

JOINT AGENCY TRANSITION PROTOCOL FOR YOUNG PEOPLE WITH A LEARNING DIFFICULTIES AND/OR DISABILITIES AGED 14 – 25

It is the intention that this protocol is piloted from September 2008 to March 2009 by:

- The Local Authority Services including:
 - Young People and Access to Education Service
 - Children and Families Service
 - Schools
 - Social and Community Services
 - The Connexions service
- Colleges in Oxfordshire
- Representatives of Learning and Skills Council for Milton Keynes, Oxfordshire and Buckinghamshire
- The Health Service
- Parent groups
- Voluntary organisations

During the pilot, comments and suggestions for further improvement should be sent to Anna Curtis by emailing anna.curtis@oxfordshire.gov.uk or phoning 01865 810643.

The final version will be published in April 2009.

Terminology: The term Learning Difficulties and/or Disabilities is used to describe young people who require support because of their learning needs or disability. The term is synonymous with Special Educational Needs (SEN). For consistency LDD is used throughout this protocol.

CONTENTS

1. Aims, Values and Principles	3
1.1 Aims of the Protocols	3
1.2 Objectives	3
1.3 Purpose	4
1.4 Values	4
1.5 Principles	5
1.6 Links with other local and national guidance	5
1.7 Statutory Framework	6
2. Multi-agency working, roles and responsibilities of agencies/services and how they link together	7
2.1 The Local Authority	7
2.1.1 Children and Young People's Service	7
2.1.2 Adult Services	8
2.1.3 Schools	8
2.1.4 Connexions	
2.1.5 The Seven Consortia Groups and Oxfordshire's 14 – 19 Strategy Group (OFSG)	9
2.2 The Learning and Skills Council	10
2.3 Colleges	10
2.4 Health	11
2.5 Parents/Carers	11
3. Procedures	12
3.1 Person Centred Planning	12
3.2 Convening meetings	12
3.3 Transition Planning meetings	12
3.4 The Section 140 Assessment	13
3.5 Health Action Plans	14
3.6 Improving Choice assessment	15
3.7 Information sharing	15
3.8 Lead professional	15
3.9 Out of authority young people	16
4. Transition Planning - Mapping the process	17
5. Monitoring, Review and Evaluation	23
Annex 1 Improving Choice assessment tool	25
Annex 2 Post 16 benefits and education funding	48
Annex 3 Types of post-16 education provision	50
Other annexes on housing, transport etc?	

1. Aims, Values and Principles

1.1 Aims of the Protocol

The protocol sets out an approach designed to facilitate partnership working and support agencies' ability to:

- Ensure that all young people with a learning difficulty and/or disability (LDD) experience a smooth transition from school to adult life
- Maximise opportunities for young people with LDD.

In doing this, the Protocol takes account of the roles and responsibilities in these partnerships of:

- The young people and their families
- Local authority services for children, leaving care and adults
- Schools
- Connexions
- Individual professionals
- Post 16 learning providers
- The Learning & Skills Council
- Health providers
- Health commissioners and providers
- Job Centre Plus
- Leisure Providers
- Transport Providers
- Accommodation & Housing

1.2 Objectives

The Protocol has the following objectives:

- To state the values to be adopted and demonstrated by all those involved in supporting transition.
- To clarify the respective roles of agencies and identify clear responsibilities for delivering a smooth transition.
- To set up an organisational framework to support transition for all young people, taking particular account of those with the most complex needs.
- To ensure that different assessment frameworks are brought together to provide a co-ordinated and coherent approach for young people with LDD during transition, culminating in a common assessment framework.
- To ensure that young people have access to a transparent and appropriate menu of opportunities and choices, consisting of options to meet assessed need.

1.3 Purpose

Transition from children's to adult services takes place at different ages depending on the service. It is usually 18 for health, between 16 to 18 for mental health services, 18 for social care services and up to 19 for transition from school to further education, with Connexions services provided up to the age of 25 where required. Given that services have responsibilities at different ages the protocol sets out to:

- Include procedures to be adopted by all agencies whose responsibilities include support for the transition process.
- Ensure that processes are transparent to learners, their families and advocates.
- Clarify roles and responsibilities to support multi agency working at practitioner level.
- Establish systems that identify all young people with LDD who will need support in transition.
- Describe information sharing to ensure coherent assessment and planning.
- Ensure involvement of all agencies throughout the process irrespective of whether it is the specified transition time for a particular agency.

1.4 Values

Users of this Protocol will demonstrate the following values:

- 'Person centred' approaches to transition planning, which take account of individual needs and aspirations, and reflect an ongoing listening process.
- Recognition of the role of families/carers, the support they require to enable them to empower young people during transition and the contribution they can make to the process.
- A commitment to provide for young people in local provision wherever possible.
- A commitment to effective transition planning for young people with LDD, providing continuous service provision.
- A mutual respect for roles, responsibilities and the professionalism of all agencies.
- Co-ordinated, joined-up responses from services.
- Honesty and realism, acknowledging that this may mean looking at different ways of achieving goals rather than focusing on specific provision.
- A shared responsibility for using resources as efficiently and effectively as possible and for providing value for money.
- A commitment to providing appropriate training to professionals involved in transition planning so that staff are equipped to put the protocols into practice.

- Where possible, to support provision which is both challenging and which will lead to further opportunities.
- Promotion of the rights to citizenship of all young people.
- Promotion of independence and choice and control.
- Supporting young people to speak up for themselves – using advocacy or self advocacy services.

1.5 Principles of Transition planning

This Protocol supports the transition to adult life and describes a developmental process that starts in Year 9 and continues until the young person is settled in their post-education/adult placement. It adopts the principles set out in the SEN Code of Practice that transition planning must be: participative, holistic, supportive, evolving, inclusive and collaborative.

The Protocol puts in place a process that enables agencies to work together and in partnership with families to achieve a smooth transition and plan to meet support needs in all areas of the young person's life. This process will adopt person centred approaches, focusing on the aims and aspirations of the young person. The process will recognise the role of parents and carers in establishing and achieving the young people's goals.

Transition planning begins in Year 9; this is the start of the process of planning and decision making which will take place over a period of time and will reflect the level of maturity of the young person, ensuring that decisions are taken at a time appropriate to the individual.

The Protocol recognises young people's rights to a place in their local community and their entitlement to play a part in it and make use of local facilities and provisions. Wherever possible, he or she will be supported to do this.

The Protocol ensures that statutory responsibilities are met but focuses on putting in place arrangements locally, which enable agencies to work together to develop a coherent structure for smooth transition planning. Transition planning and transition services aim to support young people to move towards and onto a new stage of life rather than from one service to another.

1.6 Links with other local and national guidance

- Oxfordshire's guidance for parents produced by parents in collaboration with services (to be produced)
- Oxfordshire's Young persons guide to transition (to be produced)
- Oxfordshire's Curriculum Framework
- Transition Support Programme, including a young person's information pack (Government £19 million initiative, 2007)

Pilot: September 2008 to February 2009

- Regional/national forums, contacts with other authorities and bench-marking exercises.
- Other transition guidance documents – produced by the Valuing People Support team

1.7 The Statutory Framework

The Protocol reflects the requirements, philosophy and strategies laid out in the following:

- The Disabled Persons Act 1986
- The Education Act 1996, as amended by the Special Educational Needs and Disability Act (SENDA) 2001
- The Learning and Skills Act 2000
- Valuing People: A New Strategy for Learning Disability for the 21st Century, March 2001
- Leaving Care Act, 2001
- Community Care Act 2000
- The Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act (SENDA) 2001
- The SEN Code of Practice, November 2001 and associated Toolkit
- Every Child Matters, September 2003
- Children Act 2004
- Removing Barriers to Achievement- The Government's Strategy for SEN2004
- CSNU/SCYPG Guidance for Connexions Services
- Improving the Life Chances of Disabled People, January 2005
- The National Service Framework for Children, Young People and Maternity Services, Department of Health, September 2004.
- Direct Payments Act
- Education and Skills Act 2008

And takes account of:

- The Youth Matters Green Paper, July 2005
- Through Inclusion to Excellence, a Strategic Review of Planning and Funding for Learners with LDD, LSC 2006
- Improving the Life Chances of Disabled People, 2005
- Aiming High for Disabled Children, 2006
- Transitions: The Move to Adulthood for Young People Receiving Care from their Local Authority, CCN, 2007
- Learning for Living and Work, LSC 2006
- Progression through Partnership
- Getting a Life Project
- Our Health, Our Care, Our Say, DH, 2006
- A transitions guide for all services, DCSF, DH, National Children's Bureau, Council for Disabled Children 2007
- DCSF White Paper: Raising Expectations, 2008

2. Multi-agency working, roles and responsibilities of agencies/services and how they link together

2.1 The Local Authority

2.1.1 The Children and Young People's Service has responsibility for:

- Consulting young people and their parents/carers
- Ensuring that young people's needs and aspirations are identified, assessed and matched by appropriate provision.
- Convening a multi agency School Leavers' Panel to identify those young people who are likely to require services when they become adults.
- Co-ordinating transitional assessments on disabled young people identified above to ensure they receive identified services as adults
- Deciding whether to maintain, amend or cease to maintain Statements of SEN.
- Making provision for all children with statements.
- Ensuring that systems are in place for monitoring and accountability.
- Ensuring that schools convene transition planning meetings for students with statements in year 9 and above, as well as for young people at School Action Plus where required.
- Writing to parents/carers of young people leaving school advising them that the LA intends to cease to maintain the statement. The LA will normally write by February during the year in which they will leave school.
- Providing a Parent Partnership service to give independent advice and information on LDD, provision, procedures and entitlements.
- Liaising with the Connexions Service to ensure that there is a Personal Adviser for each young people with LDD.
- Ensuring that a social worker attends the review in Year 9 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.
- Drawing up a Transition Care Plan, by the transition social worker to ensure the co-ordination of care and support services.
- Producing a Pathway Plan for every eligible young person, looked after by the local authority by their 16th birthday. The Pathway Plan should cover all areas relevant to making a successful transition to adulthood. (In the case of young people with SLD, the transition plan will be used as the Pathway Plan.)
- Ensuring that the transition process remains person-centred.
- Ensuring that those care leavers who do not meet the threshold of adult services at 18 remain appropriately supported/looked after until aged 21, when a further assessment will be made by adult services.
- Ensuring that adult services are made aware as soon as possible of all those who are likely to require adult services and to attend regular meetings to discuss those who will need care services.

2.1.2 Adult services have responsibility for:

- Overseeing the transition process for disabled young people
- Working closely with children's services to ensure a smooth transition and holistic approach.
- Attending and sharing information at School Leavers Panels.
- Carrying out adult community care assessments leading to the provision of a careplan.
- Carrying out a carers assessment where appropriate.
- Maintaining strong links with the disabled children's team and leaving care team, including sharing data and information.
- Through the links above, estimating and planning for numbers likely to require a service in years to come.
- Being transparent about eligibility criteria and making decisions in a timely fashion so that young people, their parents and carers can make appropriate plans.
- Recognising the need of young people who have vulnerable parents in receipt of care services, and young people who are themselves carers.
- Attend regular meetings with children's services.
- Discussing complex cases, where transition processes remain uncertain.
- Promoting peoples independence and increased choice and control.
- Being clear to young people about charging for services
- Publishing information about the range of services including supported living schemes, leisure activities and transport.
- Liaising with other statutory providers

2.1.3 Schools have responsibility for:

- Preparing young people for the process of transition though Personal, Social and Health Education (PSHE), individual interviews and support adapted to the needs of the young person.
- Using a range of methods to help the young person develop their views about their future in a format appropriate to their method of communication, these include pictures, maps and diagrams, objects and video clips.
- Supporting the transition process by drawing up a Transition Plan during the annual review meeting in year 9. The plan must be reviewed and amended, as necessary, at each subsequent annual review meeting (year 10 and 11, as well as annually for those post 16).
- Inviting the Connexions personal adviser to the year 9 transition meeting.
- Inviting relevant professionals to annual review/transition planning meetings and to make referrals to other agencies in accordance with the transition plan. Social workers, connexions and health professionals involved with the young person must be invited.

Pilot: September 2008 to February 2009

- Ensuring that the Transition Plan draws together information from a range of people and agencies, making clear the type of support and provision needed, and actions required of those involved.
- Arranging activities to support a young person's transition to work, college or employment, e.g. work experience, visits to college, interview experience.
- Sending the annual review report and transition plan to all those involved, including the LA, 10 days after the meeting.
- Arranging activities to support the young person to gain independent living and leisure participation skills.
- Arranging activities to develop advocacy and self advocacy skills

(Head teachers have overall responsibility for implementing these procedures although they may be delegated to others, such as the SEN Co-ordinator).

2.1.4 Connexions have responsibility for:

- Supporting young people up to the age of 18, and for those identified as being eligible up to the age of 25.
- Attending and sharing information at School Leavers Panels
- Consulting young people.
- Ensuring that they are aware of all relevant young people in Year 8.
- Providing information to parents/carers about the role of the Connexions Service and the transition process.
- Drawing up Connexions Partnership Agreements with schools, the agreement should include arrangements for sharing names and details of young people.
- Offering advice, information and guidance to young people about post 16 opportunities, including work, and seeking to address barriers to achieving goals and liaising with other agencies as appropriate.
- Offering support to the school in drawing up the transition plan and help to make sure that it is carried out.
- Advocating on behalf of young people to help them access services they might require, (in line with the values stated in Section 1).
- Using the Assessment, Planning, Implementation and Review (APIR) process to ensure that young people on School Action and School Action Plus receive appropriate support to plan their transition from school.
- Attending the review for young people with statements in Year 9.
- Assisting, in partnership with others, the young person and their parents/carers to identify the most appropriate post-16 provision, provide counselling and support, and have continuing oversight of, and information on, the young person's choice of provision.
- Attending subsequent annual reviews as appropriate and attending the review in Year 11 in order to ensure that the Transition Plan is appropriately updated.
- Overseeing delivery of the Transition Plan.
- Carrying out an assessment under Section 140 of the Learning and Skills Act for young people with Statements in their last year of

compulsory schooling, and earlier where required, who are likely to move on to FE or training. This should also be offered to other young people with LDD going onto FE or training, where appropriate.

- With the agreement of students and parents, ensuring the transfer of information, including the Statement, to post 16 providers, Adult care and health services and the LSC.
- Continuing the process of APIR/action planning in the post 16 learning environment.

2.1.5 The Seven Consortia Groups and the Oxfordshire 14 – 19 Strategy group (OSFG) roles.

- Oxfordshire's seven consortia will broker provision for all learners to meet their education entitlement.
- Each consortium will plan how to meet minimum entitlements, against appropriate milestones. This process will take into account analysis of learner needs and capacity as well as working towards meeting the DCSF's entitlement in 2013 for Oxfordshire's young people.
- The OFSG will audit the provision of the 14-19 curriculum in each of Oxfordshire's seven Consortia in terms of young peoples' access to secondary qualifications, apprenticeships, diplomas, engagement programmes and the Foundation Learning Tier. It will take action to address gaps in provision with individual Consortia. This may include assisting Consortia to cross local authority boundaries where appropriate.
- OFSG will monitor the quality of 14-19 provision by receiving reports aligned to Oxfordshire's regional Progress Check. It will take appropriate action to address any arising concerns with consortia.
- OFSG will work with other bodies such as the 14 – 25 LLDD Strategy Group and Oxfordshire's Economic Partnership.

2.2 The Learning and Skills Council has responsibility for:

- Having regard to the needs of people with LDD in developing, planning, funding and managing post 16 provision
- Taking account of the assessments of young people arranged by Connexions.
- Ensuring the provision of sufficient appropriate education and opportunities for with students with LDD aged 16-25.

2.3 Colleges have responsibility for:

- Providing information about opportunities to all young people describing their policy and provisions
- Attending annual review/transition planning meetings as required.
- Being proactive in promoting further education courses for disabled young people.
- Making a detailed assessment of support needs and drawing up an Individual Learning Plan to support a placement.
- Sharing outcomes of assessment with the Local Authority in a timely manner.

- Providing opportunities for young people to attend college prior to transfer, such as link courses.
- Offering places to young people with statements and complex needs early in the penultimate year of their time in school.
- Meeting the requirements of Part 4 of the Disability Discrimination Act. These responsibilities include requirements to:
 - make reasonable adjustments to ensure that a disabled student is not placed at a substantial disadvantage
 - make sure buildings and estates are accessible
 - produce and implement disability equality schemes.
- Developing exit strategies for young people moving out of college.
- Providing a written assessment of students with complex needs who may need individualised or a residential education.

2.4 Health Services have responsibility for:

- Ensuring that professionals involved in the management and care young people contribute to the transition plan and where possible attend the review in Year 9.
- Attending and sharing information at School Leavers Panels
- Advising on services likely to be required and facilitate referrals and transfers of records with the informed consent of the young person and parents.
- Liaising with the Connexions Service, Adult and Children's Services as appropriate.
- Ensuring that all young people with Learning Disabilities who want a Health Action Plan have one.
- Promoting annual health checks
- Making appropriate health provision for young people irrespective of where they are educated.
- Ensuring smooth transition between paediatric services and adult services which often involve multiple specialists.

2.5 Parents/carers have responsibility for:

- Helping the young person to think about their future goals having considered the young person's strengths, views and support needs.
- Ensuring that goals and support needs for the young person recorded and addressed in the Transition Plan.
- Undertaking actions agreed at transition planning meetings, with support where required.
- Being actively involved throughout.

2.6 The Young Person

- The young person should be fully involved in all aspects of the transition process.
- The young person should be enabled to contribute at each stage of the transition process.
- The young persons identified needs should be the main factor in the planning and decision making process.

3. Procedures

3.1 Person Centred Plans

A person centred plan is an individual plan of support resulting from a planning process that enables the young person to be at its centre and take control. It is designed to ensure that the person plans their life in the way they want, with support from other people of their choice. It is used:

1. To discover
 - What is important to the young person?
 - What support do they want and need?
 - What are the young person's dreams and aspirations?
2. To explore what could be possible
3. To explore what is practicable and possible to achieve in the locality.

There are a number of tools that can assist in person centred planning including: PATH, (Planning Alternative Tomorrows with Hope) , MAPS, Essential Lifestyle Planning, Portfolios, Life building, Circle of support. Examples of effective practice are available from www.transitionfonetwork.org.uk

3.2 Convening meetings

Every effort should be made to ensure that the young person participates as fully as possible in the process. Support to young person and their family may be needed – including advocacy or self advocacy support.

A relaxed and comfortable forum should be provided to enabled maximum contribution to transition process by the young person and their parents/carers Care should be taken to ensure that the views of parents/carers about the process and future options are gathered and that, for young people with complex needs and communication difficulties, a shared agreement about how their views will be obtained and represented is reached. It would be helpful to record this on the Transition Plan. It is important to ensure that everybody is aware that young people and their families are entitled to develop their ideas and change their minds. A record should be made of each meeting or decision made in the transition planning process.

3.3 Transition Planning meetings

The Year 9 annual review, Children in Care Review and Pathway Plan must also include the development of a Transition Plan that should “draw together information from a range of individuals within and beyond school in order to plan coherently for the young person's transition to adult life.” The Plan should record the actions needed to help the young person achieve their short and longer-term goals and state who is responsible for carrying out the actions. The Plan should be reviewed and updated at subsequent reviews

and must allow the young person to identify new and different goals as they move through adolescence and develop their awareness of the opportunities open to them.

'The review should cover at least the following areas:

- their ideas, aspirations and concerns about their future – including friendship, social activities, etc
- their progress at school, achievements, and plans to strengthen their skills
- changing support needs (including health, transport, CAMHS, preparing for adult life)
- objectives for the following year
- starting to plan how they may achieve their aspirations and the support they will need to do this'

(A transitions guide for all services, DCSF, DH, National Children's Bureau, Council for Disabled Children 2007)

The review should agree who will act as the lead professional for the young person and their parents/carers and take the lead in supporting implementation of the Transition Plan, having considered the views of the young person and parents/carers.

The person writing the Transition Plan should identify on the Plan who should be involved. The person taking the lead in implementing the Plan should make any necessary referrals. Care must be taken to be clear what stage of the transition process is being referred to.

3.4 The Section 140 Assessment

The Connexions Service has a responsibility to carry out Assessments as described in Section 140 of the Learning and Skills Act 2000 for young people with SEN/LDD who are planning to move on to Further Education, training or Higher Education. The Act states that this should be carried out for young people in their last year of compulsory schooling, or for a young person ' who is over compulsory school age but has not attained the age of 25 and who is receiving or likely to receive post 16 education or training or higher education'. They must be carried out for young people with statements in their last year of compulsory schooling who intend to go on to FE, training or HE and should be offered to young people in their last year of compulsory schooling who have LDD but do not have a statement of SEN.

An assessment must result in a written report of:

- The person's educational and training needs
- The provision required to meet them.

Section 140 Assessments form an integral part of the transition planning process.

3.5 Health Action Plans

Extract from *A transitions guide for all services, DCSF, DH, National Children's Bureau, Council for Disabled Children 2007:*

'Valuing people stresses the need for all disabled young people approaching the end of their secondary schooling to have a Health Action Plan (or Health Plan). The drawing up of a Health Action Plan can make sure disabled young people continue to have access to services they need to stay healthy and not fall between services as they move between paediatric and adult health services and move from school arranged health support. For disabled young people who do not have a statement of special educational need, having a HAP can be particularly useful as they are unlikely to have health concerns and issues addressed in other forums as they may not have a standard annual review. In some areas, health action plans are developed from the Year 9 transition review. Like the wider transition review, the compilation of a health action plan, (HAP) is a process rather than a one off event. It can take some months to bring together all the necessary information from a range of health professionals to ensure all aspects of a young person's particular health support needs are covered. Working with other agencies in the lead up to a review and using existing appointments with the young person and their families to discuss what the plan should contain can help speed up this process.

A transition health action plan might contain the following:

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

HAPs need to be updated regularly for them to be useful and this can be a problem if the young person is discharged. Once again mechanisms need to be in place to make sure that a lead person is identified to keep these plans live. Drawing up a health action plan can help focus all agencies on issues of importance to the young person, concerns they may have and what can be put in place to support them. This extends beyond issues relating to their impairment and could include access to personal, social and health education, (PSHE) including sex and relationships, and healthy eating. It is therefore essential that this is part of the wider transition planning process'.

3.6 Improving Choice Assessment and planning process

For young people requiring a high level of support from a range of services/agencies and additional support from the learning provider, the Learning for Living and Work Assessment and planning process is available. This process is designed to support the young person to work towards their longer term aspirations and to ensure effective information sharing and multi-agency working. Refer to annex 1. It incorporates, in parts 1 & 2, the assessment required under section 140 of the Learning and Skills Act 2000 and it may be used as a transition plan. During the piloting of Oxfordshire's Protocol, professional may use this assessment process to draw together their joint planning and reduce duplication. We intend to trial the use in some schools. Comments and suggestions are welcomed.

3.7 Information sharing

- All transition planning assessments/plans should be copied to the young person, their parents/carers, all professionals involved, having sought the young person's or parental/carer consent.
- Professionals should refer to other assessments and records where possible, rather than duplicating information, eg Common Assessment Framework.
- All transition planning assessments/plans should be copied to all professionals involved and as relevant, having sought parental/carer consent.
- A national database, ContactPoint, is being developed (by 2008) to hold information on all children, including the name of any services being provided.
- Connexions will be made aware of all young people who have statements two weeks before the start of year 9 by the LA. Details of other young people with LDD will be obtained from the school in year 9.
- Information is needed by adult Services after the School Leavers Panel to allow for future planning/commissioning of services. This information will be updated at regular meetings between Children's and Adult Social Care.

3.8 Lead professional

It is important that wherever practicable each young person and their parents/carers have one professional who:

- Acts as a consistent point of contact in transition.
- Takes the lead in ensuring that arrangements are in place to implement the Transition Plan.
- Liaises with other agencies and professionals involved.
- Ensures that advice regarding support and provision is in accordance with services eligibility criteria.

In all cases this should be someone who knows the young person well and with the most appropriate skills in relation to the needs of the young person.

This could be the Connexions PA, a social worker or key professional at school. The views of the young person and parents/carers should be considered in deciding who will take on this role. It is also important to consider the person with the most appropriate skills in relation to the needs of the young person.

The name of the lead professional should be recorded on transition planning assessments and plans.

Some young people with complex needs will be the subjects of a Common Assessment and there may be a Team Around the Child established (TAC). This information needs to be taken into account in the transition process, and any lead professionals already involved working with the student should be consulted and involved in the process of transition.

3.9 Out of authority placements

Each service will ensure that they fulfil their responsibilities, as described in section 2, to all young people in out county placements.

The Out County monitoring group will oversee the co-ordination of transition planning and report to the 14 – 25 LLDD Strategy group.

4 Transition Planning - Mapping the process

Extract from *A transitions guide for all services, DCSF, DH, National Children's Bureau, Council for Disabled Children 2007*

Year 9

Agency	Responsibility	Legislation & guidance
<p>Education (Children's Services)</p> <ul style="list-style-type: none"> • Local Authority Officer with responsibility for education • Head teacher • SENCO • Form tutor • LSC representative • Further Education 	<p>The head teacher is responsible for calling Transition Review Meeting to review the young person's Statement of SEN and draw up the Transition Plan.</p> <p>The LA must send to the Connexions Service no later than 2 weeks before the start of the school year, a list of all pupils with a Statement of Special Educational Needs in their area, including those who are not in school, who will need a year 9 review.</p> <p>The head teacher must invite parents, a representative from the local education authority, social services and Connexions to the Year 9 review. They must also ensure that health authorities and trusts are informed and should seek the views of young people who may also be invited to the meeting.</p> <p>The LA must seek information from Social Services as to whether a young person with SEN is disabled.</p> <p>The head teacher must invite:</p> <ul style="list-style-type: none"> • the young person (should always be invited even if decides not to attend) • the young person's parents or guardian • relevant teacher – class tutor or SENCO • representative from LA • representative from children and adults social care services. • any person the LA specifies • any person the head teacher considers appropriate. <p>Depending on pupil's needs and the particular circumstances surrounding the AR the head teacher should also invite:</p> <ul style="list-style-type: none"> • a LA educational psychologist • health service representatives • other closely involved professionals <p>a further effective practice recommendation would be to invite other people important to the disabled young person.</p>	<p>Education Act 1996 The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 Education Act 1996 The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001</p> <p>Disabled Persons (Services, Consultation and Representation) Act 1986 Education Act 1996 The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001</p>
<p>Children's services and adult social services</p> <ul style="list-style-type: none"> • director children's services 	<p>Social workers should identify and attend the year 9 reviews of young people who are eligible for assessment under the Disabled Persons (Services, Consultation and Representation) Act 1986 LA must under Section 5 of the Disabled Persons</p>	<p>Disabled Persons (Services, Consultation and Representation) Act 1986</p>

<ul style="list-style-type: none"> • director adult services • children with disabilities team manager • team manager, adults learning disabilities • team manager adults physical disabilities • transition social worker • transition coordinator • social workers • respite workers 	<p>(Services, Consultation and Representation) Act 1986 establish whether a young person with a statement is disabled and may require services from the local authority on leaving school.</p>	
<p>Connexions</p> <ul style="list-style-type: none"> • manager • specialist personal advisor • personal advisor 	<p>Connexions Personal Advisor must attend year 9 Review.</p>	<p>Education Act 1996 (SEN CoP 2001)</p>
<p>Health</p> <ul style="list-style-type: none"> • Paediatrician • GP • Physiotherapist • Occupational therapist • Speech and language therapist • School nurse • Community nurse • CAMHS • Adult services 	<p>Prepare information to feed into transition review (re-assess if necessary). All young people who have a learning disability should be offered a Health Action Plan. Provide specific health inputs to support young people. It is the responsibility of the Primary Care Trust to identify whether the young person is likely to continue to have health care needs when they leave school and to ensure that arrangements are put in place to enable the young person's health care needs to be met when s/he leaves school. Children's services should alert adult services about projected needs so strategic and clinical planning can start to take place.</p>	<p>Education Act 1996 (SEN CoP 2001) Valuing People: A New Strategy for Learning Disability for the 21st Century March 2001 Education Act 1996 (SEN CoP 2001)</p>
<p>Involvement from other agencies</p> <ul style="list-style-type: none"> • advocacy worker • leaving care team manager • housing • parent partnership officer • PCP coordinator • Parents 	<p>Guidance for social workers dealing with Looked After Children encourages them to consider holding the 14+ Statement Review jointly with a statutory Childcare Review. Parents have the opportunity to feedback on progress in achieving goals established in the Transition Plan and contribute to ongoing planning. Parents and young people may need to engage with the professionals involved in the process before the year 9 review meetings and at other times over the following years.</p>	<p>Children Act 1989 (Looking After the Whole Child handbook Section 4) Education Act 1996 SEN Toolkit – Section 10: Transition Planning (2001) Department for Education and Skills</p>

Year 10 and 11

Agency	Responsibility	Legislation & guidance
Education (Children's Services) <ul style="list-style-type: none"> • Local Authority Officer with responsibility for education Education <ul style="list-style-type: none"> • Head teacher • SENCO • Form tutor • Learning and Skills Council rep. • Further Education 	The head teacher has responsibility for organising a review meeting at least annually. Arrange suitable work placement (year 10).	Education Act 1996 (SEN Code of Practice 2001) The Education (Amendment of the Curriculum Requirements for Fourth Key Stage) (England) Order 2003, 2002 Education Act (Section 86)
Children's services and adult social services <ul style="list-style-type: none"> • director children's services • director adults' services • children with disabilities team manager • team manager adults learning disabilities • team manager adults physical disabilities • transition social worker • transition coordinator • social workers • respite workers 	Social services identify which young people with statements likely to leave school at end of Year 11 are disabled. It is good practice to identify young people on SA and SA+ who will need support in adult life. Social Care Services should review the dates when young people will cease to receive fulltime education, either from school or from a further education establishment	Children Act 1989 NHS and Community Care Act 2000 Disabled Persons (Services, Consultation and Representation) Act 1986
Connexions <ul style="list-style-type: none"> • manager • specialist personal advisor • personal advisor 	PA offers advice and information about post school opportunities, seeks to address barriers to achieving goals, liaising with other agencies as appropriate. PA ensures applications for options post Year 11 are made and timed to meet deadlines. PA works with schools to ensure that, with the young person's permission, full information on progress and support strategies is shared as part of this process. PA liaises with social worker to ensure APIR (assess/plan/implement/review) framework informs ongoing social services assessments and care plans and that Person-centred Planning underpins the process. PA ensures young person knows how to access support in next placement,	Learning and Skills Act 2000

	<p>introducing to new PA where appropriate. Arrangements must be made for a Section 140 assessment to be conducted by Connexions during the stated young person's last year of compulsory schooling if they are intending to move on to further education or training. Connexions can carry out Section 140 assessments for nonstated young people as well. When the young person enters their final year in school the PA is required to draw up an action plan with the young person and relevant agencies, including the local Learning and Skills Council and potential providers, that builds on and takes forward the transition plan when the LA's involvement ceases.</p>	
<p>Health</p> <ul style="list-style-type: none"> • Paediatrician • GP • Physiotherapist • Occupational therapist • Speech and language therapist • School nurse • Community nurse • CAMHS <ul style="list-style-type: none"> • Adult services 	<p>Health professionals including Paediatricians (and their associated teams) should begin to introduce the concept of transition long before it becomes an issue. As part of this programme, the doctor should introduce the concept early so that the young person could be seen by themselves in clinic visits or with someone of their own choice, with parents invited to join the session later. Consider information transfer. Young people with long term conditions often have bulky medical records – it can take several hours to produce a multidisciplinary summary of their history and management in a way that will be useful to someone taking over their care. Paediatric teams should liaise with adult teams to ask what information is most useful. Giving young people copies of key letters and summaries to keep in a Personal Health Record, Health Passports and ensuring that GPs are kept fully informed are helpful strategies.</p>	<p>Department of Health 2006: Transition: getting it right for young people</p> <p>Department of Health 2006: Transition: getting it right for young people</p>

Year 12 onwards

Agency	Responsibility	Legislation & guidance
<p>Education (Children's Services)</p> <ul style="list-style-type: none"> • Local Authority Officer <p>with responsibility for education</p> <p>Education</p> <ul style="list-style-type: none"> • Head teacher • SENCO • Form tutor • Learning and Skills Council representative • Further Education 	<p>Curriculum activities including work experience and other activities are provided in accordance with individual needs and goals.</p> <p>LSC and partner agencies include information from S140s in process of identifying gaps in provision.</p> <p>The head teacher together with the Connexions Service should facilitate the transfer of relevant information to ensure that young people receive any necessary specialist help or support during their continuing education and vocational or occupational training after leaving school.</p> <p>Making arrangements for residential college provision where appropriate.</p>	<p>Education Act 1996</p> <p>The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001</p> <p>Learning and Skills Act 2000</p> <p>Education Act 1996 (SEN Code of Practice 2001)</p>
<p>Children's services and adult social services</p> <ul style="list-style-type: none"> • director children's services • director adults' services • children with disabilities team manager • team manager adults learning disabilities • team manager adults physical disabilities • transition social worker • transition coordinator • social workers • respite workers 	<p>Social workers carry out the same procedures that were carried out for Year 11 leavers in the young person's last year at school, including liaison to ensure coherent planning and the identification of disabled young people.</p> <p>Social worker ensures transfer to adult services is affected in accordance with local protocols. (In Oxfordshire, transition care managers from Adult Services will get involved with disabled young people who require full time accommodation from their 17th birthday. They will engage with other disabled young people who have identified support needs when they are 17.5 yrs.)</p> <p>Social Care Services should review the dates when young people will cease to receive fulltime education, either from school or from a further education establishment.</p>	<p>Disabled Persons (Services, Consultation and Representation) Act 1986</p>
<p>Connexions</p> <ul style="list-style-type: none"> • manager • specialist personal advisor • personal advisor 	<p>PAs can carry out the same procedures that were carried out for Year 11 leavers in the young person's last year at school, including S140 Assessments, liaison to ensure coherent planning and the identification of disabled young people.</p> <p>PA supports young people applying to HE and liaises with social worker over care needs and direct payments.</p> <p>When the young person enters their final year in school the PA is required to draw up an action</p>	<p>Learning and Skills Act 2000</p> <p>Education Act 1996 (SEN Code of Practice 2001)</p>

	plan with the young person and relevant agencies, including the local Learning and Skills Council and potential providers, that builds on and takes forward the transition plan when the LA's involvement ceases.	
<p>Health</p> <ul style="list-style-type: none"> • Paediatrician • GP • Physiotherapist • Occupational therapist • Speech and language therapist • School nurse • Community nurse • CAMHS • Adult services 	<p>Young person should be in process of transferring from paediatric to adult health services, depending on needs and readiness.</p> <p>Set up a preparation period and education programme for the young person and parent: Identification of the necessary skill-set to enable the young person to function in the adult clinic. The young person must acquire the knowledge and skills to function in an adult service, largely independent of parents and staff, before they are transferred.</p>	<p>The National Service Framework for Children, Young People and Maternity Services 2004 Department of Health</p> <p>Transition: getting it right for young people, 2006, Department of Health</p>

5. Monitoring, Review and Evaluation

The effectiveness of the arrangements set out in this protocol will be monitored, reviewed and evaluated through the 14 – 25 LLDD Strategy group, reporting to the 14 – 19 Strategy Group, Children & Young People's Partnership Board and Adult Services Board.

The purpose of the 14 – 25 LLDD Strategy group is to:

- Provide a strategic lead for 14 – 25 LLDD in developing and commissioning all relevant services and maximising opportunities.
- Ensure that all young people with LDD experience a smooth transition to adult life.
- Monitor and quality assurance of the joint agency transition protocol for young people with LDD aged 14 – 25.
- Commit to joint planning and responsibility between all agencies to ensure appropriate provision and effective transition for all.
- Effectively link with the Children and Young Peoples' Partnership Board and Adult Services Board.
- To work closely with the 14 – 19 Strategy Group (OFSG) and reflect its purpose, taking into full account the needs of young people with LDD 14 – 25.
 - 'The main purpose of the 14 – 19 Strategy Group (OFSG) is to guide the development and implementation of the strategy for 14-19) education and training in Oxfordshire to ensure the highest standards of provision and achievement. It will develop strategies to compliment Oxfordshire's Children and Young Peoples' Plan and Local Area Agreement.

The intended outcomes are:

- Co-ordinated post 16 provision for young people with LDD
- A 14 – 25 Strategy for young people with LDD that is coherent and consistent with the 14 – 19 strategy
- Improved 'Every Child Matters' outcomes for 14 – 25 young people with LDD
- Increasing numbers in employment, education and training
- To meet the reforms proposed in the government White paper, Raising Expectations.
- Through effective collaboration, all providers will work in partnership to ensure that consistently high standards bring about the best possible outcomes for young people with LDD between the ages of 14 and 25.

Monitoring the effectiveness of the joint agency protocol will include a range of activities including:

- Monitoring the quality of transition planning
- Monitoring the satisfaction level of young people and families
- Analysing transition planning data (eg attendance at meetings, outcomes for young people, destinations, NEET/EET etc)
- Monitoring the effectiveness of data exchange

- Monitoring the impact of support and information provided to parents/carers and young people.
- Monitoring the curriculum pathways taken by young people, including care, transport and leisure services necessary to support this.
- Monitoring the impact of service eligibility criteria on transition planning, particularly from children's to adult services.
- Reviewing and evaluating local agreements
- Monitoring agreed performance standards & outcomes.

Reference will be made to the quality standards checklist produced in *A transitions guide for all services*, DCSF, DH, National Children's Bureau, Council for Disabled Children 2007.

Annex 1 (refer to section 3.6)

LEARNING FOR LIVING AND WORK

For young people requiring a high level of support from a range of services/agencies and additional support from the learning provider, this assessment and planning process may be used. It incorporates the assessment required under Section 140 of The Learning and Skills Act 2000 and may be used as a transition plan.

The background section should be completed by the co-ordinator, i.e. the person co-ordinating the planning process. This will usually be the personal adviser. The term co-ordinator is used throughout the paper.

Name of young person	
Referring agency	<i>This is likely to be children's services or Connexions where they are separate.</i>
Referring agency contact name, with email and phone no.	<i>Please specify the role of the referring agency contact, e.g. PA, Social Worker</i>
Lead professional contact (if different from referring agency) with contact email and phone no.	
This form was first completed on	
Last updated on	
<p>I agree that this plan and the attached reports can be shared with the people who will contribute to the completion of the assessment framework, the Learning and Skills Council and the learning providers and any other organisations I may apply to, or that may support me, to help them arrange any help I may need. I agree that my lead professional, PA or any learning provider I apply to can contact any of the people listed in sections 1.2 and 1.3 for more information and that the plan can be shared with them. I confirm that I wish to participate in the assessment and planning process in order to explore the options that may be available after school and the additional support needed.</p>	
Young Person's Signature	<p><i>The young person's lead professional, PA or school should obtain their consent to share the information. The person obtaining consent should satisfy themselves that the young person understands the nature of the permission to share they are giving, involving an advocate if appropriate.</i></p>
Parent's Signature	<p><i>Where the young person may not understand, then the parent or carer's permission should be obtained instead. In cases where the young person is competent to give consent, it will be good practice to obtain the parent or carer's signature as well.</i></p>
<p>For electronically completed forms, the lead professional should state where the signatures are held: <i>A signed, paper copy of the form must be held by the co-ordinator. Should it be, for any reason, impossible to obtain written consent, then a record should be kept of the date, time and circumstances when verbal consent was given.</i></p>	

PART ONE – BACKGROUND INFORMATION

1.1 Personal details *To be completed by the co-ordinator*

Name of young person	
Date of birth	
Address	
Telephone	
Email	
Current learning provision	
Year group	

Details of previous secondary schools/learning provision

Name	Address	Dates attended	Contact name and email, if known
<p><i>This information can usually be provided by the young person or parents/carers. Where there have been several schools or there is uncertainty about dates, it may be necessary to check with the social worker or SEN department of the local authority.</i></p>			

1.2 Contacts *To be completed by co-ordinator*

Name	Contact details (Address, Tel. No(s), email) <i>It is essential that contact details are included for all those listed</i>	Involvement of agencies (For agencies, please say if actively involved or involvement requested). <i>Please note again the co-ordinator and the lead professional, if different.</i>	<i>Please list the sections you have completed so that brokers/providers can contact you for more information if required. The co-ordinator should ensure that everybody who contributes to the form is listed here.</i>
Parent(s)/ Carer(s)			
Main contact at school/current placement			
Named school nurse			

Personal Adviser			
Social Worker			
Other Social Services contact(s)			
Local Authority education representative			
Other(s) e.g. YOT worker, Speech and Language therapist, CAMHS, Advisory Teachers etc.			

1.3 Other reports and plans *To be completed by the co-ordinator*

Report/Plan <i>It is essential to provide relevant and up-to-date reports</i>	Please tick if completed and note date.	Attached?Y/N <i>Where this plan is shared electronically please ensure that electronic copies of supporting reports are attached or note if they are to be sent in hard copy, and how</i>	If not attached, available from (name and email address)
Person Centred Plan or personal statement from young person			
Transition Plan (if separate document)			
Individual Education Plan			
Behaviour management Plan		<i>Essential for those with behavioural issues</i>	
Risk Assessments		<i>Essential for those with behavioural issues</i>	
Care Plan			
Health Action Plan			
Common Assessment Framework			
Statement of SEN (if still relevant)			
Recent Statement Reviews or SA, SA+ reviews			
Protocols and Procedures for Health Support			
Others: please list			

For looked after children:	If completed show date	Attached? Y/N	If not attached, available from
Personal Education Plan (for looked after children)			
Protocols and Procedures for Health Support			
Others: please list			

1.4 Learning Difficulties and/or Disabilities

Please describe the nature of the young person's learning difficulty and/or disability (including hidden disabilities and medical conditions) and the impact this has on learning.	Source of evidence
<i>This section should be completed by the young person's school and should include all learning difficulties/disabilities if there are more than one. Please list these and describe their impact on the young person's learning.</i>	<i>e.g. statement of SEN, psychologist's report, medical report. Do not include medical conditions that have not been clearly diagnosed.</i>

1.5 Ethnicity *To be completed with the young person by the school or co-ordinator*

Ethnicity	Please tick	Ethnicity	Please tick
Asian or Asian British – Bangladeshi		Mixed – White and Asian	
Asian or Asian British – Indian		Mixed – White and Black African	
Asian or Asian British – Pakistani		Mixed – any other mixed background	
Asian or Asian British – any other Asian background		White - British	
Black or Black British - African		White - Irish	
Black or Black British - Caribbean		White – any other white background	
Black or Black British – any other black background		Other	
Chinese		Not known	

1.6 Medical support *To be completed by the school or, if the young person is not in school, by the PA/lead professional in conjunction with the young person, family/carers and relevant professionals. Please ensure this is fully completed and indicate where not applicable. If there is an existing health plan, please attach it.*
Further help can be obtained from the named school nurse, listed in the contact sheet.

If the young person has no known medical support needs, please tick this box

Support needs	Details
Support to administer medication	<i>Throughout this section, please do not leave blanks. If something is not relevant, please put n/a</i>
Supervision to ensure medication taken	
Room to take medication	
Immediate access to medical help when required	
Regular access to nursing care	
Rest periods and dedicated room	
Staff trained to understand the implications of health issues	
Access to therapies (please specify which)	Please detail the amount of therapy per week the young person receives and the level of support specified in their statement
Support to learn to manage own condition	
Support to deal with consequences of missed medication	
Other, including diet and allergies	
Please describe any specialist equipment used	<i>N.B. if specialist equipment is used (e.g. a ventilator) a risk assessment is required.</i>

If the young person requires medical support, please give reason and please note the impact of the medical condition on learning. Please attach details of procedures for medical support, e.g. administration of medication and say what needs to happen in an emergency: Please note any skills staff will require that may require training.

PART TWO – ABOUT THE YOUNG PERSON

2.1 A summary *This should be completed by the PA. It can be used as a “user friendly” version of the Section 140 Assessment and shared with the young person if the whole document is felt to be too complex.*

Please work with the young person, using their person centred plan if they have one, to create a pen picture including:

Current situation, including a summary of strengths and support needs

Goals and dreams, while at school and in the future and the support the young person would like to achieve their goals.

n.b. If the young person is not in education, please describe their current activities and reason for non-attendance.

Think with the young person about the kind of adult life they would like. This may include social relationships, how they would like to contribute to their local community, employment, housing and access to leisure opportunities. Please include both the young person’s dreams and fears. Include aspirations in all areas of their life but ensure you include any specific goals the young person has for post school education.

Complete this section after sections 2.2-2.10 have been completed –they will inform what is written here. Please summarise the young person’s support needs and describe the provision required to meet them. Please note the essential features of a package that will make a mainstream placement successful. If a specialist provider is being considered, please say why.

Please say why an additional funding allocation is being sought to support a college placement and why this is essential for the learner to access education.

Please describe the specific options that have been, or are being, considered for the young person.

Essential features of a package may include support put in place by a learning provider or by another agency. They may relate to educational support or to support outside of college, including at home, that may affect the young person’s ability to attend college.

2.2 Parent/carer's perspective

Please describe your hopes and expectations for your son or daughter's adult life. Please take account of post school provision, respite care, leisure and housing and anything else that is important to you.

The parents'/carers' perspective is very important and they can be key partners in creating a successful programme. The PA will need to work sensitively with the parents/carers to ensure

- they appreciate that the main focus of the planning will be on the young person's own goals and plans and on helping them to achieve them.*
- They understand the LSC criteria for agreeing an additional funding allocation*
- That emotive language is avoided.*

Ideally parents should complete this section themselves, but may ask the PA to do so on their behalf.

There may be some situations where the parent does not wish to complete the section, or where, perhaps because of the young person's age, status or relationship with their family, a contribution is not appropriate. In these cases please indicate how parents/carers have been involved in the planning process.

Name of parent/carer completing form:

Signatures should be obtained whether the parent/carer has completed this section themselves or the PA has completed on their behalf.

Signature:

Where the form has been completed electronically, please say where the signature is held

For many young people there will be reports that add detail to the information requested in sections 2.3-2.9. While these will be helpful and should be attached, please note that it is essential to complete the sections on the form to provide the specific information requested.

2.3 Education and Training

Current educational provision - brief description of course/curriculum, including any qualifications and accreditation predicted or achieved.

In terms of comparison, national curriculum level 1 broadly equates to entry level 1, national curriculum level 2 to entry 2 and national curriculum level 3 to entry 3.

This section should be completed by the school. Additional reports will be helpful and should be attached but the specific information requested in this section is essential to take the planning process forward and should be recorded here.

Strengths and skills

Please include the young person's perceptions of their strengths and skills as well as the school's. Please give specific examples of strengths, avoiding general descriptions such as "good at."

Goals and targets - in current provision, and aspirations for the future

Current goals

Goals in post school education/training

Aspirations for adult life

Support needs and how to meet them- in current provision, and in the future including staffing and equipment. Please describe how the existing or planned support is, or will be put in place and note whether agencies outside the school, or families and friends, are involved. In looking to the future, please say:

- What support is needed
- Why it is needed
- How it can be put in place.

Current *This section is extremely helpful to future providers in planning ongoing support and considering support needs in the new learning environment.*

In post school education and adult life

Please outline your perception of, and reasons for, the likely support the young person will need to succeed in post school education and the support they are likely to require in adult life. Please complete this section with reference to the young person's aspirations for the future.

Please describe any strategies used to support learning, preferred types of provision, learning styles and environments, and location(s).

Again, completing this section provides information that will help the post school provider plan for a successful placement.

2.4 Work and Employment

Experience of work and employment - Brief description of experiences, including school based work experience or work related activities and part time jobs

This section should be completed by the school in conjunction with the young person and their family. It should take account of any feedback from work experience/part time job providers. For those young people who haven't had any work experience please describe the curriculum activities they have been involved in that have raised awareness of the world of work.

Strengths and skills

Please include the young person's perception as well as the work experience (or other) provider's. Please consider the full range of employability and independence skills the young person may have demonstrated (e.g. relationships with colleagues, ability to follow instructions, punctuality etc.). Please give specific examples of strengths, avoiding general descriptions such as "good at."

Aspirations, goals and targets including any further plans for work experience whilst in current Provision

In school

In post school education and training *These aspirations relate to work and employment. Aspirations in other areas are covered in other sections. For some young people, they may be very general, others may have a clear idea of what they would like to do. This section should reflect their current stage of thinking. Some goals may be perceived to be unrealistic and the PA, school and college will need to work with the young person to unpick their ideas and build on those that can be taken forward, but it is important to remember that we all have dreams that may be unattainable –these young people have that right too.*

In adult life

Support needs and how to meet them. Please describe the support the young person has had on work related activities to date and why it was needed. Please include any strategies used.

In looking to the future, please say:

- What support is needed
- Why it is needed
- How it can be put in place.

Current *This information is extremely helpful in helping the next provider build on current Experiences*

In post school education and adult life

Please outline your perception of the likely support the young person will need to succeed in post school education and the support they are likely to require in adult life. Please complete this section with reference to their aspirations for the future.

2.5 Communication Skills and Support Needs

Current situation including detailed information about any specialist equipment used, or other strategies to support communication. Please note the young person's first language, where this is not English.

This section should be completed throughout by the school with input from the young person, family and other professionals who support communication. Please be very specific, particularly about aids and equipment, and any support the young person needs to use them, to enable the future provider to follow these up. Please indicate whether alternative means of communication have been tried but proved unacceptable/inappropriate for the learner.

Strengths and skills

Information should include how the young person prefers to communicate - sign, symbol, voice, touch etc. (if particular strategies and systems are used, please state the source). Please give specific examples of strengths, avoiding general descriptions such as "good at."

Aspirations, goals and targets

Current goals

In post school education/training

In adult life

Support needs and how to meet them- **in current provision, and in the future** including staffing and equipment. Please note any staff skills that may require training.

In looking to the future, please say:

- What support is needed
- Why it is needed
- How it can be put in place.

Current

In post school education and adult life

2.6 Social Skills, Relationships and Behaviour

Current situation - relationships and social skills with peers, professionals and other adults. Please describe any triggers for behaviour, any strategies used to support the young person's behaviour and attach any risk assessments or behaviour management programmes

This section should be completed by the school with input from the family where appropriate.

Please note that it is essential to provide information about behaviour management issues and the context in which they take place so that the future provider can plan ongoing support. Failure to provide such information is likely to mean that the necessary support is not put in place and consequently the learner's placement may fail.

For many young people, behaviour will have improved over time in their current placement. Leaving this placement and/or making a change to a new learning environment may impact on behaviour. Please comment on this possibility and suggest any strategies to deal with it. Such strategies may include a planned transition programme.

Behaviour management plans, if they exist, must be attached.

Strengths and skills

Please give specific examples of strengths, avoiding general descriptions such as "good at."

Aspirations, goals and targets

Current goals

Goals in post school education/training

Goals in adult life

Support needs and how to meet them- **in current provision, and in the future** including staffing and staff training. In looking to the future, please say:

- What support is needed
- Why it is needed
- How it can be put in place.

Current

In post school education and adult life

2.7 Leisure Interests

Current situation including leisure interests, and details of any relevant groups/networks

This section should be completed by the school, PA or other lead professional, in close consultation with the young person and family. It should include information about leisure interests that are followed through the school, and those followed outside.

Strengths and skills

Please give specific examples of strengths, avoiding general descriptions such as "good at."

Aspirations, goals and targets

Current goals

Goals in post school education/training

Goals in adult life

Support. Please describe the support the young person receives at present to access leisure activities and any they need at present, or in the future, to achieve their goals. In looking to the future, please say:

- What support is needed
- Why it is needed
- How it can be put in place.

Current

In post school education and adult life

2.8 Accommodation and Lifestyle, Independence, and Personal Care

Current situation including whom the young person lives with, any current arrangements for additional/respite care, and any changes planned or anticipated. Please indicate if arrangements will need to change for the young person to attend college and, if they will, please describe how.

Please describe the young person's care package, including the amount of personal care received in their current placement and the amount specified in their statement, and if s/he has a care plan, please attach this.

This section should be completed by the social worker if there is one or the lead professional/PA working in close consultation with the family.

Is the young person in receipt of direct payments or an individual budget? Yes/No (delete as appropriate)

Is the young person on the housing waiting list? Yes/No (delete as appropriate)

Strengths and skills including independent living and domestic skills, and personal care skills

Aspirations, goals and targets including independent/supported living, and personal care

Current goals

Goals in post school education/training

Goals in adult life

Support needs, vulnerability and risks identified in current situation, and in the future. Please note how support needs can be met and risks addressed, including any skills staff will need which may require training.

Current In this section, please include any features of current support packages that will be essential to the success of a future placement.

In post school education and adult life

2.9 Mobility, travel and transport.

Is the young person an independent traveller? Yes/No (delete as appropriate)

This section should be completed by the school in consultation with the family.

Can they use public transport on their own or organise their own transport if mobility requires this?

Please say whether the young person can use public transport on learned routes only and how they cope if arrangements do not go according to plan.

If the young person is not an independent traveller, please describe current transport arrangements and whether transport will be required in the next placement. Please describe any travel training that has taken place, is planned or required

Please include information about whether they require an escort(s) and any particular support that is required during transport.

Please include any travel training that takes place out of school, including with the family.

Please describe the young person's goals in terms of mobility and travel

2.10 Faith and cultural considerations

Please describe any faith or cultural needs, do not simply name the faith.

This section should be completed by the family, supported by the school or lead professional

2.11 Transition. Please describe any particular support or additional assessments that the young person will need to make a successful transition into the new placement. This may include a planned transition programme.

--

2.12 Summary of action to support transition

Actions required	When	By whom

PART THREE – FUTURE PROVISION

Assessment of support needs in post school learning provision

3.1 Summary of learning provider's assessment

College/provider:	
Name of person completing form	Position/Role
<i>One person will complete the form but they will draw on information and inputs from colleagues involved in the assessment process.</i>	

Please describe your assessment process, including visits to the young person at school or home, attendance at reviews and multi-disciplinary meetings as well as visits, links and assessments in the planned provision. Please specify the length and nature of the planned assessment within your provision:

Where the young person is expected to require an additional funding allocation, an in-depth comprehensive assessment process is essential. The following elements should be included:

- Review of paperwork and discussion with referring agency*
- Visit to current placement*
- Home visit*
- Liaison with school attendance at reviews*
- Liaison with parents/carers (have they visited provision?)*
- Taster/transition programme*
- In house assessment –at least two days in planned/proposed provision (following the timeline)*

Please include any other elements of the assessment process and, if you have been unable to carry out any of the above activities, or feel they are inappropriate, please say why.

Please provide some indication as to:

- How long the assessment period has been –how many days over what time period?*
- What sorts of activities have been used to generate assessment information –indication of range. This is likely to include personal/independence, social, practical, vocational, functional literacy, numeracy and communication*
- Methods of assessment –needs to be more than a pen and paper exercise –observational assessment of functional skills will be very important for these learners*
- Have any specialist assessments been included as part of your assessment, or referred to?*
- What use has been made of pre-entry information, including written reports, discussions with parents and carers, and any discussions with staff at current placement?*

Who has been involved in the assessment process? (Although one person may be responsible for pulling the assessment information together, you should involve a range of staff in order to get a clear sense of the young person's skills, knowledge, understanding and support needs in a range of settings and activities)

Please describe any further skills identified or support needs noted, in addition to those described in Part 2:

3.2 Additional Assessments required

Additional Assessment required	Tick if required and indicate action taken to obtain assessment	By	Date	Assessment carried out by	Date	Report attached? If not, please indicate where it is available
Speech and language support						
Physiotherapy						
Occupational therapy						
Mobility						
Equipment						
Sensory support						
Dyslexia						
Risk assessment						
Other (Please specify)						

3.3 Curriculum/programme offer

The curriculum offer should reflect the young person's aspirations, strengths, needs and interests as identified in sections 2.1-2.10 above. The initial offer should be regularly reviewed and the young person's progress monitored to identify and plan for ongoing progression routes beyond the placement being offered.

In the light of this assessment, please describe the curriculum offer you are able to make to the young person, including the number of days per week. Please note how it meets their individual requirements and support needs and puts in place the essential features included in 2.1.

Please include an indication of what the programme will look like (you can give more detail in 3.8) and indicate how many guided learning hours per week it will include.

Please ensure that the programme you describe has a clear link with the outcomes of the assessment in terms of support and content and that it is a personalised programme that enables the young person to work towards the goals described in Part 2.

More specific detail can be provided in the next section.

Consider how the programme will support the young person to move on to the next stage of their life.

For example, if they wish to live independently, the curriculum may support the development of independent living skills that may help them achieve this.

Please describe the planned learning outcomes and say how your curriculum offer will support the young to achieve their goals described in Part Two relating to the headings below: *If there are any areas that your curriculum offer does not cover, please note this and give more detail in 3.6*

Education and Training:

Work and employment:

Communication:

Leisure:

Social skills, relationships and behaviour:

Independent travel

If you are unable to offer the young person a place, please say why:

It is important to include specific and clear evidence for your decision here. Reasons may include:

- You are unable to put in place some of the essential features included in section 2.1
- Despite broadening and making adjustments to the curriculum you could offer, you cannot make an offer of adequate quality to meet the young person's needs
- There may be issues around vulnerability of the young person or other students
- You may lack, and be unable to access, the level of expertise to fully meet the young person's Needs
- There may not be an appropriate peer group

The above is not an exhaustive list –please specify your own reasons for being unable to offer a place.

**if your offer would be dependent on support from other agencies, please note this in 3.6 –please note here if you are unable to offer a place because there is not the local capacity to put in place essential support (e.g. health or therapies). Such a statement should be based on a formal response from the relevant agency.*

N.B. The Disability Discrimination Act means that you must not discriminate against a young person on the grounds of their disability and that you must make reasonable adjustments to accommodate them. It does not mean that you must offer a place to a young person, where, despite making reasonable adjustments, you clearly cannot meet their needs.

3.4 Support to be provided *N.B. If you cannot offer a place, you do not need to complete this section*

Tuition/independent living skills	How will this be provided? (indicate no. of hours of 1:1 equivalent support per week where appropriate)	Can this be put in place by the learning provider?
(Name) requires <i>See Appendix 1 - Assessment of support needs Please detail the support required to meet the young person's needs</i>		
Care and therapy	How will this be provided? (indicate no. of hours of 1:1 equivalent support per week where appropriate)	Can this be put in place by the learning provider?
(Name) requires <i>See Appendix 1 - Assessment of support needs Please detail the support required to meet the young person's needs</i>		
Equipment		
Give details: <i>See Appendix 1 - Assessment of support needs</i>		

3.5 Please note if other agencies will be required to deliver any of the support listed in 3.4. If yes, please discuss with the lead professional or broker.

Please note the support you feel will need to be put in place by another organisation. The broker, would usually liaise and make a referral for this support –what is put in place should be informed by your assessment and it will be helpful at this stage to have a multi-agency meeting to consider the package being developed.

3.6 Please list any of the young person’s goals, defined in Part 2, that you cannot meet within a learning programme and note the action taken, e.g. referral to personal adviser, broker or social worker

*Please indicate why the goals cannot be met within a learning programme –if the goals are not educational but relate to living or lifestyle choices you will have noted in 3.3 how the curriculum will help them develop the skills that will help them achieve the goal.
Goals that are outside of your scope to address should be covered as part of the young person’s holistic package, which should be constructed with the support of the broker or lead professional, and discussed with relevant agencies at the multi-agency meeting suggested in 3.5.*

3.7 Offer of a place. On the basis of your assessment, are you able to offer the young person a place:

With no additional support?	Yes/No <i>This means on an existing, funded programme, whether discrete or mainstream</i>
With additional learning support funding?	Yes/No <i>Over and above the funding for an existing programme</i>
With an additional funding allocation, without which the young person will not be able to access education?	Yes/No <i>This must be essential for a young person to access education, not just desirable</i>
Comments:	
Provider:	
Broker’s assessment of appropriate provision	

3.8 Timetable

In order to build up a weekly programme that meets the young person's needs it would be helpful to include some information about planned activities and attendance patterns. An outline timetable follows for this purpose.

However, if timetables are not set, please give as much information as possible, indicating the number of half days planned attendance and main activities. The timetable is designed to cover the whole week and thus goes beyond the learning provider's remit. It allows other agencies to complete sections when they will be providing support.

It is recognised that the timetable may well change to meet the young person's changing goals, circumstances and support needs. The review at the end of the first term should indicate what changes have been made and any impact this may have on the funding requested.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Please note any other action required and by whom.

Please note any action you feel should be taken that has not already been mentioned.

PART FOUR – SUPPORT FROM OTHER AGENCIES

This section should be completed by the broker or lead professional

4.1. Please describe how other agencies will support the achievement of educational goals

Nature of Support required	No. of hours	To be provided by	To be funded by
<p><i>This may include other Agencies' support delivered on the college site –e.g. therapies, or other agencies involved in providing parts of the learning programme off site –e.g. social enterprises, mobility trainers.</i></p> <p><i>It would be helpful to include here how the family will support the achievement of educational goals, although you will probably not be able to specify the number of hours</i></p>			

4.2 Please describe how other agencies will meet any additional personal care or health needs while the young person is on their learning programme

Nature of Support required	No. of hours	To be provided by	To be funded by
<p><i>e.g. significant personal care or health inputs</i></p>			

4.3 Please describe the support to be provided by other agencies to support the achievement of non-educational goals. It would be useful to use the timetable in 3.8 to build up a picture of the learner's weekly activities.

This section should be completed by the broker, lead professional, social worker or PA.

Goal	Support required	No of hours per week	To be provided by
<p><i>There will be an overlap between some educational and non-educational goals and it will be important in constructing the timetable to recognise links between the two, e.g. developing social skills and developing social networks, travel training and getting to work experience.</i></p>	<p><i>As well as support from other agencies, it would be helpful to include any support provided by the family.</i></p>		

4.4 Transport

How will the young person get to their learning placements, including any off the main provider's site?

It is essential to complete this since lack of transport can clearly prevent access to the learning programme. Where transport must be provided, please include the agency that will organise it in your discussions. Please note any issues that need to be taken into account (e.g. escort(s) and the skills they may need, wheelchair accessible transport, if it is important to have continuity of driver etc.) Please note if there needs to be flexibility in destination for young people attending multiple sites.

Please note if parents will provide transport and any constraints there may be in these arrangements.

Please note if the young person will use public transport and any support he/she will need.

Please describe how the college will organise transport to off-site activities.

How will transport be funded?

Ensure that those who may have funding responsibilities are included in developing the package.

Who will ensure transport is in place?

This will normally be the broker, lead professional or PA. Once agreement has been reached, contacts would generally be with the young person's parents/carers who may seek the support of the broker or lead professional where there are difficulties.

Annex 2 Post 16 benefits and education funding, taken from A transitions guide for all services, DCSF, DH, National Children's Bureau, Council for Disabled Children 2007

Post-16 benefits

Disabled young people approaching adulthood are likely to need a review of benefits they may be entitled to. This is a complex area and often claiming one benefit or receiving one grant can affect either the combined family income or the young persons ability to work or attend college.

Many agencies working with disabled young people do not offer advice and support on claiming benefits but it is important that staff working with disabled young people and their families know of local agencies who can help. This can be particularly important for young people who have nonverbal communication, learning difficulties or who have English as a second language. Disabled young people and their families may be able to get support when applying for benefits from key workers, the adult social care team or local welfare rights services.

The most common benefits disabled young people may be eligible for are listed below.

Incapacity Benefit

This benefit is currently under government review. Further information can be found at www.jobcentreplus.org.uk

Income Support

Disabled people can claim income support from the age of 16, subject to certain conditions. It can be claimed whether the young person is at work or studying on a full or part time basis (subject to the type of course the learner wishes to pursue post 16 and whether the learner is on an advanced or non-advanced course). For more information: www.jobcentreplus.gov.uk

Disability Living Allowance

is paid to people who have care or mobility needs whether or not they are capable of work, or are working or studying. Disability Living Allowance can also lead to the 'disability premium' which increases the Income Support a learner can be paid and means that they can get Income Support as a fulltime student. For more information: www.jobcentreplus.gov.uk

Community Care Grants

Can be paid to people who get Income Support, to help with their expenses. There is also a sum of money that may help young people move to their into their own home. For more information: www.jobcentreplus.gov.uk

Working Tax Credit

This benefit is designed for people on low income and who work at least 16 hours a week. Eligibility criteria apply. For more information: www.jobcentreplus.gov.uk

Education Maintenance Allowance (EMA)

Students can claim an allowance (£30 per week at the moment) to help with costs of books, travel and equipment. For more information: www.lsc.gov.uk

Disabled Student Allowances (DSA)

Young disabled people who go on to higher education may be eligible for DSA. The disabled students allowance is available to students who incur course related expenditure due to their disability. There are additional

allowances to help disabled students:

- Non medical personal helper
- Major items of specialist equipment
- Other expenditure

For more information: www.direct.gov.uk and www.skill.org.uk

Funding for post-16 education

Local further education (FE) colleges, sixth forms (school and colleges) and work based learning (WBL) in England are funded by the Learning and Skills Council (LSC). Some providers may also receive local authority funding. The LSC has a duty to fund specialist places for students under the age of 19 whose needs cannot be met by a mainstream FE college and may also fund a specialist place for students between the ages of 19–25 whose needs cannot be met elsewhere.

Where it is set out in the young person's transition plan, local authorities should fund places for students between the ages of 16–19. Separate funding is available for FE providers in England to pay for Additional Learning Support (ALS) needed by disabled students. This support is defined as: *'any activity that provides direct support for learning to individual learners, over and above that which is normally provided in a standard learning programme that leads to their learning goal'.¹*

It can be used for things such as additional teaching for dyslexic students, an interpreter for deaf students, materials in alternative formats or specialist computer software.

Additional funding that may be available includes:

- **Education Maintenance Allowances (EMAs)** The EMA is a weekly allowance that aims to encourage more young people to stay in FE once their compulsory schooling ends.
- **Learner Support Funds** These funds are available from the FE provider to help with variable expenses such as transport costs, books, and accommodation costs if learners take a course that is a considerable distance from home.
- **Access/Hardship Funds** These funds are to help individuals to engage in or remain on FE courses by providing financial assistance.

For further information: www.lsc.gov

Annex 3 Types of post-16 education provision, taken from A transitions guide for all services, DCSF, DH, National Children's Bureau, Council for Disabled Children 2007 (Needs modifying for Oxfordshire)

Staying on at school

Young disabled people may wish to continue their education in their current school, whether this is a mainstream or special school. If their current school does not offer the range of courses they want to study, they can choose to continue their education at a different school.

Going to further education or sixth form colleges

FE and sixth form colleges offer a wide range of courses including A levels and vocational (work-related) courses as well as courses that develop daily living, communication and employability skills. They receive most of their funding from government via the funding council (e.g. LSC). Colleges are no longer attached to a particular local authority.

Going to a specialist college

There are a small number of specialist colleges, many of which offer residential places. Some disabled young people and their families may decide a specialist college gives the best range of options for them. They generally have established support in place to meet the needs of a range of students.

Work-Based Learning (WBL)

Apprenticeships Work-based training programmes give young people the opportunity to work for an employer, earn a wage and gain qualifications, knowledge and skills. There are no entry requirements but young people need to be living in England and be aged between 16–18 and not participating in any form of post-16 learning. For more information see www.lsc.gov.uk

Entry to Employment (e2e) This programme aims to help young people gain the skills they need to get a job, go into FE or get an apprenticeship. Young people aged 16–18 who go onto E2E may be able to receive an EMA. Their parents will also be eligible to claim Child Benefit for them, and may also be eligible for Child Tax credits. Study leads towards a level one or entry-level qualification and young people can improve their numeracy, literacy, employability and independent living skills. For more information, see www.lsc.gov.uk.

Programme-led Pathway courses These courses prepare young people to progress on to an employer-led apprenticeship. They can be delivered through FE, normally on a full-time basis, or on a vocational course where subjects studied form one or more parts of an apprenticeship framework, or to non-employed learners on apprenticeships funded through WBL. For more information see www.lsc.gov.uk.

Personal and Community Development Learning This provision can be delivered by various providers such as local authorities, workers' education association, trade unions, or community, voluntary or faith groups. Learning itself can take place in a variety of settings such as dedicated centres, FE

colleges, schools, community centres, pubs and churches. For further information see www.lsc.gov.uk.

Types of work

Supported employment

This focuses on placing disabled people in employment and training which leads to long-term employment. The British Association for Supported Employment (BASE) has over 200 supported employment agencies as members and offers sources of advice for supported employment in different areas across the UK. For more information go to www.afse.org.uk.

Access to Work

Disabled young people who are in work may be able to claim support from the Access to Work initiative, which can provide equipment and a wide range of other services to support them in their job. The disability employment adviser (DEA) at the Jobcentre Plus office can put young people in touch with the closest Access to Work Business Centre. For more information see www.jobcentreplus.gov.uk.

Sources of careers advice

- The Connexions service provides careers information and advice and is available for young disabled people between the ages of 13 and 24 years. www.connexions.gov.uk
- The Nextstep service is funded by the LSC and is available to adults age 20 and over. Eligibility may depend on current qualification levels. Services include information and advice on choosing a career and the provision of guidance software such as Adult Directions. www.nextstep.org.uk
- Learn Direct is a national organisation which provides a number of services, including information about course providers and qualifications needed to pursue particular careers. It can also direct young people towards further sources of careers advice. www.learndirect.co.uk
- Disability Employment Advisors (DEAs) at Jobcentre Plus offices can complete a work assessment to help young people identify the type of work they would like and what they need to do to get it. www.jobcentreplus.gov.uk