

A natural journey into adult life

*Plymouth's multi-agency transition pathway
for young people with additional needs*





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Dear Colleague

Transition Pathway

We are delighted to be circulating the attached document which aims to consolidate and reinforce multi agency working. This is essential for achieving a successful transition for vulnerable young people into adult life.

Development of the Pathway has involved users, carers and a wide range of key organizations. This engagement has reinforced the need for such guidance to better manage the transition process and improve the life chances and outcomes for young people.

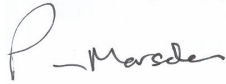
Implementation of the Pathway is with immediate effect, and we would ask you to circulate and discuss the document with your staff. In addition to the hard copy attached, the document will be available electronically via Emma Pullen, Transition Coordinator, or via Plymouth City Council's document library on the Staff Room page.

The Transition Strategy Group, chaired by Paul Francombe, Head of Adult Learning Disability Services will monitor implementation of the Pathway and will undertake a review after 12 months.

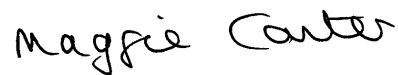
Should you have any questions regarding the Pathway, please contact Emma Pullen, Transition Coordinator, by email: emma.e.j.pullen@plymouth.gov.uk, or by telephone 308771.

We are sure this guidance will assist us all in planning the transition to adult life for vulnerable young people.

Yours sincerely



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Connexions Cornwall and Devon Ltd

A natural transition into adult life

Plymouth's multi-agency protocol for the transition pathway for young people with additional needs

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Children's services

- Children's social care
- Integrated disability services
- Universal support, including youth services, schools

Health (children and adults)

- Acute
- Community (medical and therapies)

Adult social care

- Assessment teams
- Mental Health Partnership
- Learning Disability Partnership

Connexions

Housing

Supporting People service

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1. Preface

This document is designed to help staff in different agencies work together to plan the journey of a young person with additional needs into adult life. It has been put together by the Plymouth Transition Strategy Group and reflects best practice from across the country.

The protocol is intended to ensure all agencies are able to make an effective contribution to the transition planning process as part of their role supporting young people as they prepare to leave school/college.

We would like to acknowledge Cornwall's Multi-Agency Transition Protocol, and particularly the work of Elizabeth Filmer, Transition Champion, which has helped to inform our approach. The aim is to provide continuity of process for those accessing Plymouth's schools from neighbouring areas.

In addition we would also like to thank the Institute of Public Care (IPC) for their assistance.

Vision

Working in partnership with young people, their families and other interested parties, we will achieve a natural, person centred transition into adulthood for those young people with additional, complex and special educational needs.

2. Introduction

The transition from school to adulthood is a time of celebration, change and challenges for all young people. They will be making decisions about their career, their continuing education, their social life and where they live. Having access to timely and comprehensive information, advice and guidance can be enough to help them reach their goals. For young disabled people and those with special educational needs, more support may be needed during this time from a range of services to enable them to reach their full potential.

It is essential that integrated and comprehensive services are available throughout the transition process to enable disabled and vulnerable young people to grow up and live the lives they want, to fully participate and be active members of their community.

Using the definition from the Disability Discrimination Act 1995, the population of disabled children and young people across the UK currently stands at over 770,000 and the evidence suggests this number is rising. This rise is due to a number of factors, including increased survival of pre-term babies, more effective medical interventions for those children experiencing trauma or illnesses and greater numbers of children being identified with autistic spectrum conditions. Furthermore, among this population there is a growing proportion of children with complex and significant needs; for example, there are more than 6,000 children in Britain dependent on assistive technology (i.e. artificial ventilation). The number of children with complex health needs surviving into adulthood is increasing.

In the past, young people from these groups have not always had access to appropriate support. Disabled young people need support to access work experience, find college courses and employment, use local leisure facilities and find a home of their own.

This protocol aims to ensure that there is detailed information for all agencies who support young people and their parent/carers through the transition planning process. The protocol sets out the expectations for relevant agencies at the start of the process so that they are clear what the specific responsibilities of each agency will be at each stage of the process.

The protocol explains the roles of the schools, Connexions, the health services, Plymouth City Council's Children's Services, Adult Social Care, Housing, and Supporting People departments in working together to support young people and families with additional, complex and special educational needs in the transition to adulthood. This includes young people who:

- have a statement of special educational need
- are registered for School Action
- are registered for School Action Plus
- are placed in a residential placements
- are placed in out of city school placements
- are placed in out of city health placements
- young people in care and care leavers
- vulnerable young people for whom it would be beneficial.

The process of transition planning starts when the young person is in Year 9, aged 14 years. However, some schools in Plymouth start transition planning at Year 8, where pupils begin their options planning in October of Year 8, NOT Year 9 as previously. All young people affected will have an Advice and Guidance meeting with their tutor and parent/carer. The Key Stage Three SENCo is available for Transition Planning Support for any students with Statements / SEN / AEN during the Transition / Options process.

The young person and their parents/carers must have a central role in this process.

3. Policy and Legislative framework

A range of legislation underpins the transition process for young people with additional, complex, and special educational needs. To make sure disabled young people get the support they need as a matter of course, all agencies need to make two activities a priority:

- listen to what disabled young people say they want
- work positively together across agencies.

These priorities underpin much of the recent national policy including:

- Improving the life chances of disabled people, 2005
- Removing Barriers to Achievement: the governments strategy for SEN, 2004
- Every Child Matters: Change for Children, 2004
- National Service Framework for Children Young People and Maternity Services, 2004
- Youth Matters/Youth Matters Next Steps, 2005/6
- Learning for Living and Work, 2006 Learning and Skills Council
- Aiming High for disabled children: Better Support for Families, 2007
- Valuing People, March 2001, and Valuing People Now, April 2008
- Care Matters: Time for Change, 2007

(Relevant legislation and policies are set out within the individual service responsibilities see appendices in section 17, page 30).

4. Summary of Transition Planning

A number of different agencies are responsible for providing services to vulnerable young people with special needs such as a learning or physical disability or a sensory impairment throughout the transition period from 14+ years. To make this transition process smoother it is clear that collaboration and co-ordination between agencies is essential for young people who may need to have their needs individually assessed. Achieving this smoother transition

is one of the targets in the Children's Services Plan and will improve the planning and commissioning of services within Adult Health and Social Care Services.

Individual schools have the lead responsibility for co-ordinating the Transition Plan at 14+ years. However, young people, families, schools, Connexions, health services, Adult Social Care department, and other agencies need to be involved to ensure that plans for the young person's transition are effective and coherent.

In school the code of practice requires Connexions to complete a Section 140 assessment. The target completion date for all assessments required under the statutory duty is 30th June of every year.

Children's Services have to identify which young people may require services from Adult Social Care department and complete sections 5 and 6 of the Section 140 assessment.

Health professionals have a clear role to play for many young people therefore health staff involved with young people will be part of the multi-agency planning. They will refer to their existing clinical transition protocols to transfer responsibility from the children's health practitioners to adult health practitioners. Whilst these arrangements exist it is important that relevant health professionals use the transition protocol to ensure clear multi-agency working takes place and there is an appropriate transfer of information on the health needs of young people.

The Pathway starts at the Year 9 Review

Children with statements of special educational needs have their statement reviewed annually, at an annual review meeting. The first formal annual review meeting will focus on transition planning, and takes place in year 9, aged 14 years (referred to in this document as the year 9 review). However, as already stated some schools may start transition planning at an earlier stage (see section 2, page 5).

For those young people who do not have statements, but are registered to School Action and School Action Plus and who are deemed vulnerable, consideration must be given by the school as to whether the young person needs to access the transition planning process. This includes young people in post 16 provision.

Good transition planning incorporates Person Centred Planning as a central part of the process. The first Transition Plan is drawn up at this year 9 review meeting. It is reviewed and updated at subsequent annual review meetings until the young person leaves school. Person Centred Planning packs will be provided for the young person and their families at the Year 9 review by the school. The young person, their family, and all professionals involved with the young person will contribute to the person centred plan up to the year 10 review. At the year 10 person centred review, the person centred plan will be collated and completed. The complete person centred plan can then be reviewed and updated at subsequent reviews.

The following pages provide a detailed grid which sets out each stage of the transition planning process, including work to be done before the review meeting (see pages 9 -23) and the content of each review meeting. Each school year (starting with Year 8, aged 13 years) considers and addresses:

- what should happen
- who should do it
- legislation and guidance
- timeframe

Each agency is expected to undertake the tasks that are set out for them and work with the young person, their family/carer(s), and other agencies to agree and review the transition plan each year.

You may want to read this section in conjunction with the Timeline for Transition Tracking, section 15, page 28.

5. Procedure for notification

The local authority (Children's Services) will notify schools and also health services, Children's Social Care department, and Connexions (and the Transition Coordinator) of all young people who are due a Year 9 review.

Notification will contain the following information:

- name of child
- date of birth
- home address and telephone number of child
- name of school
- type of school
- category of special educational need

The LA (Children Services) will also send health services, Children's Social Care department, Connexions and the Transition Coordinator an annual list of all pupils educated in out of city placements, including details of any joint funding arrangements.

In addition, a list will be sent to each school giving details of:

- name, address and telephone number of the children's social care contact for each young person
- name, address and telephone number of the health services contact for each young person
- name of the SEN Officer contact

- name of the Connexions service contact

In order to comply with the requirements of the Disabled Persons Act 1986, the local authority (Children's Services department) will keep a record of young people aged 14 or over who are, in the opinion of Children's Social Care department, disabled. A separate list will be sent to Children's Social Care each term giving details of the expected date that these young people will finish full-time education, giving a year's notice.

6. Key responsibilities and actions of each agency – Year 8 (age 13)

What should happen? Task	Who should do it? Agency Responsibility	Legislation and Guidance	Time frame
Identify the young people who have statements and those who are School Action and School Action Plus and are deemed vulnerable. Information to be discussed with the Connexions Personal Adviser.	School-Special Educational Needs (SEN) Co-ordinator, Children in Care Coordinator, Pastoral Leader.		
Start to work with the young person to explain the Transition process.	School – SEN Co-ordinator. Connexions Personal Advisor (PA)	Parent Partnership Leaflet	
Parent Partnership Transition Planning leaflet, sent to both young person and parent/carer(s)	School – SEN Co-ordinator	Parent Partnership Leaflet	
Young person's participation and communication needs to be identified.	School/Connexions PA	Link to Tutors, parents/carers, speech and Language specialists	
Connexions make contact with parent/carer(s) to explain the Connexions role in the transition process.	Connexions PA		
Two weeks before start of academic year (year 9) notification of all young people with Statements (including primary category of Special Educational Needs) who will require a Transition Review to be sent to Transitions Co-ordinator who will forward to Connexions Team Leader.	Special Services Team. Forward info to Transition Co-ordinator		Two weeks before start of academic year (year 9)
If there are any young people who are not in education or new arrivals in the area, it will be the responsibility	Contact and inform Transition Co-ordinator		

What should happen? Task	Who should do it? Agency Responsibility	Legislation and Guidance	Time frame
of the lead professional to engage in the transition review process by completing the profile (see appendix B, section 16) and contact the Transition Co-ordinator.			

Before the review meetings (Year 9-11, ages 14-16) you will need to consider:

What should happen? Task	Who should do it? Agency Responsibility	Legislation and Guidance	Time frame
Person Centred Planning to be started (Yr 9) or reviewed	School		
Disabled young people and those with complex health needs will be offered a Health Action Plan as part of transition planning. This may also be considered for young people for whom it would be beneficial.	Health/lead professional e.g. paediatrics, CAMHS, therapies, school nursing	A Transition Guide for all Services, DOH, 2007	
Identify which young people will need Transition Reviews. This will include those on School Action and School Action Plus and those who are deemed vulnerable. This may also include young people who are identified as benefiting from multi-agency support in transition.	School. Other agencies, parent/carer(s) could instigate process by contacting Head Teacher.		By every July
Date of annual Transition Review arranged.	School to liaise with Connexions, young person, parent/carer(s)		
Young person and parents to be consulted about other professionals involved	School		
Transition Review dates to be sent to: <ul style="list-style-type: none"> • Children's Social Care • Integrated Disability Service • Community Child Health (designated medical officer only where young person has specific and ongoing conditions), • other relevant agencies 	School		

What should happen? Task	Who should do it? Agency and Responsibility	Legislation and Guidance	Time frame
<ul style="list-style-type: none"> key service providers including education psychologist post 16 provider if already identified at Year 11 <p>Review to ensure representation (as detailed in paragraph 9.58-9.60 in the special educational code of practice).</p> <p>It is good practice, and essential that these transition reviews are integrated with other statutory reviews (with permission of family).</p> <ul style="list-style-type: none"> For the Year 11 preparation, adult social care worker to be invited 	<p>Review dates sent to Transition co-ordinator</p>		
<p>Young person and parent/carer(s) to be informed of advocacy services.</p> <p>Invitations to Transition Review and request for written reports to be sent. Young person to be involved in this process. Minimum 2 months notice as part of annual planning.</p>	<p>School/Connexions Personal Advisor</p> <p>School / young person</p>		<p>Minimum 2 months notice</p>
<p>Organisation of Transition Review meeting and collation of the responses from agencies and parents</p>	<p>School -, Head Teacher and/or Special Educational Needs Co-ordinator (SENCO)</p>		
<p>Pre-review meeting - To explain review process to young person and parent/carer(s).</p>	<p>School (SENCO – unless agreed another lead professional to do this).</p>	<p>Ensure preparation time for the young person and their family/carers</p>	
<p>Preparation by everyone involved for Year 9 Transition</p>	<p>Representative</p>	<ul style="list-style-type: none"> Representatives must 	

What should happen? Task	Who should do it? Agency and Responsibility	Legislation and Guidance	Time frame
<p>Review (as defined by Special Educational Needs Code of Practice and other statutory guidance). It is good practice for these to be integrated with other statutory reviews (with permission of family)</p> <p>Copies of all reports to be sent to parent/carer(s) minimum of 2 weeks before the review date.</p> <p>Set up session as part of the tutorial time to discuss transition process.</p> <p>Gathering information – e.g. individual’s person centred plan, health action plan, Connexions action plan, and identify if the young person has been assessed under the Common Assessment Framework.</p> <p>Arrange for young person to meet with others who have gone through the review process.</p> <p>Arrange time for young person to access peer support, preparation and to build on their circle of support.</p> <p>Year 11 (age 16) If the child has a disability, Direct Payments and Independent Living Fund (ILF) information should be provided to the family for consideration and the ILF and/or PD co-ordinator invited to the meeting if appropriate</p>	<p>appropriate to young person/family to contribute by personal attendance or information provided in a way which is accessible to young person School</p> <p>School</p> <p>School</p> <p>School</p> <p>Lead professional/ Direct Payments facilitator to be invited to reviews</p>	<p>attend from:</p> <ul style="list-style-type: none"> - School - Connexions <p>Representatives could also attend from:</p> <ul style="list-style-type: none"> - Integrated Disability Service - Children Social Care - Health - Existing Key Worker - Youth Service - Youth Offending Service - Person Centred Planning facilitators - Advocacy Service CAF Manager 	

At the Year 9 (age 14) Transition Review

What should happen? Task	Who should do it? Agency Responsibility	Legislation and Guidance	Time frame
Good practice identifies that a person centred approach will guide the review meeting.	School		
<p>At the Transition Review the following items will be discussed:</p> <p>Annual review: Education, skills, training Social development Family and people around me Health and Health Action Plan Post 16 options discussed</p> <p>Actions agreed by all parties – recorded in the integrated Transition Plan Health Action Plan updated Person Centred Plan started</p>	All of those present Head Teacher (or delegated person) in consultation with Connexions Personal Adviser.	<p>If local provision is not suitable an appropriate placement should be noted on Transition Plan.</p> <p>Information available in accessible format(s)</p>	
Copy of Transition Plan to be distributed to young person, parent/carer(s) and relevant partners.	School		
Agree who will over-see and monitor delivery of Transition Plan (Connexions PA or nominated person)	Chair of Review		

Year 9 (age 14) Transition Review – Other Groups

What should happen? Task	Who should do it? Agency Responsibility	Legislation and Guidance	Time frame
<p>Transition Review for:</p> <ul style="list-style-type: none"> • Young people educated out of school. • Elective home education for young people. • Non-maintained. • Independent schools. ▪ Out of city hospital placements <p>Transition Plan drawn up</p>	<ul style="list-style-type: none"> • Integrated Disability Service / Special Services ▪ Pupil Referral Unit Managers. • 16-19 Rep? Community Education Service Manager. Integrated Disability Service / Special Services – (likely to be delegated to head teacher if pupil attending non-maintained special school or independent school) 	<p>Integrated Disability Service / Special Services to set up system for elective home education reviews.</p> <p>If young person is attending an out of county school the Connexions Personal Adviser may not always be able to attend reviews and will need to see the young person during school holidays.</p>	

Year 10 (age 15) Review of Transition Plan

What should happen? Task	Who should do it? Agency Responsibility	Legislation and Guidance	Time frame
Good practice identifies that this review should be a Person Centred Transition Review.	School		
Agree who will complete the Person Profile and send to the Transition Co-ordinator (where adult social care services may be required)	Chair of the Review		At review
Provide opportunities for young person to visit potential future educational provisions to enable the young person to make informed decisions and choices.	School		
Preparatory work for Section 140 Assessment under the Learning and Skills Act. (For all young people with LDD who have a Statement of SEN or where it is identified as being beneficial.	Connexions Personal Adviser.		
Year 9 Transition Plan reviewed and actions agreed by all parties. Person centred plan is completed and collated. Revised Transition Plan drawn up and distributed to all parties and the Transitions Co-ordinator. Person profile to be drawn up and completed and distributed and passed to Transition Co-ordinator	All of those present Head Teacher (or delegated person) in consultation with Connexions PA.		Within 8 weeks
Agree who will over-see and monitor delivery of Transition Plan (Connexions PA or nominated person)	Chair of Review		

Year 10 (age 15) Transition Review – Other Groups

What should happen? Task	Who should do it? Agency Responsibility	Legislation and Guidance	Time frame
<p>Transition Review for:</p> <ul style="list-style-type: none"> • Young people educated out of school. • Elective home education for young people. • Non-maintained. • Independent schools. <ul style="list-style-type: none"> ▪ Out of city hospital placements <p>Transition Plan drawn up</p>	<ul style="list-style-type: none"> • Integrated Disability Service / Special Services <ul style="list-style-type: none"> ▪ Pupil Referral Unit managers. • 16-19 Representative Community Education Service Manager. Integrated Disability Service / Special Services – (likely to be delegated to head teacher if pupil attending non-maintained special school or independent school) 	<p>Integrated Disability Service / Special Services to set up system for elective home education reviews.</p> <p>If young person is attending an out of county school the Connexions Personal Adviser may not always be able to attend reviews and will need to see the young person during school holidays.</p>	

Year 11 (age 16) Review of Transition Plan

What should happen? Task	Who should do it? Agency/Responsibility	Legislation and Guidance	Time frame
Good practice identifies that this review should be a Person Centred Transition Review.	School		
Identified adult services worker should attend the review	Transition Operations Group/Adult Team Leader		
For looked after young people ensure that the Pathway Plan is underway	Allocated social worker		
Review of completed Person Profile update as necessary.		This document will assist with planning where there is a strong possibility of significant input/funding packages e.g. housing, day service, voluntary and private sector, colleges, health, transport, employment.	
Section 140 Assessment to be completed by end of Spring Term and passed with consent (together with copy of Transition Plan) to Post 16 provider and other identified and relevant services. Assessment must identify support needs within further education or training and provision required to meet these. (For all young people with LDD who have a Statement of SEN or where it is identified as being beneficial).	Connexions Personal Adviser.		

What should happen? Task	Who should do it? Agency Responsibility	Legislation and Guidance	Time frame
<p>Year 10 Transition Plan reviewed and actions agreed by all parties. Person centred plan is reviewed. Revised Transition Plan drawn up.</p> <p>Agree who co-ordinates the next review.</p> <p>Distribute the Year 11 Transition Plan to all parties and the Transition Coordinator.</p>	<p>Head Teacher (or delegated person) in consultation with Connexions PA.</p> <p>Post 16 Provider (if young person is leaving school) in consultation with the young person/parent carer.</p> <p>School distributes information.</p>		
<p>Agree who will over-see and monitor delivery of Transition Plan (Connexions PA or nominated person)</p>	<p>Chair of Review</p>		

Year 11 (age 16) Transition Review – Other Groups

What should happen? Task	Who should do it? Agency Responsibility	Legislation and Guidance	Time frame
<p>Transition Review for:</p> <ul style="list-style-type: none"> • Young people educated out of school. • Elective home education for young people. • Non-maintained. • Independent schools. ▪ Out of city hospital placements <p>Transition Plan reviewed and updated.</p>	<ul style="list-style-type: none"> • Integrated Disability Service / Special Services ▪ Pupil Referral Unit Managers. • 16-19 Representative Community Education Service Manager. <p>Integrated Disability Service / Special Services – (likely to be delegated to head teacher if pupil attending non-maintained special school or independent school)</p>	<p>Integrated Disability Service / Special Services to set up system for elective home education reviews.</p> <p>If young person is attending an out of county school the Connexions Personal Adviser may not always be able to attend reviews and will need to see the young person during school holidays.</p>	

Year 12/13/14 (ages 17-19)

If a young person is staying on at school the Statement continues and this should be reviewed annually. If a young person is in a Further Education College the statement will lapse. However best practice suggests that Transition Reviews continue to take place (“Progression through Partnership”) May 2007

What should happen? Task	Who should do it? Agency Responsibility	Legislation and Guidance	Time frame
Good practice identifies that this review should be a Person Centred Transition Review.	School		
Disabled young people and those with complex health needs will be offered a Health Action Plan as part of Transition planning. This may also be considered for young people for whom it would be beneficial.	Health e.g. Paediatrics, CAMHS, Therapies	A Transition guide for all services, DOH, 2007	
Adult services will attend the review	Transition Operations Group/Adult Team Leader		
For looked after young people the Pathway Plan outcomes should be considered as part of the Transition Review.	Allocated Social Worker		
Review of completed Person Profile update as necessary.		This document will assist with planning where there is a strong possibility of significant input/funding packages e.g. housing, day service, voluntary and private sector, colleges, health, transport, employment.	

What should happen? Task	Who should do it? Agency and Responsibility	Legislation and Guidance	Time frame
<p>If young person leaving School, Section 140 assessment to be completed and sent to the new Post 16 provider if appropriate and agreed. (For all young people with LDD who have a Statement of SEN or where it is identified as being beneficial.</p>	<p>Connexions Personal Adviser.</p>		
<p>The Transition Plan is reviewed and actions agreed by all parties. Person centred plan is reviewed. Revised Transition Plan drawn up. Agree who co-ordinates the next review. Distribute to all parties and the Transitions Co-ordinator.</p>	<p>Head Teacher (or delegated person) in consultation with Connexions Personal Adviser, or Post 16 provider (if young person is leaving school) in consultation with the young person/parent carer, according to placement. School distributes information. Chair of Review</p>		
<p>Agree who will over-see and monitor delivery of Transition Plan (Connexions PA or nominated person)</p>	<p>Chair of Review</p>		

Year 12/13/14 (ages 17-19) Transition Review – Other Groups

What should happen? Task	Who should do it? Agency Responsibility	Legislation and Guidance	Time frame
<p>Transition Review for:</p> <ul style="list-style-type: none"> • Young people educated out of school. • Non-maintained. • Independent schools. <ul style="list-style-type: none"> ▪ Out of city hospital placements <p>Transition Plan reviewed and updated.</p>	<ul style="list-style-type: none"> • Integrated Disability Service / Special Services <ul style="list-style-type: none"> ▪ Pupil Referral Unit Managers. • 16-19 Representative Community Education Service Manager. <p>Integrated Disability Service / Special Services – (likely to be delegated to head teacher if pupil attending non-maintained special school or independent school)</p>	<p>If young person is attending an out of county school the Connexions Personal Adviser may not always be able to attend reviews and will need to see the young person during school holidays.</p>	

7. Information and advice to Young People

Young people will be treated by all agencies as central to the transition planning process. All young people will be considered able to express their views about their aspirations for the future.

The school should ensure that the young person is well prepared for the first transition-planning meeting. The Special Services “pupil form” can be used to assist this preparation, see appendix C.

Young people will be encouraged to attend link courses and/or open events in local post school provision e.g. Plymouth’s annual transition event.

8. Information and advice to Parents/Carers

Schools will involve parents/carers in the transition planning process as key participants.

Parents/carers will be encouraged to express their expectations of their child’s adult life, how they can help their child develop new skills and what their own needs are as carers.

Schools will send all parents of Year 9 (aged 14 years) students an information pack e.g. Connexions transition pack.

This pack will include information about options for post school provision as well as information about the transition planning process.

The Parent Partnership scheme offers a source of independent advice to parents who will be encouraged to access this.

Providers of post school provision will hold open events to encourage parents to become more familiar with the available options e.g. Plymouth’s annual transition event.

Carer’s assessments can be offered to parent/carers under the Carers Act when assessing the young person’s needs.

9. Transition Planning Meeting

The local agencies will work together to ensure that the different activities associated with transition planning follow a reasonably logical sequence – e.g. visit to post school provision open days etc.

A senior member of staff at the school will chair the transition planning meetings.

The school will ensure that all written reports are circulated before the date of the meeting.

Parents will be encouraged to seek independent support for the meeting e.g. Plymouth Parent Partnership

For parents for whom English is not their first language, an interpreter should be present at the meeting. Under no circumstances will the young person be asked to interpret for their parents at any stage of the transition planning process. Siblings should only be used as interpreters if this is the expressed wish of the family. The lead organisation convening the meeting will be responsible for arranging an interpreter and for paying any costs involved.

It would be good practice for the chair of the meeting to meet with the parents and young person before the meeting starts to ensure they understand the purpose of the meeting and to answer any questions about the process. This pre meeting could also identify the parents' key concerns.

The meeting will work to a pre-set agenda, to be agreed.

The meeting will result in a Transition Plan Proforma being completed; see appendix B.

The Transition Plan will be circulated to all agencies invited to the meeting.

10. Implementation of Transition Plan

All agencies are committed to carrying out the work identified in the Transition Plan. For vulnerable young people who are in contact with Children's Services who have left school and are not attending further education, planning for transition to Adult Social Care Services, where required, must begin at the age of 16. Workers should contact the transition coordinator to discuss this in the first instance and then complete a transition profile, which will be considered at the multi agency Transitions Operational Group meeting.

11. Review of Transition Plan

The Transition plan will be reviewed at all statement review meetings in year 10 onwards (aged 15 years).

The Transition Plan will be updated annually following this review.

Information from the Transition Plans will be used to inform strategic planning and will also be used to determine future arrangements for support.

12. Social Care procedure for transferring work from Children's to Adult Social Care

Following agreement from the Transitions Operational Group meeting, Children's and Adult Services departments will work together to agree the Transition Plan and responsibility will transfer at the young person's 18th birthday. It is therefore expected that the young person and their carers will be kept informed about the outcome of the community care assessment, which incorporates Fair Access to Care, and future arrangements as the young person turns 18.

Fair Access to Care is the Department of Health's guidance to local authorities on how to achieve fair access to care services through use of eligibility criteria for adult social care services. It is based on the "evaluation of individuals' assessed needs and likely risks, both immediate needs and needs which are likely to worsen for the lack of timely help." (Local Authority Circular LAC (200) 13 28th May 2002). Within the eligibility framework, local authorities can set the threshold above which they have a duty to meet the assessed eligible need.

13. Disagreement resolution across agencies

Whilst it is the aim of this protocol to avoid disagreements between agencies regarding multi agency responsibility in adhering to the expectations set out in the Good Practice Guidance for Transition to Adulthood, this section clarifies how disagreements should be resolved.

If a disagreement occurs in relation to a specific case between the partner agencies it should be escalated to Team Manager Level. The relevant Team Manager will liaise with the relevant Service Manager in order to attempt to resolve the situation.

If this does not successfully identify a resolution then the identified Service/Team Manager should take responsibility for escalating the matter to the Transition Strategic Group who will review the matter and attempt to find a satisfactory solution acceptable to all agencies involved.

Throughout this process the service user should be kept informed and their views taken into consideration. Service users, patients and carers must be advised at the outset that they are entitled to make a complaint that will be dealt with in accordance with the statutory procedures. This will not prevent the disagreement resolution work going ahead to try and resolve disagreements between agencies as identified above.

The learning from concerns and complaints should routinely be fed into the improvement agenda. It is the responsibility of the Service/Team Manager to identify opportunities to improve practice at every stage of the procedure. This learning should be implemented and evidenced in order to improve services for other service users and improve the patient experience.

14. Complaints from young people and carers

All service users have the right to express their views and make complaints, suggestions or compliments about the services we provide. This feedback is a way of improving the quality and effectiveness of our service and we should always be ready to listen.

If a young person or carer is dissatisfied with any element of their care they can: Speak to the staff involved and share their concerns or if they are not happy to do this they can speak to the responsible Complaints Manager for Social Care or Health who will advise them how they can make a complaint. They can also approach the relevant Ombudsman at any stage in the procedure.

Contact Details - Social Care

The Customer Relations Team
Children's Social Care and Adult Social Care
Plymouth City Council
Plymouth
PL1 2AA
Telephone 0800 0681249
Email: complaints.social.services@plymouth.gov.uk

Contact Details – Plymouth Teaching Primary Care Trust

NHS Plymouth
Plymouth Teaching Primary Care Trust
The Complaints and Litigation Department
Nuffield Clinic
Lipson Road
Plymouth, PL4 8NQ
Telephone 01752 314167
Email complaints@plymouth.nhs.uk

Local Government Ombudsman

The Oaks
No 2 Westwood Way
Westwood Business Park
Coventry
CV4 8JB
Telephone 024 7682 0000
Fax 024 7682 0001
Email enquiries.coventry@lgo.org.uk

Health Care Commission

5th Floor
Peter House
Oxford Street
Manchester
M1 5AX
Telephone 0845 601 3012
Fax 020 7448 9180
Email complaints@healthcarecommission.org.uk

15. Time line for Transition Tracking

This time line sets out for agencies how we will track young people through transition to maximise multi-agency planning

July

Special Services - Children's Services provide information of all young people from year 8 (aged 13 years) onwards with Statement of SEN to Transition Co-ordinator and Connexions. They will then meet to collate information. It is our aim to identify all young people who are on School Action and School Action Plus.

The relevant worker should identify young people not in education but who may require future Adult Social and Health services and advise the Transition Co-ordinator.

August

Transitions Co-ordinator will update transition information (this will also be updated after each Transitions Operational Group meeting).

September

Transitions Operational Group meeting

- Review details of young people in transition
- Highlight complex young people who may need adult services
- Highlight young people requiring early transition joint work with adult services
- Identify appropriate adult service lead for all year 11 (aged 16 years)

- Also consider which adult services team will lead on the young people with non specific/dual diagnosis.

November

Transition Strategy Group meeting

- Evaluate the effectiveness of the protocol
- Identifying needs, unmet need, commissioning issues and roles of other partners e.g. housing employment
- Monitor unresolved issues with regards to specific cases.
- Monitor and review financial implications

January

Transitions Operational Group meeting

- Review details of young people in transition
- Highlight complex young people who may need adult services
- Highlight young people requiring early transition joint work with adult services
- Identify appropriate adult service lead for all year 11 (aged 16 years)

April

Transition Strategy Group meeting.

Children's services will provide Adult Services with the Transition Planning Financial Spreadsheet (providing forecasts of care packages and additional costs that may inform Adult Services financial planning) to cover information for young people from 13-18 years old.

May

Transitions Operational Group meeting

- Review details of young people in transition
- Highlight complex young people who may need adult services
- Highlight young people requiring early transition joint work with adult services
- Identify appropriate adult service lead for all year 11 (aged 16 years)

June

Person profile completed for all young people prior to them being aged 16, where need for Adult Social Care assessment of need is identified, i.e. transition to adult services will take place the year after next. To be completed by responsible social work or other team. To be monitored by Transition Co-ordinator.

Early July

Transitions Operational Group meeting

- Review this years school leavers only and ensure plans are in place

16. Transitions Process Flow Chart

Year 9 (Age 14)

TRANSITIONS ANNUAL REVIEW

Statutory Statement Review
Person Centred Plan introduced

Year 10 (Age 15)

YOUNG PERSON'S ANNUAL REVIEW

Person Centred Plan completed
Person Centred Plan input on database
Transitions Profile completed
Transitions Profile discussed at Operational Transitions Group to consider:

- i) Persons eligibility for Fair Access to Care
- ii) Existing service provision and cost
- iii) Future provision as an adult

Allocate to appropriate Adult Service

Year 11 (Age 16)

TRANSITION REVIEW

(attended by childcare worker, adult worker and connexions)

Transition plan agreed:
Actions for individual workers/ services
Timescales documented
Carers Assessment offered

Age 17

ANNUAL REVIEW

Update on progress:
Identify gaps and plan appropriate actions

Age 18

TRANSFER TO ADULT SERVICES

17. Appendices

Appendix A.

Key legal and policy context for multi-agency working and protocol.

SEN Code of Practice 2001

The purpose of the Code of Practice is to give practical guidance on the discharge of their functions under Part IV of the Education Act 1996 to LEAs, the governing bodies of maintained schools, and to those who help them, including the health services and social services. The Code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs (SEN) to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood.

Statutory agencies need to communicate and agree policies and protocols that ensure that there is a “seamless” service.

All Statements of SEN must be reviewed at least annually. The aim of the annual review in year 9 and subsequent years is to review the young person’s Statement and draw up and subsequently revisit the Transition Plan. The year 9 review should involve the agencies that may play a major role in the young person’s life during the post-school years and must involve the Connexions service.

Disabled Persons (Services, Consultation and Representation) Act 1986

Under section 5 of this Act, LEAs must seek information from social services departments as to whether a young person with a statement under Part IV of the Education Act 1996 is disabled (and so may require services from the local authority when leaving school).

Disability Discrimination Act 1995

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that many disabled people face. The Act has been significantly extended, including by the Disability Discrimination Act 2005. It now gives disabled people rights in the areas of:

- employment
- education
- access to goods, facilities and services, including larger private clubs and transport services
- buying or renting land or property
- functions of public bodies

Children Act 1989

Under this Act, social services departments may arrange multi-disciplinary assessments and must establish Children’s Service Plans, which may include the provision of further education for children in need. Social services departments should ensure that a social worker attends the year 9 annual review meeting and contributes to the formation of the Transition Plan

where a young person is subject to a care order, accommodated by the local authority or is a “child in need”.

Data Protection Act 1998

The Data Protection Act 1998 seeks to strike a balance between the rights of individuals and the sometimes competing interests of those with legitimate reasons for using personal information.

The DPA gives individuals certain rights regarding information held about them. It places obligations on those who process information (data controllers) while giving rights to those who are the subject of that data (data subjects). Personal information covers both facts and opinions about the individual.

NHS Community Care Act 1990

The local authority has a duty to assess a vulnerable person’s needs where it appears that the person may be in need of community care services, and then decide whether those needs call for the provision of services. (this links with fair access to care).

Community Care services cover services both at home and non - hospital accommodation.

Valuing People White Paper 2001

The White Paper identified the need:

- to have effective links in place between children’s and adult services in both health and social care;
- for Learning Disability Partnership Boards to identify a member with lead responsibility for transition issues (the Transition Champion);
- to ensure continuity in health care as a key element of the new health Action Plan for people with learning disabilities;
- for the Director of Social Services (social care) to ensure that good links are in place between children’s and adult services for people with learning disabilities as part of the new responsibility for quality under the Social Care Quality Framework; and
- for a person-centred approach to planning services for adults with learning disabilities, and for local agencies to introduce person-centred planning for all young people moving from children’s to adult services by 2003.

Children Act 2004

Part 2, section 10, of the Act established a duty on Local Authorities to make arrangements to promote co-operation between agencies in order to improve children’s well-being, defined by reference to the five outcomes from Every Child Matters, and a duty on key partners to take part in those arrangements. It also provides a new power to allow pooling of resources in support of these arrangements.

Learning and Skills Act 2000

Section 140 of the Learning and Skills Act 2000 places a statutory responsibility on the Secretary of State for the assessment of young people with learning difficulties from the final year of compulsory education up to age 24 years, when they are undertaking or believed likely to undertake post-16 education or training or higher education. The duty has been discharged by the Connexions Service since April 2002. The Education and Skills Bill

currently making its way through Parliament will pass the responsibility for S140 assessments in England to Local Authorities. It is expected that Connexions will continue to discharge the function. The assessment itself is holistic in nature and for the purposes of the act must result in a written report of both the young person's educational and training needs and the provision required to meet them.

National Service Framework for Children, Young People and Maternity Services (September 2004)

The Framework is a component of the government's commitment to improve the lives and health of children and young people in England. One of the identified challenges is to ensure that children's services locally are coherent in design and delivery, with good co-ordination, effective joint working between and across sectors and agencies, with smooth transitions and in partnership with children, young people and families. Standard 8 of the NSF is for Disabled Children and Young people and Those with Complex Health Needs – who should receive coordinated, high quality child and family-centred services which are based on assessed needs, which promote social inclusion and, where possible, which enable them and their families to live ordinary lives.

Youth Matters: Next Steps (March 2006)

This was the government's response to the "Youth Matters" Youth Green Paper published in July 2005. It set out plans for comprehensive information, advice and guidance for all young people with targeted support for those with complex needs. It also set out how Local Authorities, working through Children's Trusts, will work with all the relevant agencies to develop a more personalised, integrated and efficient support service for teenagers, and ensure that those young people who need integrated support in a number of overlapping areas can have it effectively co-ordinated and delivered by a lead professional.

"Growing Up Matters – better transition planning for young people with complex needs" (Commission for Social Care Inspection) January 2007

This identified, as a prerequisite to good transition planning, that senior local political managerial leadership in councils and partner agencies need to give a clear commitment to children and young people with complex needs. One sign of this leadership would be establishing clear multi-agency protocols and processes together with the pooling of resources and joint development of services between councils and their partner agencies.

Aiming high for disabled children: better support for families (May 2007)

This is a joint report from HM Treasury and Department for Education and Skills, which marks the culmination of the government's Disabled Children Review and identified priority areas to improve outcomes for disabled children. As part of this the Government will be initiating, developing and investing in a pilot Transition Support Programme. The Programme should include:

- a young person's information pack, including information on further education, training opportunities and work options;
- access to an advisor or key worker and advocacy and support;

- consolidation of the person centred planning process from age 14, with increased information for professionals, and co-ordinated and timely assessments based on the young person's aspirations, at key points to assist in the transition to adulthood, including signposting to future appropriate provision; and
- joint team working across agencies and with adult services to encourage a holistic approach, and choice and control for young people.

LSC Strategy for Learners with Learning Difficulties and Disabilities: "Learning through Living and Work" (October 2006)

This strategy was the LSC's response to the recommendations in the report chaired by Peter Little (called "Through Inclusion to Excellence"), which came out in November 2005 and which was followed by a consultation process. On the one hand the strategy recognises the value of learning for living, and that some people with complex needs may never be economically active through work.

However, they will still need to learn to live independently and contribute to their communities, and there is a role for further education in preparing for this. On the other hand, there is a need to improve the support for progression into employment for those who are able to work. Following the finding that, for those students at independent specialist colleges, 43% of the costs are health/social care related (rather than education), the strategy indicated a move for the LSC towards

- collaboration with other agencies;
- joint funding for individuals "who require holistic packages of provision"; and
- liaising with local authorities to encourage a joint commissioning approach.

Progression through Partnership (June 2007)

This is a cross-government strategy to support people with learning difficulties and/or disabilities (LDD) to achieve fulfilling lives and further their education, and is a response to the LSC's "Learning through Living and Work" above. It came from three government Departments: Education and Skills, Work and Pensions, and Health. One of the strategy's aims is to improve the experience of transition from school to further learning, training and work and from children's services to adult services. It also seeks to explore the notion of a definition of "transition" which covers the period from the year 9 review to when they enter employment or alternative adult provision (age 25 for some people). This will include:

- person centred transition planning at school which takes into account the long term aspirations of the individual;
- annual reviews from year 9 and throughout college/FE/HE;
- ensuring that FE colleges and learning and training providers build strong networks with local Connexions and successor bodies, Job Centre Plus and other employment agencies or support networks (including adult social services).



CHILDREN'S SERVICES DEPARTMENT
SOCIAL CARE DIVISION

Appendix B
INDIVIDUAL PROFILE FOR
TRANSITION OF YOUNG ADULT

Doc. Ref:	SS/FM/
Issue:	
Pages:	1 of 2

This form is to be completed as much as possible with the young adult

Name:	Address currently living at:	Date of Birth:

Ethnicity	Religion	Legal Status

Looked After Episode History

Name and address of mother	Name and address of father

Name and address of any other carers

Name of GP	Address of GP

Any active contact?

Other professionals involved with the client

Please specify any other professional involved if not in the list above

Communication needs

Conditions

Please specify any additional conditions



**INDIVIDUAL PROFILE FOR
TRANSITION OF YOUNG ADULT**

Doc. Ref:	SS/FM/
Issue:	
Pages:	2 of 2

CHILDREN'S SERVICES DEPARTMENT
SOCIAL CARE DIVISION

Forensic history
What health resources have they accessed and why?
Any substance misuse?
Equipment
What adaptations have been provided, and any ongoing need
Any risks to self or others?
Current educational establishment
Information regarding young person's education from Year 7
Is further education wanted?
What type of accommodation may be needed in the future?
Please give details of all current services used, including funding (Children's Education, Direct Payments, Health split) and expected end dates
Any other significant information?
Is the young person/carer aware you have completed this form?
Please record any comments

Appendix C. AR/Pupil

PLYMOUTH CITY COUNCIL

**PUPIL CONTRIBUTION TO THE
ANNUAL REVIEW OF A STATEMENT OF SPECIAL EDUCATIONAL NEEDS**

Pupil's Name:..... Date
of Birth.....

School:.....
.....

A: What do you like most about school?

.....
.....
.....
.....
.....

B: Describe some of the things you do best in school.

.....
.....
.....
.....
.....

C: Is there anything in school that you worry about or have difficulty with? If
so, what?

.....
.....
.....
.....
.....

AR/Pupil

D: What do you want to get better at next year?

.....
.....
.....
.....
.....

You may like to tell us more about yourself in writing or in pictures here.

Appendix D

TRANSITION PLAN

Name

Date of birth

School

National Curriculum Year

This Transition Plan started on _____

My link person is _____

Reviewed on _____

List all those who are, or will be, involved in the transition planning process:

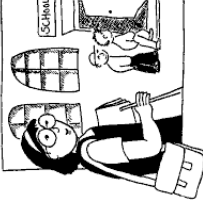
Name	Role	How these people were involved in my plan (Tick as appropriate)		
		Involvement requested	Contributed to Transition Plan	To be involved in follow up
				Sent copy of Transition Plan

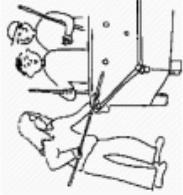
Children Social Care Plan


The Local Education Authority recommends that this pupil **is/ is not/ may be** considered disabled for the purpose of the 1986 Disabled Persons Act because:

Record below **all** the issues and needs which will be part of the transition process, what action will be taken and who will do this.

At the *next* review of this plan the 'What happened?' section must be filled in using: **Achieved, Ongoing, Next Priority, or No Longer Relevant**

	Issues we needed to think about	What we decided should be done	Who is taking action?	When will the action be completed?	What happened?
<p>My education, skills and training</p> 					

	Issues we needed to think about	What we decided should be done	Who is taking action?	When will the action be completed?	What happened?
<p>My social development</p> 					

<p>My family and the people around me</p> 					
---------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

My health



--	--	--	--	--	--

Date of meeting _____
Completed by _____
We will meet again on _____
Signed _____

The pictures are from the Change Picture Bank Tel: 020 7639 4312 Fax: 0202 7639 4317

18. Glossary

AEN

Additional Educational Needs

CAF

The Common Assessment Framework (CAF) is a key part of delivering frontline services that are integrated and focused around the needs of children and young people. The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met.

<http://www.everychildmatters.gov.uk/deliveringservices/caf/>

Care Leaver

A Care Leaver is someone who was in local authority care after the age of 15.

Children's Services

Children's Services is the new name for education and children's social services.

Transition Strategy Group

Plymouth's Transition Strategy Group is a multi-agency group which has a responsibility to ensure that young people achieve a natural and successful transition into adulthood within the scope of the Multi Agency Protocol.

Connexions

Connexions are a service for all young people aged between 13-19. They give information, advice, guidance and practical help in preparing for adult life and working.

Connexions PA

Connexion Personal Advisers are based in Connexions centres, schools and colleges, drop-in centres and many other youth organisations in your area.

http://www.connexions-cd.org.uk/aboutus_contact_plym.asp

Direct Payments

Direct payments are cash payments made to individuals who have been assessed as needing services, in lieu of social service provisions.

<http://www.dh.gov.uk/en/SocialCare/Socialcarereform/Personalisation/Directpayments/index.htm>

Fair access to Care

Fair Access to Care is the Department of Health's guidance to Local Authorities on how to achieve fair access to care services through use of eligibility criteria for adult social care. It is based on the "evaluation of individuals' assessed needs

and likely risks, both immediate needs and needs which are likely to worsen for the lack of timely help.” (Local Authority Circular LAC (200) 13 28th May 2002).

<http://www.plymouth.gov.uk/homepage/socialcareandhealth/adultsocialcare/fairaccessstocareservice.htm>

Health Action Plan

A Health Action Plan shows the actions needed to keep a person healthy. It is a way of linking the person to a range of services and supports that will help them to have better health. Health Action Plans are part of a person’s Person Centred Planning so that they are able to enjoy life.

ILF

The Independent Living Funds (ILF) is a national resource dedicated to providing financial support for disabled people, enabling them to live independently. You can make an application via this website:

http://www.ilf.org.uk/making_an_application/index.html

LA(Children Services)

Formerly known as Local Education Authority.

LDD

Learning difficulties/and or disability.

Lead professional

The lead professional will coordinate any provision and act as a single point of contact for a young person and their family when a range of services are involved and an integrated response is required. This could include (but is not limited to) personal advisers, health visitors, midwives, youth workers, family workers, substance misuse workers, nursery nurses, educational welfare officers, community children's nurses, school nurses and support staff such as learning mentors working in schools.

<http://www.everychildmatters.gov.uk/leadprofessional/>

Pathway Plan

The Children (Leaving Care) Act 2000 requires a Pathway Plan for all eligible, relevant and formerly relevant young people. The Pathway Plan assesses the young person’s needs and planning of any services.

Parent Partnership

Parent Partnership is a service that gives impartial and confidential support to parents and carers.

<http://www.plymouthparentpartnership.org.uk/>

Parent Support Advisers (Parent Partnership)

Parent Support Advisers (PSA's) are based within individual schools and can offer advice and support to all parents on any aspect of their life. PSA's also work with parents to gain their views on services available to families in the City and to ensure that these views are represented. Although the PSA's are based in schools the work they carry out is parent led and the service they offer is impartial and confidential.

<http://www.plymouthparentpartnership.org.uk/>

School Action

School Action is a school-based intervention. School Action could be further assessment, additional or different teaching materials or a different way of teaching and it might sometimes, but not always, be additional adult support. Teachers use Individual Education Plans (IEPs) to record the different or additional provision to be made for the young person, teaching strategies, short-term targets for the pupil, success criteria, and what they have achieved.

School Action Plus

School Action Plus is where School Action has not helped the young person to make adequate progress, and the school asks for outside advice from the LEA's support service, or from health or social work professionals. This could be advice from a speech and language therapist on a language programme or an occupational therapist's suggestion or a medical diagnosis and report giving recommendations as to how to work differently with the young person in class. It might be information about the young person's home circumstances that explains the changes in the young person's behaviour and attitudes to learning which can then help the school to work with others to resolve the situation.

<http://www.teachers.gov.uk/management/atoz/s/senidentificationandassessment/>

SEN

Special Educational Needs

SENCo Special Educational Needs Coordinator

SENCo's have responsibility for managing the effective delivery of the education psychology service, learning support, behaviour support, SEN assessment and administration, and parent support.

Transitions Operational Group

Plymouth's Transition Operational Group has responsibility for discussing all young people who may require ongoing Adult services. It is a multi-agency group which meets regularly and is accountable to the Transition Strategy Group.

Transition Plan

A Transition Plan is a document that outlines what a young person wants to achieve in the next few years and what support they will need to live as

independently as possible. It covers every aspect of the young person's life, including education, employment, housing, health, transport and leisure activities. Most plans are first drawn up in Year 9.

<http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/Schools/DG10039608>

Transition Review

A Transition Review is a meeting that is held to draw up and review the Transition Plan (see above). The young person will receive a letter from the head teacher of their school, inviting the young person and their parents or carers to attend a review meeting, which must include creating a Transition Plan.

The Transition Plan review meeting is usually held at the young person's school, and the people who are involved in supporting you as you move into adulthood should also be there.

<http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/Schools/DG10039608>

Transitions Co-ordinator
Plymouth City Council
Douglass House
Douglass Road
Efford
Plymouth PL3 6NP

Email: emma.e.j.pullen@plymouth.gov.uk
Tel. 01752 308777
www.plymouth.gov.uk

