost always left until last in June or July. Too often students leave school not knowing where they are moving on to."*

Delays

- *"Delayed consultations. Delayed decisions meaning some students don't know if they have been awarded a place at their post 16 provision until late. This needs to be processed much quicker so that responses can be given prior to the end of the summer term before they leave school."*
- *"Delays in accessing college place interviews whilst reviews/ consults take place."*
- *"Late applications after April, college finishes in June. Understanding of the difference when recommending placements between closed secondary campuses/ in school AP and open campuses with industry standard high risk areas impact on assessing need due to health and safety."*
- *"Parents can very often leave the choice of college until the last minute - hindering a smooth transition."*
- *"Referrals too late at 18, people who have dropped out/ been failed by education settings post 19 are not followed up and fall out of accessing transitions support as they are no longer in education settings."*
- *"Not enough time to plan when referrals late."*
- *"Detailed transition information for young people who may find moving into post-16 education more of a challenge. Sometimes transition can be quite last minute for varying reasons and through no fault of the young person however can have a big impact on the success of their transition to college."*

Inadequate funding and/or transport

- *"Local authority funding for transport to college."*
- *"Transport delays. Funding."*
- *"Travel support."*
- *"Challenges in accessing transport and travel training for CYP."*

Support for young people

- *"Change of mentors."*
- *"Classroom environment and continuing school work becomes difficult for young adults who enjoy community life experience rather than academic style experiences."*

- *"Concern for support for students who may struggle to attend post 16 as they have been poor attenders at secondary school."*
- *"If there are any extremely difficult to reach students who are basically housebound then there does not seem to be enough services to engage with them Post 16."*
- *"Guarantee of placement for Autistic young people causes high anxiety and gets in the way of preparing to access and learn in a new setting. Lack of guarantee for two-year courses limits options for EHCP students."*

Reviews

- *"Lack of Annual Reviews in the Autumn Term before their transition to Post16 transition packages to Mainstream colleges. Lack of IAG."*
- *"When there is not good attendance at the reviews."*

Challenges with SEND Team support and EHCPs

- *"Lack of impartial IAG. EHCP's not reflecting YP's needs in relation to PFA. Outdated information, in many cases having met the YP, it is clear that professionals including EP's have not reviewed since the original EHCP was written."*
- *"Time it takes for EHCPs to be finalised for KS5."*
- *"No presence from the SEN team to monitor / ensure that the outcomes are in place or being monitored. Education settings can say/ do what they like without any challenge. Lack of input from IAG or even knowing who they are. Individuals and their parents have no idea who to contact / go to for advice around transition or onward options. They contact the SEN team and are often met with no response. Waiting times for decisions often cause significant delays which affect the ability for a safe and robust transition to an onward setting which can cause significant issues with those that have Autism and LD. Individuals and their families often look to social care for education advice or for educational decisions because they don't get a response from the SEN Team. Limited / no communication between SEN & Social Care to ensure that we are working together. Even we are unsure of the process internally, so it must be a minefield for individuals and their parents / carers to understand."*
- *"SEND Team understanding of complex cases."*
- *"Naming settings and LA taking account of parent views."*
- *"Non-attendance of LA case managers to complex transition reviews."*

Need for earlier transition support

- *"Need transition earlier."*
- *"Some schools are not adequately preparing at Year 9."*
- *"We focus most of our attention from year 10 onwards but our support in Year 9 can be more for those with EHCP plans, although we are looking at more ways to boost this support."*

Other comments

- *"The difficulty is not knowing which students are joining in September before the summer. The nature of Post 16 applications means that there is little certainty about which students will actually arrive. Sometimes students with complex needs apply after GCSE results - this year an EHCP student applied days before term started - transition wasn't really possible in this case. It can be difficult to contact parents/students when they are not yet registered with us. We need to avoid GCSE & A Level exams, this means there is limited time for visits etc. School support students self-identify via the*

application form - their information is not always reliable. e.g. They may state a diagnosis that they do not have, or may say they have an EHCP because they do not understand that this is different to an individual education plan used in schools."

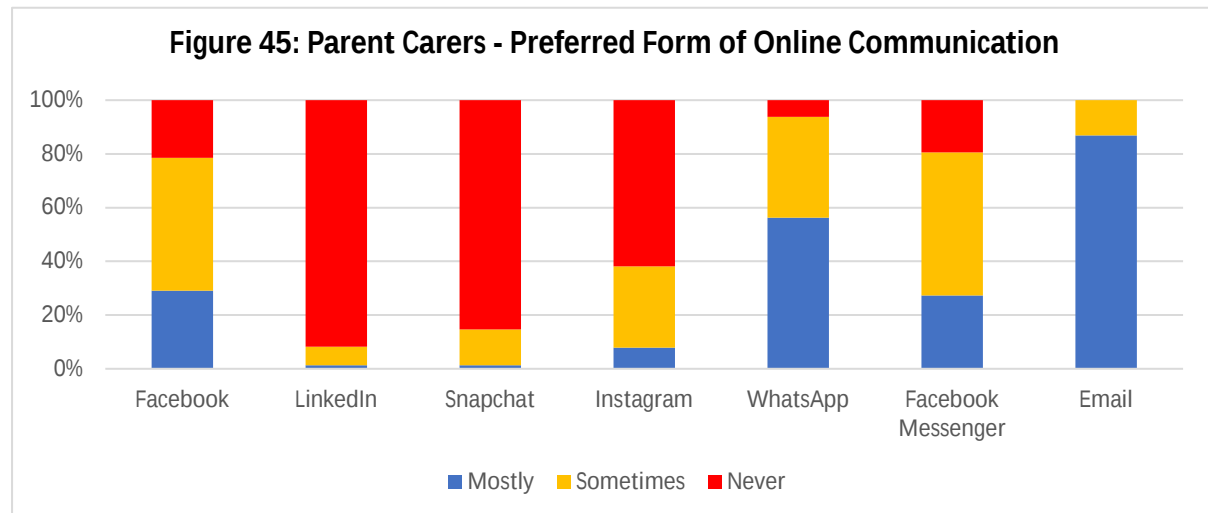
- *"Parents advise there is no support after second school."*
- *"No processes, capacity or provision to do it."*

There were a range of themes covered within feedback from professionals regarding transition. The comments appear to fall under some key themes including communication challenges, delays, process issues, working across different providers/partners and work with the local authority (SEND Team support and EHCPs). Other comments relate to inadequate funding and resources. Many comments suggest that the resulting transition experiences for young people and their parents are not as positive as they could be.

4 Information and Communication

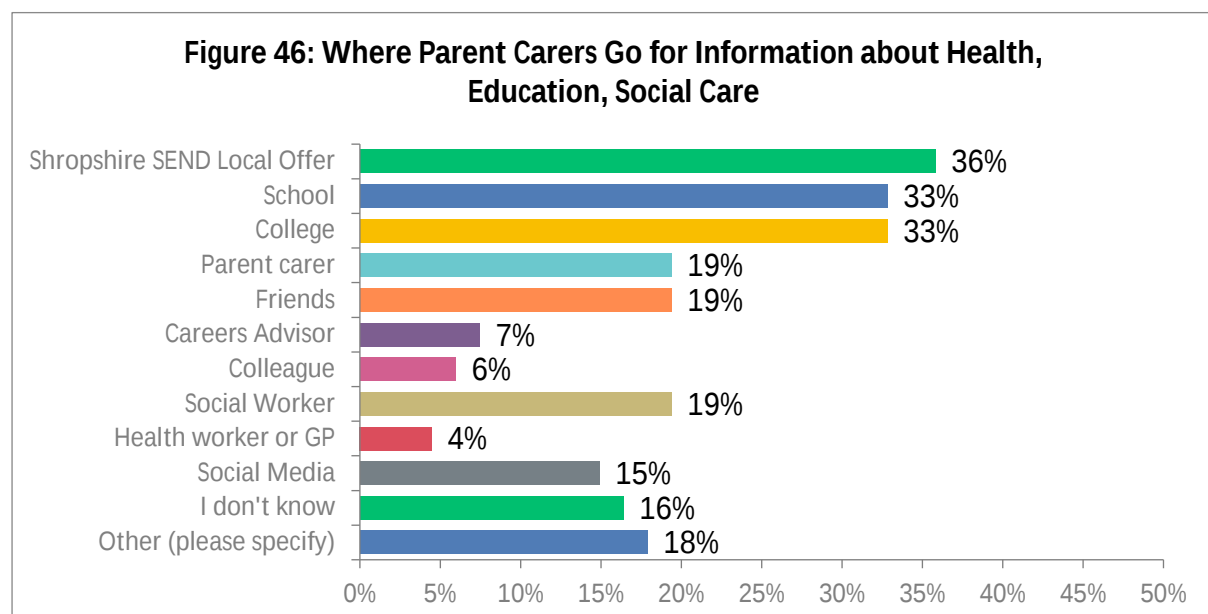
Parent Carers Survey Feedback

Survey respondents were asked to indicate which form of online communication they use the most. For parent carers, email is the most commonly used form of online communication, followed by WhatsApp (see **Figure 45**).

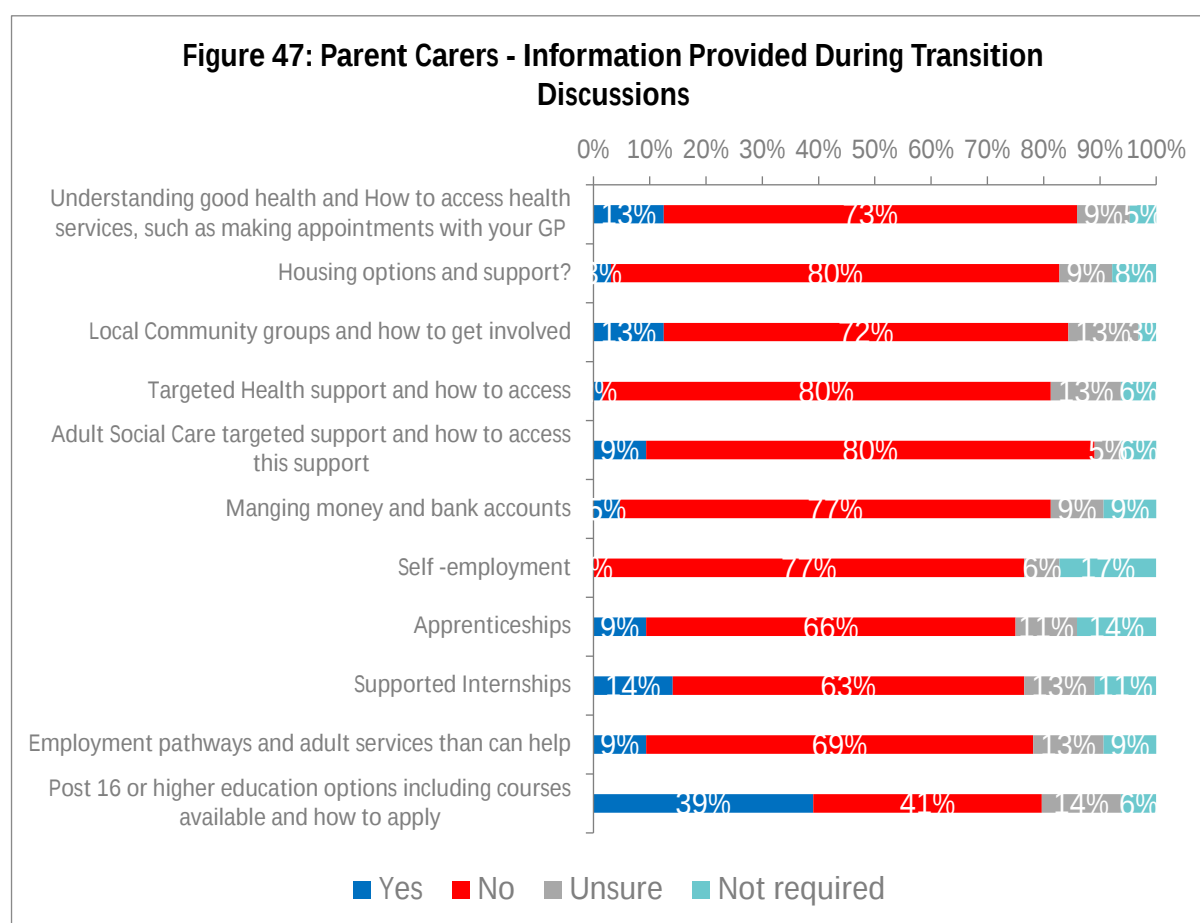


While it is not an app they use as often, many parent carer respondents also said that they at least “sometimes” use Facebook or Facebook Messenger as well. For those responding “other” text and telephone were the preferred methods.

When asked where they go for information about health, education, or social care, parent carers were able to tick as many options as applied to them. **Figure 46** demonstrates that for over a third of respondents, the Shropshire SEND Local Offer is an information resource. Around a third of respondents also said that school or college are resources for this information.



“Other” responses included IASS, IPSEA, Empathy, Online searches, Sunshine Support, and PACC. Most of these “other” resources listed are voluntary and community sector organisations.



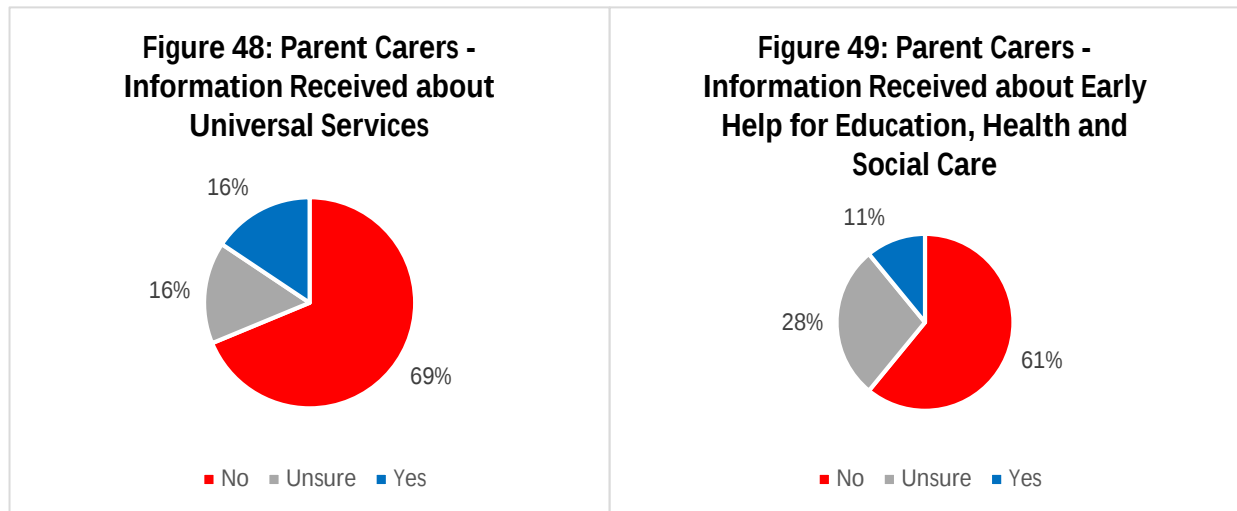
Parent carers were asked whether, as part of the move from a school setting to post 16, they or child/young person had been provided with information by their school during transition discussions on a number of important resources. These are listed in **Figure 47, above**.

24 respondents did not answer this question. Most respondents answering the question, however, said that they had not received information on a lot of these topics. Post 16 or higher education options were the only topic where around the same number of respondents said they had received this information (39%) as had not (41%).

Similarly, when asked whether they or their child had been provided with information about universal services, such as general practitioners, dentists, hospitals & community services, and Early Help (**see Figure 48**), most respondents said they had not received such information (69%).

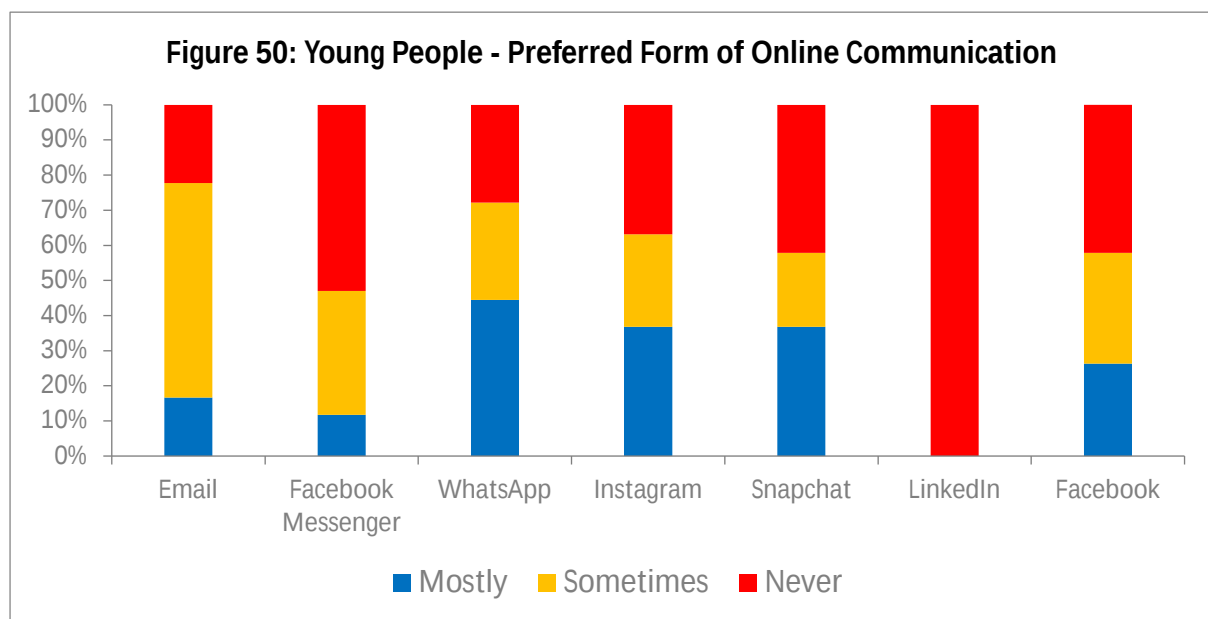
An even smaller percentage of parent carers said that they had received information from their child’s school or college about Early Help for Education, Health and Social

Care (11%), and a majority of respondents said that they or their child had not received this information (61%) (see **Figure 49**).



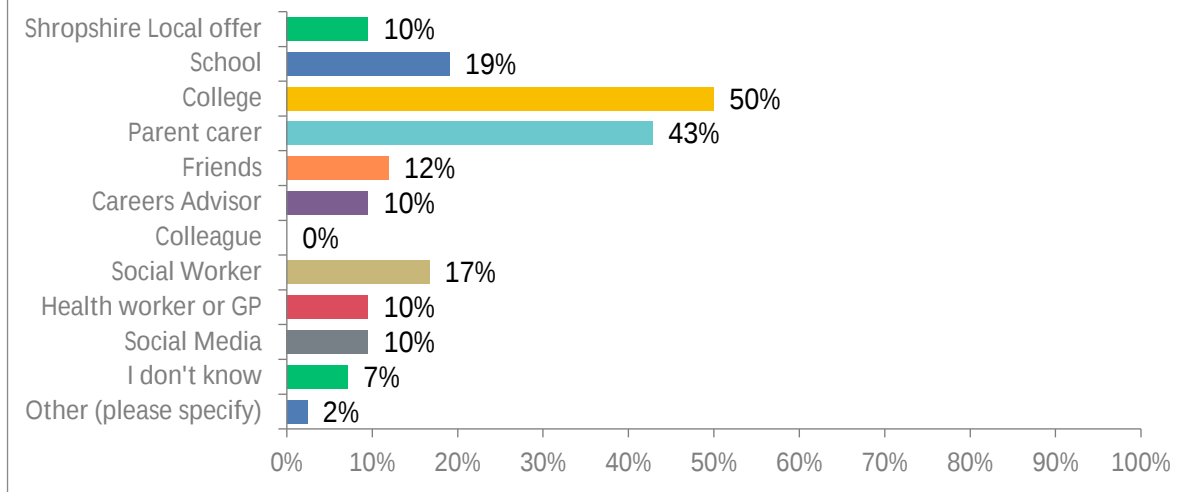
Young People Survey Feedback

When asked about their preferred form of online communication, it is perhaps unsurprising that children and young peoples' preferences differ from those of parent carers (see **Figure 50**). Both groups say they use Email and WhatsApp at similar rates, but more for children and young people use Instagram and Snapchat more, and Facebook and Facebook Messenger are used more among parent carers.



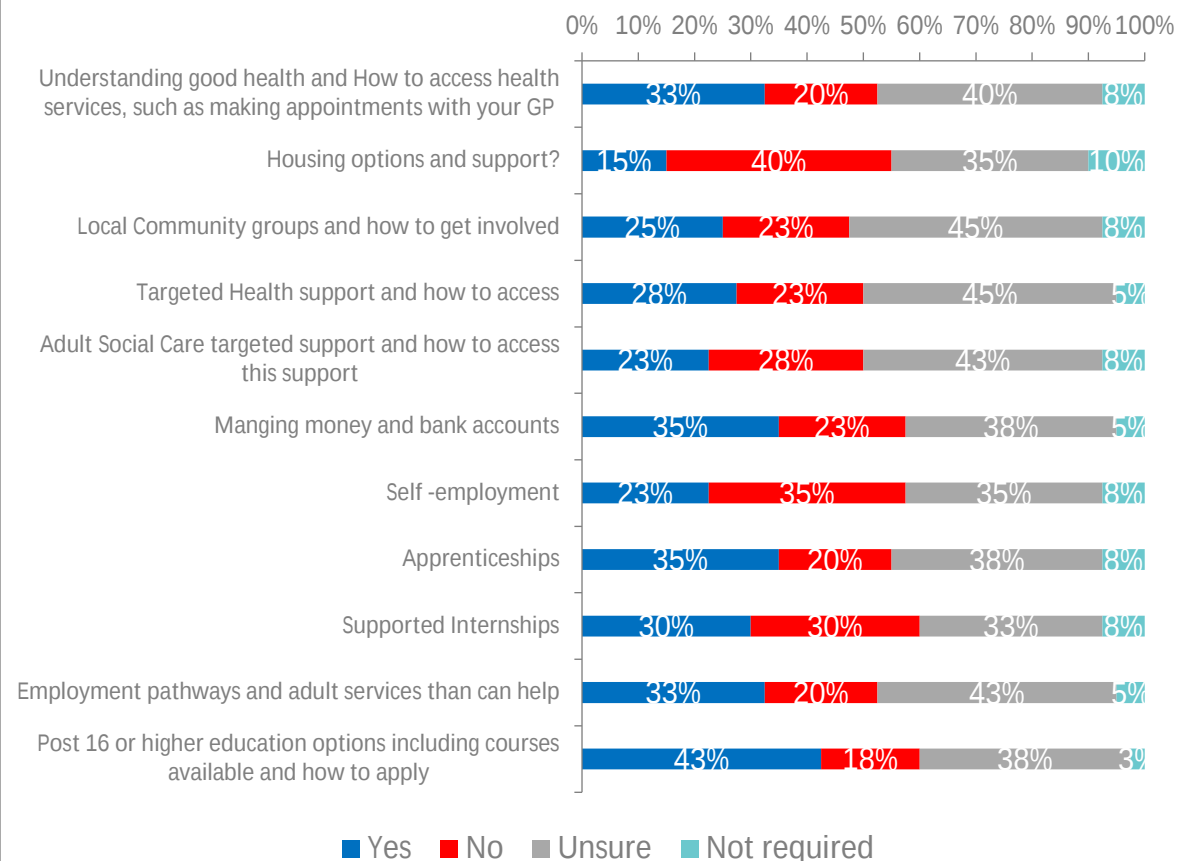
When asked about where they are likely to go for information about health, education, and social care, children and young people were most likely to say their college, school, or parent carers (see **Figure 51**). These sources are unsurprising, as they represent the most common authority figures in the lives of children and young people.

Figure 51: Where Young People Go for Information about Health, Education, Social Care

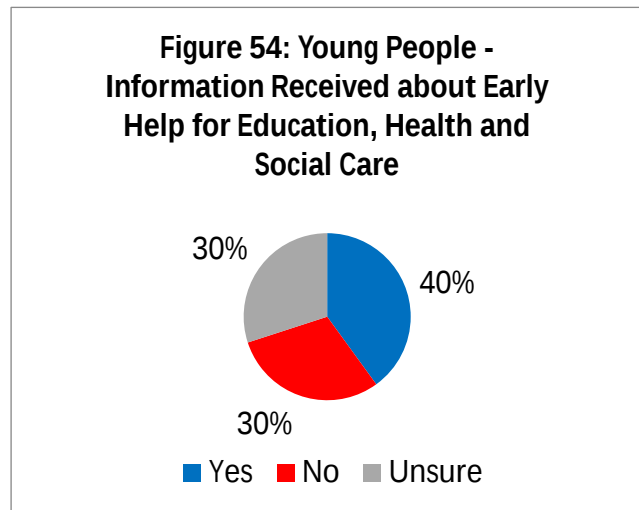
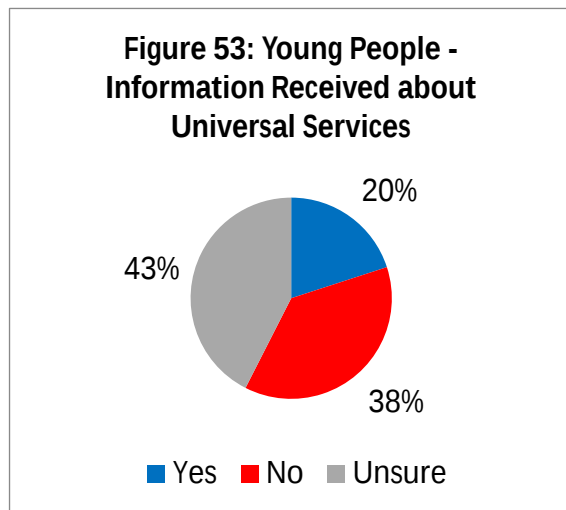


Like Parent Carers, Children and Young People were asked whether as part of the move from a school setting to post 16, they had been provided with information by their school during transition discussions on a number of important resources (**see Figure 52**). It is interesting to compare the reporting of information received about these resources between parent carer respondents and children and young people.

Figure 52: Young People- Information Provided During Transition Discussions



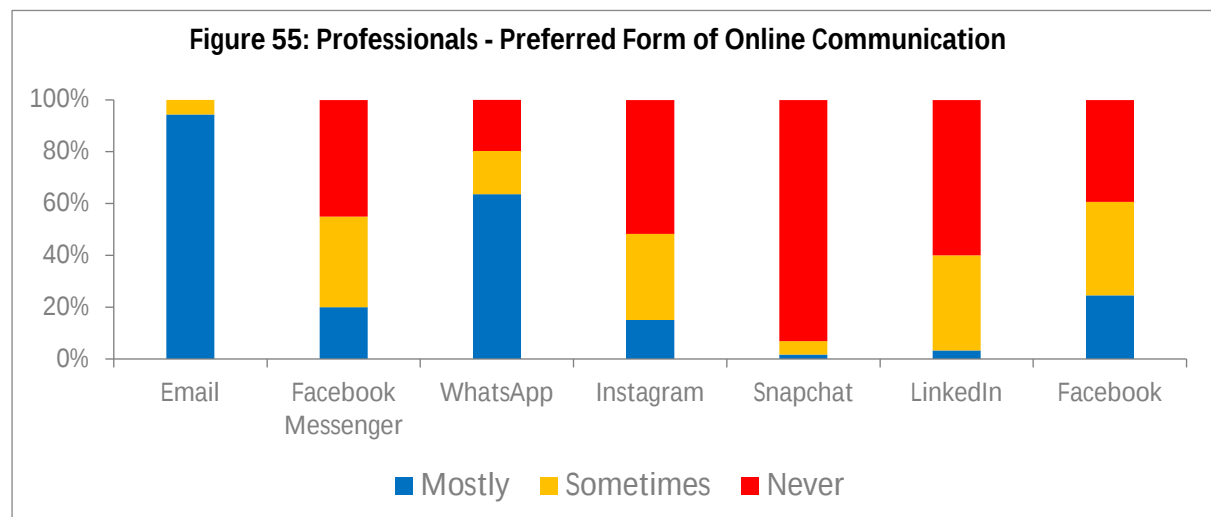
In general, far higher percentages of children and young people than parent carers said that they had received information about resources such as understanding good health and how to access health services, managing money and bank accounts, and apprenticeships. However, much larger percentages of young people than parent carers were also unsure about whether they had been offered this information as well.



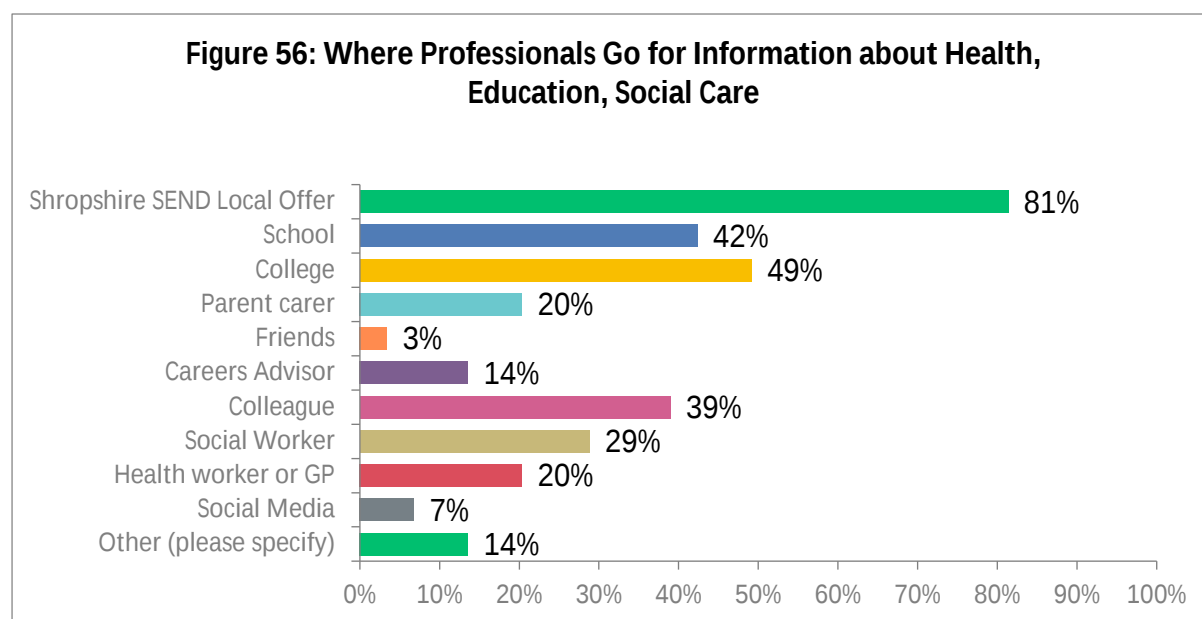
When asked about information they had received on universal services (**Figure 53, above**) and Early Help for Education and Social Care (**Figure 54, above**), children and young people were also less sure than parent carers about whether they had received this information. There were also higher percentages of children and young people saying they *had* received this information than reported by parent carers in their survey.

Professionals Survey Feedback

The vast majority of professionals indicated that email is their preferred method of online communication (**see Figure 55**). Their WhatsApp use was also high, like that of parent carers and children and young people. Professionals were most likely to sometimes use Linked In as well, whereas the other two groups were much less likely to use this form of communication.



Most professionals (81%) said that they visit the Shropshire SEND Local Offer for information about health, education, and social care (see **Figure 56**, below). While this was also the most popular resource for parents, it was much more popular among professionals than parents or children and young people as a resource. This suggests that there is more than could be done to raise awareness of the local offer among parent carers and children and young people.



Schools and colleges and colleagues were also important resources for this information among professionals. Among respondents who said “other”, web search was a common response, though the SEND team and PACC were also mentioned as alternative resources.

The next section of the report provides analysis of the respondents’ feedback on careers advice.

5 Careers Advice

The survey explained that schools and colleges have a duty to provide impartial independent careers advice from year 7 that provides personal guidance on a range of training and career options. Survey respondents were asked a series of questions designed to ascertain to what degree this advice has been received and how helpful it has been.

Parent Carer Survey Feedback

Parent carers were first asked whether their child/young person has an idea of what type of job they would like to do (**see Figure 57, below**). About the same percentage of parent carers said yes (41%) as said no (45%) in response to this question.

When asked whether their child or young person had received careers advice from a qualified careers advisor, around a third of parent carer respondents said yes, a third said no, and a third were unsure (**see Figure 58, below**).

Figure 57: Parent Carers – Does Child or Young Person Know What Job They Would Like?

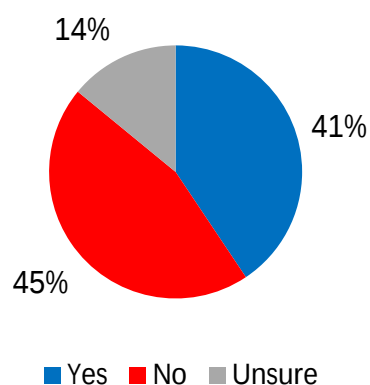


Figure 58: Parent Carers – Has Child/Young Person Received Careers Advice?

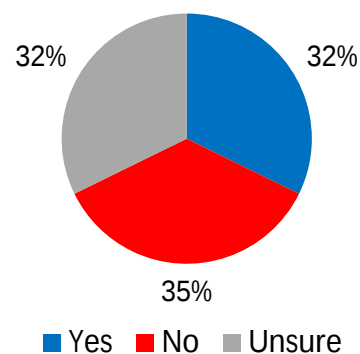
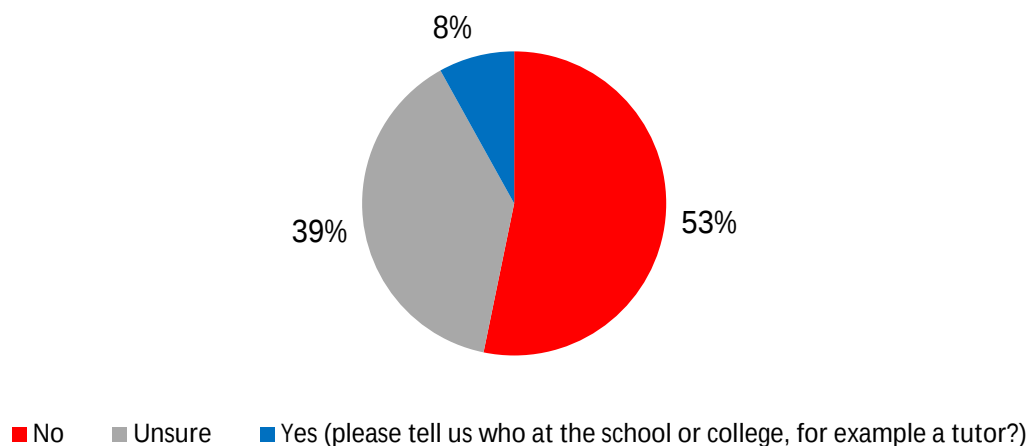


Figure 59: Parent Carers – Advice from Someone Other Than Careers Advisor



Parent Carers were also asked whether their child or young person had received careers advice from someone other than a Careers Advisor. This was much less likely to be the case (**see Figure 59**), with only 8% of parent carers saying that their child or young person had received careers advice from elsewhere. Among those who said that their child or young person had received career advice from someone other than a Careers Advisor, other sources listed included parent carers or family members, a job centre, and other school staff, such as the SEN coordinator or head of year.

Parent carers were next given the opportunity to provide open-ended feedback on their experiences with careers advice, with the question “is there anything else you would like to share about careers advice?” 19 respondents in total gave an answer to this question. One respondent related a positive experience with careers advice for their child or young person. Most parent carers, however, either related negative experiences, or said that they had not received careers advice at all. Many others expressed concerns about quality of the advice being delivered as it related to SEN young people in particular.

Positive Experiences:

- *“[My child] has been trying out different skills in the community such as painting and decorating and gardening during his time at Futures.”*

Negative Experiences:

- *“On finding she had ADHD the adviser gave up on academic paths and suggested she couldn’t do them.”*
- *“My child’s post 16 option issues regular compilations of careers options with no explicit consideration of SEND limitations.”*
- *“A woman from T&W was provided by Severndale but she was rubbish and had not ideas of the options, funding etc and didn’t read the EHCP.”*
- *“What advice? Was told it no longer exists in Shropshire.”*

No Advice Received:

- *“Haven’t had any meeting or discussions yet.”*
- *“Never been offered.”*
- *“If my child had careers advice it was not shared with me. The EHCP review is also a waste of time because unlike other boroughs they don’t share the actual EHCP only the updated targets. Our EHCP is not fit for purpose and has not been changed to reflect current need despite many requests to do so. We have not seen a full version of the EHCP.”*
- *“There was no careers advice given at 19 when he left Specialist College.”*

Concerns about the Quality of Careers Advice for Young People with SEN:

- *“It shouldn’t be that it is available it should be about how effective it is.”*
- *“Limited available. Particularly about negotiating the entry to the world of work, what to expect and reasonable adjustments.”*
- *“Needs a lot more support giving to young people transitioning from year 11.”*

- *"Needs to be more focussed and realistic!"*
- *"Non-existent for a child who wants a career in something different to the norm."*
- *"Not really relevant for people with more severe needs."*
- *"Significant improvements required in this space!"*
- *"Special Needs young people want to go further with courses of their chosen career but come across the GCSE barrier. There needs to be more support for continuing maths and English when in supported internships. More intensive support on achieving GCSE English and maths."*

Other Comments:

- *"It's needed."*
- *"Parent carers should be invited along to career advice appointments."*

Parent carers whose children had left post-16 education were also specifically asked to share their experiences in an open-ended question. 15 respondents answered this question, with one indicating that their feedback on this was included in their answer to the previous question. The remaining responses are included below, some of which have been edited for length or to retain anonymity, but all of the main points have been retained.

Positive or Mixed Experiences:

- *"Now in college, working to a degree."*
- *"Shrewsbury College were absolutely horrendous and in my opinion aren't fit for SEN young adults there was no support at all. Now Walford have been fantastic! [My young person has] even done some work experience they are very geared towards SEN."*
- *"We were very happy with our son's post 16 education at specialist residential school. There was no education program offered to him post 19."*

Negative Experiences:

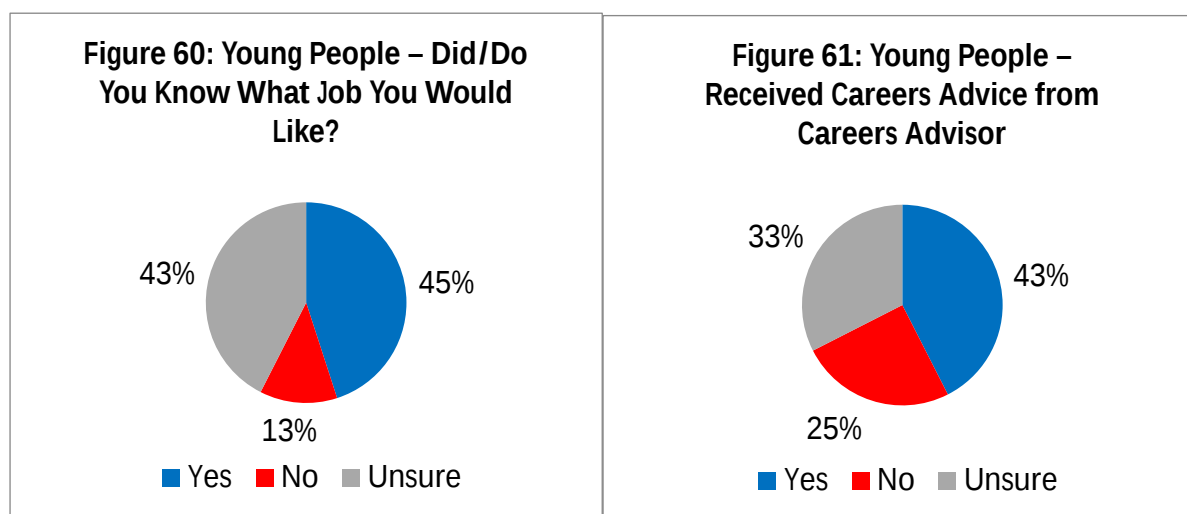
- *"Demoralising, had to go on a course rather than take a job as there was no link support to employers in his field."*
- *"Nightmare. School took her to a college close to the school but 25 miles from home and gave her the impression this would be the only college that would cater for her needs and offer her a place."*
- *"Not good it has been hell for him."*
- *"Poor to date!"*
- *"Scared."*
- *"She is leaving with few life skills e.g. she has had no sex education/ no travel training/ unable to manage money but has been on a life skills course for 2 years."*
- *"There is no independent support. Derwen College provide Supported internships but they are disorganised and not focused on employment"*

outcomes. They use the same placements each year and churn students through them with no interest in long term employment.”

- “Useless. Non-existent, despite requests.”
- “Very little support, lack of direction or options, advisor had very narrow scope of options available.”
- “Very much find out and find way though by yourself as no information given.”
- “Yes, they will be leaving next year and it's been awful...I do hope, in time, that things improve for other young people - their lives are being ruined and that is not fair. In our case my child is fortunate to have parents and grandparents with the skills to support them to achieve, however I feel so sorry for the children/young people who don't have that support, who are most likely falling through the net and will have even poorer outcomes. The stats on exclusions, criminal justice system and unemployment for send young people is disheartening and it should be your driving force to do better.”

Young People Survey Feedback

The largest group of children and young people (45%) reported that they had some idea of what type of job they would like, either at the time of taking the survey, or at the time they were still in education and receiving careers advice (see **Figure 60**). However, when taken together, those who were unsure or did not have a sense of what job they would like to do constituted a majority of the respondents.



A similarly large minority of children and young people (43%) said that they had received careers advice from a qualified careers advisor (see **Figure 61**). Again, taken together, those who said they were unsure or that they had not received this constituted a majority of respondents. It is worth noting, however, that a greater percentage of children and young people said that they had received this advice than the percentage of parent carers responding to their survey said that their children had received it.

A greater percentage of children and young people (23%) than parent carer respondents (8%) said that they had received careers advice from someone other

than a qualified careers advisor. Children and young people's responses to who had advised them were as follows:

- *"Yes, But he told me I no college would probably accept me except Sandwell, not true."*
- *"Classes with teacher - employability skills."*
- *"Mentor."*
- *"Mentors."*
- *"PfA."*
- *"Shrewsbury College."*
- *"Teacher."*
- *"Tutor."*

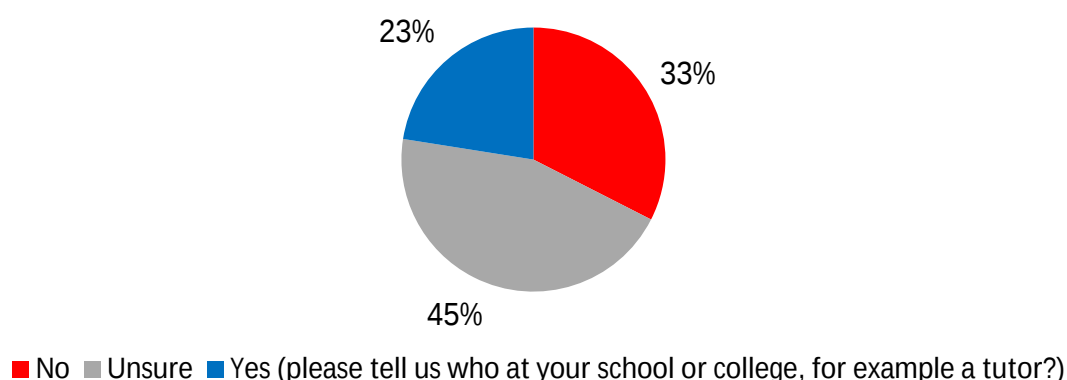
Like parent carers, children and young people responding to the survey were asked whether they had anything else they wanted to share about their careers advice. Most of those who responded to this open-ended question simply said "no" in the space provided. Two respondents, however, provided some feedback on their experiences. One said it was "okay" and another said:

- *"I only had one session with a careers advisor, and they barely covered any topic, as most of the session was casual conversation."*

Those young people who had left post-16 education were asked to relate their experiences if they wished to do so in an open-ended question. Very few respondents left answers here, and some of those were simply to state that the question does not apply to their situation. Of those to whom it did apply, their responses were as follows:

- *"I enjoy working with mentors I get on with but I don't like how managers deal with things."*
- *"I hated where my school was and I wanted to leave so badly and quit school."*
- *"I have enjoyed Derwen Walford College. I don't want to leave, I want to stay another year. Learning about gardening."*

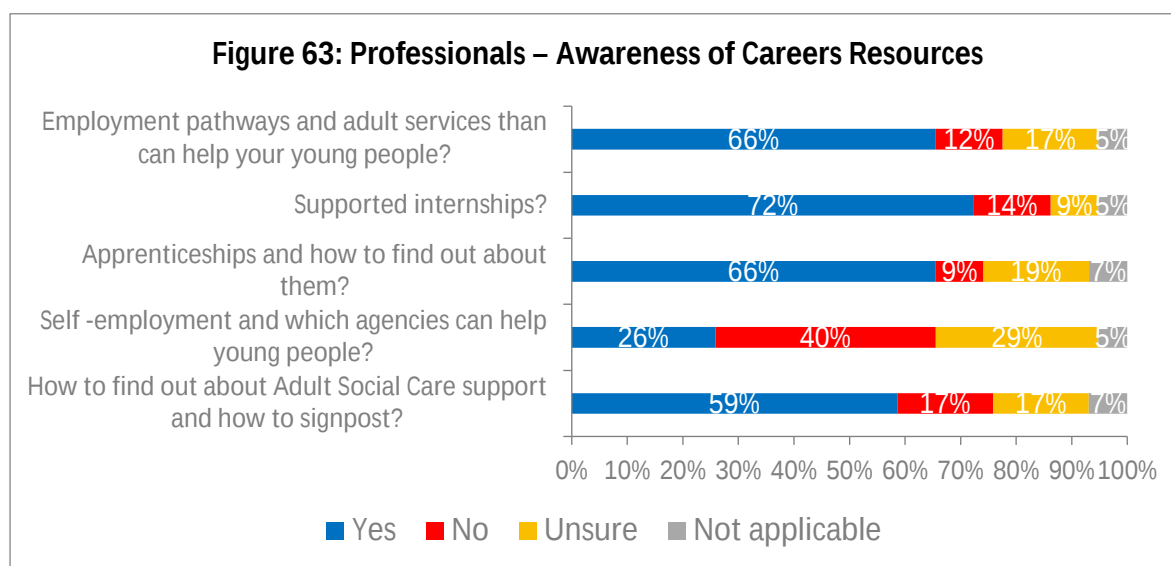
Figure 62: CYP – Careers Advice from Someone Else



Professionals Survey Feedback

The survey of professionals asked a different set of questions than those asked of parent carers and children and young people. In many cases, professionals answering their version of the survey will have been the ones giving careers advice, or signposting people to advice. Professionals were therefore asked questions about their awareness of various resources and services, and what support they give in referring and providing information around careers.

The first set of questions asked professional respondents to indicate their knowledge of various services and resources, which are listed in **Figure 63**.

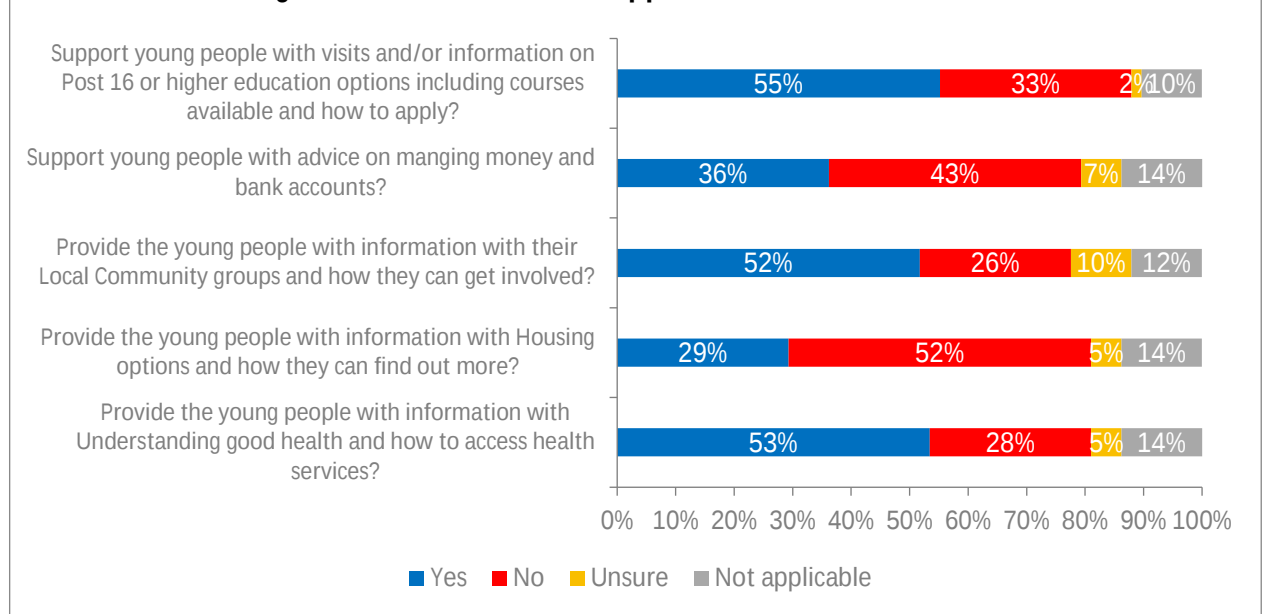


A majority of professionals surveyed reported that they are aware of resources and how to signpost to the following: employment pathways and adult services (66%), supported internships (72%), apprenticeships (66%) and Adult Social Care (59%). Most professionals, however, were unsure or unaware of how to signpost and support young people into self-employment, where only 26% said that they felt comfortable with supporting young people in this.

The next set of questions asked professionals about their practices in supporting and referring young people around careers and other adult needs (see **Figure 64**).

A majority of respondents said that they support young people with visits and/or information on Post 16 or higher education options (55%), provide young people with information on local community groups and how to get involved (52%), and provide young people with information on good health and how to access health services (53%). Where professionals were less confident in supporting young people with careers or transitioning to adulthood was around advice on managing money and bank accounts (only 36% said that they do this), and providing young people with information about housing options (only 29% said they do this).

Figure 64: Professionals – Supportive Practices for Careers



Interestingly, the areas that professionals felt less confident in advising young people about in these questions mirror the areas that parent carers said were most lacking in information provided during transition discussions (see **Figure 47, above**). Young people themselves also reported housing options to be the area of information that the fewest respondents reported receiving information about during transition discussions (see **Figure 52 above**).

When asked if there is anything else they want to add about careers advice, 11 professionals provided more details responses to this open-ended question. About half of the respondents **discussed their own practices around referring and advising**:

- *“Although I may do the above directly, I will complete an assessment and make the above recommendations to support Post 16.”*
- *“Although I have answered ‘no’ to the above and don’t become directly involved with this I complete an assessment and then may make the recommendations.”*
- *“I’ve ticked unsure as I have supported indirectly, i.e., through sharing the information on the Healthier Together website.”*
- *“I do not explicitly offer information about community groups or accessing health services but I can refer students to other staff in school/college who would have this knowledge. I often research really specific areas for particular students to answer their questions.”*
- *“We provide advice and sign posting to charities that support young person.”*

Another half¹ of respondents answering this question talked about **how they think that careers advice could be improved**:

- *“As a college we feel that we have to bridge the gap in CIAG for parents and young people left by their school and the SEND team.”*
- *“It’s very important but rarely becomes prominent in my work as an educational psychologist. The disappearance of local comprehensive services supporting transition from school seems to me to be the main problem.”*
- *“Mainstream advice for pupils with SEND could be improved.”*
- *“Money skills support is still in development and is offered as students are referred. This is an additional support that can be offered.*
- *“More support around work experience options is needed.”*
- *“Supported Internships are promoted as accessible, but feedback from young people is that they are not and options of their chosen career path are limited. Also signposted a number of young people to other enable services, and they have had no contact back from Enable. “*
- *“There are unrealistic options being set to our young people and i think that they need to be more realistic in what they can progress to and also think about health and care side not just the education.”*

¹ One respondent’s answer covered both themes, and so was broken down into two parts, which are included in each section.

6 Independent Travel and Training

Travel training helps children/young people with SEND gain confidence and skills to travel independently on buses, trains and walking routes. Not all young people in Shropshire have received travel training, but some have through various initiatives, particularly offered through certain schools or charities. Respondents were asked to provide more information about experiences with travel training to help inform the Preparation for Adulthood team in considering travel training options for the future.

Parent Carer Survey Feedback

Parent carers were first asked whether their child or young person travels independently (**see Figure 65**). For the majority of parent carers responding to the survey, their children/young people do not travel independently at all (58%).

This result is perhaps unsurprising when taking into account that nearly 80% of parent carers report that their child or young person has not received travel training (**see Figure 66**).

Only six parent carers said that their child or young person had received travel training, and only five answered the follow-up questions. The remaining questions for parent carers around travel training experiences, therefore, only pertain to those five respondents, and so are limited in how well they can represent experiences more generally around travel training.

When asked whether travel training helped their young person to gain the skills to travel independently, two respondents said “yes”, and two said “no”. Parents and school/college were the sources of support with travel training in all cases.

When asked about what worked for travel training, only one respondent replied. They felt that the “emphasis on road safety [and use of] bus apps” were helpful. When asked what did not work so well, a different respondent replied, emphasising the difficulty of using public transport for children with SEN and/or significant anxiety.

Figure 65: Parent Carers - Does Child/Young Person Travel Independently?

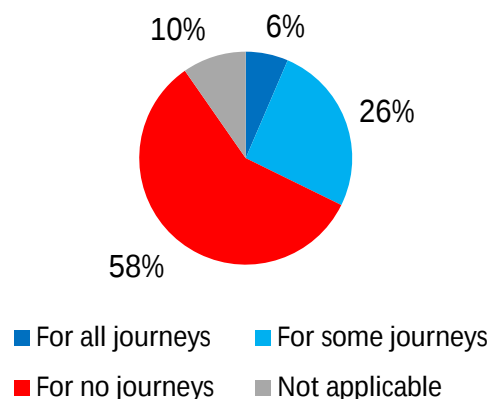
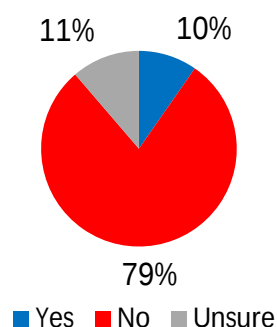


Figure 66: Parent Carers – Has Child/Young Person Received Travel Training?



All parent carer respondents, whether or not their child or young person had received travel training, were asked whether there was **anything else that they wanted to say about travel training**. This open-ended question yielded some helpful responses from 19 parent carers.

Two respondents simply said that they **“didn’t know it existed”**, while another two indicated that it had **“never been offered”** though they are in touch with several other support services.

Some parent carers indicated that they **think travel training would be a good idea**:

- *“It’s a good idea.”*
- *“I’d like to gain some.”*
- *“He will cover a bit of this in his current year, Year 11.”*
- *“Perhaps needs to be identified sooner. Maybe a module for College ready . Otherwise the young person decides to travel independently and is not aware of road safety and hazards.”*
- *“Sounds like a good idea, how do you access this?”*
- *“How to access it. It needs to be ongoing so skills can be embedded.”*

Other parent carers emphasised some **challenges posed by travel training SEN young people**:

- *“Again travel training is a valuable skill for life but again not everyone can cope with it or learn to deal with it no matter how much training they have. I feel that sometimes the view is taken that once they have attended the training everything is ok and that box can be ticked but this is not the case. I have always tried to support and encourage my daughter to be as independent as possible and taken her on various methods of transport, she is always extremely anxious and not keen to go. And she definitely can not cope the journey alone. She is not street wise very vulnerable and she also has dyspraxia which makes it difficult navigating directions and a sense of direction, if lost she would not ask for help she does display selective mutism when overwhelmed and anxious.”*
- *“It would benefit the person if they had a social worker during the years at college not just for when they are finishing their course.”*
- *“My daughter was not allowed to attend college for 10 days for being late when the bus had broken down, she has travel training on 10/10 which is weeks after she started the course and after she has returned to college.”*
- *“Travel training is not appropriate for all young people with SEN.”*

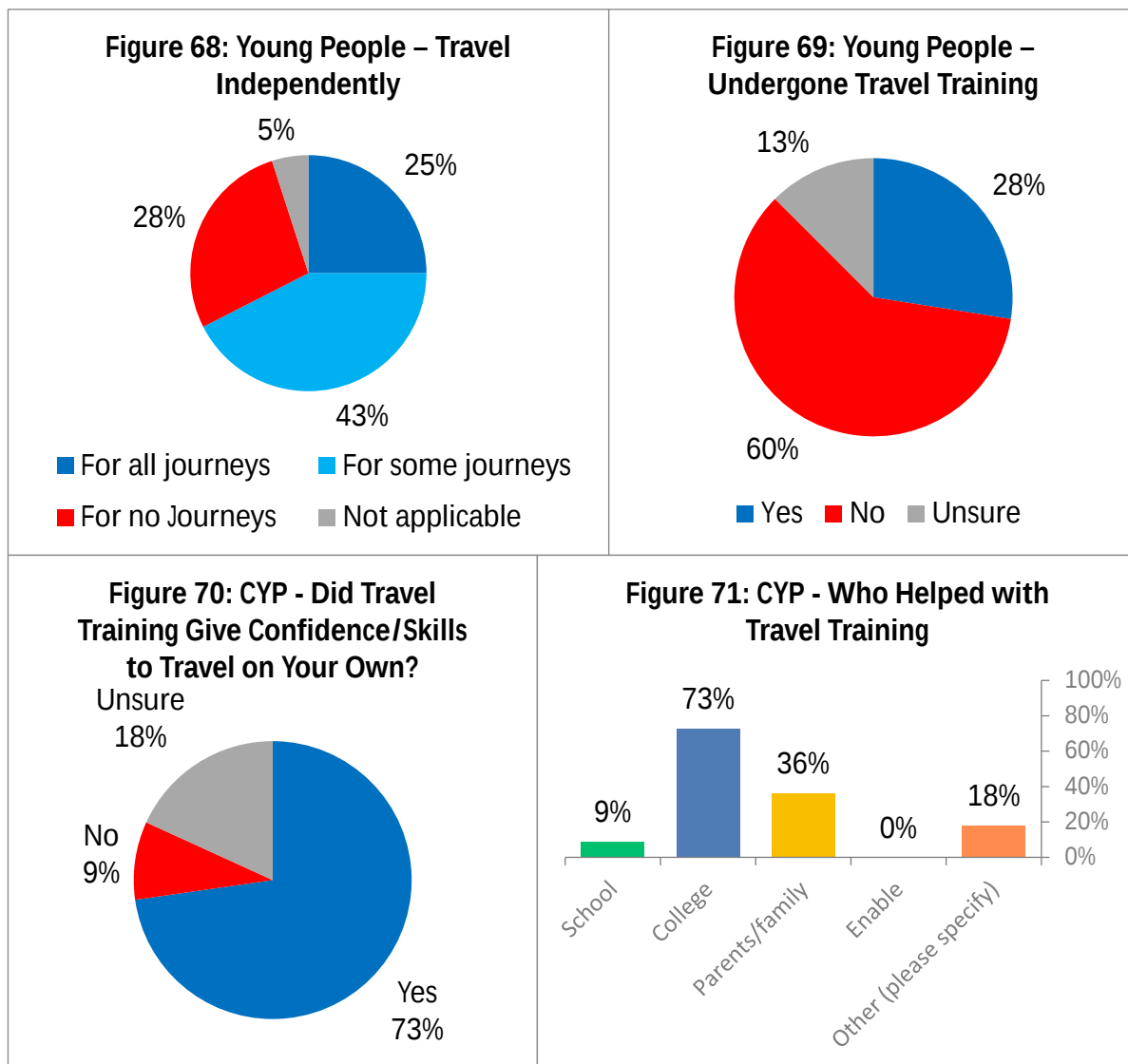
Finally, some parent carers raised **concerns about access to public transport or the cost of transport or training**.

- *“Difficult when you live somewhere with no public transport.”*
- *“My child is travelling on trains for her SI. We have to pay for all the fares even though she is being trained. Derwen tell us this is because free travel only applies to work experience. Is this true?”*

- *“Not appropriate as bus service very unreliable here and not direct route to his placement so he wouldn't be in a fit state to learn by the time he arrived and no way he could do it unsupported.”*
- *“Travel training was offered but I was told I would have to pay which I could not afford so I have done it myself.”*

Young People Survey Feedback

Young people answering the survey were much more likely to travel independently than the children and young people about whom the parent carers responded. As shown in **Figure 68**, a majority (68%) said that they travel independently either all of the time or for some journeys.



11 of the children and young people responding (28%) also indicated that they had undergone travel training (see **Figure 9**). Most of those 11 (8) said that travel training had given them the confidence and skills to travel on their own (see **Figure 70**). School/college, followed by family were the most likely sources of travel training for the children and young people answering the survey (see **Figure 71**). Two respondents indicated “other” sources as their PAs and carers.

All children and young people who responded to the question about what **did not work** when it came to their travel training indicated that there was nothing that didn't work. When asked **what worked** with travel training, children and young people responded:

- "Everything."
- "Getting on."
- "I got more confident."
- "I'm not sure."
- "Not sure."
- "Supported."
- "Trying different modes of transport."
- "Using a pre-planned bus route."

When asked whether there was **anything else they would like to say about travel training**, respondents said very little:

"I have gone on the train."

"I'm not bothered about it."

"I'm not sure."

One respondent did seem to indicate that the **timing of the travel training for the middle of autumn term had been bad**: *"It has been arranged for the middle of October, I have already been suspended for being late as the bus broke down."*

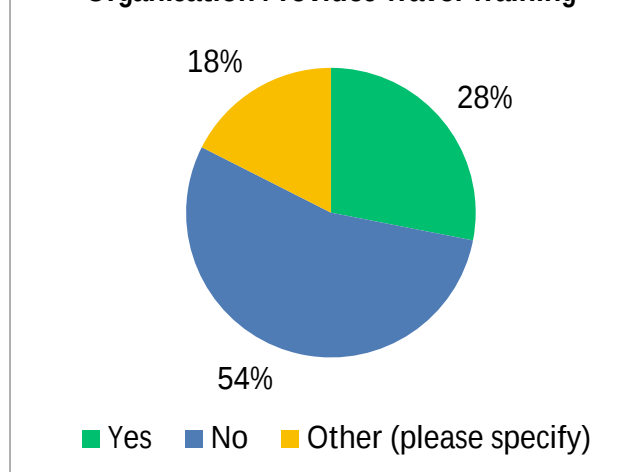
Professionals Survey Feedback

The questions for professionals were slightly different to those asked of parent carers and children and young people around travel training. Most professionals answering the survey work for organisations that do not provide travel training, though around 28% of respondents (16) do (see **Figure 72**).

10 respondents chose "other" on this question and gave further information. Three said it was not applicable to their work. Others said that **it depends** or that **they refer to other organisations**:

- "Dependant on the programme."
- "I believe so."
- "If requested/ applicable."
- "It is not official travel training, but we have an intervention where we support students to go into town and purchase items from shops. Travel skills can be included in this e.g. crossing roads safely. I would like to organise trips further afield to use trains/buses, but this is difficult while avoiding impact on lessons."
- "Via Enable."
- "Via the local authority."

Figure 72: Professionals – Organisation Provides Travel Training



- *"We can refer to externals."*

When asked whether they had **anything else to say about travel training**, 14 professionals provided more detailed comments. Some professional respondents advocated for **more travel training** to be available:

- *"Could this be introduced to settings from Year 9."*
- *"More training for secondary schools to deliver travel training."*
- *"This needs to be discussed more in schools / colleges and really focussed on more. From my experience in social care, is that by the time we are allocated at 18, often young people have had no travel training, by which time parents / carers are petrified of them trying it as they think they aren't capable. This should be a basic skill that young people are supported to learn from a young age and in my opinion this should be more of a focus. As well as benefitting the young person to be more independent (where possible), this would also alleviate financial struggles on the local authority in the long run if individuals are less reliant on paid transport services which are often inflated by local transport providers."*
- *"Transitional support with this KS4/5."*

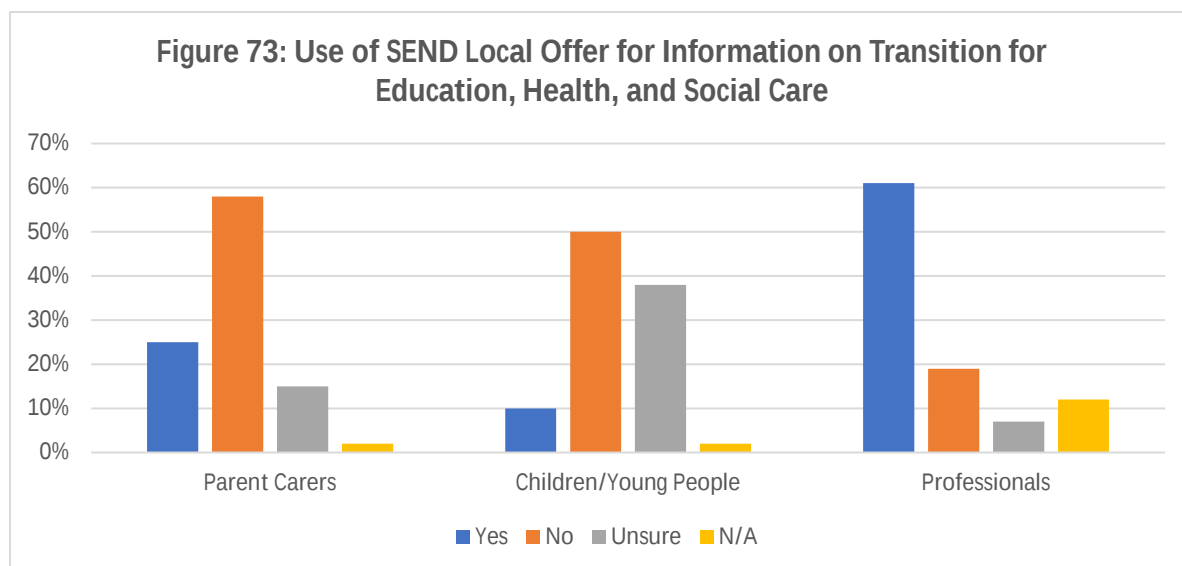
Others had **concerns about the limitations of travel training or suggestions for improving it**:

- *"From observation inconsistent approach to travel training is provided."*
- *"It works well but can be developed more."*
- *"Lack of local bus and train services restricts travel training, I expect."*
- *"Local travel training in the communities is better and should be run in conjunction with travel training at college. For example if young person lives in Shrewsbury and only has travel training in Gobowen/Oswestry, they are unable to learn routes near home."*
- *"More support is needed, limited on what we can provide."*
- *"Parents and carers sometimes seem to need more support and reassurance that their young person is ready and able to start travel training."*
- *"Schools have limited opportunity to provide public transport training, but do walk routes and practice road safety. We do have minibuses and cars to get into the community."*
- *"SEN pupils should not have to pay for transport to access a suitable provision when none is available in their locality."*
- *"We will support students ourselves with travel training because getting used to a person they don't know and then expecting them to travel with them is too much for some of our students."*
- *"We also provide training/advice on the dangers when traveling."*

7 General Feedback

Use of the SEND Local Offer

A final question in each survey asked respondents whether they use the SEND Local Offer to find out information on transition for Education, Health and Social Care. The results for each survey group are displayed in **Figure 73**.



It is clear from **Figure 73** that the SEND Local Offer is mostly utilised by professionals, and not quite as well used by parent carers and children and young people – the very individuals that the offer is designed for. This suggests the need for better communication about the offer, what it is intended to do, and where to find it among parent carers and children and young people. However, the feedback for this question contradicts feedback earlier in the survey which highlighted that a third of respondents use the SEND Local Offer as an information resource (see Figure 46). Parental use may be under-reported.

Finally, all survey groups were provided the opportunity to leave any further comments about the transition to adulthood. A few respondents left comments from each survey group, and these are detailed below by group. Comments at this point in the survey usually are used by respondents to emphasise points they have made elsewhere, or to add something that they did not have the opportunity to touch upon at other points in the survey.

Parent Carers – Additional Feedback

21 parent carers left additional feedback. Many of the parent carers responding to this question **emphasised their frustrations with the transition process and to provide suggestions for improvement:**

- *“A lot depends on the encouragement of their teacher to be more aspirational. College ready courses need to provide more interest and rigour Pupils are*

excited at the prospect of new challenges and are disappointed when they are faced with boring repetitive activities."

- *"Better waiting times and support workers are always busy never get back to me."*
- *"Didn't know it existed."*
- *"Follow through don't just talk about it."*
- *"Give me information please, don't assume everybody uses social media."*
- *"It did not begin at year nine. Members of the SEN team including the LAC designated officer refused to attend multiple appointments including the critical transition ones. I contacted them specifically to ask them to attend including by Teams. They never attended."*
- *"It has been a nightmare."*
- *"It's a nightmare."*
- *"My child has made a successful transition to post16 from home education, in spite of their health and SEND difficulties which have taken many years to get suitable support for through persistence and perseverance with the GP and by independent means of self-assessment because of the lack of support through Shropshire Council."*
- *"My daughter has always had trouble with her taxis to and from school with being forgotten about at school to no show taxis to take her to school it's been shocking."*
- *"Not effective at all. Still relies on parents doing all the work for their kids."*
- *"Not given just left to his own devices."*
- *"Support is non existent , parents are alone and have virtually no help unless your child fits the pre defined box for help."*
- *"The SEND offer has been written with professionals not families in mind. It is a web without a map. The post 16 offer in Shropshire has been terrible. Schools are not knowledgeable and information conflicts. Parents rely on word of mouth from friends and groups like PACC."*
- *"Transition PFA is from 14-25 and a young person shouldn't just be sent onwards from the PFA Team if their transition doesn't run smoothly."*
- *"Very little information is available about what to expect so unable to make services accountable."*

Some parents spoke more **specifically about their frustrations with the use of EHCPs in the transition process:**

- *"The biggest issue for us is the poor process for reviewing EHCPs. In most authorities the whole EHCP is shared and gone through to adjust as the child's needs change. In the school and later the college where my foster child attended this was not done, they simply updated the targets without updating the need. So the EHCP is out of date and not fit for purpose. After 2 years of the child living with us we have still not seen a full copy of the EHCP but from what we have been told the original assessment from 4 years ago is totally irrelevant and does not reflect her needs. If the review system was more*

thorough it would allow for better assessment of need and therefore parents/ carers/young people could more accurately be signposted to appropriate services etc. e.g. travel training."

- "The LA had not received the latest review and then the EHCP was so out of date for the use of attempting to locate an appropriate setting that was not a specialist school setting that represented her as a young adult it all had to be rewritten during the school holidays and was only ratified AFTER she started her college course."*
- "The outcomes on an EHCP need to be less academic and focus on PFA outcomes."*
- "Very stressful, lack of communication and information and poor contact from la, often having to complain to get la to follow code of practice, very few get EHCP past 19 let alone up to 25."*
- "When we mention PFA to the SENCO at EHCP annual review, in year 9 it was paid lip service, in year 10 it was acknowledged and included, however EHCP remains very education focused. We are sometimes given lots of information and websites, it takes a lot of time and energy to figure out what is appropriate for your child/family. A more personalised approach would be much more supportive."*

Children and Young People – Additional Feedback

In contrast, very few of the children and young people surveyed answered this question.

One respondent left **positive feedback** on their transition process:

- "If I had to say something, when I heard that I might go to a new college I didn't know where I would go, but when I heard Shrewsbury College I was like that might be good. The open day went well for me."*

However, two comments also echoed **frustration with the transition process**:

- "Nightmare but I am happy with the course I am on and where it is but I was determined not to let others tell me what course I should do as everyone suggested animal care or a college-ready course which I felt were stopping me doing what I wanted and were just a waste of time."*
- "In year 10 and [not] received any transition planning at all to date."*

Professionals – Additional Feedback

Eight professionals left comments with additional feedback about the transition planning process. Some respondents indicated that they are **concerned about the lack of preparation for adulthood among young people**, and most of their comments were oriented around **ways to improve the process**:

- "Access to health and how they can access services once they turn 18."*
- "As an alternative provision, we do not tend to be the first choice, there for transition meetings are last minute or last resort. It would be useful to be include in the year 11 reviews."*

- *“From observation - AR's are not cohesive/updated as YP's aspirations and wishes alter Poor communication and IAG generally with YP and family Providers themselves are not always aware of process, legal obligations and services/opportunities in the YP's local area.”*
- *“More resourced support for young people and families to help them focus and gain experience for making informed decisions about their future and employment.”*
- *“Parents don't always consider travel as much as they need to - again last thing to sort out.”*
- *“Particularly with the specialist schools, there needs to be more of a focus on actual skills that can be utilised in daily life. Particularly around online safety, healthy relationships, travel training & budgeting. More often than not, we work with young people 18+ with limited to no skills in these areas which puts them at a significant disadvantage when they only start to focus on learning these skills at 18. Especially for those who are looked after or already in care, they appear to be shielded from the world and then it hits them like a train at 18. This can be quite distressing for them to realise they suddenly have all of these responsibilities. It also puts them at increased risk of exploitation or issues with relationships as they have a limited understanding of the risks around online safety / relationships.”*
- *“There are significant gaps in provision for YP leaving compulsory education. At Conover College we would be happy to work with you to be part of the solution.”*
- *“Where a clear plan is in place, students feel supported and prepared. Where clear planning is not in place, a lack of information can cause worry and anxiety for the young people and their parents/carers.”*

8 Summary and Conclusions

Summary

Shropshire Council conducted research from mid-August to the end of October 2024 to understand the experiences of people with Special Educational Needs and Disabilities (SEND) when preparing for adulthood. The research included three surveys targeting parents and carers, young people, and professionals, with a total of 207 responses.

Key findings from this report are as follows:

Education and Transition

- Among parent carers, 52% said that their child did not have a transition plan.
- Parent carers also reported mixed satisfaction with transition to post-16 settings: 32% dissatisfied, 20% satisfied.
- Among children and young people, 43% had a transition plan, 44% did not know their post-16 course and setting in year 10. 43% felt ready and had the information needed for transition in year 11. 50% felt satisfied with transition support from educational settings.
- 39% of professionals reported that the young people they work with had a transition plan from year 9, but that 23% did not. More professionals are dissatisfied with transition than satisfied.
- Positives of the transition process among respondents seems to be taster days and events, as well as some of the support provided through school/college and EHCP reviews.
- Main concerns highlighted by respondents about transition planning included communication issues, delays, and limited or inconsistent support for SEN young people.

Information and Communication

- Parent carers reported an overall lack of information on various resources during transition discussions.
- Higher percentages of young people reported receiving information on resources compared to parent carers, however information on housing options and support, adult social care, local community groups, and self-employment was reportedly lacking.
- This section highlighted a need for better communication about the SEND Local Offer and where to find information about it among parent carers and children and young people, who do not appear to be making full use of this resource.

Careers Advice

- 41% of parent carers reported their child had an idea of the job they wanted, and 32% said their child received careers advice from a qualified advisor.
- Parent carers particularly highlighted concerns about the quality and availability of careers advice for young people with SEND.
- 45% of young people reported that they had an idea of the job they wanted, and 43% said they received careers advice from a qualified advisor.
- Young people reported mixed feedback on the effectiveness of careers advice.
- 66% of professionals reported awareness of employment pathways and adult services, and 55% said they support young people with visits and information on post-16 options.
- Professionals highlighted a need for more support around managing money and housing options.

Independent Travel and Training

- 58% of parent carers reported their child does not travel independently, and 80% said their child had not received travel training.
- Parent carers raised concerns about challenges with public transport and the cost of travel training.
- 68% of young people responding said they travel independently for some or all journeys. 28% had undergone travel training, with most finding it helpful.
- School/college and family were the main sources of travel training for young people.
- 28% of professionals responding work for organizations that provide travel training.
- Professionals highlighted a need for more consistent and earlier travel training, as well as challenges with local transport services and support for parents.

Use of the SEND Local Offer

- Mostly utilized by professionals (61%), less by parent carers (25%) and young people (10%).
- Again, this highlighted a need for better communication about the SEND Local Offer among parents and young people.

Additional Feedback

- Parent carers emphasized frustrations with the transition process and suggested improvements.

- Young people expressed mixed experiences with transition planning.
- Professionals highlighted the need for better preparation for adulthood and more support for young people.

Conclusion

This engagement exercise with parent carers, children and young people, and professionals, provides valuable insights into the experiences of individuals with Special Educational Needs and Disabilities (SEND) as they transition to adulthood. The findings highlight several key areas for improvement, including the need for better communication and information sharing, more effective transition planning, and enhanced support for independent travel and careers advice. The report underscores the importance of early and consistent engagement with young people, parents, and professionals to ensure that transition plans are comprehensive and tailored to individual needs. Additionally, the feedback from respondents emphasises the necessity of addressing gaps in knowledge and resources, particularly in areas such as self-employment, housing options, and managing money and the SEND Local Offer.

In conclusion, the report calls for a more coordinated and proactive approach to supporting young people with SEND as they prepare for adulthood. By addressing the identified challenges and leveraging the insights gained from this research, Shropshire Council and its partners can develop more effective strategies and interventions to improve the transition experience for young people with SEND. This will not only enhance their readiness for higher education, employment, and independent living but also contribute to their overall well-being and inclusion in society.

Very many thanks are extended to the dozens of Shropshire residents who participated in this engagement and the three separate surveys. The feedback analysed in this report will serve as an important resource for ongoing dialogue and collaboration among all stakeholders as they work to create a more supportive and inclusive environment for young people with SEND going forward.

December 2024

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