

TRANSITION PROTOCOL

(for Young People with Complex Needs : Year 9 –Year 14)

1 What is Transition?

Transition simply means change. Changes occur for everyone as they make their way through life, and may not always be easy. For example, children can find it hard to leave the comfort of a familiar primary school. Similarly, the move from secondary school into college, or the world of work and independence, can be an exciting but often anxious time for anyone.

For young people with learning difficulties and disabilities and their families, the thoughts of transition, or change, can be even more worrying. These young people may not be able to access mainstream provision without support. This is why we need to make sure that clear information is available about what's on offer, what agencies they will come to know, and what support they can expect, to help prepare them for what their transition into adult life will bring.

2 How is Transition co-ordinated?

In September 2008, to achieve a more co-ordinated approach to transition planning, Wigan Council brought together a multi-agency Joint Transition Group (JTG).

The Group developed a Transition Protocol which sets out in year order, from Y9 until they leave school, what young people with a Statement of SEN and their families can expect, when, and who from. Hopefully, this will go some way towards minimising the concerns that accompany change for young people and their families.

The Protocol, which is revised each year to reflect feedback or changes in service delivery, aims to:

- clarify the process of transition planning for young people with complex needs from Year 9 onwards;
- set out roles and responsibilities for agencies involved in the process;
- ensure that sufficient information gathering and sharing has taken place to support young people through the process and into appropriate provision when they leave school.

The following have signed up to working together to support delivery in accordance with the Transition Protocol. All are represented on the JTG.

Access & Inclusion Team
Children with Complex Needs Team
Sensory Support Team
Children in Care and Care Leavers Team
14-19 Commissioning and Strategy Team
Parent Partnership Service
Connexions
Youth Service

Wigan Council – Adult Services

Adult Learning Disability Services Provision
Transition Social Work Team
Housing Strategy Team

Ashton, Leigh & Wigan Community Healthcare

Health & Wellbeing Care Group – Adult Learning Disability Service
Transition Nursing Team
Children, Young People & Families Care Group
Primary Health Service

The Group meets half-termly, to monitor and evaluate the transition process and promotes opportunities for feedback from young people, parents, carers and professionals alike. This may be through review meetings, or via the Transition Sub-Group of the Learning Disability Partnership Board, which links into the JTG.

3 Who does the Transition Protocol apply to?

Every parent whose child has a Statement of SEN and is entering Year 9 at school will receive information about the Transition process. These young people will have a Transition Review and a Transition Plan will be drawn up.

The Protocol will be relevant to all of them, but particularly those with the most complex needs, ie, those who when leaving school, will require long term support from a range of agencies outside of mainstream provision.

4 Adopting the Person Centred Approach to Transition Planning

In response to the Valuing People Now objective to improve transition, the JTG is promoting the adoption of a person centred approach to transition planning. This places the emphasis on the active participation of young people and their families in the planning process, to give them choice and control in setting the pathway towards the future. The approach is creative and flexible and helps people think beyond traditional services.

The aim is that all reviews from Year 9 onwards will be carried out in a person centred style. Training opportunities will be offered across agencies who can, in turn, familiarise young people and their families with this individualised approach.

5 The Transition Plan

According to the SEN Code of Practice:

“The Annual Review at Year 9, and any subsequent reviews until the young person leaves school, must include the drawing up, and subsequent review, of a Transition Plan. The Plan should draw together information from a range of individuals within and beyond the school in order to plan coherently, with the young person, for their transition to adult life.”

The Transition Plan will replace any previous Connexions Action Plan and will evolve and grow overtime. The Connexions Service is responsible for overseeing the delivery of the Transition Plan and the Connexions PA will co-ordinate its delivery.

Following each review meeting schools will submit the Transition Plan to the AIT with the review report.

6 The Transition Process

At the beginning of the school year, the Access and Inclusion Team (AIT) will draw up a list of all pupils in Year 9 who will require a Transition Review, and identify those pupils in mainstream, special and independent schools who have complex needs. All those identified will be closely monitored and tracked by the JTG to ensure that sufficient information gathering and sharing takes place to support these young people into appropriate provision when they leave school.

The AIT will write to parents giving details of the Transition process and emphasising the importance of the Transition Review.

The responsibility for arranging all Annual Reviews lies with the Headteacher, or designated person in school, who will be responsible for inviting parents/carers, the young person and all appropriate agencies. Schools will notify the AIT of review dates.

6.1 Transition Timeline

The formal transition process begins with the Year 9 Review.

6.1.1 The Annual Review at Year 9 (13-14yrs) – The Transition Review

Schools will arrange Transition Review meetings, inviting all relevant agencies. In the case of pupils attending New Greenhall School, these must be held during the Autumn Term.

The review must be attended by:

- The young person and their family or representative
- School staff
- Connexions PA

A representative from the Transition Social Work Team will also aim to attend. A representative from the Access and Inclusion Team will aim to attend reviews of young people with complex needs in mainstream schools and as deemed necessary

in special schools.

A representative from AIT will aim to attend the reviews of young people with complex needs in mainstream schools.

The review should also be attended by any other agencies currently actively involved with the young person, and those that may play a major role in the young person's life during the post-school years.

If at the Year 9 review, or any subsequent review, the young person is identified as having social needs, but is not known to the Children with Complex Needs Team (CWCNT), referrals can be made via the Children's Duty Team. Where possible, the referral should be made by parents/carers, but can be made by school, or any other appropriate agency, as long as the young person meets the Team's criteria. At this stage Adult Services have no responsibility to commission social care.

The Transition Nursing Team (TNT) can get involved in transition planning if the young person has a severe learning disability and intends to leave education at 16.

The TNT will share information about those young people identified as having complex needs at the Health Professional Transition Planning Meetings which will be held twice yearly.

The Headteacher, or designated person in school, will be responsible for drawing up the Transition Plan and the review report. These will be submitted to the AIT who will consider the report and take appropriate action.

6.1.2 The Annual Review at Year 10 (14-15 yrs)

Schools will arrange review meetings, to take place throughout the year, inviting all relevant agencies.

The review must be attended by:

- The young person and their family or representative
- School staff
- Connexions PA

The review should also be attended by any other agencies currently actively involved with the young person.

The Transition Plan will be reviewed at the meeting.

6.1.3 The Annual Review at Year 11 (15-16 yrs)

Schools will arrange review meetings, inviting all relevant agencies.

For young people leaving school at the end of Y11, review meetings will take place during the Autumn Term. The Connexions PA will attend and complete a Learning Disability Assessment (previously known as a Section 139a assessment). Where the young person attends a school which provides education up until the age of 19 years, and the young person will be staying on into Year 12, the review

meeting will be held during the Spring Term.

The review must be attended by:

- The young person and their family or representative
- School staff
- Connexions PA

A representative from the Transition Social Work Team will also aim to attend.

The review should also be attended by any other agencies currently actively involved with the young person.

The Transition Plan will be reviewed at the meeting and, if the young person is leaving school at the end of Year 11, a Learning Disability Assessment will be completed by the Connexions PA.

Adult Services will not provide an assessment for a young person with complex needs leaving school at 16 years, as these are only undertaken from the age of 17 years, with services starting at 18 years.

The TNT can get involved in transition planning if the young person has a severe learning disability and intends to leave education at 16 years. In some cases the School Doctor will have completed their school medical and provided a copy to the TNT.

For young people leaving education with ongoing health needs, who do not have a severe learning disability, there will be a clear health plan completed by professionals involved. This will be passed to the General Practitioner.

The Additional Support Service (ASS) will attend where appropriate. There is an acknowledged care pathway in place to illustrate joint working between the TNT and the ASS.

Young people who are deemed to be Care Leavers within the meaning of the Children (Leaving Care) Act 2000, are eligible for Leaving Care Services and will have a Needs Assessment completed which will inform their Leaving Care 'Pathway Plan'. The Plan, which will incorporate other Health Care/Transitional Plans, will be completed by 16 years and 3 months unless the young person qualifies later than this.

For young people leaving care, an Aftercare Worker/Personal Adviser will attend the review.

6.1.4 The Annual Review at Year 12 (16-17 yrs)

Schools will arrange review meetings to take place during the Spring or Summer Term, inviting all relevant agencies.

The review must be attended by:

- The young person and their family or representative
- School staff
- Connexions PA

A representative from the Transition Social Work Team will also aim to attend.

The review should also be attended by any other agencies currently actively involved with the young person.

The Transition Plan will be reviewed at the meeting and, if the young person is leaving school at the end of Year 12, a Learning Disability Assessment will be completed by the Connexions PA. If the young person is staying on into maintained post-16 school provision, the Transition Plan will be reviewed.

6.1.5 The Annual Review at Year 13 (17-18 yrs)

Schools will arrange review meetings to be held during the Spring Term, inviting all relevant agencies.

The review must be attended by:

- The young person and their family or representative
- School staff
- Connexions PA
- TSWT representative

The review should also be attended by any other agencies currently actively involved with the young person and those identified as playing a key role in this final phase of transition planning.

The Transition Plan will be reviewed at the meeting.

If the young person has a CYPS Social Worker, an official referral to the TSWT will have already been made around the time of their 17th birthday.

If there is no social care involvement at this stage, parents/carers, or the Connexions PA, may refer to the Central Duty Team. This should be discussed at the review. However, Adult Services cannot commission services until the young person is 18 years of age.

During the Autumn Term prior to the review, the Connexions PA will arrange to meet with the young person, on a 1:1 basis, to further discuss their post-school options and finalise the Learning Disability Assessment where this has not been done previously.

If the young person is a Care Leaver, then an Aftercare Worker/Personal Adviser will be involved as their responsibilities to the young person will go on to either 21 or 25 years of age in some cases.

This worker will not take the place of the social worker. Care Leavers' reviews are chaired and monitored by Independent Reviewing Officers. Where possible, reviews of differing types will be combined to save time and avoid unnecessary intrusion into the lives of families with children who have complex needs.

The Transition Social Worker will commence Outcome Focused Assessments in the young person's final year of education.

CYPS (CWCNT) and Adult Services (TSWT) will share assessments at this point.

Where an application for funding for future placement out of borough is to be made the Connexions PA will alert the JTG and begin the process of gathering evidence.

The TNT will aim to commence health assessments and person centred work from the Summer Term onwards. At this stage, the School Community Paediatrician may have completed their school medical and provided a copy to the TNT. Further medicals may be carried out in Year 14. The TNT will share information with the health professionals at the Health Professional Transition Planning Meetings which will be held twice yearly.

For young people leaving education with ongoing health needs, who do not meet the TNT criteria, there will be a clear health plan completed by professionals and passed to the General Practitioner.

The TNT will also share information at the Health Professional Transition Planning Meetings which will be held twice yearly.

6.1.6 The Annual Review at Year 14 (18-19 yrs)

Schools will arrange review meetings to be held during the Autumn Term, inviting all relevant agencies. This may include potential post-19 providers.

The review must be attended by:

- The young person and their family or representative
- School staff
- Connexions PA
- TSWT representative

During the Autumn Term prior to the review, the Connexions PA will arrange to meet with the young person, on a 1:1 basis, to further discuss their post-school options and finalise the Learning Disability Assessment where this has not been done previously.

Applications for funding for future placement out of borough will be finalised by the Connexions PA. This and supporting evidence will be submitted to the LA for consideration before they make the final application to the Young People's Learning Agency.

Prior to the Year 14 review, the aim is that Adult Assessments/Carer's Assessments, where appropriate, will have been completed by the TSWT.

For those with severe learning disabilities, the TNT will undertake health assessments, health action planning and continue with person centred work during the year. Information obtained during this process will be circulated to the young person, carers and other relevant key agencies.

The TNT will share information at the Health Professional Transition Planning Meetings which will be held twice yearly.

The TNT has clear pathways with the Adult Nursing Team, Complex Care Team and Down's Syndrome Team where young people with severe learning disabilities and complex needs may be referred. At this stage, for those young people who have Down's Syndrome, a baseline assessment is completed. Information will also be shared with the Primary Care Access Team.

If the young person is attending a residential college, after leaving education, and their intention is to return to Wigan, the TNT operates a trigger system.

7 Summary

This Transition Protocol sets out the roles and responsibilities for all services involved in transition planning for young people with complex needs. It provides a framework for the joined-up delivery of services, with a view to supporting young people and their families through the process, and achieving positive outcomes for them.

It is envisaged that by adopting a person centred approach, the process will become more meaningful and encourage the engagement of young people, their families and all relevant agencies.

Although the document focuses on the Annual Review process from Year 9 to Year 14, it is not to the exception of other actions taking place when required.

The Transition Protocol will be reviewed at the end of the Summer Term 2011.

September 2010

TRANSITION PROTOCOL

GLOSSARY OF TERMS

Access and Inclusion Team (AIT)

CYPS team responsible for all statutory processes relating to the education of children and young people with special educational needs.

Additional Support Service (ASS)

A multi-disciplinary team, within the Health and Wellbeing Care Group – Ashton, Leigh and Wigan Community Healthcare – Adult Learning Disability Service. The ASS provides services to individuals aged 16+ who present with behavioural challenges and who may also have:

- offending behaviour/potential to offend;
- mental health needs;
- autistic spectrum disorder.

Annual Review

All Statements of SEN for children and young people must be reviewed at least annually to ensure that any extra support given continues to meet the needs of the child/young person.

The Annual Review meeting provides the opportunity for parents, pupils, CYPS, the school/setting and all professionals involved to meet to discuss the progress made by the child/young person over the previous year, and to consider whether changes to the Statement are necessary to ensure that the support remains appropriate.

From Year 9 onwards the Annual Review is known as the Transition Review.

Central Duty Team

First point of contact for assessment referrals for adult social care services. The team deals with all new requests for help, which may need social work involvement, and assessment and re-assessment of need to determine service entitlement.

Care Leaver

Young people who have been in Local Authority Care for a consecutive period of 13 weeks since their 14th birthday, and who were in care on their 16th birthday, or some time whilst 16/17 years, will be deemed to be Care Leavers within the meaning of the Children (Leaving Care) Act 2000.

Children's Duty Team

CYPS social work team dealing with referrals from families, members of the public, and professionals, when there are either support needs or child protection concerns. The referrals may be acted upon by the team, or passed to another appropriate team for action as necessary.

Children with Complex Needs Team (CWCNT)

CYPS social work team working with children and young people who meet the criteria of having severe learning disabilities and/or multiple and profound physical disabilities.

Referrals are made via the Children's Duty Team, and may result in advice and guidance, or an assessment of the child or young person's needs. An assessment would identify how needs can be met, which may or may not include social care services. Workers in the team will also support families and young people who meet the criteria through the transition process to Adult Services, if appropriate.

Complex Care Team

A multi-disciplinary team, within the Health and Wellbeing Care Group – Ashton, Leigh and Wigan Community Healthcare, which supports people aged 18+ who have a learning disability and complex physical health care needs to access mainstream services, achieve and maintain good health and continue to live in their community.

Connexions Service

The Connexions Service provides information, advice and guidance (IAG) to all young people aged 13-19 years, and a targeted service to vulnerable groups including those with learning difficulties and disabilities up to the age of 25.

Connexions Personal Adviser (PA)

Personal Advisers work with all young people aged 13-19 years in education and community settings providing IAG and targeted support.

Complex Needs

In relation to transition, a young person will be deemed to have complex needs if their Statement indicates that, when leaving school, they will require provision which is over and above that which is normally available for the majority of people via mainstream options.

The term 'complex needs' would constitute complex learning difficulties; physical or medical difficulties/sensory impairments – or a combination of these.

Down's Syndrome Team

A team within the Health and Wellbeing Care Group – Ashton, Leigh and Wigan Community Healthcare – Adult Learning Disability Service, which provides a 'nurse-led' service to ensure the best possible health care for those with Down's Syndrome.

Fair Access to Care (FAC)

Guidelines from the Department of Health to decide eligibility criteria for adult social care services. FAC aims to provide greater consistency across the country on how decisions are made about whether or not people are entitled to receive services.

Health Professional Transition Planning Meeting

A six-monthly meeting between lead health professionals in Children, Young People and Family Care Group (for example Community Paediatricians), Nursing and Therapy) and TNT to share client information and review joint working practices. A protocol is in place.

Housing Strategy Team

Responsible for all housing development in the Borough. Through this team advance planning can help to ensure there is sufficient property suitable for young people with disabilities when they reach adulthood. Some dedicated resources in this team from 2007 to 2010 meant that the range of options available were extended to include shared ownership and rented options through leasing.

Independent Reviewing Officer

Chairs meetings to review and monitor both the Care Plan and the Pathway Plan for Care Leavers. In Wigan, attempts are made to ensure that, where possible, the same Reviewing Officer remains with the child/young person throughout the Care/Leaving Care period.

Joint Transition Group (JTG)

A multi-agency group, made up of representatives from Children and Young People's Services, Adult Services, Connexions and Health, which meets half-termly, to oversee and monitor the Annual Review process for young people with complex needs, from the Transition Review at Year 9, until they leave school.

Young People's Learning Agency

Public body responsible for young people's learning by providing financial support to young learners; by funding academies, general FE and sixth form colleges, and other 16-19 providers delivering Foundation Learning; and supporting local authorities to commission suitable education and training opportunities for all 16-19 year olds. The YPLA is also responsible for funding education for young offenders in youth custody and young people with learning difficulties assessments up to the age of 25.

Needs Assessment

An assessment of need, carried out under the requirements of the Children (Leaving Care) Act 2000, to inform the Pathway Plan. This overlaps, in many areas, with other assessments carried out for young people with complex needs, so should be done sensitively, taking other assessments into account, without necessarily having to repeat the whole assessment.

Parent Partnership Service (PPS)

All Local Authorities have a statutory duty to provide a PPS, run at arms length, which can provide independent/impartial information to parents/carers in respect of their child's special or additional educational needs.

Pathway Plan

Formulated from the Needs Assessment, the plan lays down the needs of the Care Leavers and how the Local Authority will meet those needs. Usually reviewed six-monthly, by an Independent Reviewing Officer, but can be earlier at the request of the young person or other significant person who has concerns.

Personalised Budgets

An allocation of funding given to service users – following an assessment – which should be sufficient to meet their assessed needs. Users can either take their personal budget as a direct payment, or – while still choosing how their care needs are met and by whom – leave councils with the responsibility to commission the services. Or they can have a combination of the two.

Primary Care Access Team

A team within the Health and Wellbeing Care Group – Ashton, Leigh and Wigan Community Healthcare – Adult Learning Disability Service, which provides a 'nurse-led' service to ensure primary care services meet the needs of the learning disabled population.

Learning Disability Assessment

The Connexions Service is statutorily responsible for carrying out a Learning Disability Assessment. This key document is an information-sharing tool which is produced for all students with a Statement. It is a summary of need and provision, which is completed in the Autumn Term of the student's final school year, which for most students will be Year 11 and shared with post-school providers.

The Assessment acts as an 'early warning' device for the 14-19 Commissioning and Strategy Team to determine the level of funding required by post 16 providers to enable them to provide the necessary support to young people with learning, disabilities and difficulties. It gives the potential provider a complete picture of the student, for use in preparing the student's future provision package.

Special Educational Needs (SEN)

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Statement of SEN (Statement)

Legal document, drawn up by Local Authorities, which sets out the needs of the child/young person and the help they should receive.

Transition Nursing Team (TNT)

A team within the Health and Wellbeing Care Group – Ashton, Leigh and Wigan Community Healthcare – Adult Learning Disability Service, which provides a 'nurse-led' service that aims to facilitate a seamless transfer of health provision to help ensure that the health needs of young people with severe learning disabilities are met within Adult Service Provision.

Transition Plan

The Transition Plan is drawn up at the Year 9 review and reviewed annually. It records information gathered from a range of individuals, within and beyond school, in order to plan for the young person's transition to adult life. The Plan should include on-going school provision under the Statement, as overseen by the AIT.

The Headteacher, or designated person, has overall responsibility for drawing up the Transition Plan, with support from the Connexions PA, who is responsible for co-ordinating the delivery of the Plan.

A copy of the Transition Plan must be submitted to the AIT at Year 9, and reviewed, updated and re-submitted following subsequent Annual Review meetings, with the review report.

Transition Protocol

Drawn up by the JTG in order to develop a more co-ordinated approach to transition planning, particularly for young people at 14+ with the most complex needs.

Transition Review

The Annual Review meeting in Year 9, at which the Transition Plan is drawn up. This marks the beginning of the transition process.

Recommendations from all Annual Review meetings will be submitted by schools to the AIT using standard Annual Review documentation.

Transition Social Work Team (TSWT)

Adult social work team working with young people, at Year 9 and above, with learning difficulties and/or disabilities, to ensure a smooth transition from CYPS to Adult Services.

This document can be made available in other formats and languages on request from CYPS, Access and Inclusion Team, Progress House, Westwood Park Drive, Wigan WN3 4HH.

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