

**A Transition Planning Process
For Young People with Disabilities
and Special Educational Needs**

Brighton & Hove Transition Protocol

Children & Young People's Trust



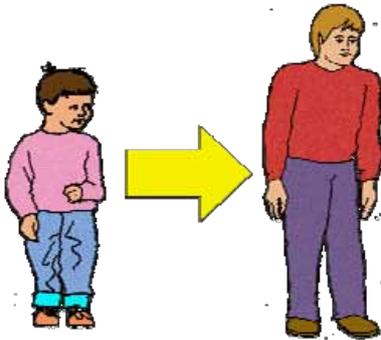
Brighton & Hove
City Council

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What Is Transition?



Transition is when a child grows up to be an adult.

Growing up is an exciting time. Lots of things will change.

We want to make good plans for each young person's Transition to being a grown up.



We start planning for growing up when you are 14 years old.



Lots of people might help you as you grow up. Those people need to all work together to help you.

Introduction

What is Transition?

A transition is the time it takes to make a change from one place or stage of life to the next. There are many important transitions in people's lives. This protocol is about the transition from childhood to adulthood for children who have disabilities and statements of special educational needs.

We use the word 'Transition', with a capital 'T', to refer to a planned process that happens when adolescents move to adulthood. It can involve changes to relationships with family, friends, care staff and the wider community. It often involves changes to some of the important people and places in the young person's life. The planning for this Transition starts when a young person is around 14 years old.

Transition from adolescence to adulthood should be an exciting time for young people but it can bring particular challenges for young people who have disabilities and statements of special educational needs. For these young people Transition planning has to consider the medical, psychological, legal, educational, vocational and social needs of the young person. The plan to make a young person's Transition the best it can be is referred to as the 'Transition plan' for the individual.

During the transition period, from age 14 to life as an adult, a number of different agencies are responsible for providing services for young people with statements of special educational needs and/or disabilities such as learning or physical disabilities or sensory impairments. To make this Transition process smoother collaboration and co-ordination between these agencies is essential. In Brighton & Hove we are committed to improving our Transition planning and making it as good as it can be. We recognise that parent carers lie at the heart of this.

Since September 2001 individual schools have been given the lead responsibility for co-ordinating each young person's Transition plan. However, Brighton and Hove's Children & Young People's Trust, adult social services, health services and other agencies need to be appropriately involved to ensure that plans for each young person's Transition are effective and coherent.

The following process has been agreed to ensure that the Transition for young people into adulthood is smooth and co-ordinated.

What is a Transition Protocol?

Protocol means 'the way we do things'

Our protocol:



- Says we will help young people with special needs as they grow up
- Tells all the professionals to work together
- Has some good ideas for helping young people
- Says we will listen to you and your family
- Tells you and your family what help you will get



This protocol is about children who have disabilities and statements of special educational needs.

A person with a disability is a person who needs help with normal day to day activities.

What is a Transition Protocol?

We use the word protocol because this Transition Protocol tells us what the customs and regulations are for the agreement between services that work with children and services that work with adults. It tells us how information will be exchanged and what the plan is for giving young people a smooth Transition.

The purpose of the protocol is to:

- State our commitment to giving disabled young people with complicated needs appropriate co-ordinated support to help them move from adolescence to adulthood
- State our commitment to involving disabled young people at all stages in their Transition by eliciting their views and wishes and those of their families and carers
- Ensure that all professionals that are involved in a young person's Transition to adulthood work together effectively
- Provide guidance on practice and processes for all professionals involved in planning Transition for individuals or planning Transition procedures for many individuals
- Provide general information for young people, parents and carers

This protocol is about children who have disabilities and special educational needs. This includes:

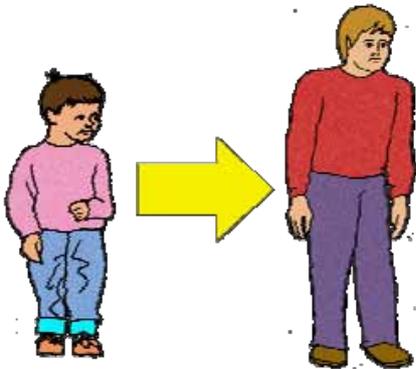
- Disabled young people eligible for children's social care services
- Disabled young people eligible for adult social care services
- Young people with a statement of special educational needs
- Young people with a learning disability
- Young people with a physical disability
- Young people with autism
- Young people with mental health conditions
- Young people who meet the Continuing Health Care criteria

The law defines disability in a number of different ways. We have used the definition set out in the Disability Discrimination Act (2005)

'A person has a disability, for the purposes of this Act, if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities'.

This will include young people who have a statement of special educational needs for whom there is a legal requirement for them to have annual Transition reviews. This will also include young people with significant or long-term health or mental health difficulties, where professionals agree that formal planning will be helpful to the young person.

How we want Transition to be for young people



Everyone shares good ideas for growing up.

You get the help you need right away.



The people who help adults are ready to help you as soon as you are an adult – no waiting.

One person is in charge of helping you and making sure everyone works together.

What the Government says about Transition



The government says people must work together to help you as you grow-up.

The government says you should have the same opportunities that other young people have:

- To get a job
- To go to college
- To have a home of your own
- To have friends and family of your own

The government says services must listen to you and to your family.

The following organisations have adopted the principles and this protocol:

- Amaze
- Brighton & Hove Children and Young People's Trust
- Brighton & Hove City Council
- Connexions Plus
- NHS Brighton & Hove City Primary Care Trust
- Sussex Partnership NHS Foundation Trust

Please contact one of the people listed at the end if you have any questions or if you want to provide feedback on the protocol.

How we want Transition to be for young people

We want Transition plans to focus on meeting the hopes, aspirations and potential of young people with disabilities and statements of special educational needs to maximise their life chances, choices and independence. We want Transition plans to lead to improved health outcomes and inclusive provision for education, leisure, training and employment opportunities. We wholly subscribe to the principles of the Valuing People (Department of Health 2001) and Valuing People Now (Department of Health 2009) white papers.

This protocol should also provide a 'safety net' for children who are not in local education authority schools during their Year 9. This includes pupils in agency schools, those who are being educated outside the school system for a variety of reasons (i.e. 'Education Other Than At School'), Travellers, or those who have moved into the Brighton & Hove area during their last years of school (i.e. after the Year 9 review).

Without this intervention it is possible that there would be a delay in accessing services from adult social services while a social care assessment was carried out and a package put together.

We also recognise the importance of providing young people with a single point of contact and with streamlined assessment and paperwork processes.

What the Government says about Transition

In recent years the Government has placed an increasing importance on improving the Transition process for young people with disabilities, placing an emphasis on partnership working and the development of clear pathways for young people and their families. A detailed guide to both the statutory requirements and good practice guidance set out by the government is in Appendix 1.

Who does planning about making transition better for everyone?

These are the groups of people who work to make Transition better for all young people in the city



Brighton & Hove
Learning Disability Partnership Board
www.brightpart.org

Learning Disability Partnership Board

- Champions for people with learning disabilities
- Checks services are doing their job
- Helps services get better
- Helps everyone work together

Children's Disability Partnership Board

- Champions for disabled children
- Checks services are doing their job
- Helps services get better
- Helps everyone work together

Transition Forum

- Champions for young people growing up
- Checks services are doing their job
- Helps services get better
- Helps everyone work together
- Writes this Transition Protocol

Learning Disability Transition Finance Group

- Helps plan for young people who have learning disabilities and also have other complicated needs
- Because they will need lots of support when they are adults
- Because it might not be easy to find the right support close to home

Who does the strategic planning for transition?

The Transition Forum

A group of people called the Transition Forum leads strategic planning for Transition in Brighton & Hove. The Transition Forum is chaired by the Head of Integrated Child Development and Disability Services and does the following:

- Provides leadership and direction in deciding how Transition processes are run
- Identifies the main issues in delivering the goal of smooth Transition for young people
- Assesses the existing planning and service arrangements
- Sees what extra skills and resources are needed
- Agrees ways to measure progress
- Monitors and reviews our performance in supporting the Transition process and making sure that we are reducing bureaucratic processes
- Provides information to young people and their families and to organisations for planning purposes and for achieving partnerships
- Reviews all information received to help produce joint strategies

The Transition Forum is a sub group of both the Children's Disability Partnership Board and the Learning Disability Partnership Board. Organisations involved in supporting and planning young people's Transitions are involved in the strategic planning about Transition and have

representatives on the Transition Forum. There is also parent carer representation on the Transition Forum.

The Transition Forum meets regularly and has an action plan of work being done to make the Transition process better for young people. The Transition Forum regularly reviews the Transition Protocol and updates it when necessary, at a minimum of every three years, to ensure everyone involved in Transition planning is aware of the processes involved.

There are also a number of other forums and processes that play a central role in making sure Transition is effective.

The Children's Disability Partnership Board

This Children's Disability Partnership Board is the overarching disabled children's planning forum and is co-chaired by the Head of Integrated Child Development and Disability Services and the Director of Amaze (a voluntary organisation that supports parents whose children have disabilities).

The Children's Disability Partnership Board has representation from all the organisations involved in planning for disabled children and has representatives from adult services. There are also four parent carer representatives and there is a young people's forum that the Children's Disability Partnership Board uses for regular consultation.

The Children's Disability Partnership Board has a work plan that keeps them on track and makes sure that they remain focused on why they are meeting.

The Learning Disability Partnership Board

In the white paper “Valuing People, a New Strategy For The 21st Century” (Department of Health 2001) the government told all local authorities to set up Learning Disability Partnership Boards.

The Learning Disability Partnership Board is the champion of people with learning disabilities and makes sure that people with a learning disability and their family carers are part of everything the Learning Disability Partnership Board does.

Valuing People says the Learning Disability Partnership Board should help “people with learning disabilities to do those ordinary things, make use of mainstream services and be fully included in the local community”.

In 2009 the Department of Health released an update of Valuing People, called “Valuing People Now, a New Three Year Strategy for People with Learning Disabilities”. In that paper the government said it is “committed to supporting local authorities and partner agencies to develop a person-centred approach to the statutory Transition planning process”. The government also made it clear that local Learning Disability Partnership Boards are expected to lead this process. In Brighton & Hove the Transition Forum does this work on behalf of the Learning Disability Partnership Board.

More information about the Learning Disability Partnership Board can be found on its website at www.brightpart.org.

Multi-agency Transition Finance Group- for learning disabilities

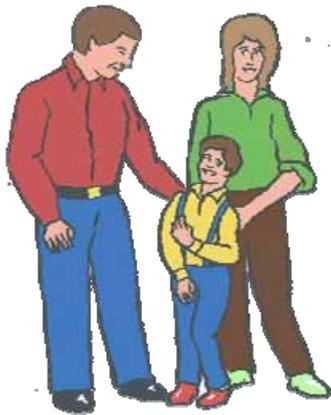
This group identifies, at an early stage, young people with learning disabilities whose needs may not be met within local provision and identifies how local provision could be adjusted to meet their needs. This group:

- agrees multi-agency packages of support or care for disabled young people with complicated or high-cost needs
- checks proposals, where it is proposed to place a young person in private or voluntary-sector residential care, to make sure that every effort has been made to meet the needs of the young person at home or in the community without the use of residential care
- makes sure that we identify all young people who need extra support

This group includes managers from the Community Learning Disability Team (for adults) and the Children and Young People’s Trust social care team, as well as the Special Educational Needs Team and the Commissioning Team, who commission services for adults with learning disabilities.

The people who help you during transition

You And Your Family



You and your family should choose how services help you.

You should get good information about what you can expect and what your choices are.

The Staff at Your School



Your schoolteacher and special educational needs co-ordinator (SENCO) make sure you get a Transition plan.

They work with the Connexions Plus advisor to make sure everyone who helps you is part of your plan.



All these people use the same way of figuring out what help you will need. That is called the 'Transition Common Assessment Framework'. That makes sure they all know what you need.

Who is involved during a young person's transition?

“Transition to adult services for young people (should be) planned and coordinated around the needs of each person to maximise health outcomes, their life chance opportunities and their ability to live independently – this is particularly important for disabled young people or those with long-term or complex conditions” (National Service Framework 2004).

The Young Person, Carers/ Parents and family

It is our goal to improve how information is provided and to have clearer decision-making. Families and young people should be in control of how their care packages and services are designed and delivered. We are committed to supporting disabled young people and parents to shape services.

Schools

The Special Educational Needs Code of Practice puts the duty on schools to co-ordinate Transition planning with Connexions.

It is usually the special educational needs co-ordinators (SENCOs) in mainstream schools that co-ordinate the Transition plans for young people with statements of special educational needs. It is usually the teachers and head teachers who follow up on the action plan for young

people in special schools – with input from members of the Transition Team in the case of Downs View Link College, Downs View School and Hillside School and with input from the Connexions Plus personal advisor's in other special schools and mainstream.

On the basis of the specific information provided by the Special Educational Needs Team, the head teacher can better target, by name and service, professionals who should be invited to submit advice and attend Transition planning meetings as appropriate. This should streamline the process for the school and reduce the number of requests going to an inappropriate service or the 'wrong' person within that service.

As part of good Transition planning, schools (and other professionals) use the Transition Common Assessment Framework to ensure effective assessment and information sharing.

Special Educational Needs Team



Help the school make sure Transition planning happens for you.

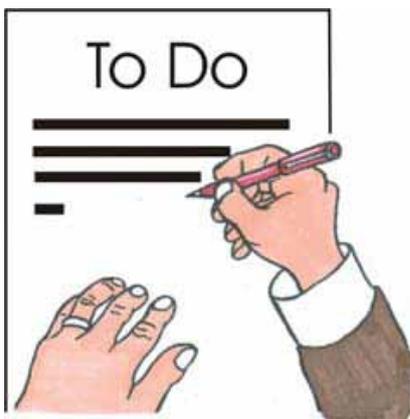
Talk to other people who give you help, like caseworkers, learning support services, doctors and others.

Ask all those people what is important for your Transition plan.



Help the school make sure everyone who helps you is invited to your Transition planning meetings.

connexions PLUS



Connexions PLUS is a free and friendly support service for young people.

The Connexions Plus personal advisor helps you make a Moving On plan for growing up.

The personal advisor comes to your Year 9 review.

The personal advisor makes sure your parents know what is going on and what they need to do.

Special Educational Needs Team

The aim of the Special Educational Needs (SEN) Team is to provide children with appropriate provision and ensure this placement provides for their needs adequately, so that they can achieve socially as well as academically, in school and in the community.

The SEN team also provides support and advice to parents and carers and engages in a multi-agency working approach.

The SEN Team has overall responsibility for administering the Transition process at the important initial stage and has an overview of the whole process throughout. The SEN team is in a good position to follow and, if necessary, push forward Transition planning. The SEN team will:

- Liaise with Children & Young People's Trust (casework officers, assessment manager, learning support services) about any education information or queries (for example, young people with statements of special educational needs who are being educated at home).
- Liaise with the Children's Disability Team to check the social services database to gain further case information (e.g. child known/not known, case open/closed, social worker's name and team) about each individual.
- Liaise with Children and Young People's Trust health professionals and the NHS to gain further information as necessary (e.g. mental health services, occupational therapy service, consultant's name, etc.).
- Collate the specific information from each service onto a single sheet for each individual and send it to the head teacher of the young person's school, so that he/she can target efficiently and appropriately the right people for advice

or attendance at the Transition planning meeting. This will focus the process for those young people in most need, particularly those requiring continuing services into adulthood.

- The researching/collating should take place over the summer months (April to August) and information will be sent to head teachers for the start of autumn term each year.

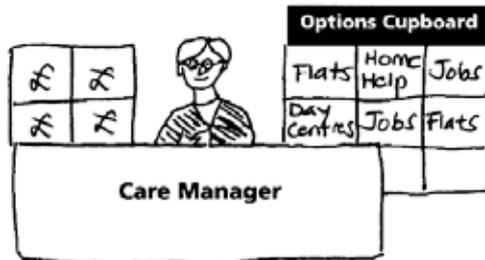
Connexions Plus Service

Connexions Plus is a free & friendly support service for all 13-19 year olds (and up to age 25 for young people with learning difficulties and/or disabilities) in Brighton & Hove. Connexions personal advisors offer the information, advice and practical help young people need with any issues that may be affecting their lives - from working and learning, to more personal matters such as relationships, health and housing or even how to spend free time.

The Connexions Plus Service has a responsibility to ensure that a comprehensive assessment of a young person's needs is in place before a young person leaves school or college ("Moving On Plan"). This is the result of several meetings with the young person and may involve their parents or carers. This will be shared with the young person and their family, and with adult social services who will make appropriate plans. It is important that all the agencies involved with a young person are consulted and involved in planning for the young person's future.

A Connexions Plus personal advisor must attend all Year 9 reviews. They must also attend further reviews, especially where there are high levels of support needs. Connexions Plus personal advisors are pivotal to the Transition planning

Social Services



You might be getting help from children's social services. If you are then your social worker or transition team caseworker will come to your Transition planning meetings.



If you are not getting help from social services right now the people who are helping to plan for your Transition might ask social services to help.

Children's social services and adult social services work together. They talk to each other.

They make sure you get the best services from both of them.

process. For young people who attend Downs View Link College, Downs View School and Hillside School, which cater for students with severe learning disabilities, a Transition Team caseworker, operating according to the generic Transition Team role, will fulfil the Connexions Plus role. There is more about the Transition Team later in this protocol.

The Connexions Plus personal advisor or the Transition Team caseworker is responsible for ensuring that any barriers to the young person continuing (where possible) their education or training are ameliorated. Their role includes ensuring that parent carers are involved in the Transition planning processes and are informed and clear about their options and responsibilities and also includes ensuring everyone involved is clear about timelines and requirements.

The Connexions Plus personal advisor or the Transition Team caseworker applies for funding for specialist education provision where local or mainstream provision is unable to meet the young person's needs.

Social Services

"...a key problem leading to lack of continuity in provision across transition stems from the different entitlement criteria and definitions between child and adult services." Improving the Life Chances of Disabled People, 2005, Cabinet Office

The Special Educational Needs Team will have checked, before the Year 9 Transition planning meeting, whether or not a young person has involvement with children's social services. If the young person is receiving social services then it is expected that a social worker will attend the Year 9 Transition planning meeting.

For young people who meet the criteria for the Transition Team a Transition Team caseworker will be assigned. The Transition Team caseworker covers the roles of the Connexions Plus personal advisor and of the children's and adults social services caseworkers. There is more information about the Transition Team in the next section.

If the young person is not known to the social care staff, or the file has been closed for some time, then those attending the Transition planning meeting will consider the need for future input and a referral to the relevant social services team may be made.

Where a young person is known to children's social services, the Transition plan must state if and when a referral to an adult social services assessment team is needed. All disabled young people must be referred to adult social services in the year in which they are 16 years. adult social services will then determine whether the young person meets their criteria for assessment.

Where the young person is currently active within the social care team of Children & Young People's Trust an adult social services worker or the Transition Team caseworker will normally attend all reviews, including Looked After reviews, from Year 11.

At the time a young person is in the year in which they become 18 years old, Adult social services may allocate a worker unless the Transition Team caseworker is going to support the young person to the age of 25.

There is an expectation that an updated assessment will be provided for adult social services, from their colleagues in Children & Young People's Trust. Where

Social Services might help you with



- Somewhere to live
- More education
- Help to get a job
- Making sure you get the right benefits
- Getting help from health workers

Transition Team



If you go to Downs View Link College or Downs View or Hillside schools you will have a caseworker from the Transition Team to help.

The caseworker does the work the Connexions advisor and the social services workers would do. It is less confusing to have only one worker.

a young person comes under the care of the Transition Team the Transition Team caseworker will complete the Transition Assessment. All the social services teams use the Common Assessment Framework for their Transition assessments.

The Transition assessment will consider the eligibility for service provision from adult services for:

- Social care such as residential or supported living, short breaks (respite), day service, direct payments, outreach support, etc
- Continued education (mainstream colleges, specialist colleges)
- Support to access employment opportunities
- Benefits (assistance and advice to secure appropriate and eligible welfare benefits)
- Health services (ensuring appropriate liaison occurs between children's and adult health care services)

Transition Team

The Brighton and Hove Transition Forum, supported by the Learning Disability Partnership Board and the Children's and Young Peoples Trust, has developed a multi-agency Transition Team. This team oversees the social services Transition process for young people who attend Downs View Link College, Downs View School and Hillside School, which cater for

students with severe learning disabilities.

A pilot Transition Team was established in April 2007 to trial a new way of working where the family and young person have one contact person who covers all the roles (children's social services, adults social services, school, and Connexions,). Following the successful evaluation of the project it was agreed that a permanent Transition Team was needed. During 2009 the team, and the jobs in it, were made more permanent with merged caseworker job descriptions and the recruitment of a permanent manager for the team.

The team is made up of professionals from:

- Community Learning Disability Team (Adults)
- Children's Disability Team
- Connexions Plus

See Appendix 2 for more details about the Transition Team

Other people who might help



Amaze is a charity that helps parents with disabled children. Amaze has a worker, called a Transition Development Worker, to help schools and parents do good Transition planning.

Transition planning should be person-centred. It should be about the things that are important to you.



The Transition Development Worker puts together a book for parents to tell them what you can expect when you grow up.



The Transition Development Worker puts on meetings for parents and arranges training for parents and professionals.



You might have some special health needs that have to be thought about.

Maybe your community paediatrician and school nurse need to be part of the planning for when you grow up.

Other Professionals

The Transition Development Worker

A Transition Development Worker is employed by the charitable organisation Amaze to offer training and support in person-centred Transition planning to schools and to parents.

The Transition Development Worker puts together an information handbook for parents. The handbook is called 'Through the Next Maze'. The Transition Development Worker monitors its content and updates it as necessary, and ensures enough copies are available. The Special Educational Needs (SEN) Team posts the handbook out to parents whose children are in school Year 8/9. The SEN team also distributes the handbook to parents of Brighton & Hove children who are not attending schools in the city.

The Transition Development Worker writes a covering letter with an invitation for parents to attend Transition information meetings in July or September. The Transition Development Worker co-ordinates and facilitates the information meetings for parents.

The Transition Development Worker will identify training needs for parents and respond with a training programme. The Transition Development Worker works with the professional organisations involved in Transition planning to ensure that parents are fully involved and included in planning for their child's future.

Health Services

Health Information is an integral part of the young person's Transition plan, particularly for young people with long-term, complex health needs and physical disabilities.

The Special Educational Needs Team provides community paediatricians and school nurses with a list of children who are in Year 8 and have statements of special educational needs. This list is provided one year in advance of those children's Year 9 annual reviews (i.e. in the September prior to the reviews the following year).

The school requests that the community paediatrician and school nurse involved with the young person provide advice for the Transition/annual review. From the information given in the medical advice a decision is made about whether there is a need to involve a named health professional in the Transition planning meeting. Where appropriate, the health care professional will then attend subsequent annual Transition planning meetings.



If you get help from social services you might also get help from an advocate.

An advocate will make sure everyone thinks about what you want when they make plans.

If you cannot tell the advocate what you want the advocate will think about what is important to you.

Advocacy

Advocacy is available to all learning disabled young people going through Transition who are in receipt of a shared care package from Brighton & Hove City Council. Priority will be given to young people who are without a supportive family network. An advocate can help the young person express their wishes and feelings about their Transition. The advocate can attend meetings with and on behalf of the young person and make sure that their legal rights to services are upheld.

An advocate can also help a young person to put in a representation to Brighton & Hove City Council to address aspects of service provision or decisions affecting them; and if there is no satisfactory outcome, can help the young person to put in a complaint about services received.

For non-verbal young people, the advocate will practice Non Instructed Advocacy. This takes the stance that every person has certain needs that are fundamental to their well-being even if they are unable to express them and that the wishes and feelings of the young person can be ascertained through engaging with and observing the young person in all settings, and through discussions with key people in their lives.

The advocate will test any proposals affecting the young person by examining whether it will have a positive or negative impact on those fundamental needs. In

this way the young person is able to be an 'advocacy partner' regardless of the fact that he or she may have a limited ability to contribute to the relationship. The guiding set of fundamental needs are "the eight domains to a quality life", used by kind permission of Chris Sterling of Choices Housing.

The 8 Domains to a quality life are:

- Individuality
- Status and respect
- Partnerships and relationships
- Well being
- Competence
- Community presence
- Continuity
- Choice and Influence

What happens at different years

Year 8



When you are at the end of Year 8 your parents will get a book about Transition and will be invited to a meeting about Transition.



Year 9

Your first Transition planning meeting happens in Year 9.



Your Connexions personal advisor or your Transition Team caseworker will meet with you before the Transition planning meeting.

The school will make sure everyone who helps you is invited to the Transition planning meeting.

The stages of Transition

“Meeting the special educational needs of individual children requires flexible working on the part of statutory agencies. They need to communicate and agree policies and protocols that ensure that there is a ‘seamless’ service. Working supportively and in partnership with parents and the children and young people themselves will ensure that everyone involved understands the responses of the professionals concerned, and lead to a better quality of provision.” (SEN Code of Practice 2001 10.1)

School Year 8 (12 - 13 years old)

Annually, in April, the Special Educational Needs Team is required to produce a list of all pupils currently in National Curriculum Year 8 who have a statement of special educational needs whose first Transition plan will be needed in National Curriculum Year 9.

At the end of June, the Special Educational Needs Team will send out a handbook about Transition and a letter to all parents of children who will be due Transition planning in Year 9, inviting them to a Transition planning information meeting arranged by the Transition Development Worker. There will be a choice of 4 meetings that parents can attend; two evening meetings and two day time meetings. They will be held in July and early September and will be co-facilitated by the Transition Development Worker and a parent.

School Year 9 (13 - 14 years old)

A “transition plan must be prepared for all young people with a statement of special educational needs following the year 9 annual review. The aim of transition planning is to help the young person prepare for a successful transition to adult life” (SEN Code of Practice – SEN toolkit Section 10)

A young person’s first Transition planning occurs in National Curriculum Year 9 during the Year 9 review. In line with national good practice guidance on Transition planning, some special schools in Brighton & Hove are adopting a person-centred approach to Transition planning with pupils and their parents/carers.

The Special Educational Needs Team will send the list of all pupils in their area who will require a Year 9 review, no later than 2 weeks before the start of the school year, to the Connexions Plus Service. The list will include all pupils whether or not they are educated in a school. This information will help the Connexions Plus Service to plan attendance at Year 9 reviews. The Connexions Plus personal advisor will usually meet with the young person prior to the Year 9 review meeting. In terms of the system that pertains to those with disabilities, it is the school that initiates attendance at the Year 9 review by inviting the relevant professionals. For students of Downs View Link College, Downs View School and Hillside School the Year 9 review attendance will include the Transition Team caseworker who fulfils the Connexions role as part of generic working in the Transition Team.

The preparation for the Year 9 review will be undertaken by the head teacher, or a designated senior teacher, and a personal advisor from the Connexions Plus Service. The young person’s views and aspirations

Year 10



You will have another Transition planning meeting in Year 10. Everyone will check to make sure the things that are planned are being done.

After Year 10



When you are 16, if you have a disability, then adult social services has to think about whether you will need help from them.

If you are going to get adult social services help they will also help with your Transition planning.

There are meetings about Transition planning every year that you are in school.

for the future will have been recorded before the first Transition planning meeting, usually by the Connexions Plus personal advisor.

A caseworker from the local education authority will only attend Transition planning meetings if there has been a contentious placement issue raised by the family or school prior to the review. Young people who attend Downs View Link College will usually have a caseworker from the Transition Team involved in Transition planning.

A copy of the Transition plan and any advices is sent to the Special Educational Needs Team. The school is responsible for writing the Transition plan as part of the Common Assessment Framework and distributing it, together with the advices, to all relevant parties, including parents, and producing an accessible version of the plan for the young person.

The Connexions Plus personal advisor or the Transition Team caseworker will meet with the young person after the meeting to review plans and check Transition plan action points.

School Year 10 (14 - 15 years old)

The process of planning a young person's Transition remains active throughout the year. The National Curriculum Year 10 annual review is a Transition planning meeting that gives the opportunity to review what services have done for the young person since the last meeting. The Children and Young People's Trust's social work teams will inform the school directly if a case is opened or becomes active. The appropriate social worker will then be invited to the young person's Transition planning meeting. The Connexions Plus personal advisor will continue to be informed, by the school, of all review dates and will attend some as a priority.

The Connexions Plus personal advisor will give a guidance interview and ensure that an action plan is written outlining the young person's options after the age of 16. This will be updated and reviewed. After the meeting, which is convened and chaired by the young person's school, the Special Educational Needs Team will receive the Transition plan and annual review advices.

Students attending Downs View Link College, Downs View School and Hillside School will be assigned a caseworker from the Transition Team for ongoing support and advice.

School Years 11 through 14 (15 - 19 years old)

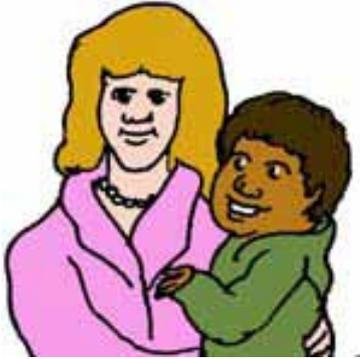
All disabled young people must be referred to adult social services in the year in which they are 16 years old. Adult social services will determine whether the young person meets their criteria for assessment. The Transition Team manages this process for students of Downs View Link College, Downs View School and Hillside School.

Final annual review meetings may take place in Years 11, 12, 13 or 14.

The young person will have ongoing involvement from the Connexions Plus personal advisor if the young person is moving on to work place training or further education. In that case the Connexions Plus personal advisor will produce a 'Moving On Plan' which will be sent to the training providers or further education colleges to facilitate the young person's Transition to that new training/ education. The Connexions Plus personal advisor will agree timescales and deadlines and ensure parents, carers and staff are informed of these.

The Connexions Plus personal advisor or Transition Team caseworker is responsible for ensuring that the requirements of

Looked after children



If you live with foster parents or in a children's home there is a special team to help with your Transition. They are called the Leaving Care or the 16+ team.

The Leaving Care personal advisor will make sure you get help to live independently.



The Leaving Care personal advisor might ask the Community Learning Disability Team to help you when you are an adult.

What happens after age 19



If you go to college or work experience after you finish school then your Connexions personal advisor will help make a plan for what to do when you finish college.

the September Guarantee are met and for confirming and recording intended destinations and the application process (i.e. has the young person had an offer of education or training?). The September Guarantee is an offer, by the end of September, of a suitable place in learning to young people completing compulsory education.

Looked after children (15-19 years old)

Many young people Transitioning from full-time care to adulthood have mild to moderate learning disabilities. Research has shown that this group of young people is particularly vulnerable to homelessness, mental ill health, criminality and poverty.

When doing the Leaving Care Assessment of Need, the Leaving Care personal advisor will identify the ability of the young person to manage independent living and the time scale required to achieve this. The personal advisor must develop a good understanding of the young person's needs and will refer to any Transition plan, statement of educational needs and current psychological or psychometric assessment as well as involving specialist services and partner agencies.

Where a young person is not able to live independently without appropriate levels of support, a referral will be made to the Community Learning Disability Team. The referral will include the thorough assessment highlighted above. This will include the Leaving Care Assessment of Need, Pathway Plan (at 16.5 years) and risk assessment and will identify any post-18 funding issues. The referral will be completed and forwarded to the Community Learning Disability Team by the young person's 17th birthday at the latest. The consent of the young person to share this information will be obtained beforehand.

The Community Learning Disability Team will then have primary responsibility for these young people and for meeting their assessed and evidenced needs.

Where case transfer from the Leaving Care Team to adult social services happens after the young persons 18th birthday, that young person will retain their Leaving Care personal advisor. The role of the Leaving Care personal advisor will be to assist in ensuring that the young person's rights and entitlements under the Children (Leaving Care) Act (2000) are met and that Pathway Plans are compatible with Community Learning Disability Team case planning. In the majority of cases the primary need is to effect a smooth Transition to adult social services and the Leaving Care Team may therefore perform a relatively minor role.

After 19 years old

If required, the young person will have an allocation to adult social services. For pupils of Downs View Link College, Downs View School and Hillside School the Transition Team will have managed this.

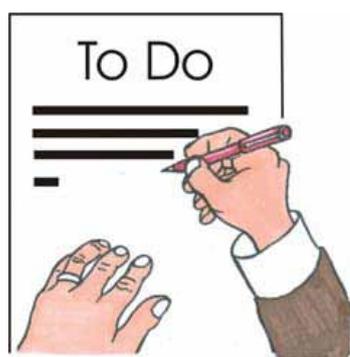
If the young person is not being supported by adult social services, the Connexions Plus personal advisor will continue to have contact up to the age of 25. This can include young people who are in further education, those who are in training and those seeking work based opportunities. It is the personal advisor or caseworker's responsibility to write a Moving On plan (also called a Section 139) for young people with statements of special educational needs and/or high support needs who are intending to move to education or training when they leave school. This can mean they are intending to move to higher education or independent specialist provision. The Brighton & Hove Connexions Plus service has provided these for young people up to the age of 20.

Other stuff you might want to know



If you are not happy with how you are being helped you can complain. The people who help with your planning can help you make a complaint.

We are still working to make things better for young people growing up.



Soon more people will get help from the Transition Team.

Soon people will get more choice about how social services help them.

Soon there will be better Transition planning in health services too.



If you get help from social services you might have to pay for a bit of that help. Your social worker or Transition Team caseworker will explain that to you.



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The Brighton & Hove Connexions Plus service has a personal advisor assigned to St John's College, which is an independent service provider that has a high number of students who are over 19 and have statements of special educational needs, support needs and/or disabilities.

Brighton & Hove Connexions Plus service has a drop-in service open five days a week throughout the city that is available to all young people up to age 19 and also to young people who used to have statements of special educational needs until they are age 25. At these drop-ins, or from the tracking phone calls made by Connexions Plus personal advisors, young people with learning disabilities/difficulties up to age 25 can, if necessary, be referred for guidance appointments and then may be referred to a personal advisor for help in finding suitable placements or for more intensive support.

Other important information

Complaints procedure

Each agency has a complaints procedure that should be followed if the young person, parents or carers are unhappy with the contribution of a particular agency. However, if the complaint is more general, it will be co-ordinated by the professional who is taking the lead for that young person's Transition planning. This will make sure the issue is sorted out quickly.

Development of Transition Processes

The procedures in this protocol reflect current practices and we will need to change them to include the effect of the following planned developments:

- The increased personalisation of adult social services
- The increased use of self-directed support
- The further development planned for the Transition Team to expand their remit beyond just the young people who attend Downs View Link College, Downs View School and Hillside School.
- The further development of Transition processes for health services and health service providers.
- The changes in adult learning with the end of the Learning Skills Council and the local authority taking up responsibility for management of adult learning provision.

Charging for social services

The local authority provides all children's services free to those who meet the relevant conditions for eligibility.

Adult social services have the power to charge for non-residential community-care services under the Department of Health's Fairer Charging Guidance. Also, adult social services have a duty to charge each person for whom the local authority makes arrangements to provide residential accommodation. It cannot charge for assessment-related services or advice. Our charging policy is on our website www.brighton-hove.gov.uk/index.cfm?request=b1103064.

The local authority will offer direct payments to young people who are eligible for a service from children's social services when they reach the age of 16. This will help promote independent living as the person can make more decisions for themselves, and have more control over their lives and this will help the move to adulthood.

Who to Contact

For further information or to make comments on this Protocol:

Jenny Brickell, Head of Integrated Child Development and Disability Services
Children & Young People's Trust
1st Floor,
Seaside View Child Development Centre
Brighton General Hospital
Elm Grove, Brighton, BN2 3EW

Tel: (01273) 265794

Fax: (01273) 265824

Information for parents or for schools interested in Person-Centred Planning:

Sue Winter, Transition Development Worker
Amaze
Community Base, 113 Queens Road
Brighton, BN1 3XG

Telephone: 01273 772289

Email: sue@amazebrighton.org.uk

Appendix 1: Transition – The Policy Framework

Key Legislation

Disabled Persons (Services, Consultation and Representation) Act 1986

The Act applies to both disabled children and adults and was designed to improve the coordination and effectiveness of resources and services for disabled people. *Its use is now limited as it has been superseded by other legislation and guidance.*

NHS and Community Care Act 1990

The Act places a duty on local authorities to assess individuals' need for services, and decide whether services should be provided.

Disability Discrimination Act 1995

Legislation which set a new definition of disability, places duties on all providers of services to the public, including education, to make services accessible, making reasonable adjustments to do so.

The Education Act 1996

The Transition review process which forms the main monitoring and planning tool for most disabled young people, is built on this Act and the code of practice issued under it, the SEN Code of Practice (2001).

The SEN Code of Practice outlines the statutory assessment process to identify special educational needs for young people who will probably require more support than is given at School Action and School Action Plus.

If the local education authority believes the support needed is greater than generally provided by mainstream schools at School Action Plus they will draw up a statement of special educational needs.

Subsequent legislation relating to pupils with special educational needs builds on this legislation.

The Children (Leaving Care) Act 2000

The Act amends the previous provision for care leavers set out in the Children Act 1989 and is designed to improve the life chances of young people living in and leaving local authority care.

Provides an entitlement to an assessment and a Pathway Plan and a personal advisor for each looked after and former looked after young person.

The Learning and Skills Act 2000

Places a duty on the Secretary of State, through Section 140 of the Act, to make arrangements for the assessment of disabled young people when they are undertaking or likely to undertake post-16 education or training or higher education. Sets out the reasons for seeking a specialist residential placement.

Carers and Disabled Children Act 2000

The Act requires local authorities that receive a request for a carer's assessment to assess the carer's needs and provide services that they think are appropriate in supporting the carer in their caring role.

No such provision was made in relation to children's services because local authorities

can provide services to the family under section 17A of the Children Act 1989.

The Special Educational Needs and Disability Act 2001 (SENDA)

SENDA amends both the Education Act 1996 and the Disability Discrimination Act 1995. It applies to pre- and post-16 education and makes it illegal to treat a disabled person less favourably than a non disabled person for reasons related to his/her disability, without justification. The act also requires institutions to make reasonable adjustments to ensure that a disabled student is not placed at a substantial disadvantage.

Health and Social Care Act 2001

Section 57 covers direct payments and extended their use to disabled young people aged 16 and 17.

The Carers (Equal Opportunities) Act 2004

This introduced a legal obligation on social services to inform carers of their rights. It ensures that work, lifelong learning and leisure are considered when a carer is assessed. It also allows social services to ask housing, health, and education authorities as well as other local authorities for help to support carers.

The Children Act 2004

The Act sets the legislative foundation for the actions agreed as a result of Every Child Matters. Includes provision for the establishment of a Children's Commissioner and for each children's service authority in England to make arrangements to promote co-operation between the authority, its partners and other appropriate bodies to improve the

well-being of children in the authority's area relating to areas which include physical health, emotional well being and education and training.

- Sets out a mechanism for establishing a database and sharing information, (Integrated Children's System).
- Brings in roles of key worker and lead professional.
- States that the views and wishes of children and young people should be ascertained and given due regard in determining the provision of services to them.

Disability Discrimination Act 2005

Widens the definition of disability, places a new duty on public bodies, including maintained schools, to positively promote disability equality and not discriminate in carrying out their functions.

NHS Act 2006

Section 242 of this Act places a duty on Strategic Health Authorities, Primary Care Trusts, NHS trusts and NHS Foundation trusts to make arrangements to involve and consult with persons receiving health services for which these bodies are responsible, or their representatives, in relation to the planning and provision of such services, developments and changes in such services and decisions affecting the operation of those services.

Guidance and Government reports

The Special Education Needs (SEN) Code of Practice 2001

The Code of Practice describes the annual review process from Year 9 and the place of the Transition plan within that process.

The responsibilities of Connexions are also detailed, who:

- must attend the Year 9 review and should attend the Year 11 review
- are responsible for overseeing the delivery of the Transition plan
- should be involved in the transfer of information
- must ensure a section 140 assessment is carried out under LSA 2000

The Code of Practice also acknowledges that young people with special educational needs who have not required a statement may require support in Transition and recommends that the Pathway Plan, Transition plan and Connexions Personal Action Plan should be the same document.

Valuing People: A New Strategy for Learning Disability for the 21st Century, March 2001

Valuing People sets out the new vision for services under four key principles of Rights, Independence, Choice and Inclusion. It highlights the issues young people face in Transition and sets an objective;

‘As young people with learning disabilities move into adulthood, to ensure continuity of care and support for the young person and their family; and to provide equality of opportunity in order to enable as many disabled young people as possible to participate in education, training or employment.’

The paper highlights the role of Connexions, including their responsibilities to young people up to the age of 25. It describes the responsibilities of Learning Disability Partnership Boards for establishing frameworks for person-centred planning which will build on the

assessment and planning work undertaken by Connexions and identifying a person with lead responsibility for Transition. Valuing People notes the importance of continuity in health care.

Sets an objective ‘To enable more people with learning disabilities to participate in all forms of employment, wherever possible in paid work, and to make a valued contribution to the world of work’.

Information to Support Connexions Partnerships in their Work with Young People with LDD, September 2002

This sets out the legal framework and the requirements of Connexions in their work with young people with learning disabilities/difficulties. In addition sets out a framework for supporting young people placed out of area in Transition and the responsibilities of home and host personal advisors. The arrangements are flexible but put most responsibility with the ‘host’ personal advisor to carry out assessments and attend reviews. However, the ‘home’ personal advisor is expected to attend the final review if the young person is expected to return to their home area.

Every Child Matters 2003

- Sets out to ensure that children at risk are protected within a framework of universal services, which support every child to develop their full potential.
- Sets out a vision for early intervention and effective protection which includes improving information sharing, establishing a common assessment framework and identifying lead professionals
- Says that it will improve the Transition to adulthood through the National Service Framework for Children, the

SEN Action programme and the work of Connexions

Removing Barriers to Achievement – The Government’s Strategy for SEN 2004

The strategy revolves around the key areas of early intervention, removing barriers to learning, raising expectations and achievement and delivering improvements in partnership.

The strategy also makes a commitment to work across government to improve the quality of Transition planning, setting national standards for health and social care through the children’s National Service Framework and to work with the Connexions Service and the Learning and Skills Council to expand educational and training opportunities and develop new opportunities for Transition to work.

National Service Framework (NSF) for Children, Young People and Maternity Services, September 2004, DH/DfES

The NSF is a ten-year programme intended to stimulate long-term and sustained improvement across all services in children’s health.

Standard 8 relates to disabled children and young people and those with complex health needs. Section 7 of Standard 8 is on Transition to adulthood. This sets out:

- A person-centred approach to Transition planning, focusing on the fulfilment of the hopes, dreams and potential of the young disabled person.
- The establishment of multi agency Transition groups.
- Support for young disabled people to use direct payments.

- Support to manage Transition for those with high levels of need, those in residential schools, looked after children and those with rare conditions.
- That agencies should develop local strategies to widen education, training and employment opportunities for disabled young people.
- The development by health services of appropriate adolescent/young persons’ services with a view to enabling smooth Transition to comprehensive multi-disciplinary care.

Assessment of Young People with LDD (Connexions), February 2004

This is revised guidance, including carrying out Section 140 [Learning and Skills Act 2000] assessments, that sets them in the context of wider Transition planning. It highlights that assessments must be carried out for young people with statements in their last year of compulsory schooling and for those with special educational needs but without statements.

This guidance sets out the need for Connexions and the local Learning and Skills Council, (LSC), to agree a format for S140 Assessments and to have a mechanism in place for influencing future service provision.

Improving the Life Chances of Disabled People, 2005

The report identifies and proposes policies, which will remove barriers and improve outcomes for disabled people. It sets out a vision that: “By 2025, disabled people in Britain should have full opportunities and choices to improve their quality of life, and will be respected and included as equal members of society”.

The report covers four key areas of disabled people's lives:

- independent living
- early years and family support
- Transition to adulthood
- employment

The section on Transition highlights three key ingredients needed for effective support for disabled young people, to ensure that they enter adulthood able to participate and be included:

- planning for Transition focused on individual needs
- continuous service provision
- access to a more transparent and appropriate menu of opportunities and choices.

Director of Adult Social Services (DASS) Guidance, 2006

This guidance makes it clear that the Director of Adult Social Services should be responsible for the arrangements to support the Transition of young people between children's and adults services and sets out a number of expectations for those in the role. It states:

"The DASS and the Director of Children's Services have put adequate arrangements in place to ensure that all young people with long-term social care needs have been assessed and, where eligible, receive a service which meets their needs throughout their Transition to becoming adults."

A Transition Guide for All Services, 2007

This guide brings together all key information for professionals about the Transition process. It includes information on statutory duties and offers examples of effective practice to illustrate how services are addressing local need.

Aiming High for Disabled Children: Better support for families, 2007

The government's transformation programme for disabled children's services. The programme identified that more work was needed to improve and co-ordinate services for disabled young people in Transition to adult life. After short breaks, Transition is the most heavily funded work stream under the Aiming High Programme.

Transition: Moving on Well, 2008

A good practice guide on effective Transition from children's to adult services for young people with complex health needs. The guide will help ensure that the young person and their family is better prepared for the move to adult care and that the adult care team has been involved in planning for the transfer.

Valuing People Now: a new three-year strategy for people with learning disabilities, 2009

Valuing People Now sets out the government's three year strategy for people with learning disabilities. It builds upon the principles in Valuing People and responds to the main recommendations in Healthcare for All, the independent inquiry into access to healthcare for people with learning disabilities.

The paper references *Aiming High for Disabled Children* and the Transition Support Programme, which will provide support to local areas in extending their practice in the following areas:

- engagement with young people and their families
- personalisation
- joint assessment processes
- multi agency working
- post 16 opportunities
- strategic partnership working

Appendix 2: Transition Team

Purpose and Role of Transition Team

Within a framework of self-directed support and person-centred approaches, the team aims to support young people with learning disabilities and their families so we:

- Maximise the young person's capacity to take control and make choices about their own lives
- Support families and carers to continue in their caring role as long as they are able
- Maximise social inclusion and access to opportunities normally associated with young people growing up
- Ensure all involved in a young person's life are well informed about the Transition process
- Assess the young person's eligibility for community care services and support them to access resources to meet their needs
- Ensure that the young person receives support to which they are legally entitled (for example: assistance from 16+ Team under Children (Leaving Care) Act 2000)
- Contribute to the development and commissioning of services in order to better meet the needs of young learning disabled people in Transition
- Do so in accordance within the framework of personalisation, and the values and principles of Valuing People Now, Children Act 2004 and Every Child Matters

- Facilitate young people's health needs through Transition
- Provide a single point of contact and streamlined but accurate information for Transition

Aims of Transition Team

- To provide a Transition service that provides one point of contact and supports young people and their families from ages 14-25 into adulthood.
- To be a multi-agency team that all work together, use the same systems and streamline the paperwork and bureaucracy.
- To make the young person and their parents/carers central to the process and avoid duplication of work and roles by all using the same working practice.
- To actively involve, inform and support the young person and parents/carers in the Transition planning process.
- To assess each young person holistically and share information and assessments across organisational boundaries.
- To allocate a lead professional for each young person.
- To devise a Transition plan and oversee, monitor and review this plan.
- To complete any assessments, reports and funding applications required within deadlines and to quality standards.

- To decide, and ensure implementation of, continuing support required by the young person up to age 25.
- To work in close partnership with key partners such as schools, Children & Young People's Trust, adult services, specialist health services and service providers.
- To ensure that the young person accesses services to which they are legally entitled.

How the Transition Team works

- In conjunction with the schools, use the Transition Common Assessment Framework to collate assessments for each young person assigned to the team at the Year 9 Transition meeting and at each subsequent annual review.
- Give impartial guidance, advice and information about all options and their implications and requirements to the young person and their parents/carers.
- Produce understandable information about the Transition process and young people's choices and destinations.
- Attend Year 9 and onwards Transition planning meetings with the young person, parents/carers and key personnel.
- Discuss priorities, aims and aspirations with the young person with appropriate reference to person-centred planning
- Actively involve parents/carers in planning for their child's Transition.
- Work closely with colleagues, especially those in schools, to ensure an effective Transition.
- Allocate a Transition lead professional at the Year 9 review taking into account the parents/carers and young person's views and the availability of personnel.
- Draw up a Transition action plan, which the lead professional will be responsible for overseeing.
- Ensure assessments and reports are identified and completed in time and to quality standards and available in electronic format (attached to Common Assessment Framework where IT capabilities permit).
- For those not eligible for community care services to signpost them to other support and services.

May 2010