

Devon Transitions Protocol for young people with special needs

(simplified version)

As agreed by:

- **Devon Learning Disability Partnership Board**
- **Devon Children's Trust**
- **Connexions/Youth Offending Team Chief Officers' Group**

MAY 2004



“The transition process is for the benefit of the young person who should always be at the centre of the process”

(Comment from a parent)

Key Policy Statements

1. The following people will work together to help the young person move smoothly through the Transition process:

- Connexions Cornwall and Devon (Devon)
- All Devon Secondary Schools, including secondary phase special schools
- Devon Local Education Authority (LEA)
- Devon Social Services
- All National Health Service (NHS) Trusts
- Learning and Skills Council (LSC) and all LSC-funded provision
- Voluntary organisations as appropriate

Young people and their parents/carers are also key partners in the process. They may be involved in a number of ways e.g.

- supporting the delivery of services
- giving feedback about how the Transition process is working, with the aim of continuous improvement.

2. The Transition process is in two phases:

- Phase 1 covers 13 to 19 year olds (years 8 to 14)
- Phase 2 - which is still to be developed - will cover those young people over the age of 19 who will continue to need support from a number of agencies.

3. The procedures included in the Devon Transitions Protocol will meet the legal requirements placed on all agencies involved and comply with other relevant national guidance.

4. Other protocols will be developed and used as appropriate as part of the Devon Transition Protocol e.g.

- NHS transitions from Child and Adolescent Mental Health Service (CAMHS) to adult mental health services protocol
- Transition from Joint Agency Teams (JATs) to adult learning disability protocol

5. Phase 1 of the Devon Transitions Protocol covers 3 main transition stages:

- i) the transition review/plan at year 9 (age 13/14)
- ii) the transition review/plan for school leavers at year 11 (age 15/16)
- iii) the transition from children to adult services (age 16-18)

Some Key Principles

- Transition is a continuous process rather than a series of assessments and reviews.
- The process is for the benefit of the young person who must be at its centre.
- There will be a commitment to the process from all involved to ensure effective preparation for, and implementation of, transition plans. This will include preparation for meetings and reviews around transition planning, and giving adequate notice and time for such meetings. Where key professionals are unable to attend a review, parents/carers have the right to ask for an alternative date.
- Young people and their parents/carers are partners in the transition process. They will be fully involved in further developing the Devon transitions policy, protocols and procedures. Parents/carers also have a role in supporting their young people to make realistic choices.
- It is recognized that young people and their parents/carers have equal rights within the process and, where they have differing views, these should be separately recorded.
- Young people should be informed, prepared and fully involved in drawing up their own transition plans, using communication tools relevant to the type and complexity of their needs. Independent representation/advocacy services should be made available to assist young people in this regard.
- Parents/carers of young people who are going through transition planning will be fully involved in drawing up the transition plan.
- While recognising there might be differing views amongst those involved, there must be a commitment from all to seeking creative solutions, which benefit the young person and helps them in achieving their transition plan.
- All agencies involved will provide an integrated information service to young people and their parents/carers about all aspects of transition planning. This will be available both in hard copy and electronically e.g. information packs, web pages etc.
- All agencies will have clear policies and procedures which respect diversity and support anti-discriminatory practice.
- Services to meet needs as identified in a transition plan, will be met as far as possible within the young person's preferred locality.
- The protocols and procedures for transition services will ensure minimum duplication of assessment and planning for young people, parents/carers and professional staff.
- These protocols and procedures will be based as far as possible on a common assessment and planning framework and methodologies.
- All transition plans will be co-ordinated by a single named keyworker employed by one of the agencies, or by a parent/carer keyworker working within the Parent/Carer Keyworker Scheme. Young people and/or their parents/carers have the right to express their choice of keyworker.
- The transition plan is owned by the young person, but all information will be made available to agencies involved in the plan unless the young person or parent/carer (as appropriate) states otherwise.
- There should also be a mechanism to make sure parents/carers are fully informed of, and understand, any subsequent decisions that affect the Plan.

- The majority of the young people affected by these protocols and procedures will have a statement of Special Educational Needs (SEN). Other pupils will be identified who could come within, and benefit from, the protocols and procedures. It is envisaged that the numbers of such pupils will be greater in later years than at year 8.
- The protocols and procedures will contain jointly agreed service standards which will be subject to joint arrangements for performance monitoring and quality assurance.
- An effective arbitration/disputes process will be developed.

The effectiveness of the Devon Transitions Protocol will be carefully monitored

A procedure for this will be developed on the following lines:

- a) Are transition plans in place as specified in the protocols at each key transition stage?
- b) Have procedural and quality standards been met?
- c) Have young people and parents/carers been involved appropriately?
- d) Have agreed plans been implemented?
- e) Do the young person and their parents/carers feel that the process has operated smoothly?

Further details to follow.

Year 8 12-13 years

What should happen?

- You should receive an Information Pack about Transition.
- Connexions, Health & Social Services to be informed of statemented young people, including primary reason for SEN
- Connexions to be informed of young people on School Action and School Action Plus
- Preparation for year 9 Transition Review meeting is carried out. Good practice for these to be integrated with other statutory reviews (with permission of family)

Who should do it?

- LEA – County Special Education Team (CSET)
- School
- Young person and family
- School
- Connexions
- JAT team member as appropriate
- Key worker if identified

Year 9 13-14 years

What should happen?	Who should do it?
<ul style="list-style-type: none"> • Arrangements will be made to hold a Transition Review meeting. • Transition Review takes place. (Good practice for these to be integrated with other statutory reviews with permission of young person and family) • Transition Plan drawn up. • Procedure for ascertaining whether or not a child is disabled (under Section 5 of the 1986 Disabled Persons Act) will be carried out. • Relevant adult services team to be informed where there is a strong possibility of significant input/funding packages from age 18 • Arrangements will be made to deliver what is in the Transition Plan 	<ul style="list-style-type: none"> • School should consult parents as to other professionals involved and send out appropriate invitations. Minimum 2 months notice. • CSET will do this for young people educated other than at school • Attended by: <ul style="list-style-type: none"> ○ Young person ○ Parent/Carer ○ School representative(s) ○ JAT team member as appropriate ○ Existing key worker if already identified ○ Connexions personal adviser ○ Other invitees identified by parents • Headteacher (if pupil at mainstream school) in consultation with Connexions service • LEA (if pupil attending non-maintained special school, independent school or being educated otherwise than at school. • The LEA for children who have statements of SEN. • JAT or Care Manager/Practice Manager within District Social Services • Named key worker identified to oversee delivery of Transition Plan

Year 10 14-15 years

What should happen?	Who should do it?
<ul style="list-style-type: none"> • Arrangements will be made to hold an Annual Review meeting. Good practice for these to be integrated with other statutory reviews (with permission of young person and family) • Preparation for year 10 Review meeting is carried out. • Annual review of Transition Plan takes place, to include: <ul style="list-style-type: none"> ○ check on progress ○ consideration of appropriate post-16 opportunities/options available ○ benefit checks ○ review of health needs • Relevant adult services team informed where strong possibility of significant input/funding packages from age 18 	<ul style="list-style-type: none"> • School. If integrated review, time allocation needs to reflect this • CSET for pupils educated out of school/non-maintained/independent schools • All involved • School • Connexions link PA • Other agencies/Organisations as appropriate • Finance and Benefits (FAB) team – keyworker to signpost • Health • JAT key-worker or Care Manager/Practice Manager within District Social Services

Year 11 15-16 years

What should happen?	Who should do it?
<ul style="list-style-type: none"> • For children who do not have a statement of SEN: discussion should take place between parents and representatives from the agencies to decide if the child should have a formal Transition Plan drawn up. • For children who already have a Transition Plan and are part of the formal Transition process: Information to be given to parents/professionals prior to the Review meeting about: <ul style="list-style-type: none"> ○ The nature of the review ○ longer term options ○ funding arrangements ○ purpose and process ○ eligibility/Fair Access to Care (FAC) ○ legal responsibilities ○ direct payments and possible service options • Preparation for year 11 Review will be carried out. • Preparatory work for assessment under the Learning & Skills Act section 140 for any pupil planning to leave school at end of year 11 for further education / training / employment with training. Assessment must identify support needs and provision required to meet these. • Relevant agencies informed of annual review dates including the post-16 provider, if already identified. Good practice to integrate with other statutory reviews (with permission of young person and family) • Annual review of Transition Plan takes place, to include as appropriate: <ul style="list-style-type: none"> ○ check on progress ○ choices – applications or funding applications ○ transition to college/employment/day services ○ benefit check (if not completed) ○ consideration of long-term 	<ul style="list-style-type: none"> • Parents and representatives from the agencies. • Key worker to co-ordinate the provision of information by the various agencies. • All involved • Connexions PA • School. If integrated review, time allocation needs to reflect this • CSET for pupils educated out of school/non-maintained/independent school • School • Connexions PA • Keyworker/Connexions PA/Other agencies/organisations as appropriate • FAB Team/Welfare Rights

<p>independence/housing</p> <ul style="list-style-type: none"> • Core information and possible future needs passed on to adult services • If it appears that a young person might be eligible for adult services, then a “pre-referral” should be made to the appropriate adult services team so that they may consider appointing a shadow care manager • If leaving school, Section 140 assessment as above completed and passed on to post-16 provider and other relevant agencies with consent of young person and parents as appropriate. • Agree who co-ordinates next review on case-by-case basis. • Agree likelihood of future joint involvement/Connexions only support 	<ul style="list-style-type: none"> • Keyworker • JAT Practice Manager (or equivalent) • Keyworker or JAT Practice Manager • Connexions PA • If the young person leaves school, key worker (in consultation with parents) is responsible for informing other agencies named in the Transition Plan of : <ul style="list-style-type: none"> ○ The new post-16 learning provider, and ○ The co-ordinator of the next review. • Connexions/JAT/Adult Team
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Year 12 16-17 years

What should happen?

Who should do it?

- Parents/professionals are informed of review. Information to be provided to parents and professionals prior to review:
 - nature of review
 - longer term options
 - funding arrangement
 - purpose and process
 - eligibility/FAC
 - legal responsibilities
 - direct payments and possible service options
- Annual review meeting takes place to include:
 - a review of progress
 - for those identified as needing Adult Services, confirmation of who is the allocated “shadow” care manager
 - identification of support for a move to college/training/employment
 - benefits check if appropriate
 - discussion of the longer involvement of Connexions
 - confirmation of who is responsible for co-ordinating year 13 review

- Co-ordinator as agreed in Year 11 Transition Review meeting.
- Keyworker

- All involved.
- Appropriate Adult Team

- Welfare Rights and FAB Team if appropriate

Year 13 17-18 years Final review for Phase 1	
What should happen?	Who should do it?
<ul style="list-style-type: none"> • Review of Transition Plan – preparation, attendance, co-ordination and follow-up as before • Issues to be flagged up: <ul style="list-style-type: none"> ○ review of progress to date ○ finalise any arrangements for transfer to adult social care and/or health care ○ decide if joint agency involvement will continue ○ consider if a move into Phase 2 of the Transition process is appropriate. 	<ul style="list-style-type: none"> • All involved

Closure of Protocol
There should be continuing inter-agency reviews on an annual basis until the young person is settled in post16 education or training.

Appendix – subsidiary protocols

The following subsidiary protocols linked to transitions are either available or being developed:

- Joint Agency Team to Adult Services (completed)
- Child to Adult Mental Health Services (to be developed)
- Care Leavers (under development)
- Education/Social Services: early identification of children with a disability under the 1986 Disabled Person's Act (under development)

For further details – please ask your key worker or care manager.

What the jargon means

Advocacy services

A service which offers advice, information, support and representation to a child, young person or parent who wants to have their wishes and feelings taken into account when decisions are made about themselves or their child.

Annual review

If your child has a Statement of Special Educational Needs, the County Special Education Team must review the statement once a year to monitor your child's progress and to ensure the Statement continues to meet his/her needs. In addition in Year 9, the Transition Plan will be drawn up as a part of this review, and this will also be updated each following year until your child leaves school.

Anti-discriminatory practice

This is the way in which professionals should work. It means working in a way that does not disadvantage, oppress or discriminate against an individual or group of people, on any grounds (such as age, class, disability, employment status, ethnicity, gender, homelessness, race, religion, sexuality). To fully work in this way means challenging discrimination and oppression where it exists, and empowering individuals and groups to take steps to overcome these barriers.

Care manager

This is usually a member of staff, who is responsible for the management of a case and for co-ordinating and writing care plans. In Joint Agency Teams they are referred to as a Key Worker.

Connexions

This service provides a single point of access for all 13-19 year olds to help them prepare for the transition to work or college and adult life.

Connexions personal adviser (PA)

The Connexions personal adviser is there to give support and help to deal with any problems a young person may have, be they with housing or benefits, relationships, looking for work, education or training.

County Special Education Team (CSET)

This team provides several different services:

Support and Advisory Teacher Service (SATS) – offering advice on ICT/SEN, visual impairment, hearing impairment, learning support, physical difficulty, communication and interactive difficulties.

Statutory Assessment (statementing)

Nurture Units, Speech and Language Units, Autistic Clusters and Autistic Centres.

Direct payments

Direct payments are payments given to individuals by Social Care to enable them to buy services they have been assessed as needing.

Disability Code of Practice

There are two. One is for schools and the other covers post 16 provision. These two codes explain the duties to avoid disability discrimination in education. They outline the measures needed to promote equality and eliminate discrimination in education and individuals' rights.

Diversity

As a noun 'diversity' describes a range or variety. In this instance it is used to highlight the range of people and differing circumstances which our society encompasses.

Fair access to care (FAC)

Eligibility criteria for services for adults based on the Department of Health Guidance

Finance and Benefits (FAB) Team

Under the new system, to ensure that everybody pays a fair charge and to check that everyone is already claiming any full state benefit to which they may be entitled, a new joint agency finance and benefits assessment team has been set up.

We are unique in Devon, at the time of writing, in that we are the only Local Authority area in the country which has established a statutory / voluntary sector partnership operational Finance and Benefits Team in order to implement Fairer Charging.

The FAB Team is made up of:

- Department of Work and Pensions, Pension Service, home visiting officers based in local Pension Service offices.
- CAB home visiting officers (based in and employed by local Citizens Advice Bureaux across Devon).
- Devon Welfare Rights Unit, which is a project of the Citizens Advice Service and provides a development, training, consultancy and support role for visiting officers.
- Care Direct, which provides an operational project management role and acts as a central client referral and co-ordination point.
- Devon Adult and Community Services Client Financial Services Staff who carry statutory responsibility for financial policy matters; for final decisions on and notification to clients on individual client charges and for administration and collection of charges payable.

Health service (NHS) trusts

- Devon Primary Care Trust
- Devon Partnership Trust providing Mental Healthcare Royal Devon and Exeter Healthcare Trust in Exeter
- North Devon Healthcare Trust which runs North Devon General Hospital in Barnstaple.

Individual education plan (IEP)

A document that sets targets for a child to achieve. A review date will be arranged to monitor the child's progress. The plan should include the following:

- the child's learning and behaviour targets

- specific details about the help which will be given to the child
- specialists involved and any activities
- materials and equipment to be used
- teaching strategies
- medical and support needs
- how arrangements will be monitored, assessed and reviewed
- help from home

IEPs will normally be written for children who have support through Early Years Action, Early Years Action Plus, School Action, School Action Plus and Statements of SEN.

Inter-agency working

This refers to professionals from different agencies working together to provide integrated assessments and care plans. The different agencies could include social services, health, education, Connexions, youth offending team and any other agency working with an individual.

Joint Agency Team (JAT)

A group of professional people from Health, Education and Social Services who work together to assess and to provide for a child's needs.

Keyworker

This is the person who is responsible for co-ordinating your transition plan, and in areas where Joint Agency Teams are working, is the person within the JAT who works with a young person and their family to complete assessments and reviews, including transition planning.

Learning & Skills Council (LSC)

The LSC is responsible for planning and funding high-quality vocational education and training for everyone. Their goal is to improve the skills of all of England's young people and adults.

Outcome measurement

This is how we will monitor whether or not we are being successful in supporting young people through the transition process.

Practice manager

A person who is responsible for allocating, monitoring and supervising the work of the care staff within their team.

Parent/carer keyworker

This is how we refer to the parents or carers of a young person who has joined the scheme that supports them to be the key worker for their own child(ren).

SEN Code of Practice

The Government issued a new Code of Practice on 1 January 2002. It gives practical guidance to Local Education Authorities and schools on their duties in special education. Those with statutory responsibilities under the Education Act "must have regard to" the Code of Practice.

The Code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs to:

- reach their full potential;
- be fully included in their school communities;
- make a successful transition to adulthood.

The Code explains the way that LEAs are to operate policies and procedures, in line with the legislation covering special educational needs. There is a clear commitment to:

- the right of children with special educational needs to be educated at a mainstream school;
- arranging for parents to be provided with advice and information, and a means of resolving disputes;
- ensure that schools and nursery education providers inform parents of any special educational provision.

The involvement of parents, pupils and voluntary agencies is seen as essential to the identification of, assessment of, and provision for, children with special educational needs.

The Code of Practice gives guidance to those involved in special education, but it does not tell them what to do in every case. Professional staff involved in assessment and provision are expected to use their judgement as to how best to support children with special educational needs.

SENCO - Special educational needs co-ordinator

The teacher with the responsibility for the planning of the special educational provision within a school.

School Action/School Action Plus

Your child's school must tell you if they think your child has special educational needs. Your child's teacher or the SENCO will collect information about your child, which may include additional information from you and other people who work with your child. He/she will discuss with you what extra help is needed. This is called School Action, and at this point an individual education plan (IEP) should be developed.

If there are concerns that the progress your child is making with support at School Action is not adequate the SENCO will ask your permission to seek further advice from external support services. The new IEP which is drawn up following this is School Action Plus.

Section 140 assessment

Section 140 of the Learning and Skills Act (2000) sets out a Framework for Connexions Personal Advisors to use when assessing the needs of young people. Young people can receive an assessment under section 140 of the LSA (2000) up to the age of 25.

Shadow care manager

When a young person is transferring to an adult services team they will often have contact with a worker from that team before the official transfer date. This person will 'shadow' their case in order to complete all the necessary assessments prior to the transfer date, so that the transition between teams is as smooth as possible.

Special school

A school that is just for children with Statements of SEN who have very significant individual needs.

Statutory assessment

A very detailed assessment of a child's special educational needs. It includes parental, educational, psychological and medical advice and also the advice of any other professional involved with the child. This can also be called a multi-agency or multi-disciplinary assessment.

Statement of Special Educational Needs (SEN)

A legal document that sets out a child's needs and the specific help he or she should receive.

Statutory requirements

Actions that local authorities, the health service and other partner agencies are forced to carry out by central government.

Transition plan

This is the document which will be drawn up during the Transition Review which happens in the school year that the young person is 14. It will be reviewed every year until the young person moves into adulthood.

Transition protocol

This is the document that sets out the procedures and responsibilities for all the agencies involved in the transition process, and shows the timetable within which planning should take place.

Transition review

This is a meeting which takes place when a young person is in Year 9. The LEA has a statutory responsibility to organise this meeting and to invite relevant professionals and the parents of young people. During this meeting the Transition Plan will be drawn up, and then reviewed in subsequent meetings.