

Wiltshire Multi Agency Transition Protocol

for young people with additional needs
from 14 (year 9) to adulthood.



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Executive summary

Transition can be a stressful time for young people and their parents/carers. They may be unsure about what to expect and what help may be available in order to plan for the future. This multi-agency transition protocol seeks to address these concerns.

This protocol applies to the key decision makers and organisations in Wiltshire who have a duty or responsibility in ensuring that young people with additional needs have access to the information, support and opportunities needed to make a successful transition to adulthood. It has been signed up to by the following agencies which are regarded as partner agencies in the document.

Wiltshire Council's adult care

Wiltshire Council's department of children and education including Connexions

Wiltshire NHS

This protocol has been developed after consultation with colleagues from all the key agencies, young people and their parents/carers using a variety of methods including consultation events, interviews and surveys. Incorporated into the protocol are the underlying principles identified by the National Transition Support Programme (NTSP) as their requirements for a smooth transition.

The purpose of the protocol is:

1. to enable the young person and their families to be actively involved in planning their future to help ensure that their transition is a smooth one
2. to ensure everyone involved in transition is clear about the specific roles and responsibilities of the key agencies so that they can work together to support the young person at the centre of this process
3. to act as a driving force for improving young people's experience of transition across Wiltshire.

Below are some key areas for development taken from the protocol and implementation plan.

1. The need for integrated multi-agency working at all levels of the process
2. Person-centred approaches are promoted as a way in which all professionals should work and a common approach is identified.
3. Young people and parents are recognised as partners in the process and will be involved in all aspects of the transition process.
4. Partner agencies will provide an integrated information service to ensure that families and young people are provided with a wide range of appropriate information about transition planning.

Some of the proposed actions to ensure that these objectives are achieved:

Point 1

<p>To develop multi-agency working at all levels</p>	<p>To develop interim transition panels to monitor and oversee the transition of young people To investigate the possibility of local transition teams</p>
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Point 2:

<p>A person-centred approach working with young people</p>	<p>All professionals involved in transition planning are trained in person-centred approaches All year nine reviews in Wiltshire special schools will be person-centred All year nine reviews in mainstream schools in Wiltshire will be person-centred To develop a format for recording person-centred reviews which details a young person's aspirations and needs and how they can be met, whilst still meeting statutory requirements</p>
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Point 3

<p>Parents are involved in all aspects of the transition process</p>	<p>Parent representatives on the Transition Partnership Board The newly established parents' forum, the Parent and Carers Council, will play a key role in involving parents and carers at all levels of the transition process. Good practice for supporting parents at reviews will be developed</p>
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Point 4

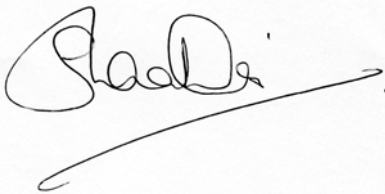
<p>Provide families and young people with up-to-date and timely information in a variety of formats on support available, opportunities, and the transition process</p>	<p>Develop a transition pathway that is accessible and clearly sets out the requirements laid out in the protocol An integrated information pack will be made available for pupils in year nine and their families. Information on transitions will be made available on a website. A DVD for pupils will be made covering the key options and transition process. An annual transition event will be organised.</p>
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We are sure this guidance will assist us all in planning the transition to adult life for vulnerable young people.

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Chief Executive
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September 2009

PART 1 – Background

1.1 Introduction

This protocol has been developed as part of the work carried out by Wiltshire Transition Partnership Board which is made up of a variety of organisations, including statutory and voluntary, working with young people in transition. The board has a responsibility to develop person-centred policies, procedures and protocols covering the transition from childhood to adulthood.

The term transition is a generic term that can be applied to all young people as they move into adulthood. It covers that stage in their lives when most young people develop their independence. This includes leaving school, perhaps going on into further education, employment or training, maybe leaving home. For some disabled young people, or those with special educational needs, having access to timely and comprehensive information may be enough to help them reach their goals. For other young people more support may be needed during this transition period from a range of services to enable them to reach their potential.

Part 1 provides the context and strategic background to the protocol.

Part 2 outlines how the national transition support programme's key principles will be taken forward in Wiltshire including multi-agency working and person-centred transition planning.

Part 3 outlines the roles and responsibilities of the key agencies involved in the transition process.

Part 4 is a year-by-year summary of responsibilities which is intended to help all agencies and practitioners work together and to review their practice in order to develop and provide more effective support.

Where the term 'Wiltshire' is used it is referring to the Wiltshire area and not specifically to Wiltshire Council unless otherwise stated.

The appendices cover the national and local policy context in more detail. A glossary of terminology used in transitions is available at the back of the appendices.

The implementation plan and protocol are 'live' documents that will be regularly reviewed and updated on the Intranet. Implementation of the protocol is with immediate effect, and we would request that you circulate and discuss the document with your staff. In addition to the hard copy, the document will be available electronically from Susan Tomes, the programme lead for transition, also via the Wiltshire Council's intranet, the Wiltshire Pathways site www.wiltshirepathways.org and via the Wiltshire Council site www.wiltshire.gov.uk

The Transition Partnership Board chaired by Susan Tanner, strategic manager for aiming high for disabled children, department of children and education, Wiltshire Council, will monitor the implementation of the protocol and will undertake a review after 12 months.

Should you have any questions regarding the protocol, please contact Susan Tomes, programme lead for transition, by email: susan.tomes@wiltshire.gov.uk, or by telephone 01225 713000 ex 1675.

1.2 Vision statement

The protocol has been developed in the spirit of this central vision

Young people with additional needs are at the centre of a collaborative and holistic approach to their transition to adulthood, which will enable them to grow up and live the lives that they want to and to be active members of their community.

1.3 Our principles

Our vision is reflected in the following principles

1. The transition process puts young people at the centre giving them more choice and control over their future.
2. Young people and parents are recognised as partners in the process and will be involved in all aspects of the transition, thus giving greater transparency.
3. Partner agencies will provide an integrated information service to ensure that families and young people are provided with a wide range of appropriate information about transition planning.
4. There is a commitment to partnership working to find creative solutions for the benefit of the young person.
5. There is a commitment to give priority to the process from all levels within the partner agencies. For example key professionals must give priority to attending reviews.
6. There is a commitment to a continuous transition process that is streamlined, consistent and co-ordinated, flowing formally from the year nine reviews.
7. An integrated cross-cutting approach will be adopted, involving universal services including transport, leisure, voluntary sector, and youth services.
8. A commitment to diversity and the support of anti-discriminatory practice.
9. All partner agencies will work in a way that ensures the safety and well being of young people and that complies with the Safeguarding Procedures and policies.

1.4 Purpose of this protocol

This protocol will enable the young person and their families to be actively involved in planning their future to help ensure that their transition is a smooth one.

The protocol aims to ensure that everyone involved in transition is clear about the specific roles and responsibilities of the key agencies so that they can work together to support the young person at the centre of this process.

The protocol is also intended to be the driving force for improving young people's experience of transition across Wiltshire. It outlines what is currently happening with regards to transition in Wiltshire. It also provides a framework for agencies to work together to put in place a shared strategy which will inform the development of provision. It should be read in conjunction with the

implementation plan which has been drawn up to outline the areas for development and how they will be addressed.

Some agencies already have transition protocols in place outlining their own organisation's transition process; this overarching multi-agency protocol underpins these and has been developed to ensure effective partnership working between agencies and with young people, their parents or carers. Transition should not be seen as the core responsibility of one agency. It is essential that all agencies work closely together and that professionals, young people, and their families/carers are all clear about the specific responsibilities of each agency at each stage of the process.

Further work is now required to draw up a more detailed pathway outlining the transfer of cases between children and adult services, including clear guidelines on the role of adult services in transition.

1.5 The scope of this protocol

This protocol is intended for everyone involved in transition planning and staff who support and deliver the process. It will be useful for practitioners and managers working in:

- schools
- colleges
- services for young people – Connexions
- services for young people – development service (youth work)
- children and adults' health services
- children and adult's social services
- voluntary organisations.

However, it is acknowledged that transition is not just restricted to these services; it includes all agencies that provide services which allow young people who require additional support to have the same opportunities as their peers.

The protocol also helps to ensure that parents are aware of the processes of transition and the support to which they and their sons and daughters are entitled.

1.6 The criteria for those young people covered by the protocol

The protocol starts in year nine when a young person is approximately 14 years of age and can continue until they reach their 25th birthday. However, it is clear that in some cases, preparation for children and young people will need to happen at an earlier age, for example Connexions advisers preparing young people who are educated out of the county for their year nine review during the preceding summer holiday.

It aims to support a smooth transition planning process for young people who require more support than they would ordinarily get through their school and the universal Connexions service, in order to plan for and make a positive start to their adult lives.

Specifically, the protocol covers those young people who:

- have a disability as defined by the Disability Discrimination Act 1995 (a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities)
- have mental health needs, or a long-term medical condition. This includes all young people with enduring medical or mental health needs who, from time to time, may need intensive support or intervention, perhaps in hospital, and help with managing their condition in the broader context of social and educational needs

- have been supported by children's services and need ongoing support by adult services; this includes looked-after children.
- have a statement of Special Educational Needs (SEN), or are registered as 'School Action Plus' (including young people accessing enhanced learning provision) and are identified by the school as requiring additional support with their transition. There are an increasing number of young people who do not have a SEN statement, but who still have special educational and/or complex needs. These young people may require support in planning for and adapting to adult life because of social, behavioural or emotional impairment, for example young people with higher-functioning autism which takes them outside the statutory responsibility for statementing.

Examples of conditions covered by the protocol include long-term neurological conditions (such as cerebral palsy) or autistic spectrum disorders, sensory or physical impairments, life-limiting conditions (such as cystic fibrosis), mental health needs (such as depression), and learning disabilities.

These young people may:

- require support in adult life to achieve economic independence or to live independently
- require an adult health, including a mental health, service
- require an adult social care service
- be placed in out-of-county schools or specialist colleges
- be educated at home
- be placed in care or are care leavers
- be moving on from a local college.

1.7 Local context

This protocol cannot operate in isolation and needs to be closely linked into all other local protocols and strategies that impact on the transition process.

The protocol sits within the strategic framework for children and young people's services which is led by the Wiltshire Children and Young People's Trust Board. The Children and Young People's Plan (CYPP) highlighted transition as a key area for development for 2008-2011.

The protocol also sits within key strategies delivered by adult services at Wiltshire Council.

See appendix 3 for details of linked local protocols and strategies.

1.8 National policy framework

There is a well-established body of legislation and policy that already applies to transition. This protocol has been informed by the following national legislation and guidance.

- Improving the Life Chances of Disabled People, 2005
- Transitions: the move to adulthood for young people receiving care from their local authority
- Every Child Matters, 2004
- National Service Framework for Children, Young People and Maternity Services, 2004
- Aiming High for Disabled Children: Better Support for Families, 2007
- Valuing People, March 2001, Valuing People Now, 2008, and January 2009

(Further details of the national policy framework can be found in appendix 4)

PART 2 – The National Transition Support Programme’s underlying principles

2.1 Background

The national transition support programme is a three year government initiative, running from 2008 until 2011, under ‘Aiming High for Disabled Children’ which has been established to improve transition nationally. The Council for Disabled Children and partners are working as the national transition support team for the transition support programme and they have published a new report that identifies areas of effective practice and developments in transition. TransMap: From theory into practice, identifies a number of underlying principles that, when applied, lead to a high quality service for young people in transition. Implementing these underlying principles across transition practices will mean that young people regularly have a positive experience of transition.

These underlying principles are:

1. comprehensive multi-agency engagement
2. the full participation of young people and their families
3. the provision of high quality information
4. effective transition planning
5. an array of opportunities for living life.

This section of the Protocol will describe how these principles will be implemented in Wiltshire.

2.2 Multi-agency working

2.2.1 Strategic multi-agency working

In Wiltshire, responsibility for leading on the development of the transitions policy lies with the multi-agency Wiltshire Transition Partnership Board. See appendix 2 for terms of reference and membership.

Led by the Wiltshire Transitions Partnership Board, the following actions will serve as quality standards for developing a transition process:

1. Develop a clear operational plan to implement the transitions protocol.
2. Oversee the process of implementation with agreed responsibilities allocated to agencies providing children and young people’s services.
3. Include other key services such as transport, housing and leisure at all levels of the process.
4. Develop and organise a training programme so that professionals involved in transition are aware of what we are trying to achieve, thus ensuing a common approach to transition.
5. Make arrangements to develop an evaluation and review process which monitors the quality of transition planning across the county.
6. Further develop liaison with adult services so they are fully included in the development and implementation of this protocol.

2.2.2 Multi-agency working at a local level

The implementation plan will describe how the transition process will be implemented; establishing a method of delivery whereby professionals involved in the transition process can work more closely together at a local level, and jointly consider and plan for the needs of young people in transition.

The specific roles and responsibilities of the agencies involved in the transition process are laid out in the next section followed by an annual framework for multi-agency transition planning.

2.2.3 Information sharing

A key aspect of service development and improving outcomes for young people is being able to ascertain how many young people locally are facing transition and what their aspirations and support needs are. This will ensure that commissioning is led by the needs and aspirations of these young people. It is equally important to be able to monitor these young people through the transition process and to track their destinations. This will allow us to discover whether they are able to achieve their objectives, to identify any gaps in support and provision and to review what went well and what needs improving.

We will develop an effective means of sharing information that will enable commissioning to be led by the needs and aspirations of young people and monitor young people through the transition process.

We will develop information sharing protocols, as required, which are compliant with information sharing and data protection legislation.

2.3 The full participation of young people and their families

The views and aspirations of young people who use services should be at the heart of this protocol. Young people will have the right to participate in and be at the centre of the decision making process about their lives and to be fully involved in actions and agreements which affect them.

Parents are key participants in the transition planning process. All agencies will work in partnership with parents/carers, respecting their expertise.

This protocol has been developed in consultation with young people and their parent/carers. Examples of their views and recommendations can be found in appendix 1.

Details of how we intend to implement this principle are laid out in the implementation plan.

2.4 The provision of high quality information

To be fully involved in the transition process young people and their families/carers need to have access to information and guidance about the possible options and the support available to them. The information that we plan to provide is detailed in the implementation plan.

A transition pathway which is a diagrammatic representation of this protocol will be made available translating this document into a more accessible format for families and young people.

2.5 Effective transition planning

2.5.1 Background

This protocol is based on the belief that planning the move from childhood to adult life should be a continuous and co-ordinated process that is:

- participative
- holistic
- supportive
- evolving
- inclusive
- collaborative.

Young people with special educational and/or complex needs may be subject to many different assessments and plans. This protocol seeks to ensure that the planning process, which starts formally at school in year nine, reflects the principles of person-centred planning and where different agency assessments and plans are necessary, they are coherent and are based on, and flow from, the aspirations and informed choices of young people. This requires all agencies and practitioners to work together to support the young person with a clear understanding of and respect for one another's roles and with arrangements for sharing information and assessment outcomes.

2.5.2 Transition reviews

At the heart of the transition process is the transition review which takes place in year nine. . It is important to ensure that a single planning process flows from this starting point and supports the young person until he/she is settled in adult life. The transition review process is built on the following legislation and guidance:

- Education Act 1996
- SEN Code of Practice 2001
- SEN Toolkit 2001

All statements of SEN must be reviewed at least annually. The SEN toolkit makes it clear that transition planning must cover:

- what the young person's hopes and aspirations are for the future, and how these can be met
- what parents/carers expect of their son's or daughter's adult life
- what the young person's curriculum needs are during transition.

The school should also ensure access to the transition planning process for those people who do not have statements, but are registered as School Action Plus (SAP), (including those accessing Enhanced Learning Provision (ELP)) and who are deemed vulnerable.

2.5.3 A person-centred approach

Building on the statutory requirements, Wiltshire is committed to move away from the traditional review that centres primarily round the educational needs of young people. The new model embraces a review that takes into account all aspects of a young person's life that includes education, social care needs, and health needs, personal and social development, training and employment, housing, transport and leisure activities. It puts the person at the centre and embraces a culture change from the traditional service-led format to a needs-led focus.

A person-centred approach to annual transition reviews will establish what is important to, and what is important for, young people as they graduate towards adulthood. The review meeting will make conclusions about what is the best that could happen for the young person - what is possible and what is practical. Attention should be given to what support is needed, what is working and what is not working in the young person's life. It is vital that actions arising from reviews are recorded, allocated and implemented.

2.5.4 Transition plan

The year nine review must result in a transition plan that 'draws together information from a range of individuals within and beyond school in order to plan coherently for the young person's transition to adult life' (*SEN Code of Practice, 2001*). It should be clear and meaningful, recording the actions needed to help the young person achieve their short and longer-term goals and state who is responsible for carrying out the actions. The plan must be reviewed and updated at subsequent annual reviews and should enable young people to identify new and different goals as they move through adolescence and develop awareness of the opportunities open to them. Co-ordination with any other transition process/review is essential.

2.6 An array of opportunities for living life

The Transition Partnership Board will work with other agencies to ensure that young people have the same opportunities offered to them as their non-disabled peers. This includes accessing opportunities in employment, education, youth and leisure services.

For those not wanting to, or unable to, access college or employment meaningful daytime activities should be offered. Professionals should work as creatively and flexibly as possible to enable this to happen. Young people and their families will be made aware of the transformation of adult social care taking place, the personalisation agenda and the opportunities available to have personalised individual budgets and direct payments. This will happen through the methods outlined in the implementation plan.

PART 3 – Roles and responsibilities

3.1 Introduction

From the start of the transition process, all agencies have a responsibility to work together to ensure that information is shared to inform each other's assessments and that coherent planning is based on a real understanding of the young person's needs.

The specific responsibilities of each agency contribute to the comprehensive support a young person requires:

3.2 Education

3.2.1 It is the responsibility of schools and Central SEN services to:

- ensure that the correct procedures are followed
- ensure that other agencies contribute to the review where appropriate
- ensure there is consistency in terms of standard and quality of service families receive
- identify unmet educational needs to inform strategic planning.

3.2.2 The school Special Educational Needs Co-ordinator (SENCo), in conjunction with the head teacher, organises statutory annual reviews for all those young people with statements of special educational need, at a time wherever possible convenient for the young person and parent(s)/carer(s). Transition planning is incorporated in these reviews. Adequate notification is required to ensure that all relevant professionals can attend reviews and take responsibility for implementing actions agreed in the transition plan.

3.2.3 Educational psychologists respond to requests for assistance in meeting the needs of young people with learning and emotional needs up to the age of 19. They work in partnership with schools, parents/carers, voluntary organisations, health and local authority services.

3.2.4 Children and young people educated at home

For children and young people educated at home it is the responsibility of the local education authority to convene the annual reviews. The guidance within this Protocol should indicate whom the authority should invite to the reviews to ensure that a smooth transition process is achieved for these young people

3.3 Social care

The task of the social worker is to work closely with children and their families, other departmental staff and outside agencies to provide a range of services and support designed to protect children from harm and to promote the welfare of children in need.

Social workers are involved in undertaking assessments of children and young people in need and their families under the Children Act 1989. The assessment framework is used in a variety of ways to carry out assessments on a range of areas. This includes assessments for access to:

- Direct payments
- Short breaks
- Safeguarding children and young people
- Family support services
- Aid and adaptations
- Any service provided by the social care teams

The children and families team managers should ensure that a social worker attends the year nine transition review meeting and contributes to the formation of the transition plan where a young person is subject to a care order, accommodated by the local authority or is a 'child in need' and is in receipt of a service.

3.3.1 Case transfers from children's services to adult services

Adult social care services are required to have a five year plan for those young people coming through transition who they know will require services in adulthood. Children's services should alert adult services about projected needs so that strategic and health planning can start. The method by which this will take place is currently under review by the Transition Board.

A separate, more detailed pathway outlining the transfer of cases between children and adult social care services will be drawn up in more detail once the process has been agreed by both services.

3.3.2 Arrangements for looked-after children

See appendix 6 for details

3.3.3 Financial arrangements

Financial agreements will be needed between relevant departments on funding arrangements for young people transferring from children's to adult social care services. The transition between children and adult services should be as seamless as possible in all circumstances and decisions regarding funding should not delay the implementation of support plans.

3.4 Connexions

Connexions is a service for all young people aged from 13 to 19 years. This can be extended to the age of 25 for those young people identified as having special needs. It is the responsibility of Wiltshire Connexions to help young people decide on their next step and future career path by exploring available options and enabling them to make informed and realistic decisions. Connexions' personal advisers are based in Connexions centres, schools and colleges,

In addition, the personal adviser, using the Assessment, Planning, Implementation, Referral (APIR) framework, will consider any specific barriers to progression which may require referral to other agencies to overcome them.

3.4.1 Continuity of support

Continuity of support is regarded as very important by parents and schools; however, it is unlikely that only one Connexions PA will be involved over this time period and staff changes are also likely amongst other professionals. It is therefore crucial that current and comprehensive information about young people is recorded, securely stored and available to newly involved staff so that continuity of support is assured from the organisation rather than the individual. Sometimes a change occurs because a young person's placement alters and it is good practice for current professionals to introduce the new colleague to the young person and family and ensure they understand how to access the support.

3.4.2 Section 139(a) Assessments

Connexions is responsible for the completion of a Section 139(a) (formerly known as a Section 140) of the Learning and Skills Act 2000 and of the Education and Skills Act 2008. This is an assessment of young people with statements of SEN going from school into post-16 education, or training, or higher education during their last year of schooling. Section 139(a) assessments provide information to the LSC/local authority and colleges to help them plan to meet the needs of future students. These assessments should be completed by the end of the spring term so that the report can support the application process to college or training. The assessment should build on the information from the last annual review and take into account any transition plan which is in place.

With permission from the young person, the information can be used in a wider context to support them in accessing other services.

Section 139(a) assessments can also provide a valuable formal mechanism of support for those young people with additional needs who are likely to move onto college or work-based learning but who do not have a statement of SEN, for example a pupil on 'School Action Plus'.

See appendix 5 for a copy of the most recent form used by Connexions.

3.5 Development service for young people

Wiltshire Council's youth development work provision is 'needs-led', developmental and community based. It is built on a youth work curriculum which is concerned with enabling young people to develop a wide range of the skills, knowledge and understandings they need to make a success of their transition from 'child' to 'independent adult and active citizen'.

Youth work opportunities are available to all young people aged 13-19 years and take place in a wide range of settings. Youth workers engage with young people in youth development centres, sports and arts venues, schools, streets, parks and other public places. Some youth work provision is targeted at meeting the needs and interests of specific groups of young people.

Bridging projects make provision for specialist youth work for disabled young people, for whom an 'open youth work' environment is not appropriate at this point in time. Bridging projects work to the same principles and values as all youth work delivery and follow the same curriculum with the purpose of enabling young people's learning and development through a diverse range of exciting and challenging experiences and opportunities.

Youth workers build trusting relationships with young people, and involve young people in making choices about the programme of opportunities in which they take part and through which they develop a relevant personal and social skills.

Youth workers are well placed to contribute to the multi-agency process of transition planning for the young people with whom they work.

3.6 Health services

Legislation and guidance requires health services involvement in the transition process. It is the responsibility of health provider trust staff to identify whether a young person is likely to continue to have physical or mental health needs when she/he leaves school and to ensure that arrangements are put in place, as far as possible, to enable those needs to be met. Health professionals should ensure young people are supported through the transition process from children's to both acute and community adult health services, in liaison with other agencies. Preparations for transfer need to be phased over a period of time to allow young people to adjust.

Health professionals in acute and community settings should contribute to the process of transition planning. They may include:

- clinical psychologist
- general practitioner
- nurse
- occupational therapist
- paediatrician
- physiotherapist
- speech and language therapist
- specialist doctors, therapists and nurses mainly in adult health services
- professionals from the CAMHS and adult mental health teams.

Transition process

Every health service has a series of assessments which are carried out during appointments with disabled young people. As well as medical needs, questions about communications, access to learning, mobility, self-care, independent living, and special equipment may be discussed. With permission from parents, this information can be contributed to the main transition planning process to help ensure effective support is planned for by providing information about the impact of health and disability issues on the young person and their future choices.

Although attending reviews may be difficult, contributing information from contact with individual disabled young people is essential to the process.

Health action plan

A health action plan is a personal plan about what a young person with disabilities or complex needs can do to be healthy and maintain well being and should list support required to achieve those objectives. The health action plan helps the young person to access the right services they need in order to maintain and manage good health. The use of health action plans can provide co-ordinated planning for all aspects of support from a range of health services. Depending on the young person's needs, the health action plan should be co-ordinated by the most appropriate member of the health team. In Wiltshire we have agreed that this information should form part of the transition plan produced at the young person's school annual review and should not be a separate document.

It has been identified that in some cases there needs to be more detailed liaison with social care services to ensure greater co-ordination of joint health and social care planning. It is anticipated that the revised method of joint working at a local level will provide a procedure to enable this co-ordination.

To support young people with mental health needs Avon and Wiltshire Mental Health Partnership Trust has produced a framework for the transition from child to adult mental health in the AWP NHS Trust area. This framework should be used in conjunction with this overarching protocol.

3.7 Lead professional/key worker

3.7.1 Lead professional

Guidance on the role of the lead professional is given on the DCSF site:

www.everychildmatters.gov.uk/lead-professional.

The lead professional's role is to co-ordinate any provision and act as a single point of contact for a young person and their family when a range of services is involved. However, they do not work with young people who have significant or complex needs who should already have a designated key worker. The lead professional can be from any agency, or could be the parent of the young person. For transition purposes this role starts in year nine.

This role has been developed in conjunction with the Common Assessment Framework (CAF) which is to be used by professionals in all agencies working with children, so that they can communicate and work more effectively together. CAF is intended to provide a simple and holistic assessment of a child's needs and how these needs should be met. See appendix 6 for more detail on the CAF.

Key worker

Key workers provide a single point of contact and usually work over an extended period of time with families who have children with much more complex needs. The role is likely to be much more involved than that of lead professional.

3.7.2 Link between the role of the Connexions' personal adviser and other professionals

Personal Advisers have a responsibility to co-ordinate the delivery of the transition plan. They are not, however, responsible for carrying out every action recorded in the plan. Parents, family carers, young people and other professionals have key and/or statutory responsibilities in this process. It is important that agreement is reached on roles and responsibilities and that all

agencies work coherently to support planning for young people. It is particularly important that it is clear who takes lead responsibility in supporting each young person in transition and that all professionals work in partnership to support their shared clients.

3.7.3 Guidance on who should be named a key worker/lead professional in Wiltshire:

Normally,

1. If a young person is receiving a service from the children's disability team and there is a likelihood of resource implications to adult social care the key worker would be the Children's Disability team social worker.
2. If the young person is receiving sustained support from one agency their worker from that agency would assume the lead role.
3. If the young person does not fall into either of the above categories the Connexions Personal Adviser would oversee the implementation of the transition plan as it will be the delivery of the learning and work elements which are central.

Notwithstanding the above, parents and young people have a right to express preference for their key worker/lead professional and to have their views taken into account when decisions are made.

This section clarifies how disagreements between agencies regarding multi-agency responsibility should be resolved.

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

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

Agencies involved should commit to ensure that services to the young person are not disrupted or delayed whilst a resolution is found.

In cases where young people or their parents or carers are dissatisfied with any element of their care they can first speak to the staff involved and share their concerns or if they are not happy to do this they can follow the individual agency's complaints procedure.

Acknowledgements

The Transition Partnership Board would like to thank Hampshire County Council and Emma Pullen, transition co-ordinator at Plymouth City Council, for their assistance with producing this protocol.

PART 4 – Transition planning – a framework for years 9 - 13

Framework for year 9

What should happen?	Who should do it?
<p>At least two weeks before the start of the academic year notify Connexions of all young people with statements of special educational needs, including those not in schools.</p> <p>A lead for transitions work within the school is identified.</p> <p>Provide Connexions with adequate information about of young people on school action and others with Special Educational Needs who may require transition support.</p> <p>At the start of term parents/carers will be provided with an information pack containing information on opportunities and the transition process.</p> <p>Prior to the review young people are provided with an accessible transition information pack</p> <p>Curriculum activities to inform the young person about the transition process.</p> <p>Young person to be informed of advocacy service.</p> <p>Arrange review meetings, ensuring that all relevant agencies are invited, with sufficient notice (minimum two months notice)</p> <p>Arrange for the young person to prepare their contribution to the review; participation and communication needs identified.</p> <p>Liaise with young person and family over who they would like to attend the review.</p> <p>Collate information before the review from those invited e.g. health action plan, young person's and parent's contribution, Connexions action plan.</p> <p>Circulation of copies of any reports written by agencies sent to parent/carers and all other relevant agencies at least two weeks before the meeting.</p> <p>Transition review to be integrated with other statutory reviews where possible.</p> <p>Ensure that the review provides a relaxed and comfortable forum to support the young person and their parents/carers.</p> <p>Good practice identifies that person-centred approaches will guide the transition review meeting.</p> <p>Ensure that the transition plan records who has agreed to undertake each action.</p>	<p>Education SEN service</p> <p>School head teacher or designated member of staff</p>

<p>A lead person or key professional is agreed to oversee the delivery of the transition plan.</p> <p>Transition plan drawn up according to SEN service's format.</p> <p>Following the review the school will circulate a copy of the latest transition plan to the young person/parent/carer and relevant agencies.</p>	
<p>Children's services social workers should identify and attend the year nine reviews of young people for whom they provide a disability service, or who is assessed as needing a disability service.</p> <p>The children's teams will provide information requested by the school.</p> <p>Social workers dealing with looked-after children should liaise re jointly holding the 14+ statement review with the statutory childcare review.</p> <p>Adult social care informed of young people likely to require a service post-18 and kept aware of any on-going safeguarding concerns.</p> <p>Commissioners informed where strong possibility of significant input/funding packages from 18+</p>	<p>Social care Team managers and social workers from children's and adult teams</p> <p>Through transition panels.</p> <p>Chair of transition panels</p>
<p>Meet with the Special Educational Needs Co-ordinator (SENCo) and any other appropriate staff to agree the following year's programme of transition work.</p> <p>Must attend the year nine review for young people with statements.</p> <p>Every effort should be made to see pupils before their review to assist them with their preparing their contribution to the review process</p> <p>Begin the APIR process</p> <p>If there is a recent action plan and the young person gives their consent it should be copied and shared at the review Send a letter of introduction to the parents at the start of the academic year.</p> <p>Liaise with the school and other agencies to progress the implementation of the transition plan. Refer to other agencies where relevant needs identified.</p>	<p>Connexions Personal adviser/manger</p>
<p>Identify whether the young person is likely to continue to have health care needs when they leave school.</p> <p>Identify the appropriate ways of meeting the health needs of the young person.</p> <p>If a young person is identified as requiring health support as they prepare to leave school and beyond a health representative should attend the annual review.</p> <p>Identification of a health plan for young people with complex needs and agreement as to the most appropriate person to co-ordinate the plan.</p>	<p>Health Paediatrician GP Occupational therapist speech and language therapist School nurse Community nurse CAMHS Adult services including mental health</p>

<p>To work closely with other agencies to ensure that the health plan is shared, and where appropriate incorporated into the young person's broader transition plan.</p> <p>To begin putting in place arrangements to enable the young person's health needs to be met when he/she leaves school.</p> <p>Children's services should alert adult services about projected needs so that strategic and clinical planning can start to take place.</p>	
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Framework for years 10 and 11

What should happen?	Who should do it?
<p>Meet with the Connexions adviser at the beginning of the year to update them on young people with Special Educational Needs and thereafter as needed.</p> <p>Curriculum activities to inform the young person about the transition process and opportunities open to them.</p> <p>Arrange for the young person to prepare their contribution to the review; participation and communication needs identified.</p> <p>Liaise with young person and family over who they would like to attend the review.</p> <p>Collate information e.g. health action plan, young person's and parents contribution, Connexions action plan.</p> <p>Young person to be informed of advocacy service</p> <p>Invitation to transition reviews and requests for written reports sent. Review meetings organised with sufficient notice (minimum two months' notice).</p> <p>Circulation of copies of any reports written by agencies sent to parent/carers and all other relevant agencies at least two weeks before the meeting.</p> <p>School to ensure that the review provides a relaxed and comfortable forum to support the young person and their parents/carers.</p> <p>Good practice identifies that person-centred approaches will guide the review meeting.</p> <p>Transition plan reviewed according to central SEN services' format to include checking on progress, post-16 opportunities, and review of any health needs, future transport needs, and long term plans.</p> <p>Ensure that the transition plan records who has agreed to undertake each action.</p>	<p>Education School Head teacher or designated member of staff</p>

<p>A lead person is agreed to oversee the delivery of the plan.</p> <p>Following the review the school will circulate a copy of the latest transition plan to the young person/parent/carer and relevant agencies.</p> <p>Transition review to be integrated with other statutory reviews where possible.</p> <p>Copies of transition plan to be distributed to young person/family/carers and relevant other agencies.</p> <p>Provide opportunities for young person to visit potential future educational provisions to enable the young person to make informed decisions and choices.</p>	
<p>Adult teams kept informed where strong possibility of significant input/funding packages from 18 through transition panels and managers of children's teams. They are also informed of any ongoing safeguarding concerns.</p> <p>Establish date when young person is likely to cease to receive full time education, either from school or from a further education establishment.</p> <p>Social workers dealing with looked -after children should liaise about jointly holding the 14+ statement review with the statutory childcare review.</p> <p>For looked-after young people the 'Pathway Plan' outcomes should be considered as part of the transition plan.</p>	<p>Social care Social workers Team managers Adult and children's' teams</p> <p>Social worker to liaise with school/Independent reviewing officer</p>
<p>Meet with the Special Educational Needs Co-ordinator (SENCo) and any other appropriate staff to agree the following year's programme of transition support.</p> <p>Every effort should be made to see pupils before their review to assist them with their preparing their contribution to the review process.</p> <p>Develop APIR and offer on going advice and guidance to all young people with special educational needs.</p> <p>Every effort is made, where feasible, to attend the year 10 review, particularly those held in special schools to provide information to ensure the transition plan is updated</p> <p>If not attending an annual review in person the PA should submit a written report or action planning document to contribute to the transition planning process.</p> <p>Ensure applications for options post year 11 are made and timed to meet deadlines. This includes ensuring applications for specialist residential colleges are made in good time as on occasions an application may need to be made in year 10.</p> <p>Work with the school and other agencies to oversee the implementation of the transition plan.</p>	<p>Connexions Manager Personal adviser</p>

<p>Health professionals provide information requested by school as part of transition process.</p> <p>Attend reviews of young people requiring health support as an adult.</p>	<p>Health Paediatrician GP Occupation therapist Speech and language Therapist School nurse Community nurse CAMHS Adult services including mental health</p>
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Additional framework for year 11

What should happen	Who should do it
<p>Annual review of transition plan to include as appropriate – check on progress, transport, transition to college/social care services, funding applications, long term plans. Agree who co-ordinates next review.</p>	<p>Education School, Connexions, health, other services</p> <p>Post 16 provider (if young person is leaving school)</p>
<p>Every effort made to attend the year 11 review.</p> <p>Completion of Section 139a for any pupil planning to leave school at the end of year 11 for further education/training and sent to post 16 provider with young person consent. By the end of the spring term.</p> <p>Ensures young person, or parent/carer knows how to access support from Connexions Service and other professionals in next placement.</p>	<p>Connexions Personal Adviser</p>
<p>Information from S139a is used in the in process of identifying gaps in provision.</p> <p>Ensure that the Section 139 (a) reaches the relevant course tutor and those providing support.</p>	<p>LSC and Local Authority</p> <p>Colleges</p>
<p>GP and Adult consultant as appropriate to be made aware of the needs of the young person.</p>	<p>Health Health key worker</p>

<p>Social care services should review the dates when young people will cease to receive fulltime education, either from school or from a further educational establishment.</p> <p>Ensure that where a young person is known to children's services and will be eligible for adult services, a community care assessment is completed prior to the young person reaching 17 1/2.</p> <p>For looked-after young people the Pathway Plan outcomes should be considered as part of the transition plan.</p> <p>Social workers dealing with looked-after children should consider holding the annual statement review jointly with the statutory childcare review.</p> <p>If there are current safeguarding concerns consider whether a referral under the Safeguarding Adults' Procedures once the young person reaches 18.</p>	<p>Adult social worker</p> <p>Social worker liaising with school and Independent reviewing officer</p> <p>Adult social care</p>
<p>Meet with the Special Educational Needs Co-ordinator (SENCo) and any other appropriate staff to agree the following year's programme of transition work.</p> <p>Every effort should be made to see pupils before their review.</p> <p>Make every effort to attend final review and contribute to transition plan.</p> <p>PA supports young people applying to FE/HE and liaises with social worker over care needs and direct payments.</p> <p>For young people leaving school, complete a section 139(a) and send to post 16 provider and LSC if appropriate and agreed.</p>	<p>Connexions Manager Personal adviser Personal adviser</p>
<p>Young person should be in process of transferring from paediatric to adult health services depending on needs and readiness.</p> <p>Young person with complex needs and or learning disability offered a health plan.</p>	<p>Health Paediatrician GP Occupation therapist Speech and language therapist School nurse Community nurse</p> <p>CAMHS /adult services</p>

Framework for young people educated at out of county schools

What should happen?	Who should do it?
<p>At the start of the autumn term contact the PAs from the host Connexions services for young people in year nine to establish their level of involvement and whether they will attend reviews for Wiltshire pupils.</p> <p>Make written contact with the young person in year nine and his/her parent/carers to introduce themselves and the service and to see if they would prefer a home PA to attend the review.</p> <p>Make written contact with school to introduce themselves and request review dates.</p> <p>Make every effort to see the young person and their family in the school holiday before the review to provide information about the transition planning process</p> <p>Attend the year nine review wherever possible if the host PA does not, or the young person or family request the home PA's presence.</p> <p>Ensure, where the host service does attend the Year nine review, that they have the information they need to advise the young person about local opportunities and post 16 provisions.</p> <p>Request a copy of any report/action plan produced by the host PA.</p> <p>Liaise closely with other agencies and professionals to encourage coherent person-centred planning.</p> <p>On receipt of the transition plan, alert relevant services in all agencies where a young person is likely to return to reside in Wiltshire.</p> <p>With the young person's consent share any action plan with the host service, the school and other agencies as appropriate.</p> <p>Liaise with central SEN services to ensure they are kept informed of plans.</p> <p>Review the transition plan to decide which further reviews to attend. Home-host arrangements currently suggest that the home PA should attend the review in year 11 where the young person is planning to return to their home area, but it may be that the attendance at Year 10 or other penultimate review may enable the PA to make the most effective contribution to supporting ongoing plans.</p>	<p>Wiltshire (home) Connexions personal adviser</p>
<p>Ensure representatives are at reviews to ensure appropriate provision is identified prior to the young person's leaving school.</p>	<p>Social care</p>

<p>Ensure adult social care commissioners are supplied with details of these young people if an adult service looks likely.</p> <p>Liaise with central SEN services education officer about joint funding for young people over 18.</p>	<p>Children's team manager</p> <p>Adult team manger</p>
<p>Maintain a record of the young person's placement and health needs in order to plan for appropriate services if a return to the home service is envisaged.</p>	<p>Health</p>

Young people applying to specialist colleges

What should happen?	Who should do it?
<p>Start formal assessment for Section 139a which should draw information from the review process.</p> <p>Liaise with the local college to arrange assessments for young person to determine whether needs can be met locally.</p> <p>Manage expectations of young people and families applying to specialist colleges to ensure that they are aware that funding will be available for such colleges only if needs cannot be met locally.</p> <p>Liaise with the local college about dates for assessments. These will be held on pre set dates.</p> <p>Finalise Section 139a in the year before the young person is due to take up a college placement in time to meet the LSC funding deadline. Section 139a should provide adequate information to inform the decision making process.</p> <p>Ensure that all agencies involved in supporting a student are involved in the completion of Section 139a.</p> <p>Raise the issue of joint funding with social services and PCT.</p> <p>Where joint funding is indicated the shared funding letter from the LSC should be forwarded to the relevant agencies. This should be done before Section 139a is completed so that the LSC receives the information in good time to follow up.</p>	<p>Connexions personal adviser</p> <p>Connexions PA</p> <p>Connexions HQ</p>
<p>Inform Connexions of assessment dates.</p> <p>Feedback the results of assessments of young people applying to specialist colleges to the Connexions adviser by letter.</p> <p>Where a local college has decided on the basis of a Section 139a that it cannot meet a particular student's needs, this information will be fed into the planning process to inform the development of future provision.</p>	<p>Local college</p>

<p>Feed back information to the LSC and Transition Partnership Board about needs it has been unable to meet, in order to inform planning and build local capacity for learners with disabilities and complex needs.</p>	
<p>Facilitates supporting evidence where appropriate to ensure the LSC receives accurate information about the needs of the young person.</p> <p>Agree financial responsibilities with the LSC.</p> <p>Attend annual reviews and discuss alternative local provision with the young person and their family.</p> <p>Liaise with the Connexions PA in supporting the young person and their family/carers in their application for funding, where appropriate.</p> <p>Ensure adult social care commissioners are aware of these plans and of college completion dates.</p>	<p>Children and adult social workers</p>
<p>Agree financial responsibilities with the LSC.</p> <p>Help college staff identify and understand health needs and liaise with and transfer information to relevant health colleagues.</p>	<p>Health professionals</p>

Framework for young people educated at out of county colleges

What should happen?	Who should do it?
<p>Liaise with the host Connexions service to establish its level of involvement and to forward a copy of Section 139a.</p> <p>Make written contact with the college to introduce self and request review dates.</p> <p>Maintain contact with the young person during holidays to inform ongoing planning, liaising with other professionals.</p> <p>Should, wherever possible, attend whichever review will most effectively inform ongoing planning.</p>	<p>Wiltshire (home) Connexions personal adviser</p>
<p>Liaise with the family, PA, college and health service to ensure local service provision is identified prior to the young person's leaving college.</p>	<p>Social worker</p>
<p>Liaise with other professionals working with the young person and health service in the local area, providing information about identified needs and referring on to adult health services as required.</p>	<p>Health professionals</p>

Appendices

Appendix 1

What young people and families have told the Transitions Partnership Board

Consultations with young people and families have highlighted some particular issues that need to be addressed by this protocol and implementation plan.

- The eligibility criteria for adult services are not always understood by young people, their families/carers or professionals, and the referral pathways are not always clear. Moreover some young people who require additional support do not fit neatly into adult service criteria: particularly those young people with high behavioural, social, or emotional needs.
- The transition panels which include only young people accessing the children's disability teams exclude other groups of vulnerable young people, as well as those who may still qualify for an adult or specialist service.
- Young people and their families do not always have one person they can call on to assist them through the transition.
- Transition reviews in schools are not always fully integrated, person-centred or holistic. The focus tends to be on education and the attendance of relevant people at reviews is not always satisfactory.
- Families report that the transition process can feel very stressful because there appears to be a lack of planning ahead.
- The expectations of young people and their families are not often well managed and they are not always well informed.

This is what young people and families have said would improve the transition process:

- The transition plan should be holistic and include social, employment, leisure and housing opportunities as well as education.
- Families want to feel that they are listened to as an equal partner whose knowledge of the young person is valued.
- Families want to have access to a key worker who oversees the whole process and guides them and the young person through transition.
- Families and young people want to have accessible information on opportunities and the transition process so that they feel well informed.
- The young person's voice should always be listened to and be at the centre of the process. They should have the opportunity to make their own choices.
- For these young people to have the same opportunities as their peers locally.

Terms of reference**Purpose**

To ensure that appropriate and effective arrangements are in place to meet the needs of young people with physical and/or learning disabilities and/or with mental health problems aged between 14-25, as they move from childhood to adulthood.

Membership

Parents and carers
Programme lead – transition
Interim head of special needs
Head of area services – children and families branch (DCE)
Connexions head of service
Children’s disability team leader – West
Children & Families Voluntary Sector Forum
Principal educational psychologist (DCE)
Wiltshire PCT
Children’s rights
Head of looked-after children (DCE)
Head of commissioning for learning disabilities (DCS)
Central SEN manager
SEN strategy development manager
Strategy and development officer (DCE)
Learning Skills Council
ASK
Schools
Colleges
Job Centre Plus

Objectives

- 1 To develop policies, procedures and protocols covering the transition from childhood to adulthood (person-centred approach).
- 2 To ensure all young people have the opportunity to reach their potential and maximise quality of life, participation in education, training or employment and independence.
- 3 To ensure that appropriate transition planning and assessments of young people with disabilities approaching adulthood are in place and that the planning and commissioning of services to support these young people is undertaken.
- 4 To examine how service provision can be improved and developed and to make recommendations as required.
- 5 To monitor the effectiveness of multi-agency working, including role of lead professional, in relation to the policies, procedures and protocols and to resolve issues and problems where identified.
- 6 To ensure provision of clear and accessible information for all about the transitions processes, future options and progression routes relating to young people and their families.

- 7 To ensure high quality transition service across the county is provided and to receive reports on service provision as requested by the board.
- 8 To establish any groups/action groups and board believes will be required to sustain and promote the transitions policy. The terms of reference of these groups will be determined by the board.
- 9 To champion work on transitions across all services.
- 10 To ensure that services meet the whole needs of each young person taking into account ethnic origin, culture, religion, sexuality, gender and language, as well as social and emotional needs.

Working arrangements and conduct

- 1 The Wiltshire Transition Partnership Board will report to the Children and Young People Trust Board, Joint Development Group (Disabilities) and any other relevant Boards/Partnerships as required. This reporting function will be the responsibility of the chair of the Transition Partnership Board (Board).
- 2 The Board may invite non-members to attend Board meetings as appropriate, or to co-opt members to undertake work as required. Members of the Board will not send substitutes to Board meetings. Should a Board member be unable to attend when s/he has an item on the agenda, then a representative may attend on his/her behalf for that item.
- 3 All members of the Board have a right to express a view and to be listened to.
- 4 Opinions and views expressed by members of the Board will be made solely in terms of public interest and not in the interest of themselves, family or friends.
- 5 The Board will meet on at least six occasions each year. Additional meetings may be required as agreed by the Board.
- 6 The terms of reference, objectives and outcomes of the Board will be reviewed annually.

Appendix 3

Local context

This protocol cannot operate in isolation and needs to be closely linked into other local protocols and strategies that impact on the transition process. These include

- 13 -19 strategy
- Connexions business plan – see NEET strategy and action plan
- Disabled children and young People
- Housing and homelessness strategy
- Learning and Skills Council annual plan
- Looked-after children and young people strategy
- Public transport strategy
- SEN strategy
- Participation and communication strategy
- Voice and influence strategy
- Young carers strategy
- Adults with learning disabilities – commissioning plan
- Adults services local area agreement – milestones for the supported employment agency, WEST which has an objective to increase the profile of employment for young people with learning disabilities by having a presence at reviews.
- Adults services' physical impairment strategy
- Avon and Wiltshire Mental Health Partnership NHS Trust – framework for transition from children to adult mental health and substance misuse services in the AWP trust area.
- Aftercare handbook – April 2009
- Wiltshire indicators and provision document
- Local safeguarding procedures and the policy and procedures for safeguarding adults in Swindon and Wiltshire.

A transition guide for all services

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. (October 2007, DH/DCSF)

Download the guide at www.everychildmatters.gov.uk/_files/TransitionGuide.pdf

SEN code of practice and SEN toolkit 2001

The purpose of the Code of Practice under the Education Act of 1996 is to provide practical advice to local education authorities, maintained schools, and to those who help them including health service, Connexions and social services.

www.teachernet.gov.uk/sen/documents/SENCodeOfPractice.pdf

Disabled Persons (Services, Consultation and Representation) Act 1986

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

www.opsi.gov.uk/acts

Transition moving on well

A good practice guide on effective transition from children's to adult services for young people with complex health needs. The guide aims to ensure that the young person and their family are better prepared for the move to adult care and that the adult care team has been involved in planning for the transfer. (DH/DCSF2008).

www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_083592

Transition: getting it right for young people, DH/DfES 2006 - improving the transition of young people with long term conditions from children's to adult health services

This identifies the fact that many young people with complex conditions now survive into adult life and the risks that are associated with poorly planned transition. It makes recommendations for good practice including the critical need for collaboration between children's and adult services and illustrates that well planned transition improves medical, educational and social outcomes.

www.dh.gov.uk/childrensf

Transitions: the move to adulthood for young people receiving care from their local authority. (County Council Network 2008)

This makes recommendations to improve the transition to adulthood for young people who are receiving care from their local authority.

The Children (Leaving Care) Act 2000

Among this act's key provisions are:

1. A duty on local authorities to assess and meet the needs of young people aged 16 and 17 who are in care, or are care leavers. Wherever the young person lives the duty will rest with the local authorities to keep in touch with care leavers until they are at least 21.
2. Every eligible young person in care should receive a comprehensive pathway plan when they turn 16. This plan should map out a clear route to independence.
3. Each young person should have a young person's advisor who will coordinate the provision of support and assistance to meet the needs of the young person. Particular emphasis will be placed on helping the young person into education, training or employment.

4. A financial regime for care leavers to end the confusing present system and ensure they have comprehensive financial support.
5. Continuing assistance for care leavers aged 18-21, especially with education and employment. Assistance with education or training continues to the end of the agreed programme, even if it takes someone past the age of 21.

<http://www.everychildmatters.gov.uk/socialcare/childrenincare/leavingcare/>

National service framework for children: young people and maternity services

DH/DfES 2004:

This is a 10 year programme that is intended to stimulate long-term and sustained improvements 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 to ensure:

- 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 the transition for those with high levels of need, those in residential schools, looked-after children and those with rare conditions
- development by agencies of local strategies to widen education, training and employment opportunities for disabled young people
- development by health services of appropriate adolescent/young person services with a view to enabling smooth transition to comprehensive multi-disciplinary care

“Local authorities, primary care trusts and NHS trusts should ensure that “transition planning has, as its main focus, the fulfilment of the hopes, dreams and potential of the disabled young person, in particular to maximise education, training, and employment opportunities, to enjoy social relationships and live independently.” (DH / DCSF 2004)

www.dh.gov.uk/PolicyandGuidance/HealthAndSocialCareTopics/ChildrenServices/ChildrenServicesInformation/fs/en

Aiming high for disabled children

The culmination of the government's disabled children's review, which identified priority areas to improve outcomes for disabled children. As part of this the Government has established the Transition Support Programme (HM Treasury / DCSF 2007)

www.everychildmatters.gov.uk/socialcare/ahdc

Valuing people now 'making it happen for everyone'

A new three year strategy published January 2009 which sets out the government's plans for people with learning disabilities including:

- by 2012 all young people with statements of special educational need who have learning disabilities have person-centred reviews from age 14 to 19 that actively involve the young person and their family.
- all transition plans and year nine reviews where appropriate contain a section on health needs and start the development of a health action plan.
- every local area has a multi-agency employment strategy which sets objectives to increase the number of socially excluded adults in employment, education and training.
- a transition lead in every region who will support the delivery of a regional multi-agency transition strategy, supported by an implementation group involving all key stakeholders, in particular young people and their families.

www.valuingpeople.gov.uk

Valuing people: a new strategy for learning disability for the 21st Century 2001

This strategy sets out the new vision for services under the four key principles of rights, independence, choice and inclusion and highlighted the issues young people face in transition.
www.archive.officialdocuments.co.uk/document/cm50/5086/5086.htm

Improving the life chances of disabled people 2005

This study sets out the requirements for a smooth transition to adulthood – effective planning focussed on individual need, a more transparent and appropriate menu of opportunities and choices, continuous service provision – individual budgets as a means of enabling a seamless transition from children to adult services. 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.” 2005 PM's strategy unit
www.strategy.gov.uk

Our health, our care, our say 2006

Sets out a change in the way health and adult care services are provided, placing greater choice and control in the hands of the people who use them. Other key themes cover improved health and emotional well being, quality of life, making a positive contribution, freedom from discrimination, economic well being, and personal dignity (DH 2006)
www.dh.gov.uk/PolicyAndGuidance/OrganisationPolicy/Modernisation/OurHealthOurCareOurSay/fs/en

The transition from child and adult mental health services adult mental health services. Health and social care advisory service 2006

Resources developed as part of the national project include literature review, care pathway with standards, case studies and young person's toolkit
www.hascas.org/hascas_publications_downloads.shtml

Children Act 1989

Social services departments should ensure that a social worker attends the year nine annual review meeting and contributes to the formation of the transition plan where a young person is subject to a care order, accommodated by the local authority or is a 'child in need'.
www.opsi.gov.uk/Acts/acts1989/Ukpga_19890041_en_1.htm

Every child matters September 2003

- Sets out to ensure that children at risk are properly 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, 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
- The government's aim is for every child, whatever their background or their circumstances, to have the support they need to: be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being
- The work was followed with a consultation and 'Next Steps' paper

www.everychildmatters.gov.uk

The Children Act 2004

Sets the legislative foundation for the actions agreed as a result of 'Every Child Matters' and included provision for the establishment of a children's commissioner.
www.hms0.gov.uk/acts/acts2004/20040031.htm or www.everychildmatters.gov.uk

Every Child Matters: Change for Children 2004

Sets out the action that needs to be taken locally to implement the Children Act, and describes the support that will be provided.

www.everychildmatters.gov.uk

Education and Skills Act 2008

Proposal that by 2013 all 17 year olds and by 2015 all 18 year olds will be participating in some form of education or training, with the aim of achieving higher levels of skills and qualifications. There is a 14-19 entitlement for all young people, and this includes the foundation learning tier for those learning below level two.

All young people in schools should receive proper information, advice and guidance about vocational training opportunities.

The act evolved the responsibility for delivering the service known as 'Connexions' to local education authorities and places a duty on local education authorities to make available to young people and relevant young adults for whom they are responsible such services as they consider appropriate to encourage, enable or assist them to engage and remain in education or training. Section 139A was also inserted in the Learning and Skills Act 2000 which gives local education authorities a power to arrange for an assessment at any time of a person who:

- a) is in their last year of compulsory schooling; or
- b) is over compulsory school age but has not reached the age of 25; and
- c) appears to the authority to have a learning difficulty within the meaning of Section 13 of the 2000 Act; and
- d) is either already receiving, or likely to receive in the opinion of the authority, post-16 education, training or higher education.

In Wiltshire the responsibility for this assessment lies with Connexions.

(Department for innovation, universities and skills and department for children, schools and families, 2008)

www.opsi.gov.uk/acts/acts2008/ukpga_20080025_en_1

Youth matters: next steps

It proposed that young people should have: better support when they need extra help to deal with problems and more things to do and places to go in their local area – and more choice and influence over what is available. (DCSF, 2006).

www.everychildmatters.gov.uk/youthmatters.

'Growing Up Matters – better transition planning for young people with complex needs'

This identified, as a prerequisite to good transition planning, that there should be a clear multi-agency protocol and joined up processes. (Commission for social care Inspection) January 2007)

[www.ofsted.gov.uk/content/download/1828/12257/file/Growing%20up%20matters%20\(PDF%20format\).pdf](http://www.ofsted.gov.uk/content/download/1828/12257/file/Growing%20up%20matters%20(PDF%20format).pdf)

LSC Strategy for learners with learning difficulties and disabilities: 'Learning through Living and Work' (October 2006)

The LSC's response to the recommendations in the report 'Through Inclusion to Excellence', The strategy recognises the value of learning for living, but that some people with complex needs may never be economically active through work. However, they will still need to learn to live independently and contribute to their communities, and there is a role for further education in preparing for this. There is also a need to improve the support for progression into employment for those who are able to work.

readingroom.lsc.gov.uk/lsc/National/nat-learningforlivingandwork-easyread-jan07.pdf

No Secrets (DH/Home office 2000 and No Secrets Review 2008)

This guidance issued under Section 7 of the Social Services Act 1970 requires the local authority to take the lead in developing an interagency approach to the investigation of allegations into the abuse of vulnerable people over the age of 18

www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4008486

Mental Capacity Act 2005

The Mental Capacity Act 2005 provides a statutory framework to empower and protect vulnerable people who are not able to make their own decisions. It makes it clear who can take decisions, in which situations, and how they should go about this. The Mental Capacity Act provides a framework for assessing whether a person can make a particular decision and, if not, the criteria that should be used to ensure that a decision is made in their 'best interests'. The act also sets out the role of Independent Mental Capacity Advocates (IMCAs) who can be involved in certain decisions where someone does not have someone to represent their best interests.

www.opsi.gov.uk/acts/acts2005/ukpga_20050009_en_1

Safeguarding Vulnerable Groups Act 2006

This Act, which will come into force from October 2009, is intended to prevent unsuitable people working with children and vulnerable adults. From July 2010 people who work or are volunteers with children and vulnerable adults will be required to register with the Independent Safeguarding Authority

www.opsi.gov.uk/acts/acts2006/pdf/ukpga_20060047_en.pdf

A national framework of standards for good practice in adult protection work (ADASS 2005)

This sets out good practice in relation to a multi-agency approach to safeguarding adults

www.adss.org.uk/index.php?option=com_content&view=article&id=287&Itemid=238

Putting people first 2008

This sets out the vision for the future of adult social care to enable people to live their own lives as they wish, confident that services are of high quality, are safe and promote their own individual needs for independence, well-being and dignity. It sets out the shared aims and values which will guide the transformation of adult social care, and recognises that the sector will work across agendas with users and carers to transform people's experience of local support and services.

www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_081118

Think family (Cabinet Office 2009)

This report proposes that the integrated approach of 'Every Child Matters' is extended beyond children's services. It recommends that all services – including adults' services – should be better coordinated to meet the needs of families at risk. Core processes and assessments should also be shared across both adults' and children's services. This should lead to the problems of excluded families being targeted more effectively. Councils will have to provide more targeted and integrated services – across both children's and adults' services – to meet the needs of these families

http://www.cabinetoffice.gov.uk/social_exclusion_task_force/news/2008/080110_families.a.spx

Inquiry into transition into adulthood for young people on the autism spectrum

The All-Party Parliamentary Group on Autism has launched a new report following their inquiry into transition for young people with autism. *Transition into adulthood* looks at the experiences of transition of young people, their families and carers and professionals.

The report found that although there are pockets of good practice, transition services are still failing most young people, and it makes some clear recommendations to government and local authorities to address these shortcomings. Download the full report or the executive summary:

<http://www.autism.org.uk/nas/jsp/polopoly.jsp?d=2009>

Section 140
connexions

WILTSHIRE AND SWINDON

Transition support form

Young person's details

Name		Date of birth
Address		School/College
Postcode		
Telephone (home)	LEA	UIN
Telephone (mobile)	Wiltshire	

Situation

Parent's/Carer's name		
<i>Indicate <input checked="" type="checkbox"/> as appropriate</i>		
Statement <input type="checkbox"/>	School Action Plus <input type="checkbox"/>	other criteria <input type="checkbox"/>
Looked-after young person		
yes <input type="checkbox"/>	no <input type="checkbox"/>	

INTENTION

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Summary

Background situation

Section 140 – page 2

Transition support form

Presenting needs
Aims for the future and provision sought

Section 140 – page 2

Transition support form

Additional needs/specialist support recommended

Support with written work and ICT and encouragement to develop social, vocational and independent living skills.

Section 140 – page 3

Transition Support Form

<input type="checkbox"/> tuition <input type="checkbox"/> personal care support <input type="checkbox"/> equipment	<input type="checkbox"/> independence training <input type="checkbox"/> therapy and/or counselling
Ability to travel independently	
Any long term medication to be noted	
<p>Other agency involvement</p> <input type="checkbox"/> Educational psychologist <input type="checkbox"/> Behaviour support <input type="checkbox"/> Speech and language therapy <input type="checkbox"/> Educational welfare officer <input type="checkbox"/> Youth offending team <input type="checkbox"/> Social services <input type="checkbox"/> Learning mentor	<input type="checkbox"/> Sensory impairment service <input type="checkbox"/> Physiotherapy/occupational therapy <input type="checkbox"/> Mental health service <input type="checkbox"/> other <i>if other, please specify</i>
Describe any particular strategies that have been successful to date	

Additional needs/specialist support recommended


Section 140 – page 4

Transition support form

Learner's comments

This section to be completed as appropriate

Declaration

 Data Protection Act 1998. The information you provide on this form will be used by Connexions and its partners to help plan and monitor the services it provides. It might also be passed on to other Connexions partners who may be able to help.	
I give my permission for this information to be passed on to others Signature (where appropriate)	Date
Parent/carer consulted	Yes/No
Connexions PA (print) PA signature	Telephone 01722 424400
Email address Connexions Centre Milford House 43 -55 Milford Street Salisbury Wiltshire SP1 2BP	Date

Appendix 6

Procedure for transfer of looked-after children from children to adult social services

The council will need to consider the eligibility of disabled care leavers for support under the provisions of the Children (Leaving Care) Act 2000, in addition to their eligibility for services for vulnerable adults after their 18th birthday.

Young people who are 'looked after' by the local authority will have a named social worker from the children's locality team or children's disability team. This social worker will normally maintain lead case holding until the young person is 18 years old, when responsibility transfers to the relevant adult team. The children's social worker will notify the appropriate adult team if it is considered their services would be beneficial to the young person.

Local authorities have a duty under the Children (Leaving Care) Act 2000 to ensure that all care leavers have a pathway plan in place by the age of 16, managed by personal advisers and reviewed until the age of 21, or 24 if in full time education. The personal adviser will work with the young person and linked agencies to construct the pathway plan. It should build on the care plan and the transition plan developed at the young person's annual school review so avoiding unnecessary duplication and ensuring a successful transition to adulthood. The plan should map out the pathway to independence including education, training and employment.

The pathway plan should be reviewed as part of the Looked-After Children's (LAC) reviewing process. Wherever possible this should occur at the same time as the young person's annual school review. The LAC reviewing system and pathway plan will identify whether a young person is likely to meet adult service's Fair Access to Care criteria (FAC).

If it is determined that the young person is to be case-managed by a social worker from one of the adult social care teams, it is that social worker's responsibility to liaise with the after care team for advice as required. These young people should still have access to the support and resources available to all young people leaving care.

If it is determined that the young person does not meet the adult services FAC criteria then he/she will be case-managed by the after care team.

The role of the after care team is to ensure that a young person receives the services to which they are entitled under the Children (Leaving Care) Act 2000. Consideration must be given to the young person and their education, training, financial, housing and social needs in addition to the development of their employability potential. It is important to note that at the age of 18 all care leavers cease to be eligible for income maintenance support from the council. It is therefore vital that they are supported to claim all benefits to which they are entitled.

For looked-after children who are placed 'out of county' it must be decided between agencies and recorded who will attend the annual review to represent Wiltshire Council. The social worker from the children's team should take responsibility for co-ordinating who will attend.

Abuse

“Abuse is a violation of an individual's human and civil rights by any other person or persons:” *No Secrets* (DH/Home Office 2000)

“Abuse is any act or failure to act which results in a significant breach of a vulnerable person’s human rights, civil liberties, bodily integrity, dignity or general well being, whether intended or inadvertent, including sexual relationships or financial transactions to which a person has not or cannot validly consent or which are deliberately exploitative:” *The Council of Europe* (2002)

Abuse can be physical, financial, sexual, psychological, and discriminatory, or can involve neglect

www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4008486

Advocacy services

This service offers advice, information, support and representation to a young person who wants to have their wishes and feelings taken into account when decisions are made about them. A new advocacy worker has been appointed in Wiltshire to work specifically with disabled young people. This is in recognition of the importance of disabled young people having a voice that is separate from that of their family. e.advice@ypvoice.co.uk

APIR

APIR is a comprehensive framework for one-to-one interaction with young people used by those working with Connexions. When a worker is involved with a young person over a sustained period, the 'assess/plan/implement/review' (APIR) cycle is used. The framework covers a wide range of factors that can affect a young person's performance, outlook and behaviour, and the personal adviser selects those parts of the framework that he or she feels is appropriate to the young person. Wherever possible, young people are encouraged to play a full part in completing and reviewing the results of the framework.

www.everychildmatters.gov.uk/deliveringservices/multiagencyworking/glossary/?asset=glossary&id=21979

ASK

ASK has a variety of specialist services to support parents in Wiltshire who have children between the age of 0 and 19. The Special Educational Needs Support Service (SENSS) at ASK offers parents and carers free impartial information and advice about their child's Special Educational Needs (SEN). Contact info@askwiltshire.org

Best interests

The Mental Capacity Act 2005 states that everything that is done for or on behalf of a person who lacks capacity must be in that person's best interests. The Act provides a checklist of factors that decision-makers must work through in deciding what is in a person's best interest which includes the right of carers and family members to be consulted.

www.opsi.gov.uk/acts/acts2005/ukpga_20050009_en_1

Best interest assessor

A best interest assessor is someone who has undertaken specific training to be able to carry out an assessment under the Mental Capacity Act Deprivation of Liberty Safeguards guidance. They are able to carry out an assessment to decide if someone in a care home or a hospital is being or going to be deprived of their liberty and whether it is in their best interests in order to prevent harm to themselves. They also have to assess whether that deprivation is a proportionate response to the likelihood of the harm occurring and the seriousness of that harm.

www.opsi.gov.uk/acts/acts2005/ukpga_20050009_en_1

Common Assessment Framework

The CAF is a shared assessment tool to be used by a professionals working with children, young people and families who require additional help. It enables them seek involvement from another service to enable early intervention and co-ordinated service provision. It is to be used if a professional is concerned about how a young person is progressing, for example their health, welfare, behaviour, learning, or any other aspect of their wellbeing, or the young person or their parents may have raised a concern. However, it is not appropriate for children, young people and families needing intensive assistance and who have needs that have already been identified. It is expected that the majority of common assessments will be undertaken or arranged by practitioners in universal services such as school staff or health workers.

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

Care leaver

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

Court of protection and the office of public guardian

The court of protection makes decisions in relation to the property and affairs and healthcare and personal welfare of adults (and children in a few cases) who lack capacity. The court also has the power to make declarations about whether someone has the capacity to make a particular decision. www.publicguardian.gov.uk/about/court-of-protection.htm

The bridging project

The bridging project operates in for locations throughout the county allowing disabled young people to access mainstream youth services. Log **onto** www.sparksite.co.uk for further details.

Direct payments

Disabled children, young people and their families who have been assessed as in need to social care support can choose to receive a direct payment to buy and organise those services.

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

Enhanced learning provision

Enhanced learning provision is for pupils with a high level of learning needs who are able with appropriate support to benefit from attending a mainstream secondary school. It is available in all Wiltshire secondary schools except the two grammar schools in Salisbury.

It is for all the learning needs described in the government's SEN Code of Practice under the headings cognition and learning, and communication and interaction. For example: specific learning difficulties, such as dyslexia or dyspraxia, autistic spectrum disorders, language and communication difficulties and moderate learning difficulties.

Pupils with these different types of learning needs require an individualised and flexible programme of support. The provision will change at different times, for example special arrangements may be put in place to help your child get to know their new school.

Enhanced learning provision enables schools to provide a high level of personalised support so that the pupils can take advantage of the school community and activities as much as possible. A personalised approach to supporting children means tailoring learning to the needs, interests and aspirations of each individual.

Fair access to care

Fair access to care is the department of health's guidance to local authorities on how to achieve fair access to care services through use of eligibility criteria for adult social care. It is based on the "evaluation of individuals' assessed needs and likely risks, both immediate needs and needs which are likely to worsen for the lack of timely help." (Local Authority Circular LAC (200) 13 28th May 2002).

Harm

“Harm is to be taken to include not only ill treatment (including sexual abuse and forms of ill treatment which are not physical) but also the impairment of or an avoidable deterioration in physical or mental health and the impairment of physical, intellectual, emotional, social or behavioural development.” *No Secrets* (DH/Home Office 2000). This is based on the Children Act definition of ‘significant harm’. If a vulnerable person over the age of 18 is being harmed it should always be investigated using the safeguarding adults’ procedures.

Health action plan

A health action plan shows the actions needed to keep a person healthy. It is a way of linking the person to a range of services and supports that will help them to have better health. Health action plans are part of a person’s person-centred planning so that they are able to enjoy life.

valuingpeople.gov.uk/dynamic/valuingpeople142.jsp

Health service

The key organisations are Wiltshire Primary Care Trust, <http://www.wiltshirepct.nhs.uk/>

Avon and Wiltshire Mental Health Partnership NHS Trust <http://www.awp.nhs.uk/>

ILF

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

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

Individual budget

An individual budget is designed to provide individuals who currently receive services greater choice and control over their support arrangements. The government is committed to piloting individual budgets with a view to rolling them out nationally should they prove successful.

www.dh.gov.uk/en/SocialCare/Socialcarereform/Personalisation/Individualbudgets/DH_080249

LDD

Learning difficulties/and or disability. www.bild.org.uk/pdfs/05faqs/ld.pdf

Lead professional

The lead professional will coordinate any provision and act as a single point of contact for a young person and their family when a range of services are involved. However, they do not work with young people who have significant or complex needs who should already have a designated key worker. Lead professionals could include (but is not limited to) personal advisers, health visitors, midwives, youth workers, family workers, substance misuse workers, educational welfare officers, community children's nurses, school nurses and support staff such as learning mentors working in schools.

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

Learning and Skills Council

The LSC is responsible for planning and funding high quality and training for everyone. Their goal is to improve the skills of all young people and adults in England. In 2010 the LSC will cease to exist and responsibility for funding pre 19 courses at colleges will rest with the local authorities.

<http://www.lsc.gov.uk/regions/SouthWest/>

Mental capacity

The Mental Capacity Act 2005 sets out a single clear test for assessing whether a person lacks capacity to take a particular decision at a particular time. It is a ‘decision-specific’ test. No one can be labelled ‘incapable’ as a result of a particular medical condition or diagnosis. Section two of the Act makes it clear that a lack of capacity cannot be established merely by reference to a person’s age, appearance, or any condition or aspect of a person’s behaviour which might lead others to make unjustified assumptions about capacity.

www.opsi.gov.uk/acts/acts2005/ukpga_20050009_en_1

Independent Mental Capacity Advocate (IMCA)

IMCA is an independent advocate who can represent the best interests of a person over the age of 16 who lacks capacity at a specific time to make a decision about a long term move or serious medical treatment and does not have someone to represent their best interests. In some cases IMCAs can also be involved in Reviews carried out under the Care Standards Act (2000) and Safeguarding Investigations

Parent forum

A parent forum in Wiltshire has been established under the aiming high initiative. This will be a key tool in ensuring that a wide range of parent's voices are represented on and consulted by decision making bodies in the transition process. Log onto www.parentcarerspowergroup.co.uk for details.

Pathway plan

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

www.everychildmatters.gov.uk/socialcare/childrenincare/leavingcare/

Safeguarding adults

"All work which enables an adult who is, or may be, eligible for community care services to retain independence, well-being and choice to access their right to live a life that is free from abuse and neglect." *ADASS National Framework of Standards (2005)*

Safeguarding adults' procedures

"The local area based multi-agency response which is made to every adult who is or may be eligible for community care services and whose independence and well being is at risk due to abuse or neglect. This includes people who are assessed to be able to purchase all or part of their care:" *ADASS National Framework of Standards (2005)*.

In Wiltshire these procedures are called the *Policy and Procedure for Safeguarding Vulnerable Adults in Swindon and Wiltshire*.

The Safeguarding Adults' Policy and Procedure should **always** be used when there is an allegation or suspicion that a vulnerable adult is being abused or neglected i.e. being caused significant harm by another person or group of people. The procedures apply to people who are funding their own care, or whose care is being funded by a local authority or NHS service outside Wiltshire.

School Action

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

School Action Plus

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

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

SEN

Special Educational Needs

SENCo Special Educational Needs Coordinator

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

Special Educational Needs support services

This team provides different services

1. Physical and sensory impairment service (PASIS) offering advice on visual impairment, hearing impairment and physical difficulties.
2. Central Special Educational Needs service – Statutory assessment (statementing)
3. Educational psychology service
4. Other services including behavior support service, education welfare service, learning support service.

www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds/sensupportservices/centralsensservices.htm

Statement of educational needs

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

Transition plan

A Transition plan is a document that outlines what a young person wants to achieve in the next few years and what support they will need to live as independently as possible. It covers every aspect of the young person's life, including education, employment, housing, health, transport and leisure activities. Most plans are first drawn up in year nine.

http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/Schools/DG_10039608

Transition review

A transition review is a meeting that is held to draw up and review the transition plan (see above). The young person will receive a letter from the head teacher of their school, inviting the young person and their parents or carers to attend a review meeting, which must include creating a transition plan. The transition plan review meeting is usually held at the young person's school, and the people who are involved in supporting them as they move into adulthood should also be there.

http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/Schools/DG_

Vulnerable adult

"A vulnerable adult is a person aged 18 years or over who may be in need of community care services by reason of mental or other disability, age or illness and who is, or may be, unable to take care of himself or herself, or unable to protect him or herself against significant harm or exploitation;" *No Secrets* (DH/Home Office 2000)

The *ADASS National Framework of Standards* (2005) argues against the use of the word 'vulnerable' and suggested that local safeguarding adults' procedures should apply to "every adult who is or may be eligible for community care services. "

The Safeguarding Vulnerable Groups Act (2006) uses the term 'vulnerable adult' in a much wider context to apply to people using certain types of services or residing (even temporarily) in certain types of places

With thanks to Emma Pullen, transition co-ordinator at Plymouth City Council, for her help in producing this glossary.

Information about Wiltshire Council services can be made available in other formats (such as large print or audio) and languages on request. Please contact the council on 0300 456 0100, by textphone on (01225) 712500 or by email on customerservices@wiltshire.gov.uk