



Transitions and Next Steps Policy

Wayland Stables Care Farm

Policy version: 2.0 - August 2026

Policy owner: Jake Payne, Business Manager

Applies to: Children, young people and adult participants receiving WSCF provision

Approval date: To be completed on approval

Effective date: Upon approval

Next review: August 2027, or sooner after material legal, guidance or service change

Core rule: A transition must be planned with the person, not for them and not at the last minute. Record the intended destination, actions, owners, dates, support, risks and contingency. If a placement may end without a safe or suitable next step, escalate immediately to the commissioner and safeguarding route where welfare is at risk.

1. Purpose and status

This policy establishes how Wayland Stables Care Farm (WSCF) supports planned movement into, through and out of provision. It covers reintegration to school, transfer to another placement, post-16 education or training, apprenticeships, supported internships, employment, volunteering, community participation, adult services and other preparation-for-adulthood outcomes.

WSCF is a non-school alternative provider. It contributes evidence, farm-based learning, practical preparation and coordinated handover; it does not replace the statutory duties of a commissioning school, college or local authority, an EHC plan review, a personal education or pathway plan, or impartial personal guidance from an appropriately trained careers adviser. Contractual and placement requirements may add to this policy.

The DfE non-school alternative-provision standards are currently voluntary. WSCF adopts their expectation that progress is reviewed with commissioners at least every six weeks and that providers support reintegration and transition where appropriate. The June 2026 careers guidance applies directly to the institutions identified in that guidance; WSCF uses its relevant principles as good practice and works with the body that retains the duty.

2. Principles and scope

This policy applies to planned and unplanned endings, phased moves, internal changes that materially affect provision, and transition activity delivered on site, remotely, in transport, at another provider or in a

workplace. It applies to employees, workers, volunteers, contractors and visiting professionals involved in planning or delivery.

- start early, keep aspirations high and consider education or work, independent living, friends and community, and good health rather than reducing transition to a destination name;
- centre the person's views, communication, strengths, interests, culture, identity, rights and evolving ability to make decisions;
- make information accessible, offer reasonable adjustments and challenge decisions based on stereotypes, diagnosis, past behaviour or assumed limits;
- provide balanced information about realistic options and never steer a person to an option because it is convenient for WSCF or linked to a private interest;
- coordinate with the commissioner, family or representative, careers adviser, SEND and safeguarding professionals, destination provider and relevant services without duplicating or displacing their duties;
- transfer necessary information securely, lawfully and in time for continuity, with special protection for safeguarding, health and special-category data; and
- plan for setbacks, non-attendance, a declined offer, funding or transport delay, breakdown of a destination, and an unexpectedly early placement ending.

3. Roles and accountability

Role	Core responsibility
Business Owners	Approve the policy; provide resources and independent oversight; ensure organisational interests do not distort advice or placement decisions.
Jake Payne - Business Manager / policy owner	Implement the procedure; allocate a transition lead; maintain assurance and escalation; coordinate unresolved actions without assuming another body's statutory role.
Named WSCF transition lead / key worker	Build the plan with the person; gather evidence; maintain the action log; prepare visits and handover; escalate barriers and record outcomes.
Commissioning school or local authority	Retains responsibility for the placement it arranged and its own education, safeguarding, careers, SEND, attendance and destination duties; confirms the formal review and decision route.
Careers leader / trained careers adviser	Provides or arranges impartial personal guidance within the commissioning institution's programme and competence framework; WSCF supplies contextual evidence and supports follow-through.
SEND, social-care and health professionals	Carry out their statutory or professional functions, including EHC plan, care, pathway, health or transition processes; agree provision and information needed for continuity.
Young person or adult participant	Expresses aspirations and preferences, helps set outcomes and reviews progress, with communication and decision support appropriate to need and legal status.
Parent, carer, advocate or representative	Contributes knowledge and support within the person's rights, welfare and decision-making framework; does not automatically replace a competent young person's decision.

Role	Core responsibility
Destination provider or employer	Confirms entry requirements, adjustments, safeguarding and safety arrangements, responsible contacts and what information is required before the start.

No-owner gap: Every action must have one named owner and due date. A meeting, referral or copied email is not completion. The WSCF transition lead checks that the recipient has accepted the action and records escalation where authority, funding or a decision sits elsewhere.

4. Transition cycle and minimum timetable

The placement agreement may set a stricter timetable. As WSCF's minimum operating standard, planning begins at admission where the destination or end date is known, and immediately when a possible move, Year 11 transition, reintegration or early ending is identified. For EHC plans, preparation for adulthood should inform planning from Year 9 onwards and earlier where helpful.

Stage	Minimum WSCF action
Admission and baseline	Confirm placement purpose, expected duration, formal-plan owners, review cycle, known destination issues, communication needs, transport, family involvement and information-sharing route. Record strengths, aspirations and relevant starting points.
Every session / ongoing	Embed agreed employability, independence, communication and self-advocacy outcomes in practical work; record useful evidence without turning normal activity into unsupported qualification or job-readiness claims.
At least every six weeks for commissioned child placements	Review progress with the commissioner against agreed outcomes; include the child and update parents/carers as appropriate. Escalate lack of progress or an unsuitable plan early.
Before a major choice	Arrange accessible, balanced information and the commissioning institution's impartial personal guidance; explore entry criteria, support, travel, finance, timetable and realistic alternatives.
Before visits or workplace activity	Complete safeguarding, consent/decision, accessibility, transport, supervision, insurance and health-and-safety controls; brief the person and host; identify a contact and exit arrangement.
Before leaving	Confirm the destination and start arrangements, complete the agreed handover, identify outstanding actions and contingency, return property, explain contact boundaries and agree lawful follow-up.
After leaving	Complete only the follow-up agreed with the person, commissioner and destination; record actual destination evidence, concerns and action. Do not report an aspiration, offer or application as a sustained destination.

5. Person-centred planning and decision-making

The person must be helped to understand the decision, options, likely consequences, support available and what happens next. Staff should use suitable communication, visual or experiential approaches; allow

processing time; check understanding; and record the person's views, including disagreement. A preference may be ambitious while still requiring staged actions, risk controls or an alternative plan.

For a child, WSCF involves them according to age and understanding and works with those holding parental responsibility and the commissioner unless law, welfare or safeguarding requires another approach. From age 16, the Mental Capacity Act 2005 framework may apply to a specific decision. Capacity must not be assumed absent because of disability, diagnosis, communication method or an unwise choice. Provide practicable support first; where capacity is genuinely in doubt, obtain the correct professional decision and record the legal basis. Parents do not automatically make every decision for a capable young person aged 16 or over.

Safeguarding exception: Consent is not required to share information where sharing is necessary and proportionate to protect a child or adult at risk or meet another lawful duty. Explain the limits of confidentiality where safe, share the minimum necessary information and record the reason, recipient, date and outcome.

6. SEND and preparation for adulthood

WSCF will use a person-centred and graduated approach. Where an EHC plan exists, WSCF contributes accurate evidence to the local authority or institution leading the review and aligns work with agreed outcomes; it does not amend, cease or promise provision in the plan. Year 9 and subsequent reviews must include preparation for adulthood through the responsible statutory process. Draft or consultation material is not treated as current statutory guidance.

Outcome area	Examples of WSCF contribution
Education, training and employment	Vocational profiling evidence; strengths and support needs; task stamina; attendance; communication; applications; workplace behaviours; supported internship, apprenticeship or course exploration.
Independent living	Travel preparation, routines, timekeeping, food and hygiene skills, safe tool/equipment use, money awareness, asking for help and managing a personal schedule within competence and plan.
Friends, relationships and community	Teamwork, boundaries, communication, community participation, safe volunteering, conflict repair and identifying trusted support.
Good health	Understanding health or sensory needs that affect participation, self-advocacy, safe activity, medication/medical handover and links to the responsible health or care professional.

Reasonable adjustments must be anticipatory where required and reviewed with the person. The destination provider should receive enough advance information to plan support, but diagnosis should not be shared more widely than necessary. Transport, funding, equipment, personal assistance and care support must have a named decision-maker and fallback; WSCF must not imply these are secured until written confirmation exists.

7. Careers information, advice and guidance

WSCF provides career-related learning, factual signposting, reflection and practical evidence. Staff may help a person research options, prepare questions, complete an application or CV and practise an interview. They must distinguish this support from impartial personal guidance and must not present themselves as a qualified careers adviser unless appropriately trained and authorised.

- cover the full range relevant to the person, including further education, higher education, apprenticeships, T Levels, supported internships, training, employment, self-employment where realistic, volunteering and community pathways;
- use current entry requirements, funding rules and local labour-market information; date the source and verify material facts with the provider rather than relying on memory or generative AI;
- record interests, encounters, workplace experience and personal-guidance actions so the commissioning careers programme can avoid gaps and unnecessary repetition;
- support access to a trained careers adviser when significant study or career decisions are being made, and share relevant EHC-plan, personal-education-plan or pathway-plan outcomes lawfully;
- involve parents and carers constructively while protecting the person's voice, privacy and decision rights; and
- declare any relationship, payment, referral benefit or other conflict connected with a provider, employer or programme and remove the conflicted person from the recommendation decision.

8. Farm-based learning and workplace experiences

Farm activities may develop transferable knowledge and behaviours, including reliability, teamwork, communication, animal care, horticulture, maintenance, problem-solving and safe working. Evidence must describe what the person actually did, the conditions and support, progress and next step. Staff must not award an unapproved qualification, describe supervised activity as employment, or guarantee that a skill transfers without evidence.

A visit, work shadowing, volunteering placement or work experience must be meaningful and matched to the person's interests, abilities, support and intended learning. Before it starts, WSCF and the responsible commissioner must agree who checks the host, safeguarding, risk assessment, insurance, supervision, travel, accessibility, emergency contact, data sharing, consent/decision authority, attendance and incident route. Any work by a child must comply with applicable child-employment and health-and-safety restrictions.

9. Applications, offers and practical readiness

Application support must be honest, accessible and owned by the applicant. Staff may help structure evidence and make reasonable-adjustment requests, but must not invent experience, complete declarations inaccurately, conceal support needs where disclosure is necessary for safety, or accept an offer on a capable person's behalf without authority.

- check eligibility, entry criteria, deadlines, references, identification, right-to-work requirements where relevant, disclosure/DBS position and any portfolio or assessment;
- confirm start date, timetable, location, named contact, induction, dress/PPE, food, medication, communication, personal care and emergency arrangements;

- identify travel training, route safety, transport funding and a first-day contingency; do not assume that current transport arrangements continue beyond the agreed placement;
- signpost to the responsible specialist for benefits, housing, finance, care, immigration, debt, legal or regulated advice rather than acting outside competence;
- record whether a destination is exploratory, applied for, offered, accepted, started or sustained, and retain evidence appropriate to the claim; and
- maintain a viable alternative where the preferred option is conditional, delayed, unaffordable, unsafe or dependent on unconfirmed support.

10. Safeguarding, safety and information handover

Transition can increase risk through new adults, unfamiliar travel, online recruitment, financial pressure, exploitation, isolation or a gap in support. Any welfare concern follows the current Child or Adult Safeguarding Policy immediately; transition planning must never delay a referral. Immediate danger or a crime in progress requires 999.

The handover must be purposeful. Agree with the commissioner and destination what is necessary for safety and continuity, who will send it, the lawful basis, secure route, recipient and deadline. This may include safeguarding arrangements, risk management, EHC-plan or care outcomes, communication, health/medication, allergies, attendance, behaviour support, transport, emergency contacts and successful strategies. Verify receipt of urgent information. Do not send an entire file merely because it is available, and do not withhold safeguarding information solely because consent is absent.

11. Reintegration, unexpected endings and risk of NEET

For school reintegration, WSCF works to the commissioner's agreed plan, providing understandable progress evidence, successful strategies, current risks and phased-return support. The commissioning school or local authority remains responsible for formal placement, attendance and education decisions. WSCF must not promise a return date or provision that another body has not approved.

Where a placement ends early, attendance collapses, a destination fails, or a 16- or 17-year-old may be without education or training, staff notify Jake Payne and the commissioner immediately, record the last known arrangements and request an urgent multi-agency review. The relevant local authority holds statutory participation and tracking duties; WSCF supplies timely information and continues only the support that is safe, funded and authorised. Abandonment, exploitation, homelessness, self-neglect or other welfare risk also triggers safeguarding action.

12. Adult participants and service transitions

For participants aged 18 or over, planning remains person-led and must respect adult consent, capacity, confidentiality and safeguarding law. Family involvement depends on the person's wishes, capacity and any valid authority such as a deputyship or power of attorney; family status alone does not create decision-making authority. Where adult social care, health, supported living or another commissioned service is involved, WSCF contributes evidence and coordinates with the body responsible for assessment, eligibility and funding without promising an outcome.

13. Records, data and destination follow-up

The controlled transition record must be factual, accessible to those who need it and stored under the Data Protection Policy. It should record views, options considered, impartial-guidance route, plan, adjustments, risks, decisions and authority, applications, offer status, owners, deadlines, handover, contingency, actual destination and review. Avoid subjective labels and distinguish observation, report, professional opinion and confirmed fact.

Follow-up after leaving requires a defined purpose, lawful basis, approved contact method, responsible owner and end point. For a child placement, destination information is normally coordinated through the commissioner. WSCF must not contact a former participant through personal accounts, create indefinite welfare monitoring or publish an outcome or testimonial without separate authority. Aggregate evaluation must avoid re-identification.

14. Concerns, disagreement and escalation

Issue	Action
Immediate safety or safeguarding concern	Protect first; call 999 where required; use the controlled safeguarding route without waiting for a transition meeting.
Plan is late, unclear or has no owner	Transition lead raises it with Jake Payne and the commissioner, records the risk and requests a dated decision.
Destination or support is unsuitable, unsafe or unconfirmed	Do not represent it as secured. Escalate to the responsible decision-maker; seek an urgent review and maintain a contingency.
Person disagrees or is not being heard	Record their words, provide communication/advocacy support, identify the formal decision or appeal route and avoid retaliation or coercion.
Complaint about WSCF support	Use the Complaints and Concerns Procedure. A complaint about a school's, college's or local authority's statutory decision follows that body's process; WSCF assists with records where appropriate.
Conflict involving Jake Payne or an owner	Use an uninvolved Business Owner or suitable independent route. The subject of the concern must not control the response.

15. Training, assurance and review

Staff involved in transition receive role-appropriate instruction on person-centred planning, communication, SEND, capacity, careers boundaries, safeguarding, equality, data protection, workplace safety and local pathways. Jake Payne reviews implementation at least annually and after a serious transition failure, material complaint, legal change or significant service change.

Assurance will consider six-week child-placement reviews, timely planning, voice and accessibility, impartial-guidance access, EHC-plan contributions, action completion, confirmed versus unconfirmed destinations, handover receipt, early endings, safeguarding escalation, destination evidence, equality of outcomes, complaints, data minimisation and overdue actions. Findings must drive a dated improvement plan rather than unsupported success claims.

Appendix A - Staff quick guide

Do	Do not
Start at admission or as soon as an ending or major choice is known; give every action an owner and date.	Do not wait for Year 11, the final review or the last few sessions.
Listen to the person, make information accessible and record disagreement as well as agreement.	Do not let diagnosis, family preference, convenience or past difficulty erase the person's voice.
Coordinate with the commissioner, careers adviser, SEND/safeguarding professionals and destination.	Do not assume WSCF replaces statutory reviews, impartial guidance or another body's formal decision.
Verify entry requirements, support, travel, funding and the start arrangement; maintain a contingency.	Do not describe an aspiration, application, conditional offer or verbal indication as a secured destination.
Share necessary information securely and confirm urgent handover receipt; safeguard without delay.	Do not send the whole file, promise confidentiality, wait for consent where protection requires sharing, or use personal accounts.

Appendix B - Minimum transition plan record

- person's name/identifier, age, preferred communication, decision support and people they want involved;
- placement purpose, commissioner, expected end date, formal-plan owners and current review dates;
- strengths, interests, aspirations, current evidence and preparation-for-adulthood outcomes;
- options explored, accessible information provided, impartial-guidance contact and person's views;
- applications or referrals, exact status, entry criteria, deadlines and evidence required;
- SEND, health, safeguarding, equality, workplace, travel, finance, care and technology needs;
- destination contact, proposed start, induction, adjustments, information required and lawful handover route;
- actions with one owner and date, escalation, contingency and criteria for completion; and
- confirmed leaving position, actual destination evidence, agreed follow-up, outcome and lessons.

Status discipline: Use distinct labels: exploring, intending, applied, offered, accepted, started and sustained. Record the date and source for each change. Never backfill a positive destination without evidence or suppress an unsuccessful outcome.

Sources and related guidance

Non-school alternative provision: voluntary national standards (31 August 2025) — Department for Education.

Careers guidance and access for education and training providers (updated 23 June 2026) — Department for Education.

SEND Code of Practice: 0 to 25 years (current statutory version) — Department for Education.

Participation of young people: education, employment and training (statutory guidance for local authorities) — Department for Education.

Alternative provision: statutory guidance for local authorities, schools and independent AP providers (updated 5 February 2025) — Department for Education.

Mental Capacity Act 2005 and Code of Practice — UK legislation / GOV.UK.

Equality Act 2010; UK GDPR and Data Protection Act 2018 — UK legislation.

WSCF Safeguarding, Adult Safeguarding, EDI, Data Protection, Health and Safety, Minibus, Serious Incident and Complaints policies — Internal controlled documents.

Revision history

Version / date	Change
1.0 - 4 August 2025	Original Transitions and Next Steps Policy.
2.0 - August 2026	Full operational update: commissioner boundary, six-week review cycle, person-centred decision-making, SEND/preparation for adulthood, impartial careers guidance, workplace controls, handover, NEET escalation, adult participants, destination evidence and assurance.

Approval record

Approval field	Completion
Approved by	
Approval date	
Signature / recorded decision	
Next review	August 2027, or sooner if required