Bristol Multi Agency Transitions Protocol

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Part 1 - Background

A. Introduction

This protocol has been developed as part of the work carried out by Bristol Strategic Transition Board, which includes the key partners working with young people in transition, including statutory and voluntary organisations and parent carers.

Part 1 provides the context and strategic background to the protocol. Appendix 1 covers the national and local policy context in more detail.

Part 2 sets out the principles underlying the protocol, and how they are being taken forward in Bristol.

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

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

The term ‘Bristol’ is used to refer to the Bristol City area and not specifically to Bristol City Council unless otherwise stated.

The Protocol is available from 2012
If you have any questions regarding the protocol, please contact Richard Hurst, Chair of the Bristol Transitions Board.

B. Vision

The protocol has been developed as a means of working towards the Vision set out in Bristol’s Transitions Strategy for Young People with Additional Needs:

Bristol Young People with additional needs will benefit from a good transition process into adulthood. Bristol agencies will work together with young people and their families towards maximising their independence, supporting and raising young people’s own aspirations for social inclusion, education, employment and quality of life.

Partners have undertaken to work to:
- Promote service user and carer independence
- Provide genuine choice for young people and parent carers
- Maximise opportunities for people to live locally, with a range of local services and opportunities
- Develop personalised services
- Offer a range of alternatives to residential and nursing care wherever appropriate
- Provide high quality good value services – making the money go further
C. Purpose and scope of protocol

This protocol aims to ensure that everyone involved in transition is clear about the specific roles and responsibilities of the key agencies so that they can work together to support the young person at the centre of this process. It is also intended to be the driving force for improving young people’s experience of transition in Bristol. 

It is an overarching multi-agency protocol designed to ensure effective partnership working between agencies and young people, their parents or carers. It is essential that transition is not seen as the core responsibility of one agency, and that all agencies work closely together. The protocol is intended for everyone involved in transition planning and staff who support and deliver the process. It will help ensure that professionals, young people, and their families/carers are all clear about the specific responsibilities of each agency at each stage of the process and the support to which young people and their families are entitled.

D. Who the protocol is for

Bristol’s Transitions Strategy for Young People with Additional Needs sets out a broad range of young people in its definition of “young people with additional needs”. The cohort of young people covered by this Strategic Transitions Protocol is narrower, focusing in the first instance on:

- young people with a Statement of Special Educational Needs - for some of whom there is a statutory responsibility to make transition arrangements and to undertake a S139a Learning Difficulties Assessment - this is the ‘duty’ group
- those who are “School Action Plus Enhanced” (a locally defined group). Note this group will no longer exist from April 2013, as the national funding formula will remove that local definition
- and young people who the Local Authority consider may have special educational needs and/or a disability that requires additional support within the FE sector, and who would benefit from a 139 A LDA (the ‘power to’ group)

These young people will have some additional needs relating to their learning difficulty/disability and some of these will also have complex health needs. There are also an increasing number of young people who do not have a SEN statement, but who still have special educational and/or complex needs. These young people may require support in planning for and adapting to adult life because of social, behavioural or emotional impairment, for example young people with higher-functioning autism which takes them outside the statutory responsibility for statementing. We aspire to expand our definition of those included by this protocol beyond the statutory requirements in the future.
E. Local governance and performance monitoring arrangements

This protocol cannot operate in isolation and needs to be closely linked into all other local protocols and strategies that impact on the transition process, and in particular, Bristol’s *Transitions Strategy for Young People with Additional Needs*.

Accountability for the protocol is held by the strategic Transitions Board, which reports to the Bristol Children’s Outcomes Board.

Performance monitoring arrangements will ensure that the Strategic Transitions Board is kept fully informed of compliance with the protocol and any issues that need to be addressed to enable the smooth running of multi-agency transitional arrangements. Performance monitoring here relates closely with arrangements for monitoring the achievement of the intended outcomes set out in the *Transitions Strategy for Young People with Additional Needs*.

F. National policy framework

There is now a wealth of legislation and guidance that govern transition processes and the responsibilities of organisations in these, and this protocol has been informed by these. An overview of the national policy framework can be found at Appendix 1.

The Government has made a commitment to issuing additional and new legislation which will be directly relevant upon the group of learners covered within this strategy. This proposed legislation is expected within the lifespan of this strategy.

G. Young people and parent carers’ standards for transition.

These standards have been developed from information gathered from consultation with parent carers and young people in Bristol as part of the development of the protocol.

The standards young people expect:

1. **Accessible, good quality information about transitions**, provided in manageable amounts, and from at least Year 9
2. **A transition plan that belongs to the young person**, and that they can relate to
3. **Full information about future opportunities that can be accessed independently and easily**: knowing about college job and living choices
4. **Someone to champion their aspirations**, ideally one worker following them through the transitions process, to help them feel more confident and encourage them to having good expectations of themselves
The standards parents\textsuperscript{1} expect:

1. **Good quality information about the transitions process:** provision of accurate, accessible and early information about the transition process with clear accountability for who does what and when. Parents with young people in mainstream schools should be included in this.

2. **Recognition that parents have an important role in transition:** parents should be acknowledged both as experts about their children and as a key point of continuity. They want to be actively involved and supported in planning their child’s future - informed about when the transitions process has begun and each step of the planning process, and invited to and involved in reviews. Parents with young people in mainstream schools should be included here.

3. **Full information on future options for young people:** parents want to know about the full range of possible options for young people (education, employment, social care, housing etc.) even where there is not yet certainty about choices or eligibility. They want to be able to consider the full range of options and eligibility criteria (e.g. a website), rather than having choices “filtered” by professionals.

4. **A well co-ordinated transition process:** parents want professionals from different organisations to work together, and to have a named coordinator for each family with an overall picture of what happens at transition. Parents with young people in mainstream schools should be included here.

5. **Person centred planning,** including the Circle of Friends approach.

6. **Opportunities for informed choice by young people:** parents want young people to have opportunities for new experience and, time to adjust to new places, in order to make informed choices.

7. **Consistency of staff** wherever possible.

8. **To know in good time what future provision will be provided.**

\textsuperscript{1} Where the term “parent” is used in this protocol, it refers to parent carers.
Part 2 – Principles in Supporting Disabled Young People in Transition to Adulthood

Bristol has adopted the underlying principles in supporting disabled young people in transition to adulthood set out in Trans Map (Council for Disabled Children, 2007). These underpin this Strategic Transitions Protocol.

Principle 1: Comprehensive Multi-Agency Engagement

- Multi-agency transition protocols and pathway
- Opportunities for multi-agency working
- Clear key-working or lead professional arrangements
- Information and data sharing arrangements and procedures

**How we are working towards this in Bristol:**
Multi-agency working is well embedded through the Transitions Team and the Team supports the process of sharing information across agencies. It aims to provide a seamless service for those eligible.

Principle 2: The Full Participation of Young People and their Families

- Involvement in the development of protocol
- Clear lines of communication
- Advocacy support
- Learning and skills development opportunities

**How we are working towards this in Bristol:**
Bristol Parent Carers is the parent carer participation forum for Bristol. In response to member concern about transitions, it set up a transitions focus group in 2010. Bristol Parent Carers have been involved in the development of this protocol, and a representative sits on the Transitions Board.

The Transitions Board commissioned the development of a Participation Framework for young people at transition. The Framework will provide an agreed approach to how participation is to be supported and enabled at a strategic planning level, at operational level – both single and multi-agency, and in individual case planning. It will enable the Transitions Board to have two-way access to a number of sources of information about the experiences, wishes and feelings of young people at transition, as well as the opportunity to consult on specific issues as they arise.

Principle 3: The Provision of High Quality Information

The provision of information at timely intervals and in a variety of formats is a tool that can empower both disabled young people and their parents in the transition process. With clear information about what can be expected from the transition process, and with young people having access to the information about the opportunities available to them, they are enabled to participate more effectively in the process.
Transition Pathway
Information, Advice and Guidance services. Schools now have a responsibility for the information and guidance aspect of careers information and support. This means that schools must seek to provide this in a timely, useful and accessible way.

Timely and appropriate information
Transition information pack

How we are working towards this in Bristol:
The Transitions Information Service provides information, advice and signposting to services for young people, their family, carers, and other involved professionals. Information is provided on social and recreational activities, advocacy groups, carers support networks, housing related support, and access to services. The Service also sends information to special schools each year for them to pass onto parents at reviews.

Principle 4: Effective Transition Planning
Effective transition planning is an important part of the transition process and planning can only be effective if a person-centred approach is taken. This means that the disabled young person is at the centre of the planning process, and that plans are made based on the needs and aspirations of the young person. A multi-agency approach to transition supports person-centred approaches, as it means that all professionals are working together to support the young person.

Person-centred approaches
Multi-agency assessments

How we are working towards this in Bristol:
Bristol recognises that person centred planning is good practice, and supports the principle that it should guide transition processes, including review meetings. A person centred approach is used to involve and prepare young people with additional needs in planning their future.

The Transitions Board commissioned New Fosseway Special School to develop a multi-agency Person Centred Planning toolkit, to improve transitions planning processes and outcomes for young people. The Board is committed to ensuring the toolkit is shared and embedded to improve the transitions process, young people’s and parents’ participation, and outcomes. Special schools are encouraged to use the approaches developed, and mainstream secondary schools and academies are also invited to adopt a person centred planning approach.

Principle 5: An Array of Opportunities for Living Life
Disabled young people must have the chance to live a fulfilled life, with the same opportunities offered to them as their non-disabled peers. This means that local areas need to provide a range of opportunities for young people to access, including opportunities in education, employment, youth and leisure services. Personalised approaches enable young people to have an individualised programme that may take into account all of these areas.

Education
Employment
Personalised services
• Healthy lifestyles
• Integrated Youth, Recreation and Leisure services
• Housing
• Transport

How we are working towards this in Bristol:

Education:
• Horizons is a three year course that supports young people to become more independent and develop their life skills in preparation for adulthood.
• Transitions is a two-year programme with a focus on vocational skills development, including the potential for a work experience placement.
• Skills Development is often a progression from the Horizons course that further supports adult students looking to gain skills in independent and supported living.
• Focus is a course to support students who have profound learning difficulties and complex support needs as they transition from school to the adult world. The programme includes more sensory and movement based units as well as cookery, gardening etc.

Employment:
• BOSS – Bristol One Stop Shop is a social enterprise set up to help people with a learning disability or additional support needs to find work. They provide a one stop shop to help people think about work and link up to local employment support services.
• PROPS is a Business Enterprise that supports young people to develop vocational skills in the printing business. Other projects include work experience with local companies, education around health and fitness, and the production and delivery of vegetable boxes.
• Brandon Trust run a number of Educational Training Units, which provide vocational skills training in farming, garden maintenance, woodwork, ceramics

Health
• The Community Learning Difficulty Teams are a group of specialist professionals who provide assessment, support, advice and therapeutic intervention to people who have learning difficulties. Professionals include psychiatrists, psychologists, occupational therapists, physiotherapists, speech and language therapists and nurses.
• Bristol Intensive Response Team provides short term support to assess and formulate plans to address challenging behaviour.
• Learning Difficulties Health Trainers encourage and support adults with a learning disability to choose a healthier lifestyle. They can provide support with health action plans, medical appointments, healthy eating and exercise, as well as linking with local services.
Integrated Youth and Leisure Services:
- There are three disabled youth groups based in North, South and East Bristol that meet weekly and put on residential trips during the year for young people aged 13 to 25 years.
- The Listening Partnership is a youth consultation group for young disabled people aged 13 to 25 years that meets weekly. They offer peer support and fun activities, while giving young people a space to talk about issues and topics that affect them.
- Scouting at Bristol 600 is a scouts group for young people with a learning difficulty, open to both males and females.
- The Misfits Theatre Company run a weekly youth drama group for young people with a learning disability aged 18 to 25 years.
- There are a number of other charity based disabled youth groups within the Bristol area including, Ten-Sing Youth Group, Keynsham Mencap Group, and St Andrews Methodist Youth Centre.

Housing
- The team support young people into a number of different supported living models, including single and shared tenancies within houses (e.g. Bayham Road through Brandon Trust), flats (e.g. Bryants Hill through The priory Group) and community networks (e.g. Keyring).
- The team can access Supporting People funded projects through the Housing Support Register. These include accommodation (e.g. 1625 Independent People) and floating services (e.g. Housing Related Support).
- Partnership working is taking place with social housing landlords to identify ordinary housing opportunities with additional support where required.

Transport
- The Travel Buddy Training Scheme offers training for people with a learning disability around safely using public transport with the goal of increasing independence and access to community services.
- The team also signpost to local community services, such as Bristol Community Transport, Dial-A-Ride and the Disabled Travel Service.
Part 3 – Roles and responsibilities

From the start of the transition process, all agencies have a responsibility to work together to ensure that information is shared to inform each other’s assessments and that coherent planning is based on a real understanding of the young person’s needs. The specific responsibilities of each agency contribute to the comprehensive support a young person requires.

A. Schools

Schools are individually responsible for enacting their responsibilities regarding transition. It is their responsibility to:

- ensure that the correct procedures are followed
- convene and chair annual review meetings and reviews for statemented young people
- ensure that other agencies contribute to the review where appropriate
- ensure families receive a good quality of service
- identify further education needs that cannot be met locally to inform strategic planning

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

Educational psychologists (EPs) offer psychological services to schools, young people and their families. EPs work in partnership with individuals, groups of children and other adults in the community to promote positive outcomes for children.

Children and young people educated at home

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

B. Learning Partnership West

LPW carry out an independent Learning Difficulty Assessment as required under section 139a of the Learning and Skills Act 2000, on all young people for whom Bristol City Council indicate that an assessment will be required.
C. Social care

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

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

Disabled children and young people with social care needs will be allocated a social worker from one of the Childcare Teams - the Disabled Children’s team, or a Children’s Locality Team if they are subject to a child protection plan or are looked after. Team Managers in these teams should ensure that a social worker attends the year nine transition review meeting and contributes to the formation of the transition plan where a young person is subject to a care order, accommodated by the local authority or is a ‘child in need’ and is in receipt of a service.

If young people will have a need for adult social care need but do not meet the eligibility criteria for the Transitions Team (see below), they will be referred through CareDirect to adult services.

The Care & After service

All local authorities have a duty to support and prepare care leavers for leaving care, and all disabled care leavers are entitled to this support. The Care & After Service is Bristol's care leaver service and offers practical support and advice, including pathway planning into adulthood. Young people remaining in full time education may be provided with care leaver support up until their 24th birthday. The Transitions Service has one part time Care & After PA who provides support to disabled care leavers, and both teams work together to provide support into adulthood. Referrals to the Care & After team should be made by the child care social worker.

D. Transitions Information Service

The Transitions Information Service is an open access service providing information, advice and signposting to services for young people, their family, carers, and other involved professionals. Information is provided on social and recreational activities, advocacy groups, carers support networks, housing related support, and access to services. The Service also provides an information session for parents each year in the special schools, and public meetings for all at The Park.

The Service provides a Parents’ Information Booklet for parents, to be issued at Year 9 reviews and for re-issue at subsequent reviews. This includes information about how to get in touch with the Service. Monthly newsletters are sent to all special schools and colleges.
for distribution to parents; the newsletter is also available direct to anyone providing the Information Service with contact details.

E. The Transitions Team

The Transitions Team is a multi agency statutory service, based in Health & Social Care (HSC). The team provides social work support to young people aged 18-25 who experience additional needs; and as a result require community care services as they approach adulthood. We support a wide range of young people including young people with a learning difficulty, diagnosis of Autism, Physical Impairment, Brain Injury and/or mental health difficulties which includes young people with complex emotional needs/ early years trauma with signs of emerging mental illness.

Social work support is available to young people aged 17 years onwards, however, we are not able to provide services until age 18. We aim to allocate a named social worker at 17.5, however, this is dependent on social work capacity and the complexity of the situation, meaning allocations can be earlier or later than the above.

We provide social work support to young people who are making a transition from children to adult services. This is broken down to include young people approaching their 18 birthday, young people moving on from school (both local and out of county residential school), young people moving on from residential college and young people making a planned move out of the family home for the first time. We also support young people moving on from local college who are not known to HSC and it is therefore their first contact with adult services. We will also respond to any safeguarding concerns raised where the young person is known to us.

The Team comprises of range of professionals, some operating “virtually”, including:

- Childcare social worker from the Disabled Children Service (CYPS).
- HSC Social Workers, with a specialism in supporting young people with Learning difficulties, Autism and Mental Health.
- Care and After Personal Advisor (0.5 w.t.e.) supporting young people who are leaving care.

There are three area health links to the Transition Team from the Community Learning Disability Team including an Occupational Therapist, Speech and Language therapist and an LD nurse, covering an area each. Social workers can make referrals to this team where appropriate. The Transitions Team also have established links with Learning Partnership West in order to ensure the young persons ongoing learning and educational needs are identified add appropriate services put in place.

We will continue to case manage until the young person has moved through the relevant stages of transition. They are then referred onto the appropriate locality team for annual review or ongoing social work support as appropriate. The age of the young person will vary as dependent on their individual circumstances, however, the remit of the team goes up to
In addition to the above we provide a Transition Information Service, this has a wider remit of supporting young people age 13-25, enquiries can be made by any young person, their family or supporting practitioner. Monthly newsletters are produced as well as information leaflets on specific topics such as; housing, social activities, money etc. You can contact the team if you wish to have your details added to our waiting list.

Referrals to the Team can be made via Care Direct on Tel: 9222700

F. Health

Health professionals should ensure young people are supported through the transition process from children’s to both acute and community adult health services, in liaison with other agencies. Preparations for transfer need to be phased over a period of time to allow young people to adjust.

**Health pathways** include –
- Child and Adolescent Mental Health to Adult Mental Health  
- Speech and Language therapy.  
- Physiotherapy  
- Acute transition pathway and self-assessment  
- Palliative Care Act Pathway  
- Continuing Care transition pathway

All Community Children’s Health Partnership clinical pathways should include a transition/next steps component. These are available on [www.nbt.nhs.uk/cchp](http://www.nbt.nhs.uk/cchp); click on “GP”.

Plans for health transitions should form an integral part of the broader transition plan, and link closely with transitions in education and social care. Appendix 2 sets out good practice principles of health transition planning from Moving on Well.

**Specialist Health Professionals**

Specialist Health Professionals involved with young people’s transitions arrangements, should:
- identify appropriate ways of meeting the health needs of the young person, relevant to their specialism  
- work closely with other agencies to ensure that the health needs relevant to transition are incorporated into the young person’s broader transition plan  
- begin putting in place arrangements to enable the young person’s health needs to be met when he/she leaves school / turns 18 years old  
- inform Commissioners where there is a strong possibility of significant input/funding packages from 16+

**School nurses**

School nurses are attached to special schools and linked with mainstream schools. In addition to their role in the above, they have a key role to play in ensuring good co-
ordination between Health professionals and the Local Authority in relation to transitions. In particular, they have a role in acting as a “gateway” or point of access in the review process with the wide range of health pathways set out above.

School nurses are the key liaison point for Health in transition reviews: the school will work with the young person, family and school nurse to identify whether the young person is likely to continue to have health care needs when they leave school / turn 18 years old. School Nurses are responsible for identifying a health care plan for young people with complex needs where they have a health need.

Although they will not necessarily attend reviews, School Nurses are a point of contact for all health issues, and the appropriate health practitioner should liaise with the young person’s lead worker, usually the LPW adviser.

Process for identifying need for school nurse or other health attendance at reviews
Some transition reviews will require attendance from the school nurse where young people have significant health needs, or an Allied Health Professional (OTs, Physios and Speech and Language Therapists) or paediatrician. The following process ensures that health professionals are involved on a needs led basis, using the different levels of input set out below. Following this, the head teacher will arrange invitations accordingly.

- **Health Input Level 1.** Universal input into transition process by sharing of general public health information (e.g. health promotion checklist, signposting to resources) with head teachers to share with family
- **Health Input Level 2.** For those with health needs set out in health care plans, there will be direct liaison with school nurse or other appropriate health professional who will input into the transition plan meeting based on the current health care plan, to ensure smooth transition of healthcare
- **Health Input Level 3.** For the minority of young people with severe or complex health needs requiring additional health transition support, the most appropriate health professional will attend the young person’s review

Once the School Nurse and all health professionals named on a young person’s statement receive their invitation to a young person’s review, they provide written information and decide, based on clinical need, and the process set out above, whether to attend the review.

**Community paediatricians**

Community paediatricians do not routinely attend transition meetings but can attend for those with more complex needs where there is a particular role for them. They have links with the special schools and attend on a termly basis.

**Health care plans**

A health action plan is a personal plan about what a young person with disabilities or complex needs can do to be healthy and maintain well being and should list support required to achieve those objectives. The health action plan helps the young person to access the right services they need in order to maintain and manage good health. The use of health action plans forms a part of co-ordinated planning for all aspects of support from a
range of health services.

G. Lead workers

The lead worker’s role is to co-ordinate any provision and act as a single point of contact for a young person and their family when a range of services is involved, starting from Year 9. Where a young person expresses a preference about their lead worker, this will be accommodated wherever possible.

Parents, family carers, young people, schools and other professionals have key and/or statutory responsibilities in this process. It is important that agreement is reached on roles and responsibilities and that all agencies work coherently to support planning for young people. It is particularly important that it is clear who takes lead responsibility in supporting each young person in transition and that all professionals work in partnership to support their shared clients.

Guidance on designating a lead worker:

1. If a young person is receiving a service from the children’s social care disability team and there is a likelihood of resource implications to adult social care the keyworker is the Disabled Children’s Service social worker.

2. If the young person is receiving sustained support from one agency (with the exception of Health) their worker from that agency assumes the lead role.

H. Advocacy

Advocacy arrangements for young people in transition are an area for development.

I. Disagreements

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

The Local Authority is responsible for non compliance of any Learning Disability Assessment for those for whom there is a duty to provide, and parents are entitled to challenge via judicial review.

J. Post-16 Funding arrangements.

The YPLA (Young People’s Learning Agency) funds education and training for 16-19 year olds and for 16-24 year olds with a learning difficulty assessment. In April 2012, the YPLA will become the Education Funding Agency – an executive agency of the Department for Education. In April 2013 these budgets will transfer to LA’s.
The YPLA Specialist Placement Budget is used to fund appropriate placements for 16-24 year olds. This may include independent specialist providers (ISPs) or and also to pay for bespoke packages for young people with high level support needs at local FE colleges or training providers. Funding is agreed on an individual basis, rather than being awarded to an institution.

The Specialist Placement Budget is a regional budget, with Bristol responsible for making local placement decisions and managing its share of the budget. It is anticipated that this budget, plus that for £19+K ALS (see below) will transfer from YPLA to Bristol City Council in 2013/14.

Additional Learning Support (ALS) is any activity that provides direct support for learning to individual learners, over and above that which is normally provided, that leads to their learning goal. There are different levels of ALS:

- **Very low cost**: learning support that costs less than £500 per individual is included within main programme funding and not funded through ALS
- **Low cost**: pays for support needs under £5,500 per learner. It is a block funding allocation to providers based on formula (learners’ prior attainment) and historical allocation (for FE colleges)
- **High cost**: support needs costing between £5,500 and £19,000 per learner. Data collected from providers informs funding allocation, based on planned needs of individuals and historical information. Colleges apply for funding between £5-19K on behalf of individual students
- **Very high cost**: support needs costing over £19,000 per learner. It is allocated on an individual basis, subject to negotiation with YPLA. Bristol City monitors these learners and the support in place for them through the Placement Panel. Funding follows the learner
- **The National funding formula, due to be implemented in April 2013 changes the way that all schools and FE colleges will be funded from April 2013. A place plus approach to funding will give all providers a “place level” funding element, and then Local Authorities from their new “High Needs” budget blocks will be responsible for the “plus” funding. This will cover all funding previously provided to FE colleges and providers known as Additional learner support**

When placements require funding contributions from social care and/or Health as well as YPLA, funding eligibility is as below:

- Social care contribute towards the placement fee post 18 if the young person is eligible for adult social care
- Health assume responsibility in line with Health commissioning guidance up to age 18, and post 18, in line with Continuing Health Care guidance

Where joint agency funding is required for a placement, it will go to the Joint Agency Panel for agreement.

At a regional level, the YPLA West of England Strategy and Provision Advisory Group has identified a need to develop a standardised approach to securing third party contributions.
to placements for young people with LDD. The West of England group covers South Gloucestershire, Bath and North East Somerset, Bristol and North Somerset. Local Authorities need data sharing protocols in place with all the key providers and services to support strategic planning.

K. Planning for future requirements and commissioning post 16 provision

Access to employment, education and training
It is important that information about young people requiring future services as they come through transition is well co-ordinated and used for future service commissioning to ensure that provision is available to match need. Good quality information includes early identification of young people coming through transition, and clarity around thresholds.

The SEN Service Team is responsible for commissioning individual post 16 placements and each Placement requires an individual placement schedule within its placement contract. Monitoring these contracts will be a new responsibility to LA’s from April 2013.

As part of this, the Local Authority has a responsibility for strategic planning to ensure there are sufficient appropriate placements to reasonably match need, and that any service gaps, particularly around local provision, are addressed.

The 16-19 Service, which sits within the SEN Service, hold a Transitions Tracker, which is populated by Learning Partnership West with names of all those eligible for a S139a Learning Disability Assessment, along with the provision they are likely to require on leaving school. The 16-19 Service then analyse the data, enabling predictions on likely funding requirements, and identification of gaps in provision.

At a regional level, the YPLA West of England Strategy and Provision Advisory Group has set a number of broad strategic priorities around planning and developing high quality local provision that meets outstanding needs identified by the West of England Local Authorities. The priorities also include improving access both to education and training for learners with LDD and to open/supported employment and/or independent living. This is set out the West of England SEN/LDD development plan.

From these broad West of England YPLA priorities, the Bristol Post 16 LDD/SEN Providers Group has identified some specific priorities for Bristol around both developing provision and improving service planning data:

Developing provision
- To develop local provision including residential and social learning opportunities
- To develop cross-sector partnerships to facilitate this

Improving service planning data
- To improve and share data to inform planning
- To develop five year planning of post-16 provision, informed by high quality data
**Young people transferring from Children’s Social Care to HSC**

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

Children’s Disability Teams refer young people 16+ with a learning disability who are likely to require Adult Health and Social Care support as young adults to the Transitions Team (the service itself begins 6 months before the young person’s 18th birthday). The Transitions Team regularly attend team meetings to encourage appropriate referrals.

Receiving referrals at 16 enables some future planning by the Transitions Team of service and budgetary needs for Adult Health and Social Care, particularly where there is a strong possibility of significant input/funding packages from 18+. Young people with physical disabilities or Asperger’s attending mainstream schools are now tracked by the Transitions Team. **All young people with eligible community care needs are now supported by the Transitions Team.**

Locality Teams also refer Children in Care who are disabled to the Care & After Team, again, at age 16 to start receiving a service from 17.5.
## Part 4 – Transition planning framework

### Framework for Year 9

<table>
<thead>
<tr>
<th>What should happen?</th>
<th>Who should do it?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide information to SEN service team on who has a SEN Statement or is on SAPE (School Action Plus Enhanced).</td>
<td><strong>Education</strong>&lt;br&gt;SENCOs in all schools (mainstream and special)</td>
<td>beginning of Year 9</td>
</tr>
<tr>
<td>The SEN team identify with LPW, and schools who requires a 139 A. This creates a working document called the transitions tracker (this covers year 9 – 14, and to age 24).</td>
<td>SEN service</td>
<td></td>
</tr>
<tr>
<td>A lead for transitions work within the school is identified. Prior to the review young people are provided with an accessible transition information pack. Young person, parents/carers given regular reminders before statutory reviews. Arrange review meetings, ensuring that parent carers and all relevant agencies are invited, with sufficient notice (minimum two months notice): • Liaise with young person and family over who they would like to attend the review • Young person is invited if they are able to participate • All health professionals named on the Statement, and where relevant should be invited</td>
<td><strong>School</strong>&lt;br&gt;Head teacher or designated member of staff</td>
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</tr>
<tr>
<td>Transition review to be integrated with other statutory reviews where possible and appropriate. Arrange for the young person to prepare their contribution to the review; participation and communication needs identified. Collate information before the review from those invited e.g. health action plan, young person’s and parent’s contribution, Careers action plan. Circulation of copies of any reports written by agencies sent to parent/carers and all other relevant agencies at least two weeks before the meeting. Hold Annual Review, ensuring it provides a relaxed and comfortable forum to support the young person and their parents/carers. Good practice identifies that person-centred approaches will guide the transition review meeting. Minutes should be circulated to all health professionals named</td>
<td><strong>Schools</strong>&lt;br&gt;– ideally chaired by Head or Deputy Head</td>
<td></td>
</tr>
</tbody>
</table>
### What should happen?

<table>
<thead>
<tr>
<th>Who should do it?</th>
<th>Timescale</th>
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</thead>
<tbody>
<tr>
<td><strong>Social care</strong></td>
<td>Social worker from the Disabled Children’s team or Children’s Locality Team</td>
</tr>
<tr>
<td><strong>School</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>School nurse led, in liaison with other</td>
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</tbody>
</table>

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<tbody>
<tr>
<td>on the Statement, and feedback on decisions taken at the review meetings provided to any other relevant Health professionals not attending. Following the review the school circulates a copy of the latest transition plan to the young person/parent/carer and relevant agencies.</td>
<td></td>
</tr>
<tr>
<td>Young person’s allocated social worker provides information requested by the school. Social worker attends review.</td>
<td></td>
</tr>
<tr>
<td>Hold initial pre review meeting with young person to discuss plans and aspirations to feed into review. Requirement to attend Year 9 review for young people with statements. It is a requirement for all young people with statements to have a transition plan. Discuss plans and possible future provision with young person if present, and parent carers. At the review meeting, give parents/carers a Parents’ Information Booklet supplied by the Transitions Information Service, containing information on the transition process and future opportunities. Develop Transitions Plan recording who has agreed to undertake each action. Send Plan to school for them to add their documents, and then onto SEN Service. Liaise with the school and other agencies to progress the implementation of the transition plan. Refer to other agencies where relevant needs identified.</td>
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</tr>
<tr>
<td>Identify whether the young person is likely to continue to have health care needs when they leave school, and the appropriate</td>
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### Framework for Years 10 and 11

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<tr>
<th>What should happen?</th>
<th>Who should do it?</th>
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<tbody>
<tr>
<td>Arrange for the young person to prepare their contribution to the review; participation and communication needs identified.</td>
<td><strong>Education</strong></td>
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<tr>
<td>Liaise with young person and family over who they would like to attend the review.</td>
<td>School</td>
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<tr>
<td>Collate information e.g. health care plan, young person and parent contribution, Connexions action plan.</td>
<td>Head teacher or designated member of staff</td>
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<tr>
<td>Arrange Review meetings with sufficient notice (minimum two months’ notice). Transition review to be integrated with other statutory reviews where possible.</td>
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<tr>
<td>Send invitation to transition reviews and requests for written reports.</td>
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<tr>
<td>Circulate copies of any reports written by agencies sent to parent/carers and all other relevant agencies at least two weeks before the meeting.</td>
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<tr>
<td>Hold Annual Review, ensuring it provides a relaxed and comfortable forum to support the young person and their parents/carers.</td>
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<tr>
<td>Good practice identifies that person-centred approaches will guide the review meeting.</td>
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<tr>
<td>Review transition plan, to include checking on progress, post-16 opportunities, and review of any health needs, future transport needs, and long term plans.</td>
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<tr>
<td>Ensure that the transition plan records who has agreed to</td>
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<tr>
<td>What should happen?</td>
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<tr>
<td>undertake each action.</td>
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<tr>
<td>Where the school nurse has not attended the Review, communicate relevant outcomes to the school nurse and GP.</td>
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<tr>
<td>A lead person is agreed to oversee the delivery of the plan.</td>
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<tr>
<td>Following the review the school will circulate a copy of the latest transition plan to the young person / parent / carer and relevant agencies.</td>
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<tr>
<td>Copies of transition plan to be distributed to young person /family/carers and relevant other agencies.</td>
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<tr>
<td>Provide opportunities for young person to visit potential future educational provisions to enable the young person to make informed decisions and choices.</td>
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<tr>
<td>Young person’s allocated social worker provides information requested by the school.</td>
<td>Social care Social workers Team managers Childcare teams</td>
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<tr>
<td>Social worker attends review.</td>
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<tr>
<td>Meet with the Special Educational Needs Co-ordinator (SENCo) and any other appropriate staff to agree the following year’s programme of transition support.</td>
<td>School</td>
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<tr>
<td>Meet young person before review to assist with preparing their contribution to the review process.</td>
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<tr>
<td>Attend review to support progress of plans, and provide information to ensure the transition plan is updated.</td>
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<tr>
<td>At the review meeting, give parents/carers a Parents’ Information Booklet supplied by the Transitions Information Service, containing information on the transition process and future opportunities.</td>
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<tr>
<td>If not attending an annual review in person the PA should submit a written report or action planning document to contribute to the transition planning process where this has been determined as necessary via the transitions tracker.</td>
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<tr>
<td>Ensure applications for options post year 11 are made and timed to meet deadlines.</td>
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<tr>
<td>Applications for specialist residential colleges may need to be made in year 10. Where a specialist placement is likely to be required which could include a residential Out of Authority placement these young people must have LPW attendance at their reviews. LPW will need to reflect the outcomes of these reviews within the 139 A LDA, and meet all of the LA timescales for completion.</td>
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<tr>
<td>What should happen?</td>
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<tr>
<td>Work with the school and other agencies to oversee the implementation of the transition plan.</td>
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<tr>
<td>Begin to identify likely destinations and who will require a S139a assessment.</td>
<td>Health</td>
<td>Throughout the year</td>
</tr>
<tr>
<td>Identify whether the young person is likely to continue to have health care needs when they leave school, and the appropriate ways of meeting the health needs of the young person.</td>
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</tr>
<tr>
<td>Once the School Nurse and all health professionals named on a young person’s statement receive their invitation to a young person’s review, they provide written information and decide, based on clinical need, and the process set out in Section 3, whether to attend the review.</td>
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<tr>
<td>Provide feedback to all relevant Health professionals about decisions taken at the review meeting.</td>
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<tr>
<td>Review and update young person’s health plan and ensure appropriate person co-ordinates the plan. Work closely with other agencies to ensure that the health plan is shared, and where appropriate incorporated into the young person’s broader transition plan.</td>
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<tr>
<td>Begin putting in place arrangements to enable the young person’s health needs to be met when they leave school / become 18.</td>
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<tr>
<td>Inform GP and Adult consultants of the needs of the young person, as appropriate to implement health aspects of the transitions plan.</td>
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<tr>
<td>Inform commissioners where there is a strong possibility of significant input/funding packages from 16+.</td>
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<tr>
<td>For young people with complex mental and physical health conditions, planning starts according to Continuing Health care guidance if continuing healthcare criteria are met.</td>
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</tbody>
</table>
### Additional Framework for Year 11

<table>
<thead>
<tr>
<th>What should happen?</th>
<th>Who should do it?</th>
<th>Timescale</th>
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</thead>
<tbody>
<tr>
<td>Annual review of transition plan to include as appropriate – check on progress,</td>
<td><strong>Education</strong></td>
<td>Schools prioritise reviews for those likely to</td>
</tr>
<tr>
<td>transport, transition to college/social care services, funding applications, long</td>
<td>School, health,</td>
<td>need specialist placement ready for the LDA.</td>
</tr>
<tr>
<td>term plans.</td>
<td>other services</td>
<td></td>
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<tr>
<td>Agree who co-ordinates next review.</td>
<td>Post 16 provider (if young person</td>
<td></td>
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<tr>
<td>Where a specialist placement is likely to be required which could include a</td>
<td>leaving school)</td>
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<tr>
<td>residential Out of Authority placement these young people must have LPW</td>
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<tr>
<td>attendance at their reviews. LPW will need to reflect the outcomes of these</td>
<td></td>
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<tr>
<td>reviews within the 139 A LDA, and meet all of the LA timescales for completion.</td>
<td></td>
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</tr>
<tr>
<td>Attend the year 11 review (where identified by BCC).</td>
<td><strong>LPW specialist adviser</strong></td>
<td>By the end of the spring term, in time for</td>
</tr>
<tr>
<td>Complete Section 139a assessment for any young person planning to leave school at</td>
<td></td>
<td>college interviews.</td>
</tr>
<tr>
<td>the end of year 11 for further education/training; integrate with statements from</td>
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<tr>
<td>professionals.</td>
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<tr>
<td>Visit potential FE colleges, identify available LD support, and liaise with</td>
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<tr>
<td>families.</td>
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<tr>
<td>Make applications as required to independent specialist residential colleges. (</td>
<td></td>
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<tr>
<td>The LPW PA will have to determine if in their opinion the ISP can meet needs, by</td>
<td></td>
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<tr>
<td>providing the LA will a needs assessment completed by the provider as part of their 139A).</td>
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</tr>
<tr>
<td>Send Section 139a assessment to post16 provider and other identified and relevant</td>
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</tr>
<tr>
<td>services, including Health and Social Care (together with copy of Transition Plan),</td>
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<tr>
<td>with young person’s consent.</td>
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<tr>
<td>Inform HSC where strong possibility of significant input/funding packages for</td>
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<tr>
<td>young people with a learning disability at age 18, along with any ongoing</td>
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<tr>
<td>safeguarding concerns.</td>
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<tr>
<td>Establish date when young person is likely to cease to receive full time</td>
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<tr>
<td>education, either from school or from a further education establishment.</td>
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<tr>
<td>S.139a assessment must identify support needs within further education or training,</td>
<td></td>
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<tr>
<td>and provision required to meet these.</td>
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</tbody>
</table>
Framework for Year 12 onwards.

<table>
<thead>
<tr>
<th>What should happen?</th>
<th>Who should do it?</th>
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</thead>
<tbody>
<tr>
<td>Arrange Review meetings as before; send invitations and requests for written reports.</td>
<td>Education School</td>
<td></td>
</tr>
<tr>
<td>Circulate copies of any reports written by agencies sent to parent/carers and all other relevant agencies at least two weeks before the meeting.</td>
<td>Head teacher or designated member of staff</td>
<td></td>
</tr>
<tr>
<td>Hold Annual Review, ensuring it provides a relaxed and comfortable forum to support the young person and their parents/carers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good practice identifies that person-centred approaches will guide the review meeting.</td>
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</tr>
<tr>
<td>Review transition plan, to include checking on progress, post-16 opportunities, and review of any health needs, future transport needs, and long term plans.</td>
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<tr>
<td>Collate information e.g. health action plan, young person’s and parents contribution, Careers action plan.</td>
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<tr>
<td>Agree a lead person or key professional to oversee the delivery of the transition plan.</td>
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<tr>
<td>Ensure that the transition plan records who has agreed to undertake each action.</td>
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</tr>
<tr>
<td>Where the school nurse has not attended the Review, communicate relevant outcomes to the school nurse and GP.</td>
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</tr>
<tr>
<td>Following the review the school circulates a copy of the latest transition plan to the young person/parent / carer and relevant agencies.</td>
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<tr>
<td>Facilitate the transfer of relevant information with the young person’s consent to ensure that young people receive help in their next placement, including training provider or college.</td>
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</tr>
<tr>
<td>Provide curriculum activities, including work experience and other activities, in accordance with individual needs and goals and to assist with transition planning.</td>
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</tr>
<tr>
<td>As set out in the Additional Framework for Year 11 above, complete Section 139a for any young person planning to leave school at the end of current year for further education; consider options for FE, integrate with statements from professionals, identify available LD support, liaise with families.</td>
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<tr>
<td>What should happen?</td>
<td>Who should do it?</td>
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<tr>
<td>In the young person’s last year at school, social worker responsibilities as set out for Year 11 leavers, including liaison to ensure needs of those requiring Adult HSC services, and therefore transferring to the Transitions team are known. Review the dates when young people will cease to receive fulltime education, either from school or from a further educational establishment. Ensure that where a young person is known to children’s services and will be eligible for adult services, a community care assessment is completed prior to the young person reaching 17.5. Once young person has transferred to Transitions Team by 17.5 years, attend reviews. If there are current safeguarding concerns consider whether a referral under the Safeguarding Adults’ Procedures should be made once the young person reaches 18. Meet with young person before their review. Attend final review and contribute to transition plan. At the review meeting, give parents/carers a Parents’ Information Booklet supplied by the Transitions Information Service, containing information on the transition process and future opportunities. Support young person applying to FE/HE and liaise with social worker regarding care needs and direct payments. For young people leaving school, complete a section 139(a) and send to post 16 provider and LSC if appropriate and agreed. Once the School Nurse and all health professionals named on a young person’s statement receive their invitation to a young person’s review, they provide written information and decide, based on clinical need, and the process set out in Section 3, whether to attend the review. Provide feedback to all relevant Health professionals about decisions taken at the review meeting. Review and update young person’s health plan and ensure appropriate person co-ordinates the plan. Work closely with other agencies to ensure that the health plan is shared, and where appropriate incorporated into the young person’s broader transition plan. Finalise arrangements to enable the young person’s health needs to be met when they leave school / become 18.</td>
<td>Social care, Social workers, Team managers, Children’s’ teams, Social worker, Transitions Team, Adult social care, LPW specialist adviser, Health, School nurse led, in liaison with other health professionals and family as appropriate</td>
<td></td>
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</tbody>
</table>
### Framework for young people educated at out of area residential schools, including looked after children placed to meet learning needs.

N.B. The steps set out here are additional to those set out in the age related frameworks above.

<table>
<thead>
<tr>
<th>What should happen?</th>
<th>Who should do it?</th>
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<tbody>
<tr>
<td>Ensure GP and Adult consultants as appropriate of the needs of the young person.</td>
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<tr>
<td><strong>At the start of the autumn term, inform Learning Partnership West of all young people educated in out of area schools, and what review attendance is required who will require a statutory Year 9 review.</strong></td>
<td>Bristol SEN Service team</td>
<td></td>
</tr>
<tr>
<td>LPW specialist adviser contacts school to introduce themselves and request review dates.</td>
<td>LPW specialist adviser</td>
<td></td>
</tr>
<tr>
<td>Make written contact with the young person in year nine and his/her parent/carers to introduce themselves and the service?</td>
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<tr>
<td>Make every effort to see the young person and their family in the school holiday before the review to provide information about the transition planning process.</td>
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<tr>
<td>Attend the Year 9 review.</td>
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<tr>
<td>All statutory plans: Transitions Review, PEP, Pathway Plan, Childcare Plan are all attached together, making effectively just one plan.</td>
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<tr>
<td>Attends the review in penultimate year at school (e.g. Year 10 review if young person is leaving school at the end of year 11).</td>
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<tr>
<td>Alert relevant services in all agencies where a young person is likely to return to reside in Bristol.</td>
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<tr>
<td>Keep 16-19 service informed via Transitions Tracker of likely future learning and social care needs in Bristol.</td>
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</table>
Framework for looked after young people in out of area placements to meet care needs.

N.B. The steps set out here are additional to those set out in the age related frameworks above.

<table>
<thead>
<tr>
<th>What should happen</th>
<th>Who should do it</th>
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<tbody>
<tr>
<td>The headteacher consults with the young person’s social worker on who to invite to the review e.g. parent/carers, foster carers or residential workers and any involved health professional. Transition reviews are integrated with other statutory reviews wherever possible. Liaise over joint SEN statement review and statutory childcare review.</td>
<td>school Headteacher and Locality team social worker</td>
<td></td>
</tr>
<tr>
<td>Receive list of young people with statement placed OOA from SEN Service team and contact host Information and Guidance (IAG provider). Liaise with IAG provider (or social worker) in host local area to ensure reviews take place as they should, and that a PA attends. LWP’s responsibilities delegated to host local area for practical reasons. Where border protocols regarding IAG are not in place Bristol LPW via the working transition tracker will if they are not picked up, Bristol specialist adviser will attend Year 9 reviews, and other identified reviews where appropriate. Attend year 9 review and others where possible; carry out S139a assessments. Good practice identifies that person-centred approaches will guide the transition review meeting. All statutory plans: Transitions Review, PEP, Pathway Plan, Childcare Plan are all attached together, making effectively just one plan. From Year 11, ensure that the Pathway Plan is underway. ‘Pathway Plan’ outcomes are considered as part of the transition plan. Keep 16-19 service informed via Transitions Tracker of likely future learning and social care needs in Bristol.</td>
<td>Learning Partnership West Specialist Adviser IAG provider PA from host local area LPW specialist adviser</td>
<td></td>
</tr>
<tr>
<td>Provide support (including financial support) for care leavers up to 18. Provide accommodation, assistance with employment</td>
<td>Care &amp; After team</td>
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<tr>
<td>What should happen</td>
<td>Who should do it</td>
<td>Timescale</td>
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<tr>
<td>training up to age 25.</td>
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<tr>
<td>Develop and continually update Pathway Plan.</td>
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Appendices

Appendix 1. National legislation and guidance

**Transition guidance for all services**

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

www.preparingforadulthood.org.uk

**SEN Code of Practice and SEN toolkit 2001**

The purpose of the Code of Practice under the Education Act of 1996 is to provide practical advice to local education authorities, maintained schools, and to those who help them including health service, Connexions and social services. The Code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs (SEN) to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood.

Statutory agencies need to communicate and agree policies and protocols that ensure that there is a “seamless” service.

All Statements of SEN must be reviewed at least annually. The aim of the annual review in year 9 and subsequent years is to review the young person’s Statement and draw up and subsequently revisit the Transition Plan. The year 9 review should involve the agencies that may play a major role in the young person’s life during the post-school years and must involve the Connexions service.


**Disabled Persons (Services, Consultation and Representation) Act 1986**

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

www.opsi.gov.uk/acts

**Disability Discrimination Act 1995**

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that many disabled people face. The Act has been significantly extended, including by the Disability Discrimination Act 2005. It now gives disabled people rights in the areas of:

- employment
- education
- access to goods, facilities and services, including larger private clubs and transport services
- buying or renting land or property
- functions of public bodies

http://www.opsi.gov.uk/acts/acts2005/ukpga_20050013_en_1

**Data Protection Act 1998**

The Data Protection Act 1998 seeks to strike a balance between the rights of individuals and the sometimes competing interests of those with legitimate reasons for using personal
information. The DPA gives individuals certain rights regarding information held about them. It places obligations on those who process information (data controllers) while giving rights to those who are the subject of that data (data subjects). Personal information covers both facts and opinions about the individual.

http://www.ico.gov.uk/what_we_cover/data_protection.aspx

NHS Community Care Act 1990
The local authority has a duty to assess a vulnerable person’s needs where it appears that the person may be in need of community care services, and then decide whether those needs call for the provision of services. (this links with fair access to care). Community Care services cover services both at home and non-hospital accommodation.

http://www.opsi.gov.uk/ACTS/acts1990/ukpga_19900019_en_1

Learning and Skills Act 2000 / Apprenticeship, Skills, Children and Learning Act 2009
Section 139a of the Learning and Skills Act 2000 places a statutory responsibility on the Secretary of State for the assessment of young people with learning difficulties from the final year of compulsory education up to age 24 years, when they are undertaking or believed likely to undertake post-16 education or training or higher education. Local authorities have also been given the power to arrange for an assessment at any time for a young person who:
a) is in their last year of compulsory schooling; or
b) is over compulsory school age but has not reached the age of 25; and
c) appears to the authority to have a learning difficulty within the meaning of Section 13 of the 2000 Act; and
d) is either already receiving, or likely to receive in the opinion of the authority, post-16 education, training or higher education.

The assessments conducted under Section 139a of the LSA act are referred to throughout this protocol as Learning Difficulty Assessments (LDA’s). The Learning Difficulty Assessment is now the responsibility of the local authority, a duty currently undertaken by Connexions on behalf of the l.a.

The assessment itself is holistic in nature and for the purposes of the act must result in a written report of both the young person’s educational and training needs and the provision required to meet them.

Under the ASCL act (2009) local authorities are expected to improve the outcomes for learners with LDD with a specific focus on supporting them to develop the skills and aptitudes to go into sustainable employment and participate in their community.

http://www.opsi.gov.uk/Acts/acts2000/ukpga_20000021_en_1

Education and Skills Act 2008
This places a duty on local authorities to promote the participation in education or training of young people in their area. This is particularly important in ensuring that learners who need support to access education and training are appropriately assessed and supported by local authorities.

The proposal is that by 2013 all 17 year olds and by 2015 all 18 year olds will be participating in some form of education or training, with the aim of achieving higher levels of skills and qualifications. There is a 14-19 entitlement for all young people, and this includes the
foundation learning tier for those learning below level two. All young people in schools should receive proper information, advice and guidance about vocational training opportunities. The responsibility for delivering Connexions was devolved to local authorities. Local authorities have to make available to young people and relevant young adults for whom they are responsible such services as they consider appropriate to encourage, enable or assist them to engage and remain in education or training.

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

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

Progression through Partnership (June 2007)
This is a cross-government strategy to support people with learning difficulties and/or disabilities (LDD) to achieve fulfilling lives and further their education, and is a response to the LSC’s “Learning through Living and Work” above. It came from three government Departments: Education and Skills, Work and Pensions, and Health. One of the strategy’s aims is to improve the experience of transition from school to further learning, training and work and from children’s services to adult services. It also seeks to explore the notion of a definition of “transition” which covers the period from the year 9 review to when they enter employment or alternative adult provision (age 25 for some people). This will include:

- person centred transition planning at school which takes into account the long term aspirations of the individual;
- annual reviews from year 9 and throughout college/FE/HE;
- ensuring that FE colleges and learning and training providers build strong networks with local Connexions and successor bodies, Job Centre Plus and other employment agencies or support networks (including adult social services).

http://publications.dcsf.gov.uk/

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


Transition: getting it right for young people, DH/DfES 2006 - improving the transition of young people with long term conditions from children’s to adult health services
This identifies the fact that many young people with complex conditions now survive into adult life and the risks that are associated with poorly planned transition. It makes recommendations for good practice including the critical need for collaboration between children’s and adult services and illustrates that well planned transition improves medical, educational and social outcomes.

www.dh.gov.uk/childrensnssf

Transitions: the move to adulthood for young people receiving care from their local authority. (County Council Network 2008) This makes recommendations to improve the transition to adulthood for young people who are receiving care from their local authority.
The Children (Leaving Care) Act 2000

Among this act’s key provisions are:

1. A duty on local authorities to assess and meet the needs of young people aged 16 and 17 who are in care, or are care leavers. Wherever the young person lives the duty will rest with the local authorities to keep in touch with care leavers until they are at least 21.

2. Every eligible young person in care should receive a comprehensive pathway plan when they turn 16. This plan should map out a clear route to independence.

3. Each young person should have a young person’s advisor who will coordinate the provision of support and assistance to meet the needs of the young person. Particular emphasis will be placed on helping the young person into education, training or employment.

4. A financial regime for care leavers to end the confusing present system and ensure they have comprehensive financial support.

5. Continuing assistance for care leavers aged 18-21, especially with education and employment.

Assistance with education or training continues to the end of the agreed programme, even if it takes someone past the age of 21.

National service framework for children: young people and maternity services

DH/DfES 2004:
This is a 10 year programme that is intended to stimulate long-term and sustained improvements in children’s health. One of the identified challenges is to ensure that children’s services locally are coherent in design and delivery, with good co-ordination, effective joint working between and across sectors and agencies, with smooth transitions and in partnership with children, young people and families.

Standard 8 relates to disabled children and young people and those with complex health needs.

Section 7 of Standard 8 is on transition to adulthood. This sets out to ensure:

- a person-centred approach to transition planning, focusing on the fulfilment of the hopes, dreams and potential of the young disabled person
- the establishment of multi-agency transition groups
- support for young disabled people to use direct payments
  - support to manage the transition for those with high levels of need, those in residential schools, looked-after children and those with rare conditions
- development by agencies of local strategies to widen education, training and employment opportunities for disabled young people
- development by health services of appropriate adolescent/young person services with a view to enabling smooth transition to comprehensive multi-disciplinary care

“Local authorities, primary care trusts and NHS trusts should ensure that “transition planning has, as its main focus, the fulfilment of the hopes, dreams and potential of the disabled young person, in particular to maximise education, training, and employment opportunities, to enjoy social relationships and live independently.” (DH / DCSF 2004)
Aiming high for disabled children
This is a joint report from HM Treasury and Department for Education and Skills, which marks the culmination of the government’s Disabled Children Review and identified priority areas to improve outcomes for disabled children. As part of this the Government will be initiating, developing and investing in a pilot Transition Support Programme. The Programme should include:
• a young person’s information pack, including information on further education, training opportunities and work options;
• access to an advisor or key worker and advocacy and support;
• consolidation of the person centred planning process from age 14, with increased information for professionals, and co-ordinated and timely assessments based on the young person’s aspirations, at key points to assist in the transition to adulthood, including signposting to future appropriate provision; and
• joint team working across agencies and with adult services to encourage a holistic approach, and choice and control for young people. (HM Treasury / DCSF 2007)

Valuing people now ‘making it happen for everyone’ A three year strategy published January 2009 which sets out the government’s plans for people with learning disabilities including:
• by 2012 all young people with statements of special educational need who have learning disabilities have person-centred reviews from age 14 to 19 that actively involve the young person and their family.
• all transition plans and year nine reviews where appropriate contain a section on health needs and start the development of a health action plan.
• every local area has a multi-agency employment strategy which sets objectives to increase the number of socially excluded adults in employment, education and training.
• a transition lead in every region who will support the delivery of a regional multi-agency transition strategy, supported by an implementation group involving all key stakeholders, in particular young people and their families.

Valuing people: a new strategy for learning disability for the 21st Century 2001 This strategy sets out the new vision for services under the four key principles of rights, independence, choice and inclusion and highlighted the issues young people face in transition.

Improving the life chances of disabled people 2005 This study sets out the requirements for a smooth transition to adulthood – effective planning focussed on individual need, a more transparent and appropriate menu of opportunities and choices, continuous service provision – individual budgets as a means of enabling a seamless transition from children to adult services. It sets out a vision that “by
2025, disabled people in Britain should have full opportunities and choices to improve their quality of life and will be respected and included as equal members of society.” 2005 PM’s strategy unit

www.strategy.gov.uk

Our health, our care, our say 2006
Sets out a change in the way health and adult care services are provided, placing greater choice and control in the hands of the people who use them. Other key themes cover improved health and emotional well being, quality of life, making a positive contribution, freedom from discrimination, economic well being, and personal dignity (DH 2006)

www.dh.gov.uk/PolicyAndGuidance/OrganisationPolicy/Modernisation/OurHealthOurCareOurSay/fs/en

The transition from child and adult mental health services. Health and social care advisory service 2006
Resources developed as part of the national project include literature review, care pathway with standards, case studies and young person’s toolkit

www.hascas.org.hascas_publications_downloads.shtml

Children Act 1989
Social services departments should ensure that a social worker attends the year nine annual review meeting and contributes to the formation of the Transition Plan where a young person is subject to a care order, accommodated by the local authority or is a ‘child in need’.


Every Child Matters September 2003
• Sets out to ensure that children at risk are properly protected within a framework of universal services, which support every child to develop their full potential
• Sets out a vision for early intervention and effective protection which includes improving information sharing, establishing a common assessment framework, identifying lead professionals
• Says that it will improve the transition to adulthood through the National Service Framework for Children, the SEN Action Programme and the work of Connexions
• The government’s aim is for every child, whatever their background or their circumstances, to have the support they need to: be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being
• The work was followed with a consultation and ‘Next Steps’ paper

www.everychildmatters.gov.uk

The Children Act 2004
Sets the legislative foundation for the actions agreed as a result of ‘Every Child Matters’ and included provision for the establishment of a children’s commissioner. Part 2, section 10, of the Act established a duty on Local Authorities to make arrangements to promote co-operation between agencies in order to improve children’s well-being, defined by reference to the five outcomes from Every Child Matters, and a duty on key partners to take part in those arrangements. It also provides a new power to allow pooling of resources in support
of these arrangements.

www.hmso.gov.uk/acts/acts2004/20040031.htm or www.everychildmatters.gov.uk

**Every Child Matters: Change for Children 2004**
Sets out the action that needs to be taken locally to implement the Children Act, and describes the support that will be provided.

www.everychildmatters.gov.uk

**Education and Skills Act 2008**
Proposal that by 2013 all 17 year olds and by 2015 all 18 year olds will be participating in some form of education or training, with the aim of achieving higher levels of skills and qualifications. There is a 14-19 entitlement for all young people, and this includes the foundation learning tier for those learning below level two.
All young people in schools should receive proper information, advice and guidance about vocational training opportunities.
The act devolved the responsibility for delivering impartial Information Advice and Guidance to local authorities and places a duty on local authorities to make available to young people and relevant young adults for whom they are responsible such services as they consider appropriate to encourage, enable or assist them to engage and remain in education or training. Section 139A was also inserted in the Learning and Skills Act 2000 which gives local authorities a power to arrange for an assessment at any time of a person who:
- a) is in their last year of compulsory schooling; or
- b) is over compulsory school age but has not reached the age of 25; and
- c) appears to the authority to have a learning difficulty within the meaning of Section 13 of the 2000 Act; and
- d) is either already receiving, or likely to receive in the opinion of the authority, post-16 education, training or higher education.

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

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

**Youth matters: next steps**
This was the government’s response to the “Youth Matters” Youth Green Paper published in July 2005. It set out plans for comprehensive information, advice and guidance for all young people with targeted support for those with complex needs. It also set out how Local Authorities, working through Children’s Trusts, will work with all the relevant agencies to develop a more personalised, integrated and efficient support service for teenagers, and ensure that those young people who need integrated support in a number of overlapping areas can have it effectively co-ordinated and delivered by a lead professional. It proposed that young people should have: better support when they need extra help to deal with problems and more things to do and places to go in their local area – and more choice and influence over what is available. (DCSF, 2006).

www.everychildmatters.gov.uk/youthmatters
'Growing Up Matters – better transition planning for young people with complex needs'
This identified, as a prerequisite to good transition planning, that senior local political managerial leadership in councils and partner agencies need to give a clear commitment to children and young people with complex needs. One sign of this leadership would be establishing clear multi-agency protocols and processes together with the pooling of resources and joint development of services between councils and their partner agencies. (Commission for Social Care Inspection) January 2007  www.ofsted.gov.uk/

LSC Strategy for learners with learning difficulties and disabilities: ‘Learning through Living and Work’ (October 2006)
The LSC’s response to the recommendations in the report ‘Through Inclusion to Excellence’, The strategy recognises the value of learning for living, but that some people with complex needs may never be economically active through work. However, they will still need to learn to live independently and contribute to their communities, and there is a role for further education in preparing for this. There is also a need to improve the support for progression into employment for those who are able to work.
http://readingroom.lsc.gov.uk/Lsc/National/Learning_for_Living_and_Work_Complete_2.pdf

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

Mental Capacity Act 2005
The Mental Capacity Act 2005 provides a statutory framework to empower and protect vulnerable people who are not able to make their own decisions. It makes it clear who can take decisions, in which situations, and how they should go about this. The Mental Capacity Act provides a framework for assessing whether a person can make a particular decision and, if not, the criteria that should be used to ensure that a decision is made in their ‘best interests’. The act also sets out the role of Independent Mental Capacity Advocates (IMCAs) who can be involved in certain decisions where someone does not have someone to represent their best interests.
www.opsi.gov.uk/acts/acts2005/ukpga_20050009_en_1

Safeguarding Vulnerable Groups Act 2006
This Act, which will come into force from October 2009, is intended to prevent unsuitable people working with children and vulnerable adults. From July 2010 people who work or are volunteers with children and vulnerable adults will be required to register with the Independent Safeguarding Authority
A national framework of standards for good practice in adult protection work (ADASS 2005)

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

Putting people first 2008
This sets out the vision for the future of adult social care to enable people to live their own lives as they wish, confident that services are of high quality, are safe and promote their own individual needs for independence, well-being and dignity. It sets out the shared aims and values which will guide the transformation of adult social care, and recognises that the sector will work across agendas with users and carers to transform people’s experience of local support and services.

Think family (Cabinet Office 2009)
This report proposes that the integrated approach of ‘Every Child Matters’ is extended beyond children’s services. It recommends that all services – including adults’ services – should be better coordinated to meet the needs of families at risk. Core processes and assessments should also be shared across both adults’ and children’s services. This should lead to the problems of excluded families being targeted more effectively. Councils will have to provide more targeted and integrated services – across both children’s and adults’ services – to meet the needs of these families
http://www.cabinetoffice.gov.uk/social_exclusion_task_force/families_at_risk.aspx

Transition into adulthood
The All-Party Parliamentary Group on Autism has launched a new report following their inquiry into transition for young people with autism. Transition into adulthood looks at the experiences of transition of young people, their families and carers and professionals. The report found that although there are pockets of good practice, transition services are still failing most young people, and it makes some clear recommendations to government and local authorities to address these shortcomings. Download the full report or the executive summary:
Appendix 2. Characteristics of good transition services (from Moving on Well guidance)

- An agreed process for joint strategic planning between children’s and adult health services.
- A clear transition care pathway.
- Clear identification of the key worker and key worker designate.
- A focus on person-centred planning.
- Excellent links across adult and children’s services.
- A multi-agency model.
- A service responsive to the needs of young people and their families.
- Reduced risk of poor health outcomes.
- A reduction in health inequalities.
- Better long-term health and wellbeing, access to education/employment and improved social inclusion.
- Effective health contribution to strategic planning for transition service.
- Improved follow-up.
- Flexible, timely response: early intervention and prevention through individual health plans, avoiding hospital admission, where possible.
- Integrated multi-agency health transition plans and pathways which enhance a young person’s ability to take appropriate responsibility for managing their own health needs, promoting choice and opportunities for independent living. Plans must take into account the young person’s transition from school to college, training or employment.
- The opportunity to develop self-management and self-referral, as appropriate.
- Risk management procedures including effective follow-up for vulnerable young adults.
- Young people (and their families on their behalf) using primary care appropriately.
- Transition teams with core professionals who deliver a comprehensive service.
- A skill mix which ensures that adolescent health expertise, professional/ clinical leadership, key working (where required) and supervision of support staff are available.
- A joint planning and funding process within the PCT/primary care/local authority for multiple, ongoing needs.
- Specialist commissioning for needs, such as palliative care or rarer conditions, where evidence demonstrates the benefits of regional partnerships or more centralised tertiary services in conjunction with managed health networks.
- Identified quality standards to enable performance management.
- Measurable outcomes to ensure a value-for-money service.