

MAKING THINGS HAPPEN

June 2011

MULTI-AGENCY TRANSITION PROTOCOL

**THE TRANSITION OF VULNERABLE OR DISABLED YOUNG
PEOPLE FROM AGE 14 TO ADULTHOOD**

Kingston
Children & Young People's Trust
Making a Difference Together

NHS
Kingston

This Protocol was developed by the Multi-agency Transition Partnership on behalf of the Children's Trust Board and has been endorsed by Council Executive Members for Adult Social Care, Children and Young People and Kingston NHS Trust.

The Transition Partnership in Kingston meets bi-monthly and is responsible for overseeing any transition work that is happening in Kingston. The Partnership has representatives from Connexions, the Adult Learning Disability Team, Healthcare Services, the Integrated Disabled Children's Service, the voluntary sector, schools and college as well as parent representatives who also attend the meetings. The Partnership is jointly chaired by me, Head of Prevention and Integration, and Simon Pearce, Head of Adult Community Services.

From their overview of transition in Kingston, the Transition Partnership believe that, although there are pockets of good practice around the borough, there is a need to co-ordinate these, to ensure that each group of professionals is aware of their roles and responsibilities and to improve the transition experience overall for our vulnerable young people. It was agreed therefore, to develop a new Protocol for transition, involving professionals from across the authority, paying close attention to the views of young people, their parents, carers and others with an interest locally.

Kingston's transition Protocol sets out our commitment to vulnerable and disabled young people to make sure that our resources provide new and more personalised services and opportunities that promote independence and support young people to lead full and purposeful lives.

Special thanks to the young people consulted during this process, the EnhanceAble Parents Forum, Kingston NHS Trust, Linda Jordan from the 'Getting a Life' Project and Joy Iruo, Transition Manager, for their help in writing this Protocol.

Grahame Snelling.
Head of Prevention and Integration Services.
June 2011.

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The Royal Borough of Kingston wants all young people to move into adulthood with jobs, independent lives, friends, community participation and good health. This Protocol has been designed as a document which sets out who does what and when in transition so that young people, their families and professionals working in RBK have a clear understanding and shared expectations of the transition process. There will be a strong focus on early intervention, integrated multi-disciplinary working and smarter commissioning.

The areas we wish to focus on will include:

- Ensuring children have the best start in life,
- Language and communication for life,
- Inclusion of disabled children and their families in all activities provided by the Borough to promote life chances and ensure visibility,
- A strong partnership with health services as commissioner and providers,
- Redefining our relationships with schools in the context of their greater freedoms,
- Engaging parents effectively with a strong focus on promoting good parenting,
- Sustaining and developing targeted family support,
- Supporting young people on the edge of care and exhibiting risky behaviour,
- Improved alignment of targeted services for young people with support for families,
- Smarter working with better services with a continuum of services at all ages, and
- Good quality first contact and information sharing arrangements.

1. The Transition Protocol: its aims and objectives.

1.1. What is a Transition Protocol?

A Transition Protocol is a contract or agreement endorsed by everyone involved in the care and support of those young people who may need support to ensure they move into adulthood with full lives. RBK has a key role to play in helping all young people with a learning difficulty and/or disability (LDD) to make a successful transition and to help those who are considered to be vulnerable during these transition periods.

This Protocol sets out to help them in this process by describing the roles, responsibilities and accountability of all partners, whilst making sure the young person and their family are at the heart of the process.

A transition into adulthood strategic Protocol and pathway are needed in Kingston to ensure services are brought together with a clear and transparent commitment to making the transition process work for vulnerable young people with learning difficulties and/or disabilities and their families.

Developing a clear, strategic, multi-agency, agreed Protocol and pathway on how local services work in Kingston to meet the needs of disabled young people in transition can transform the effectiveness of local support.

It is well known that a recurring key challenge, often leading to lack of continuity in provision of services across the transition years, stems from the different definitions and entitlement criteria in RBK's Learning and Children's Services and Adult Services. This Protocol works towards clarifying the process and the roles and responsibilities of those involved, to enable a seamless transition to be achieved for vulnerable and LDD young people and their families.

1.2. Who is it for?

This Protocol has been developed by the Multi-agency Transition Partnership and is endorsed by the Children and Young People's Partnership and Kingston's Children's Trust Board. It applies to all vulnerable and disabled young people and their families, carers, teachers, health workers, other professionals and everyone else involved in the young person's transition to adulthood.

This Protocol is designed for young people with learning and/or physical disabilities, aged 14 – 25 years and/or who have a statement of Special Educational Need (SEN) or are subject to School Action or School Action Plus of the SEN Code of Practice. If a young person has a SEN statement, local authorities and schools have a statutory duty to ensure that they have a transition plan beginning year 9.

In addition, as far as social care is concerned, a small proportion of young people with statements, who meet the criteria of the Integrated Disabled Team, receive support from the Moving Forward Team.

The Protocol assumes that practitioners know how to perform their core duties and do not need the basics of their work set out here. It follows that this is not a guide to every aspect of the transition process. Nor is it a substitute for the policies and procedures of individual teams and agencies. It is written as a concise guide for

health, education and social care practitioners and their managers. Parents, young people and commissioners may also find this useful. A Parents Information Pack, which summarises this Protocol, will also be available in the summer of 2011.

1.3. Definitions.

Whilst not all children who have Special Educational Needs are disabled children, the definition of SEN is set out to assist in the use of this Protocol.

Children have Special Educational Needs if they have a **learning difficulty** which calls for special educational provision to be made for them.

Children are considered to have a **learning difficulty** if they:

- have a significantly greater difficulty in learning than the majority of children of the same age, or
- have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the Educational Authority,
- are under compulsory school age and fall within the definition above, or would do so if special educational provision was not made for them.

(Special Educational Needs Code of Practice, effective from 1st Jan.2002)

Children are considered to have a **physical disability** if they meet any of the following statutory definitions: section 17(11) of the Children's Act, 1989, section 2 of the Chronically Sick and Disabled Persons Act, 1970 or section 6 and schedule 1, Part 1 of the Equality Act, 2010.

This Protocol also applies to young people who do not have a statement of SEN, but who are otherwise **vulnerable** and who may benefit from some of the services on offer. This group may include, for example, young people experiencing substance misuse problems, those who are Looked After, those at risk of exclusion from school and young people working with the Youth Offending Team and Youth Support Services.

SEN.

The term **Special Educational Need (SEN)** is used to describe children who have significantly greater difficulty in learning than the majority of children of the same age, or have a disability which prevents or hinders them from learning as successfully.

School Action and School Action Plus.

Schools often have the skills and the resources to be able to meet most pupils' needs themselves. This leaves the LA to make provision for a much smaller group of children, typically those with severe and complex needs. When a school identifies that an individual child is having difficulties which may need some additional support in class, this extra help is known as **School Action**.

When it becomes necessary to do something different and extra to what has already been done, this is known as **School Action Plus**. It is usual for the school to involve

specialists from outside of the school at this stage. This means more help for pupils with the greatest needs and less help as things improve.

Children's Social Care.

Services for disabled children in Kingston are provided by the:

- Early Intervention and Prevention Team,
- Children's Safeguarding Team, which provides mainstream services for children assessed to be 'in need' of services under Part III of the Children Act 1989,
- Disabled Children's Team ('DCT') - Assessment and Care Planning, which provides specialist services to disabled children (whether 'in need' or otherwise) whose disabilities call for the provision of such services.

The DCT's aim is to provide or commission services that will minimise the impact of the child's impairment and give him/her the opportunity to lead a life which is as normal as possible.

Adult Social Care.

The eligibility criteria for social care to decide whether a young person will receive services/support from Adult Social Care is based on the Fair Access to Care Service. (See Appendix 4 for criteria).

The purpose of providing these eligibility criteria is to clarify how young people may access Adult Social Care services.

1.4. When does transition take place and what does it achieve?

For those children eligible to transfer from children's to adult services, transition occurs at different ages depending on the support services provided. Generally speaking transition planning starts:

At 13 /14.

If the young person is assessed as having learning difficulties or disabilities, a referral is made usually (now) through the school to the local Connexions Service. This involvement can continue up to the 25th birthday. For those young people educated out of the borough, this is usually dealt with by the Connexions Service within the host borough.

At 16.

At present any young person may leave school at age 16.

Currently, young people in Years 12 and 13 who attend a post 16 provision attached to a school can continue to receive a service from Connexions depending on the school and resources available at the time.

If the young person chooses to transfer to college, work based training or gain employment, they can continue to receive help with transition from the college, training provider and Connexions.

If a young person has a statement of SEN and they choose to leave school at the end of Year 11 to go to college or onto a work-based learning programme, a Connexions Adviser will complete a Section 139A-C Assessment with them.

The assessment will detail a young person's support needs and the provision required to meet those needs. In order to gather the necessary information, the Connexions Adviser will liaise with the young person, their parents or carers, the Special Educational Needs Coordinator (SENCO), relevant school staff and specialist agencies.

A report is written and, with the consent of the young person or their parents/carers, submitted to the college or work-based learning provider that the young person is going to attend.

At 19 (and above).

Moving from FE college to higher education is dependent on whether the young person attends a special school when they may transfer at 19, compared to a mainstream school or FE college, when this can happen at 18.

Young people attending specialist college placements transfer into further education colleges, where they continue to receive some support from the college and Connexions where possible.

Those moving from education and training providers to employment can also expect to receive support from Youth Support Workers to provide Information, Advice and Guidance.

Social Care support.

At 14.

The Disabled Children's Team/Moving Forward Team works with young people from ages 14-18. Children eligible to work with this team are allocated a Transition Worker who completes a transition plan in partnership with the school and attends the young person's Year 9 and respective Annual Educational Reviews.

At 16.

A person eligible and open to the Disabled Children's Team/Moving Forward Team, will continue to be supported until age 18, when they will be supported (if eligible) to adult social care services.

A child in care transfers to 'leaving care'. Unless disabled or open to the Disabled Children's Team, these young people continue to remain with the Leaving Care Team until they reach adulthood.

A young person with Asperger Syndrome, who is working with the Asperger Youth Support Adviser, begins to make a smooth transition into the Adult Asperger Service at 18.

At 18.

Eligible young people are transferred to Adult Social Services.

Healthcare.

From 0-18 years.

Children are discharged at different ages by different sections of the health service. A few are referred to adult health services.

If a young person is receiving support from a paediatrician or from a school based health professional, the young person will be transferred to adults' health services. This is dependent upon the health service being received, e.g. if the young person is receiving health support in school and remains in school whilst reaching adulthood, then the support continues until they finish school.

If they leave school, post 16, they will be transferred by a professional health worker into adult services when they reach 18.

Co-operation and flexibility in care planning ensures the young person is helped by the most appropriate services. Young people and their families/carers should be fully involved in the decisions made which affect their lives. Care plans should be negotiated and agreed on the basis of informed consent and the inter-agency sharing of information should be consistent with the NH Trust and the Borough's guidelines. Wherever possible Care plans should be shared, discussed and agreed with the multi-agency partnerships.

1.5. Why does Kingston have a Transition Protocol?

The aim of this Protocol is to develop a clear, strategic, multi-agency partnership approach to support young people with various difficulties as they make the transition into adulthood. Kingston wants to ensure young people get the help they need when they need it to enable them to grow up, live the lives they want, to participate fully and be active members of the community.

Kingston also wants to ensure that families, carers, teachers, health workers, other professionals and everyone else involved in young person's transition share the information and receive the mutual help, support and guidance needed to enable them to fulfil their roles effectively.

1.6. Person-Centred Planning.

Government policy as a whole and the 'Valuing People' White Paper in particular, place an emphasis on the need to develop services for vulnerable young people in their own communities and to limit the use of residential or nursing home care to those situations where it is unavoidable. The government expects Social Services Departments to develop a range of provision that promotes independence,

maximises the opportunities available to those who need support and improves access to housing, employment, education and leisure activities.

'Valuing People' acknowledges that transition can be a particularly difficult process for young people with learning difficulties, their parents and their carers. One of the objectives in 'Valuing People' specifically focuses on support for families with disabled children and their needs in transition and requires local authorities to develop person-centred approaches and person-centred planning.

Rooted in listening to what people want, person-centred approaches are ways of commissioning, providing and organising services to help people live in their communities as they choose. People look to mainstream services and community resources for assistance and do not limit themselves to what is available within social care services. People work to build on a person-centred culture.

Person-centred planning is a process for listening and learning, focused on what is important to someone now and for the future and acting upon this in partnership with family and friends. Person-centred planning is used to understand someone's capacities and choices and is a basis for problem-solving and negotiating to mobilise the resources necessary to pursue the person's aspirations.

Incorporating person-centred transition planning into young peoples' everyday lives can make a real difference. Person-centred transition planning should not be seen as an 'add on': it should be an integral part of how planning takes place with disabled young people in their everyday lives.

1.7. Legislative framework.

The following are the main Acts of Parliament and Government Guidance underpinning this Protocol:

- Equalities Act, 2010.
- Autism Act, 2009.
- Valuing People Now, 2009.
- Children and Young Persons Act, 2008.
- Aiming High for Disabled Children, 2007.
- Disability Discrimination Acts, 1995 and 2005.
- Carers and Equality Act, 2004.
- The Children's Acts, 1989 and 2004.
- Every Child Matters, 2003.
- Special Educational Needs Code of Practice, 2001.
- Special Educational Needs and Disability Act, 2001.
- Health and Social Care Act, 2001.
- Carers and Disabled Children Act, 2000.
- Learning and Skills Act, 2000.
- Children (Leaving Care) Act, 2000.
- Human Rights Act, 1998.
- The Education Act, 1996.
- The Carers (Recognition and Services) Act, 1995.
- The NHS and Community Care Act, 1990.
- Chronically Sick and Disabled Persons Act, 1970.

The following local RBK policies also help to inform the terms of the Protocol:

Mental Health Strategy, 2011-2016.
SEN Policy, 2009-10.
SEN Inclusion Policy and Strategy.
The Special Educational Needs (Provision of Information by Local Education Authorities (England) Regulations, 2001.
Children and Young People's Plan, 2009-2013.
SEN Transport Policy.
London Child Protection procedures.
Local Safeguarding Children's Board Improvement Plan.
Independence and Wellbeing Plan.
Kingston Supporting People 5-Year Strategy.
RBK Inclusive Sport in Recreation Exercise Scheme.
Integrated Youth Support Services Delivery Framework.
NHS Transition to Adult Health Services Policy (Draft).
Procedure for the Transition of Young People from Learning and IDCS to the Community Learning Disability Team (Draft).
Support & Aspiration: SEN and Disability Green Paper March 2011

1.8. Kingston's strategy to develop the Transition Protocol.

A multi-agency Transition Partnership of partners, including young people and family representatives, has been responsible for overseeing the formulation of the Protocol in Kingston. This Partnership is a sub-group of the Children and Young People's Strategic Partnership which reports into the Children's Trust and sits within the Prevention and Intervention Service.

The Transition Partnership is responsible for the realisation of the Implementation Action Plan (see Section 4, Monitoring and Evaluation), which is intended to ensure the Protocol remains a working document and evolves as it comes into effect.

In the future, this Partnership will also monitor and review the success of the Protocol as it has been developed, to ensure that the needs of young people, their families and carers continue to be met most effectively. As a live, working document this Protocol will be evaluated and reviewed. (Section 4 of the Protocol outlines the evaluation and monitoring procedures).

The need is clear for young people, their families and carers to be at the centre of plans made to support them and to be consulted throughout. With their help, an information pack, called 'My Future' has already been designed to empower and inform the young people themselves as they grow from children into adults. 'My Future' reflects the intentions of the Kingston Transition Protocol. A Parent Information Pack and a Transition Pathway are also being developed to complement this Protocol.

1.9. What will be the outcomes for young people?

This Protocol is designed to show our commitment towards maintaining and supporting the independence of vulnerable young people and their ability to achieve the following outcomes:

- Ensuring planning for transition is focused on individual needs and wishes,

- Providing access to a more transparent and appropriate menu of opportunities and choices,
- Enabling the young people and their carers to participate fully in the process,
- Create continuity of service provision from children's services to adult services and
- Facilitate agreement and clarity in planning for care needs and identifying budgetary responses.

1.10. What does good transition look like?

In order to determine what makes for a smooth and satisfying transition to adulthood, young people, their families and carers were asked directly for their views at two parents' consultation events in February 2009 and November 2010 organised through the volunteer project, EnhanceAble. Transition Fayres also took place in March 2010 and 2011 at which young people highlighted problems and areas of good practice. A further two young people's forums have taken place around transition and a Facebook site has been set up specifically to capture views from young people.

In addition, as part of the RBK's Children and Young People's Youth Participation Strategy, numerous consultations take place with young people over the course of each year, in particular around the services provided to users. The Integrated Youth Support Service, working with more vulnerable young people, share any useful comments and issues raised around transition with transition workers.

As a result of these consultations, it is clear there remain a number of unresolved issues with the potential to render transfer to adulthood an uncomfortable experience for some young people.

(Quotes from the EnhanceAble Parent Panel consultation on transition 20.11.10)

"Young people without a statement but with a disability have no clear support pathway"

"No clear set of 'trigger dates' regarding the processes of transition"

"Not enough information available"

"Left up to the parents to do all the work and research on transition"

The main points appear to focus around a feeling of powerlessness experienced by young people, their families and carers within the existing planning systems; poor co-ordination and information-sharing between agencies responsible for providing services; insufficient choice and opportunities before and after leaving school and lack of user-friendly information around procedures, entitlement criteria, benefits etc., available at the right time.

The Kingston Transition Protocol is designed to address these concerns and to incorporate all the positive, desirable elements and aspects of good practice identified through experience. The Protocol defines the roles and (where possible) responsibilities of all agencies, professionals, volunteer groups and all other carers involved in the transition process. This is to ensure compliance with statutory

responsibilities, national and local policies and procedures in order that transition to adulthood is a positive and fulfilling experience for all young people.

1.11. The Transition Pathway - what is it?

It is clear that careful preparation, multi-agency planning and excellent communication are needed to ensure the transfer to adulthood is as seamless as possible for the young person, their family and carers.

To this effect, a transition pathway has been developed which maps out the transfer process, so that a young person and their family and carers can see who may be able to help them at various stages of the transition. It also enables the young person and their families to be able to hold professionals accountable along the way.

In essence, there are three pathways a young person may adopt to achieve adulthood in Kingston.

Route 1 - Specialist.

Young People who are currently receiving a service from the Disabled Children's Team will meet the criteria of the Moving Forward Team and are likely to transfer to Adult Services. This includes young people with severe and complex disabilities. Youth Support Services also provide specialist services to vulnerable young people, including those with learning difficulties.

Route 2 - Targeted.

This route is usually adopted by young people whose learning difficulties and/or disabilities are such that they have received a statement of Special Educational Need under the terms of the Education Act 1996, but who do not meet the criteria of the Disabled Children's Team for social care support.

The young people may attend a specialist school, be receiving support from CAMHS and other health services etc., or from the Young People's Care Team so parents and carers may feel they are receiving specialist support, but the young people do not meet the criteria of the Disabled Children's Team for social care support.

They may also be receiving a targeted planned intervention from the Youth Support Service or Voluntary Services who offer non-statutory alternatives. This route is followed by disadvantaged and vulnerable young people, including those with learning difficulties but without statements of Special Educational Need and can include School Action and School Action Plus who are likely to underachieve without some form of targeted intervention or support.

Route 3 – Universal Services.

Young people access universal services because they wish to have a place to go and things to do. They wish to meet their friends and enjoy their free time, often taking part in activities that broaden their own horizons and encourage a sense of achievement.

Youth centres and outreach projects provide safe settings where young people can meet with trained and supportive adults who can assist them to realise their potential, providing good quality information, advice and guidance that helps them address the range of issues that often confront teenagers.

Similarly, the majority of young people who receive advice and guidance from a Youth Support Worker or tutor in universal settings such as schools will have their immediate requirements met without the intervention of another service.

A separate Pathway Plan which outlines the routes described above will accompany the Protocol.

2. Roles and responsibilities of professionals involved in transition.

Education (including training and employment).

2.1. The Local Authority: Learning and Children's Services.

In Kingston the Children's Trust Board has overall responsibility for consulting young people and their parents/carers in order to ensure young peoples' needs and aspirations are identified, assessed and matched by appropriate service provision. The Local Authority and the Trust are also responsible for ensuring systems are in place for monitoring and accountability.

The Learning and Children's Services, Community Care Services and advocacy groups in Kingston have specific responsibilities as outlined:

2.1.1. SEN Department.

- Deciding on whether to make, maintain, amend or cease to maintain statements of SEN,
- Ensuring that schools convene Annual Reviews which include transition planning meetings for students with statements in Year 9 and above,
- Writing to parents/carers of young people advising them that the LA intends to cease to maintain the statement,
- Determining educational provision including school placement for all children/young people with statements. Considering the outcomes of Annual Review/Transition meetings and making recommendations about future provision,
- Informing Social Care of all young people with a statement of SEN before their Year 9 review so that an assessment may be undertaken as to whether a young person has a disability and whether additional support may be needed.
This will determine whether a representative from Children's Social Care should attend the Year 9 transition review.

2.1.2. Schools.

This statutory process relates only to those young people who are subject to Annual Reviews/ have a statement of SEN.

- (At present) inviting the Connexions Adviser to the Year 9 transition meeting,
- Informing all parents and young people with a statement of SEN at the beginning of Year 9 that the Year 9 review is a 'Transition Review' and
- Explaining how it will be different from previous reviews, (More professionals usually attend and this can be daunting for parents/young people if they are not aware this is going to happen.)
- Inviting relevant professionals to annual review/transition planning meetings and making referrals to other agencies in accordance with the transition plan. Social Workers, Connexions and health professionals involved with the young person must be invited,
- Supporting the transition process by drawing up a Transition Plan during the annual review meeting in Year 9. The plan must be reviewed and amended, as necessary, at each subsequent annual review meeting, (Year 10 and 11, as well as annually for those post 16).
- Ensuring the transition plan draws together information from a range of people and agencies, making clear the type of support and provision needed and actions required of those involved,
- Arranging activities to support a young person's transition to work, college or employment, e.g. work experience, visits to college, interview experience,
- Sending the annual review report and transition plan to all those involved, within 10 days after the meeting or the end of term, whichever is the sooner,
- Arranging activities to support the young person to gain independent living and leisure participation skills,
- Arranging activities to develop advocacy and self advocacy skills,
- Informing Social Care of all young people with a statement of SEN before their Year 9 review so that an assessment can be undertaken as to whether a young person has a disability and whether additional support may be needed. This will determine whether a representative from Children's Social Care should attend the Year 9 transition review.

2.1.3. 14-19 Team.

- Brokering provision for all learners to meet their educational entitlement,

- Planning to meet minimum entitlements against appropriate milestones, taking into account analyses of learner needs and capacity as well as working to RPA (raising participation age) to ensure provision of suitable places of education or training for all young people living or learning in the borough,
- Auditing the provision of the 14-19 curriculum in terms of young people's access to secondary qualifications, apprenticeships, diplomas, engagement programmes and the Foundation Learning Tier,
- Addressing gaps in provision for young people with Learning Difficulties and Disabilities (LDD). Monitoring the quality of 14-19 provision and taking appropriate action to address any shortfalls,
- Taking account of the needs of people with LDD in developing, planning, funding and managing post 16 provision,
- Taking account of the assessments of young people arranged by Connexions and the local authority (i.e. Section 139As),
- Developing and implementing a local 16-19 offer which meets the needs and aspirations of all young people participating in education or training in Kingston.

2.1.4. RBK Transport provision.

Local Authority-led Transport Partnerships exist throughout England to consider post-16 transport provision and transport issues within the local area. Partners may include the Young People's Learning Agency, Further Education Colleges and Higher Education Institutions, transport companies and authorities operating in the locality, public sector bodies, community groups, voluntary organisations and groups or organisations with an interest in disability issues.

Post 16 Travel.

Where the LA decides that a school age child is eligible for transport, the entitlement to this provision can continue up to and including the current eligibility, but is no indication of future eligibility.

The LA does not currently have a duty to provide or arrange free transport to or from 6th form provision or college for students aged 16 years or over (studying in year groups 11 and above) since these young people are above statutory school age. The LA may decide to continue providing transport assistance for pupils aged between 16-19 if, in their statements of Special Educational Needs, the LA deems it necessary to provide such assistance.

Young people may be able to use part of a direct payment or personal budget for this travel to college. Young people with a learning disability may also receive travel training. This usually happens in colleges, day services or supported employment agencies. Others receive help from their family, from voluntary groups or at school. This training is important because some people with a learning disability find it hard

to plan their journey; use timetables or buy tickets and those with physical disabilities also require support with identifying accessible routes.

2.1.5. Connexions.

At going to print the future provision of Information, Advice and Guidance was not known. The following websites may be consulted.

www.cfbt.com/wayahead and www.connexions-direct.com

2.1.6. Young People's Learning Agency (YPLA).

The YPLA assists Local Authorities to fulfil their strategic commissioning and influencing roles by providing comprehensive information around supply and demand. In order that Local Authorities may deliver the best outcomes for young people aged 16 to 19, the Agency also makes financial payments to FE, Sixth Form Colleges and other training providers.

2.1.7. Colleges.

- Provide information, advice and guidance about opportunities to all young people,
- Attend annual review/transition planning meetings as required,
- Are proactive in promoting further education courses for disabled young people,
- Make detailed assessments of support needs and draw up an Individual Learning Plan to support placement,
- Share outcomes of assessment with the Local Authority in a timely manner, and
- Attend and share information with professionals and the 14-19 strategic partnership.

2.1.8. Kingston University

The University's Education Liaison team works with schools, colleges, organisations such as Aim higher and local authorities on a variety of activities aimed at raising the aspirations of young people. They particularly work with those who are the first generation in their family to consider university and other targeted groups, so that they can make an informed choice about higher education in general. These range from:

- events with learners in Year 5 right through to those applying and enrolling at the University,
- activities for each year group, plus events aimed at GCSE Maths and English revision sessions for those who are C/D borderline, learners from a care background, and those with disabilities,

- a Compact Scheme with key local schools and colleges aimed at easing the transition into higher education, supporting and advising students before and during the application process,
- Running a pre-enrolment welcome session for Compact students before term starts and giving them a named point of contact for the duration of their studies. For students leaving Local Authority care there is also a £1000 (due to increase to £1500 subject to OFFA approval in 2012) per year bursary,
- Open Days and online events to find out more about university life at Kingston.

All of these activities are facilitated by a team of Student Ambassadors who are currently on courses at the University and share their experiences in all the activities that take place in schools and colleges or onsite at the University. Further information is available at www.kingston.ac.uk/schools-and-colleges

2.1.9. Workstart.

This is an employment support service for people with learning difficulties and disabilities living in the borough of Kingston. Workstart offer help with identifying training needs, work placements, working life skills and extra support when starting a new job.

Their aims are:

- to support people with disabilities into voluntary work, work experience or paid employment,
- to offer a personalised package of support tailor-made to suit the jobseeker. The team's Employment Support Workers can help with CV writing, interview techniques, job searching, contacting prospective employers and signposting onto vocational training for career development,
- to be skilful in negotiating with employers around accessible interviewing, offer work based support and ongoing monitoring,
- to run a weekly drop-in Jobclub in New Malden and co-facilitate the 'Stepping Stones Work Prep' course at the Skills Centre, and
- to offer support to jobseekers at any stage of their work-readiness and to help school leavers to secure work and to provide work experience placements / volunteering opportunities for young people attending college who want to start thinking about employment.

Work start is part of the Kingston **Adult Asperger Syndrome Service** which provides support to young people and adults who have a diagnosis of Asperger Syndrome to help them live independently. The support ranges from job seeking to help in the home to cook healthy meals. The youth support worker based in this service is responsible for supporting young people and aiding their transition into adulthood.

2.1.10. Jobcentre Plus.

Support jobseekers and assist with finding work. They have a number of specialist programmes which incorporate help for disabled people, for example, the Job Introduction Scheme, Access to Work, Work Choice and the Work Programme. They also provide assistance with benefits and allowances. www.jobcentreplus.gov.uk

2.2. Social Care.

2.2.1. Young People's Social Care - Moving Forward Team.

- Where possible, identifying, prior to their Year 9 review, those young people who are likely to require life-long specialist support from adult services. This will be by considering referrals from the Assessing and Care Planning Team, parents or schools.
- Allocating eligible young people a Moving Forward Worker who will work with them and their families throughout the transition process, providing information, advice and guidance regarding future options for that young person and spending time getting to know his/her full support needs, dreams and aspirations.
- Ensuring that a member of the Moving Forward Team attends the Year 9 review and all subsequent reviews of all young people eligible for a service from the team, contributing to the formation of the Transition Plan and providing information, advice and guidance regarding future support options for that young person.
- Working closely with the young person and their family in writing a person-centred Moving Forward Transition Plan that reflects their full support needs, intentions and aspirations. This plan is then passed on to the relevant adult service team a year before the young person transfers to that adult service,
- Contributing to forward planning processes by data sharing and ensuring that adult services are made aware as soon as possible of all young people who are likely to require a service in adulthood. This includes highlighting those young people with higher or more complex support needs who may require earlier intervention/joint working from a colleague in adult social care, and
- Where a young person will be transferring to the Community Learning Disability Team, joint working with a colleague from CLDT commences from the young person's 17th birthday in order to facilitate a smooth transition to adult services by the young person's 18th birthday.

A separate transition **information pack** for young people with learning difficulties and disabilities entitled '**My Future**' is available on the RBK website from the following link:

www.kingston.gov.uk/community_service_transition

2.2.2. Children's Social Care - Looked After Team.

- Ensuring every young person Looked After by the local authority and open to the Looked After Team has a Pathway Plan by their 16th birthday. The Pathway Plan should cover all areas relevant to making a successful transition to adulthood.
- The Plan should build on the young person's Care and Individual or Person-Centred Plan, mapping out a pathway to independence, including education, training and employment.
- Ensuring those care leavers who do not meet the threshold of adult services at 18 remain appropriately supported/looked after until aged 21, when a further assessment will be made as to the need for adult services.
- With regard to disabled young people who are Looked After and eligible for support under the Children (Leaving Care) Act 2000, responsibility is shared with the Children's Disabled Team and, once a young person is due to transfer, Adult Social Care are involved. In such instances, a Person-Centred Plan rather than a Pathway Plan is applied.

2.2.3. Children's Social Care Team (Safeguarding Service).

- To provide sound and robust safeguarding for children and young people across the 0 to 18 years age range. To identify the needs - and to promote the welfare of - vulnerable children and young people.
- To pursue the best possible outcomes for children and young people in public care. To achieve these outcomes through arrangements that provides good value for money.
- Safeguarding issues must be highlighted here as young people may move from Safeguarding children concerns to Safeguarding Vulnerable Adults.

2.2.4. Advance Services for Kingston Kids (ASKK).

Designed to strengthen the Safeguarding Service by:

- Being an information hub,
- Logging and flagging children at Safeguarding levels 2 and 3,
- Being the focal point for receipt of Common Assessment Frameworks (CAFs) and offering expertise,
- Promoting Junior Citizen and Splash schemes in partnership with the Prevention and Intervention Service,
- Supporting Team Around the Child meetings,
- Brokering and commissioning individual services with Prevention and Intervention service providers.

2.2.5. Family Information Service.

Where both professionals and parents can be directed quickly and efficiently to universal services.

2.2.6. Adult Social Care.

Adult Social Care is made up of the following services: Short-term, Medium-term, Long-term, Learning Disability and Mental Health. They support older people, people with physical or sensory impairment and those with a long-term health condition.

- **Short-term** care is where immediate services are needed such as daily living equipment or homecare support.
- **Medium-term** services support people to become as independent as possible. Equipment and home adaptations can be provided to get people back to everyday life. If longer-term support is needed, 'Personal Budgets' are discussed.
- **Long-term** service is where Personal budgets are used to organise support to meet the person's needs. This is reviewed regularly.
- Overseeing the transition process for disabled young people from age 18.
- Carrying out adult community care assessments leading to the provision of a personal budget and a support plan.
- Maintaining strong links with the Disabled Children's Team and Leaving Care Team, including sharing data and information.
- Through links above, estimating and planning for numbers likely to require a service in years to come.
- Being transparent about eligibility criteria and making decisions in a timely fashion so that young people, their parents and carers can make appropriate plans.
- Attending regular meeting with children's services.
- Discussing young people with complex needs where transition processes remain uncertain. Being clear to young people about charging for services and income maximisation.
- Liaising with other statutory advisers.

www.kingston.gov.uk/browse/health/communitycareservices.htm

2.2.7. Healthcare Services.

Healthcare Services will be provided to children and young people who are registered with a NHS Kingston General Practitioner. They:

- Ensure that professionals involved in the management and care of young people contribute to the transition plan and, where possible, attend the transition review in Year 9.

- Attend and share information at transition review meetings.
- Advise services likely to be required and facilitate referrals and transfer of records with the informed consent of the young person and parents.
- Liaise with Connexions, Adult and Children's Services as appropriate.
- Ensure that all young people with disabilities who want a Health Action Plan have one.
- Promote annual health checks.
- Make appropriate health provision for young people irrespective of where they are educated.
- Ensure smooth transition between paediatric services and adult services which often involves multiple specialists. GPs will commission and often refer.

In Kingston, the following care for young people is provided by the Integrated Disabled Children's Services at Moor Lane, North Chessington.

Consultant Led Service
 Looked After Children
 Adoption and Fostering
 Special Educational Needs (SEN)
 Specialist clinics (Orthopaedic, Orthotic and Downs Syndrome)
 Children's Community Nurses
 School Nursing
 Speech and Language Therapy
 Physiotherapy Service
 Occupational Therapy and
 Family Adolescent and Child Team (FACT) part of
 The Child and Mental Health Services (CAMHS)

2.2.8 Family Adolescent and Child Team (FACT).

FACT is a part of the Child and Young People's Development Service (CYPDS) and is a Tier 2 CAMHS. (Children And Mental Health Service)

Their focus is on the emotional well-being of children and young people with a wide range of developmental and learning difficulties.

FACT support children and their families who are often coping with challenging emotional and/or behavioural difficulties.

They are the next step in the comprehensive CAMHS when Tier 1 interventions may have had a limited impact on a family's situation.

They work integratedly, employing a range of approaches, including systemic, cognitive-behavioural and developmental.

They work with children or young people and their families who are:

- Aged from 0 -19 years in the Kingston area,

- Experiencing a lot of challenging behaviour and/or emotional difficulties associated with their learning disabilities,
- Experiencing a lot of anxiety and/or aggressive behaviour,
- Having difficulty being able to play on their own or with other children,
- Finding it difficult to comply with an adult's request,
- Having complex behavioural difficulties associated with feeding.

In general, most consultations with families will be 4 to 8 sessions over a period of several months, decided on a case by case basis. Families may be seen for longer when there are more complex emotional or behavioural issues.

2.3. Housing.

2.3.1. Supporting People.

Supporting People works with partners in Housing, Community Care Services, Kingston Primary Care Trust, Probation, Registered Social Landlords and the voluntary and private sectors to provide housing related support.

Housing related support are services, paid for by Supporting People, that help people to become or remain independent and live in their own homes for as long as possible.

Supporting People services are part of a package of support for a period of time from a few months up to many years. It does not fund all kinds of help or support a person may require or personal care.

Supporting People services may be accommodation based or non accommodation based. In accommodation based services people usually move into a property where they get support to help them live independently. Support is provided where the person is living.

www.spdirectory.org.uk and www.spkweb.org.uk

2.3.2. Supported Housing.

Supported Housing provides accommodation for vulnerable young people aged 16-20 (including care leavers) to help them prepare for independent living. Beverley House is one such supported accommodation project. It provides eight bedsitting spaces with private kitchen facilities and has a Supporting People Contract for four spaces. Beverley House also manages a number of flatshare properties in the Kingston area.

2.3.3 Supported Living.

The Supported Living Service is part of the Royal Borough of Kingston's Adult Social Care Service and is the service for people with learning disabilities over 18 years of age. It supports people living independently in shared flats and houses, some private, some with the Council and helps people to live as independently as possible. Access is through the Fair Access to Care Services (See Appendix 5 for eligibility criteria).

2.4. Other services supporting transition.

2.4.1. Youth Support Services.

Kingston's Youth Support Services aim to give all people who live, earn or learn in the borough the best chance of a positive future by helping them to learn in ways that motivate and enable them to achieve, to benefit from targeted support before problems intensify and to make informed choices about their lives.

The Youth Support Service includes Targeted Workers such as Youth Support Advisers and Youth Workers as well as universal staff. Referrals are largely received from schools via ASKK, but also from a variety of other services working with vulnerable young people aged 13-19.

Professionals such as Education Welfare Officers, staff working in Pupil Referral Units, SENCOs, Youth Offending Workers and Social Workers bring their concerns to the YSS Referral Panel about those young people whom they feel will benefit from some form of intervention or support.

Services provided include:

- 1 – 1 and group work,
- Positive Activities for Young People,
- Issue - based project work,
- Specialist services.

This service forms part of the Prevention and Integration Service which can also provides advocacy and support regarding substance misuse, youth offending and teenage pregnancy issues.

2.4.2. Sports and Leisure.

Kingston's Sports and Leisure Services are dedicated to providing and enabling sports and active recreational activities for Kingston's residents who have a disability/impairment or special need. They offer a comprehensive programme of activities for children and adults including those in transition.

Kingston CSPAN brings together lead officers and partners from organisations across the borough that are all committed to providing locally determined solutions to increase participation and widen access to sport and physical activity for the whole community.

INSPIRE (INclusive SPort In Recreation and Exercise) is a Kingston initiative designed for anybody aged 8 to 80 with special needs or disability, providing the opportunity to play various sports such as seated basketball, cricket, short tennis, volleyball, boccia etc: Sessions are held at Chessington Sports Centre.

2.4.3. EnhanceAble Children and Young People Service (ECS).

EnhanceAble is a charity based in Kingston upon Thames that supports disabled people and their families. The ECS Service provides up-to-date, accurate information and support surrounding coping with childhood disability. This includes:

- The Parents Partnership Service provides education, advice, information and support. This service has proved to be an invaluable source in the writing of this Protocol as, through consultation, the Partnership has helped to shape its design and content and raise parental concerns around transition.
- The Information Service provides information on local and national services and organisations, blue badges, support meetings and parent participation.

www.enhanceable.org

2.4.4. Kingston Advocacy Group (KAG).

This is a not-for-profit charity which helps vulnerable people have a say in decisions that affect them and how they live their lives.

Independent advocacy support is provided at no direct cost to individuals. Advocacy is provided by specialist employed staff and trained volunteers. They help clients understand their needs, ensure they are aware of their rights and provide relevant information. They also provide support for clients in speaking for themselves or, where this is not possible, speaking on their behalf.

www.kag.org.uk

2.4.5. VoiceAbility.

VoiceAbility works with individuals and groups who have mental health problems, learning disabilities, physical or sensory impairments or are on the autistic spectrum. They also work with older people and carers.

Their role is to support people to speak up about what they want. That could be information on what benefits they are entitled to or for them to represent individuals/groups in meetings. It could be to facilitate a group to work with decision makers to change the way that their local services run and make changes that really do affect them.

www.voiceability.org

2.4.6. Kingston Centre for Independent Living (KCIL).

Kingston Centre for Independent Living is a user-led organisation based in Kingston upon Thames. They provide a range of services to ensure that disabled people who live, work or study in Kingston are able to lead independent lives.

They offer a self directed support service. This includes providing a more comprehensive range of services to people who take up a direct payment / personal budget to manage their own care such as employment support and signposting to advice around these matters.

www.kcil.org.uk

2.5. Customers and the importance of their involvement.

2.5. 1. Young people.

What young people with disabilities are saying when asked about transition in Kingston (see Appendix 6 also):

What do you want to do or have when you are an adult?

- “a house by myself with 2 dogs”
- “be more involved in the outside community”
- “work in a shop serving things”
- “house, job, car”
- “have a family”
- “I’d like my own way”

What do you want to learn or try?

- “try cooking”
- “I would like to learn how to live independently”
- “more things about computers”
- “crossing the road”
- “money”
- “timekeeping”

Young people are at the centre of transition planning and decision-making and must be enabled to contribute and be involved fully at every stage of the process. This includes consultation during person-centred planning. To date, young people have been active in designing and developing this Protocol, involving themselves in Transition Fayres and the design of the My Future transition information booklet. Young people are also engaged in the Youth Parliament, Kingston Youth Council and specific project work, for example, advising on access to transport links and RBK Centres. Kingston has with about 135 disabled young people in transition at any one time. As the authority moves to integrating services there has been an increased focus on providing children and families with opportunities to feedback their views about services and to influence service design and provision.

2.5.2. Parents and carers.

When they were consulted about transition, parents and carers described a number of aspects that worked well. They voiced also a number of areas of weakness e.g. the absence of a clear Pathway for disabled young people without SEN, a lack of information around transition, how to access FE for a person with a statement of SEN, medical, legal and financial advice and a general lack of support for vulnerable young people. Overall, parents and carers felt that it had been left up to them to do all necessary work and research. This Protocol has been developed to redress these concerns.

It is particularly important during the transition process that parents and carers continue to help their young people to think about their future goals bearing in mind their individual support needs, strengths and views.

Parents and carers undertake actions agreed at transition planning meetings (with support where required) and ensure that their young person's goals and needs are recorded and addressed in the Transition Plan. It is vital that carers and the family retain an active role throughout this potentially challenging time.

The EnhanceAble Parent Partnership ensures that parents and carers are not lone voices and can seek support and advice on areas of transition that are of concern or importance to them.

3. Transition Planning and Procedures.

3.1. Person-centred planning.

Person-centred planning is about putting young people with learning disabilities and those with other support needs at the focal point of the transition planning process. This improves choice and control in their lives and is designed to support them to get jobs and live full lives as adults. Put simply, person-centred planning for transition means the following are some of the issues that are addressed:

- What is important to the young person now and for the future; what are their aspirations?
- What other aspirations could they have?
- What is practical and possible for the young person?
- What support do they need to realise their ambitions?

3.2. Transition Procedures.

These are designed to ensure the person-centred planning is focused on individual needs and wishes, provide access to a more transparent and appropriate menu of opportunities, allow young people and carers to fully participate and create continuity of service provision when moving to adult services.

3.3. Person-centred approaches in transition reviews.

By using a person-centred approach in transition planning, professionals can support disabled young people to express what they would like to happen in their future and on their terms. For the purposes of the formal transition review, this means putting the disabled young person at the centre of the process. They should not only be invited to the meeting, but their plans, ambitions and worries should form the focal point of it.

Having a review that leads to a transition plan that sets out clearly the wishes and aspirations of individual disabled young people, as well as the support they need, is a highly effective tool. The plan sets out the commitment each agency has made, and how and when the support will be delivered. It also enables young people, their

families and professionals to keep a track of the complex process, review the support and plan what will be needed in the future.

The annual review in school, Year 9, is the basis for longer-term decision making and is, therefore, particularly significant in preparing the pupil's transition to further education, work-based training, higher education and adult life.

It is important that person-centred transition planning continues in Years 10, 11 and into post-16 education. This ensures that young people and their families learn about positive choices and what is possible for them to achieve.

3.4. Who attends transition reviews?

Disabled young people, families, head teachers, (now) Connexions PAs, key workers, lead professionals, advocates, educational psychologists, speech and language therapists (SALT), physiotherapists, occupational therapists, children with disabilities social workers, transition social workers, adult team social workers, housing officers, transport contacts. Meetings are usually at the school the young person is attending or in Children's Services.

3.5. The Review process.

It is crucial that professionals understand their roles in transition review meetings and how they can work with other agencies to support young people as they plan for their futures. The annual review of a statement of Special Educational Needs (SEN) in Year 9 includes a transition review and starts the formal planning part of the transition process for young people with statements. This annual transition review process will continue until they leave school.

The transition review should cover areas the disabled young person thinks are important and be based on their individual goals, rather than being centred around available existing services. The review should cover at least the following areas: their ideas, aspirations and concerns about their future lives, including friendship, social activities, etc.

The Year 9 Annual Review considers the same matters as are considered at other annual reviews but, in addition, the review must consider the young person's transition to post-16 education or training and adult life. The head teacher plays the same role in arranging the review meeting, but the head teacher must invite a Connexions adviser (currently), who will attend.

As with other reviews, the head teacher must write the review report and recommendations to the LA, but s/he is also responsible for ensuring a transition plan is drawn up. The head teacher may delegate the writing of the transition plan to other specified parties, including (now) the Connexions personal adviser.

The purpose of the plan is to take the first steps in planning coherently for the young person's transition to adult life. It therefore addresses questions such as whether education after the age of 16 will be appropriate for the child, and if so, whether it should be at school or a further education college. The transition plan must be updated as appropriate following each annual review.

Where the young person does not attend school, the LA is responsible for arranging the Year 9 review and the writing of the transition plan, but the local authority remains responsible for overseeing the implementation of the plan.

3.6. The Agenda.

In order to address the parents' concerns that their young people were being asked to make decisions and sign forms they did not understand, the agenda for the person-centred planning meeting is designed to give the young person 'thinking time' and the opportunity to check understanding of the matters being discussed.

The agenda will normally include:

- a review of the statement (if a young person has one),
- progress in school for young people with or without a statement,
- education or training options after age 16 (further education at school or at college or by another provider),
- work experience - all students now receive 'work-related learning' as part of the Key Stage 4,
- employment and work-based training options for after school and college,
- health issues (if there are any) – the discussion about a transition health plan, including healthcare after age 16, forms an important part of the Year-9 transition planning meeting,
- the support needed to access learning and help develop independent living and vocational skills,
- Well-being – any health concerns and how best to manage them.

3.7. The Transition Plan.

The SEN Code of Practice says, 'When a young person reaches Year 9, the Annual Review of their statement of Special Educational Needs should include a Transition Plan'. The head teacher must ensure that a Transition Plan is drawn up and this should be done with the involvement of the Connexions Service or its equivalent.

The Transition Plan should draw 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. Transition Plans, when they are first drawn up in year 9, are not simply about post-school arrangement. They should plan for on-going school provision, under the statement of SEN as overseen by the Children's Trust.

The person-centred plan results in on-going listening, learning and action. Putting the plan into action helps the person to achieve what they want out of life. Person-centred approaches are not a one-off event. They are based on the assumption that people have futures, that their aspirations will change and grow with their experiences, and that the pattern of support and services that are agreed now may not work forever.

3.8. Out-of-Borough placements.

Some disabled young people attend special schools or are looked after outside of their local authority area, Kingston. For this group, the transition planning process will

involve the school they attend and any local health services they are receiving, as well as their placing local authority, Kingston.

At present the process will also involve the Connexions Service local to their school and the one in their local area. The head teacher will be the person responsible for notifying Kingston of the upcoming transition review. Attending reviews for Out-of-Borough placements are just as important as those in borough despite any logistical difficulties that may arise. It is important that adequate notice is given to ensure this attendance.

Where young people are looked after in Kingston, it is important that the transition planning process is co-ordinated with the statutory process for reviewing the looked after care plan. This is essential in ensuring effective joined up transition planning and identifying appropriate support.

3.9. Section 139A-C Assessment (formerly Section 140 Assessment).

Currently, if a young person has a statement of SEN and they choose to leave school at the end of Year 11 to go to college or on to a work-based learning programme, (at present) a Connexions Adviser will complete a Section 139A-C Assessment with them. A Section 139A-C Assessment may also be completed if the young person is identified as school action or school action plus.

In Year 12 and above, assessments may be completed for young people who are in receipt of School Action, School Action Plus, or who have a Statement of SEN. The assessment will detail a young person's support needs and the provision required to meet those needs.

In order to gather the necessary information, the Connexions Adviser will liaise with the young person, their parents or carers, the Special Educational Needs Coordinator (SENCO), relevant school staff and relevant specialist agencies.

A report is written and, with the consent of the young person or their parents/carers, submitted to the college or work-based learning provider that the young person is going to attend. The report will provide colleges and training providers with information on the support a young person will need as they begin their course.

In order to obviate the need for multiple assessments in line with Governmental recommendations, and to work in an integrated manner, the Transition Partnership is currently examining the possibility of a single assessment for young people in transition.

3.10. Health Action Plans.

Health Action Plans are presently being developed and phased in to the borough through the Adult Care Team. As a consequence precise detail of the procedure has not yet been arrived at.

'Valuing People' stresses the need for all disabled young people approaching the end of their secondary schooling to have a Health Action Plan (HAP). The drawing up of a HAP makes sure disabled young people continue to have access to the services they need to stay healthy and not fall between services as they move from paediatric to

adult health services and move away from school arranged health support. This can be particularly helpful to those young people who do not have a statement of SEN, and indeed can be beneficial for all young people, from those that just need some guidance around keeping healthy, eating well etc., to those with complex health needs.

A HAP can be drawn up at the Year 9 transitional review as it is a process not a one off event. A HAP may contain the following:

- Medical management of a long-term condition and how a young person might develop skills in monitoring and self-management,
- Access to generic health advice,
- Strategies for maintaining psychological well-being, social skills and self-esteem,
- Support access to the educational curriculum, work experience or employment and vocational opportunities,
- Developing abilities and strategies for improving/maintaining physical skills and mobility self-care (dressing etc.) and independence including use of community facilities,
- Identification of specialist equipment and environmental adaptations including housing.

3.11. Direct Payments.

Kingston is committed to helping young people to take control of their lives. As a result, Direct Payments are offered to young people who are eligible for a service from Learning and Children's Services when they reach 16 years of age. These payments help to promote social inclusion and independent living as they afford opportunities for young people to make more decisions themselves as they move into adulthood. Kingston Centre for Independent Living (KCIL) offers a Self Directed Support Service to assist recipients.

Another source of funding may be available from Adult Services who offer young people who meet their criteria an individual budget, as a way of ensuring that the young person and their family are in control of how and when they receive their support.

www.kcil.org.uk

3.12. Information sharing.

Schools, children's services, adult social care services, Connexions and the YPLA all have a role to play in gathering and sharing information to support disabled young people and their families.

By working together on this, agencies can greatly reduce the number of different assessments a disabled young person in transition may have. Having local agreements around using a person-centred approach and sharing assessment information where possible, means that less time will be taken up with assessing young people and agencies can make more effective use of resources.

With the consent of the young person or their parent/carer all transition planning assessments and plans should be copied to the young person, their parents/carers and all professionals involved.

Professionals should refer to other assessments and records where possible, rather than duplicating information, e.g. the CAF.

3.13. Complaints procedure in Learning and Children's Services.

If, following a review or assessment, there is disagreement about the process or content of the care plan or transition plan, it is possible to raise the issues with the service manager or leading professional in the first instance. If issues are not resolved, there is a Kingston three stage corporate complaints procedure which may be applied as follows:

- Stage 1 – local Resolution - problem solving,
- Stage 2 – external Investigation and response ,
- Stage 3 – Review Panel - overseen by a senior manager.

All complaints are dealt with within a specific time period.

External agencies have their own complaints procedures, and these vary according to the service dealing with the matter.

Queries may be dealt with by Karen Fenwick on 0208 547 4716 or at

karen.fenwick@rbk.kingston.gov.uk

4. Monitoring, review and evaluation.

The effectiveness of the arrangements set out in this Protocol will be monitored, reviewed and evaluated through the Transition Partnership (previously known as the Steering Group), reporting to the 14-19 Strategic Partnership, Children and Young People's Partnership and Health and Well-being Board.

The purpose of the Transition Partnership is to:

- Provide a strategic lead for 14-25 in particular those with LDD in developing and commissioning all relevant services and maximising opportunities,
- Ensure all young people deemed vulnerable experience a smooth transition to adult life,
- Monitor and quality assure the multi-agency transition Protocol,
- Commit to joint planning and responsibility between all agencies to ensure appropriate provision and effective transition for all,
- Work closely with to 14-19 Strategic Partnership and Children and Young People's Partnership taking into full account the needs of vulnerable young people including those with LDD.

The outcomes intended are:

- Coordinated post-16 provision for vulnerable young people with LDD,
- A 14-25 transition strategy that is consistent with the 14-19 strategy,
- Improved 'Every Child Matters' outcomes for 14-19 year old young people with LDD,
- Increased numbers of this target group into education, training and employment,
- The reforms proposed in the SEN and Disability Green Paper 2010.

Monitoring the effectiveness of this multi-agency Protocol will include a range of activities including;

- Monitoring the quality of transition planning,
- Monitoring the satisfaction level of young people and families,
- Analysing transition planning data (e.g. outcomes of young people, destinations, NEET/EET etc),
- Monitoring the effectiveness of information sharing,
- Monitoring the impact of support, consultation and information provided to parents/carers and young people,
- Monitoring the pathways taken by young people, including care, transport and leisure services necessary to support transition,
- Monitoring the impact of service eligibility criteria on transition planning.

4.1. Information and consultation events.

The Protocol is a 'live' document which may need to change. To facilitate this through the Transition Partnership, the local authority will continue when possible, to organise Information fayres and consultations with parents and young people.

Information about these events will be posted on the RBK website and www.kingstonld.info the website for people with learning disabilities in Kingston.

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APPENDIX 1

AGES AND STAGES

The principles of person-centred planning underpin every stage of this transition process.

Year 8 (12/13)

- 1.1 The planning for the transition of young people who have Special Educational Needs (SEN) and are disabled begins no later than Spring Term of Year 8.
- 1.2 At the review in Year 8 professionals and parents begin to identify who should be invited to the transition review in Year 9.
- 1.3 The preparation for the Year 9 review, hereafter referred to as the 'Transition Review', will be undertaken by the Head of the school or a designated senior teacher, and (presently) a personal adviser from the Connexions Service.
- 1.4 It will be the responsibility of the school to convene the Transition Review Meeting and the school MUST invite to every transition review:
the student, the carer(s), key member(s) of teaching staff, social worker from RBK's Integrated Disabled Children's Service, Moving Forward Team (where applicable) and a Special Needs Connexions Personal Adviser.
- 1.5 The school should invite any other person whose information will inform the Review as to the potential future needs of the student. Where there are health issues, information and advice must be sought from the appropriate health care professionals, e.g. School Nurse, School Doctor, GP, Children's Community Nurse, Physiotherapist, Speech and Language Therapist, Occupational Therapist.
- 1.6 It will be the responsibility of the Head or designated senior teacher, to set a specific date, time, and venue for Transition Review and to notify in writing the student, carer(s) and professionals.

This information should be circulated no later than 2 months before the meeting, thus giving all parties several months' notice.
- 1.7 The student, where appropriate and carer(s) should be offered preparation and, if necessary, support to attend and participate in the Transition Review. This should be offered by a professional, independent of the school, e.g. Allocated social worker, Paediatric Community Nurse, Connexions Worker, advocate. In some circumstances it would be more appropriate for the young person to do the preparation work with someone they know well, who can then support the young person in communicating their views and wishes in the review.

Year 9 (13/14)

- 2.1 The Transition Review also known as the annual review, will be held during Year 9 and Chaired by the Head or designated senior teacher.
- 2.2 Two months before the Transition Review the Head or senior teacher will send out written reminders to student, carer(s) and professionals of the date, time and venue for the Review, together with notification that written advice for the review is to be returned no later than three weeks before the review.
- 2.3 The Head teacher must circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting.
- 2.4 The Transition Review must be attended by the Chair (see 2.1 above; the key teacher; student; carer(s) and the Connexions service). The Disabled Children's Team Social Worker (if applicable), a representative of the Moving Forward Team and other professionals including Health should be involved as appropriate.
- 2.5 Where the student is on the caseload of a professional, they should attend the Review in person.
- 2.6 Professionals who know the pupil are invited but any who are unable to attend in person should, where possible, submit a written contribution.
- 2.7 The Chair must ensure that the student's and carer(s) views are sought, encouraged and minuted and that they feel involved in, and indeed central to, the process.
- 2.8 The Transition Review must cover the following:-
 - 2.8.1 The chairperson should introduce and welcome everyone, explain the purpose of the meeting and make sure that each person explains the way in which they interact with the pupil so that the parent/carer has a clear understanding of their role and responsibilities in relation to the child and the review process. The head teacher should also make sure that the parent/carer knows who was invited and unable to attend.
 - 2.8.2 The Transition Plan is started as in the process described above.
 - 2.8.3 The Chair will set the date, time, and venue of the next Statutory Review of Statement, Transition Plan and Action Plan.
 - 2.8.4 It will be the responsibility of the Head or designated senior teacher to circulate the minutes of the Transition review, including a copy of the Transition Plan to all parties including the student and their parents.

Year 10 (14/15)

- 3.1 The student's SEN statement and Transition Plan will be reviewed no later than twelve months after the Transition Review in Year 9. The Review will be chaired by the Head or designated senior teacher and will be attended by the student, the carer(s), key teacher, social worker and other relevant professionals, including health professionals.
- 3.2 Professionals invited but who are unable to attend in person should, where possible, submit a written contribution.
- 3.3 Where the student is on the caseload of a professional, they should attend the Review in person.
- 3.4 If the young person will require health care support as they prepare to leave school and beyond, the designated medical officer or other health professional will attend the year 10 review meeting, if invited by the end of the proceeding term.
- 3.5 The Year 10 Review should include a review of the student's SEN statement and Transition Plan, identifying any gaps in the planning process, future actions to enable the young person to become independent and clarify who will do what and by when.
- 3.6 The school curriculum should include elements that will help disabled young people prepare for adult life and include: development of independence skills, looking at tertiary education, looking at the world of work. For example, the student may be considering colleges for years 12 and 13, continuing to stay on if the school has a sixth form attached or residential college. These are options which can start to develop both here and in Year 11.
- 3.7 Minutes of the year 10 review to be sent to the relevant adult social work team, named worker and all individuals invited to the review.

Year 11 (15/16)

- 4.1 Review of Statement and Transition Plan no later than twelve months after the Review in Year 10.
- 4.2 Professionals who know the child are invited but those unable to attend in person should, where possible, submit a written contribution. Whilst Connexions do not routinely attend Year 10 Reviews, they should attend Year 11 Reviews.
- 4.3 Minutes of the year 11 review to be sent to the appropriate adult service team and all individuals invited to the review.
- 4.3 Advice and information regarding welfare benefits should be given to students and carers, particularly in respect of post 16 benefits.
- 4.4 If a student plans to keep learning or training, but chooses to leave school then the Connexions Adviser will usually write a Section 139 assessment before they leave school.

Year 12 (16/17)

- 5.1 Review of Statement and Transition Plan no later than twelve months after the Review in Year 11.
- 5.2 It would be helpful if the social worker explained to young people and their parents/carers about how and when responsibility will transfer to an adult social work team. It would also be helpful to explain how community care assessments can lead to decisions about direct payments, carer's assessments and information about benefit changes at 16.
- 5.3 The Moving Forward Team spends time with the young person and their family/carer in order to write a person centred Moving Forward Plan. The purpose of this plan is to provide detailed information for adult services surrounding the young person's hopes and aspirations for the future as well as their support needs. The plan will also include information provided by other professionals that are involved with the young person. This plan will be sent to the adult services team before the young person's 17th birthday.
- 5.4 If the young person will be eligible for a service from the Community Learning Disability Team then a Care Manager from the team will begin joint working with the Moving Forward Team from the young person's 17th birthday.
- 5.5 Cases that need joint working during the period 17 years -18 years due to their complexity should be agreed at this meeting. Individuals should then take responsibility for joint working in agreement with their colleagues. All young people who will be transferring to Adults Services will have joint working from age 17, as described above.

Year 13 (17/18)

- 6.1 No later than the end of September referrals should be made for students in Year 13 who have not already been referred to higher education. The key workers in the schools and the Connexions PA should check if students are known and, if not, refer eligible people to the Moving Forward team for assessment to establish future need, with agreement from young person and parent/carer.
- 6.2 Review of the Statement and Transition Plan should be no later than twelve months after the Review in Year 12.
- 6.3 In addition to the participants identified in 3.1 above, a Social Worker from Adult Services will be invited to attend the Year 13 Review to initiate the process of getting to know the young person and parent/carer (if applicable).
- 6.4 Schools and (at present) Connexions work together to create opportunities for young people such as "taster" sessions at colleges, where possible, to assist the young person to make choices.
- 6.5 Healthcare professionals need to be involved at this stage to ensure that arrangements are put in place to enable the young person's health care needs to be met when he/she leaves school.

- 6.6 Healthcare professionals should facilitate any referrals and transfer of information that may be necessary subject to the informed consent of the young person and parent and should liaise with the Connexions Service as appropriate. Health professionals should also consider with the young person and their family whether onward referrals to specialist adult services should be made.
- 6.7 A care planning meeting should be arranged prior to the commencement of any services, so all can agree the service level. A worker from the relevant adult services team should attend this meeting – preferably the worker taking the case when the young person reaches 18 (if applicable).
- 6.8 Complete a financial assessment for new services set up by adult services. Ensure that the young person is in receipt of all appropriate benefits.

Year 14 (18/19)

- 7.1 During the final year of transition a meeting will take place at which the Transition Plan will be reviewed.
- 7.2 This Review meeting will be attended by a key teacher, Connexions Personal Adviser, the social worker from the Moving Forward Team, Adult Services representative, other relevant professionals and those from relevant provider services within adult provision.

In light of the Government's intention to Raise the Participation Age (RPA) for students staying on at school from 16 to 17 and ultimately 18, these stages in the protocol will be constantly under review.

Age 18 - 25

Where needed, Connexions continue to provide advice and guidance up to age 25 and young people who are 'looked after' are entitled to ongoing support under the Children Leaving Care Act, 2000.

Making a referral to an Adult Care Team.

This referral will be made with the knowledge of the young person and the parent, and their consent to share particular pieces of information and reports.

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APPENDIX 2

Transition Partnership Action Plan 2011/2012

Implementation

Transition Action Plan Objective	Confirm the role and function of each professional in the Multi-agency Transition Partnership.
Lead Officer(s)	Grahame Snelling Prevention and Intervention Services Simon Pearce Adult Community Services
Resources and Staffing	Head of Integrated Disabled Children's Services Transition Manager Moving Forward Team Adult Community Care Youth Support Services
Consultations	Parents Young people's focus groups who report to Transition Partnership Professionals involved on transition

What are we going to do?	How are we going to achieve it?	By when?	By whom?	How will we know we are successful?
Market Transition Protocol	Hard copies printed and circulated to professional	June 2011	Joy Iruo	Request for copies of Protocol in and out of Borough
	Post Protocol onto RBK website	June 2011	Joy Iruo	Number of hits/downloads on website
Coordinated Partnership response to SEN Green Paper	Send responses to SEN Policy Group	June 011	Grahame Snelling	Partnership information included in RBK response to Government
Produce a Parents Handbook	Set of a sub-group to implement it	May/June 2011 Handbook due July 2011	Parent Transition Sub-group	Production of a Handbook, consultation with young people

Produce a Transition Pathway	Transition Pathway sub-group	July 2011	Chair of Sub-group and Lind Jordan-consultant	Publish a Multi-agency Pathway Plan, consultation with YPs
Develop Cross-borough partnerships	Build on Cross Borough sub-group meetings	From May 2011	Chair of sub-group	Minutes of meetings and actions arising from meetings
Support RBK in its application to pilot the Single Assessment	Set of sub-group	September 2011	Chair of Sub-group and Co-chairs of the Partnership	Bid to Dept for Education is accepted
Monitor and evaluate Transition Protocol	Through bi-monthly meetings of Partnership	October 2011 December 2011 and February 2012	Co-chairs and Transition Manager	Positive feedback for stakeholders and transition partners. Complete a Transition Information Network Self Assessment Form
Arrange Transition Fayre	Transition Sub group	March 2012	Chair of Transition Fayre Sub-group	Date for Fayre and setting up of Sub-group

APPENDIX 3

ELIGIBILITY CRITERIA FOR DISABLED CHILDREN'S ACCESS TO SERVICES.

Only children who have the difficulties listed below in levels 3 and 4 will be eligible to receive a specialist service from the DCT. To qualify for support at a particular level, the child must meet at least one of the criteria listed in the second column. Support is provided by the team for children to access inclusive provision wherever possible.

Disability	Meets Criteria for Specialist Provision		Meets Criteria for Inclusive Provision	
	Profound (Level 4)	Severe (Level 3)	Moderate (Level 2)	Mild (Level 1)
Learning	Attends special school / pre school for children with Severe / Profound Learning Difficulties or specialist autistic unit with full support	Attends special school / pre school for children with severe learning difficulties	Attends mainstream school / pre school with limited support	Attends mainstream school / pre school
Mobility	Wheelchair user. Fully dependent on others for mobility	Unable to walk without aids. Unable to manoeuvre and / or transfer without support	Able to walk. May require aids some of the time	Some limitations of function/poor co-ordination
Health	Complex health needs prevent participation in social and educational activities	Health needs have a significant impact on development and learning	Health needs limit ability to perform everyday tasks. Learning not affected	Known, controlled health condition which causes minor disruption to daily tasks

Personal Care	Dependent on others for support for all personal care	Requires assistance for all personal care	With supervision, can engage in personal care	Some difficulty meeting own personal care needs
Seizure activity	Seizures in frequent succession unable to be controlled by medication	Regular seizures which impact on the child or young person's learning and development	Regular seizures	Occasional seizures
Challenging behaviour associated with disability	Severe challenging behaviours which impact on all aspects of the child / young person's functioning or pose a significant safety risk to self or others	Challenging behaviours which impact significantly on community life and requires specialist provision to function socially / educationally	Behavioural or management difficulties which may require specialist advice or support	Behaviours that can be difficult to manage at times
Safety	Needs constant supervision. Doesn't perceive danger to self or others	Requires greater supervision than children of the same age	Needs some supervision at times. Limited perception of danger to self or others	Occasionally requires more supervision than children of the same age
Visual/Hearing Impairment	Children and young people with a visual or hearing impairment, are entitled to an assessment of their needs by the team who work in close liaison with the VI/HI Teams			

APPENDIX 4

Criteria for eligibility of the Fair Access to Adult Care Services (FACS)

Fair Access To Care Services (FACS) is policy and practice guidance from the Department of Health (DH), introduced under section 7(1) of the Local Authority Social Services Act 1970. The full guidance is available on the Department of Health website.

The content of the DH guidance is wide-ranging, and includes a general update on the delivery of assessment, care planning and reviewing functions. Fair Access guidance also introduced a national system for determining eligibility for adult social care services. How this national system will be applied at a local level in Kingston is the available on the RBK website.

The Fair Access eligibility system applies to all adults aged 18 and over. It does not apply to children and families.

The Fair Access system is about service user's – not carer's – eligibility for statutory social care services. FACS must not be used for making decisions on care eligibility.

One of the key principles of Fair Access is that the system for determining eligibility should be visible and transparent to all.

The national system for determining eligibility is based on risks to independence – both immediate and longer term – were help not to be provided.

FACS eligibility framework

Critical band – when life is, or will be, threatened; and/or the provision of services is required to facilitate prompt discharge from hospital; and/or significant health problems have developed or will develop; and/or there is, or will be, little or no choice and control over vital aspects of the immediate environment; and/or serious abuse or neglect has occurred or will occur; and/or there is, or will be, an inability to carry out vital personal care or domestic routines; and/or vital involvement in work, education or learning cannot or will not be developed or sustained; and/ or vital social support systems and relationships cannot or will not be developed or sustained; and/or vital family and other social roles and responsibilities cannot or will not be undertaken; and/or the provision of services is part of a criminal justice system order.

Substantial band – when there is, or will be, only partial choice and control over the immediate environment; and/or abuse or neglect has occurred or will occur; and/or there is, or will be, an inability to carry out the majority of personal care or domestic routines; and/or involvement in many aspects of work, education or learning cannot or will not be sustained; and/or the majority of social support systems and relationships cannot or will not be sustained; and/or the majority of family and other social roles and responsibilities cannot or will not be undertaken.

Moderate band – when there is, or will be, an inability to carry out several personal care or domestic routines; and/or involvement in several aspects of work, education or learning cannot or will not be sustained; and/or several social support systems and relationships cannot or will not be sustained; and/or several family and other social roles and responsibilities cannot or will not be undertaken.

Low band – when there is, or will be, an inability to carry out one or two personal care or domestic routines; and/or involvement in one or two aspects of work, education or learning cannot or will not be sustained; and/or one or two social support systems and relationships cannot or will not be sustained; and/or one or two family and other social roles and responsibilities cannot or will not be undertaken.

Despite there being a national eligibility system, the threshold of eligibility is set at a local level. This same local threshold of eligibility applies to all user/client groups.

The local threshold of eligibility is set between the substantial and moderate bands. This means that people facing immediate critical and substantial risks will be eligible for social care services (or packages of social care) from Community Care Services.

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APPENDIX 5

GLOSSARY OF TERMS

A&CPT	Assessment and Care Planning Team
CSPAN	Community Sports and Physical Activity Network
DCT	Disabled Children's Team
DLA	Disability Living Allowance
D for E	Department for Education
HAP	Health Action Plan
IDCS	Integrated Disabled Children's Service
ILF	Independent Living Fund
KCIL	Kingston Centre for Independent Living
LDD	Learning Difficulties and Disabilities
NTSP	National Transition Support programme
PCP	Person Centred Planning
RBK	Royal Borough of Kingston
SALT	Speech and Language Therapy
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
YPLA	Young People's Learning Agency
YSS	Youth Support Services

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Questions we asked disabled young people on transition

