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**Next steps: Supporting successful transitions into post-16 education and employment for deaf young people in England**

### **Checklist template: Year 9 onwards (for transition/review meetings)**

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| **Checklist** | **Notes** | **Actions** |
| Before a transition meeting |  |  |
| Is the young person prepared for the meeting?  Do they know what it’s about? |  |  |
| Are they confident enough to contribute to the meeting? |  |  |
| Would they benefit from an advocate (such as a friend or a sibling)? |  |  |
| Do you know what their communication needs are?  Will they be able to fully access any transition meetings? |  |  |
| Who else is involved in supporting transition planning (for example, health and social care professionals)?  Is there a joined-up approach? |  |  |
| Are you able to give specialised advice about post-16 options and support for deaf young people?  If not, who do you need to work with to offer this? |  |  |

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| **Checklist** | **Notes** | **Actions** |
| During the transition meeting |  |  |
| What are the young person’s aspirations?  Why do they aspire to them? |  |  |
| What do they enjoy doing both in and outside of school?  What are they good at? |  |  |
| Do their education plans match their career aspirations? |  |  |
| Are they aware of different options available to them?  What steps will they take to find more information? |  |  |
| Are they aware of the support available to them in post-16 education? |  |  |
| Do they have any fears about the future?  How will these be addressed? |  |  |