



Moving on

**Multi-agency Transition Protocol
for young people with special education
needs and disabilities from year 9 onwards**

Information for parents
and professionals

Introduction

The SEN Code of Practice states that:

With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life.

“Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions in relation to:

- higher education and/or employment - including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- independent living - enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
- participating in society - including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life

This document describes our responsibility for and commitment to supporting young people to make a smooth and successful transition from childhood to adulthood which involves moving from children’s to adult services and from one organisation to another. It is intended for statutory and voluntary sector agencies involved in transition and for young people and their parents/ carers.

It describes how the local authority, health and education providers will work together to deliver good quality transition planning and positive outcomes for these young people, and sets out the responsibilities of the following services and organisations involved in transition in Gateshead:

- Special Educational Needs and Disabilities (SEND) Service
- Information Advice and Guidance (IAG) Personal Advisors
- Looked After Children’s Teams
- Educational Psychology Service
- Special Educational Needs Improvement Team (SENIT)
- Youth Offending Team (YOT)
- The NewcastleGateshead Clinical Commissioning Group (CCG)
- Children and Young People’s Service (CYPS)
- Disabled Children’s (social care) Team
- Transitions Team (social care)
- Adult Social Care
- Schools, Further Education providers and other commissioned education and training providers and health providers

Our statement of Commitment

Gateshead Council and Newcastle Gateshead Clinical Commissioning Group (CCG) will work in partnership as professionals and with young people with learning difficulties, disabilities and/or mental health issues and their families in order to ensure that those eligible for specialist education, care and health services receive the information and support that they need.



Our commitment to a good transition for all

We want to ensure that young people experience a successful transition. All services and organisations signed up to this protocol are committed to:

- making sure that young people and their families play a central role in planning for transition, by involving them at the earliest opportunity and right from the very start of the transition process wherever possible;
- listening to young people and their family about what is important to them and involving them fully in the decisions made for and about them in order to create the best opportunities for a young person to achieve positive outcomes; This may also involve the provision of an advocate for the young person where there may be a conflict between the young person's views and others.
- working together so that young people receive services in a seamless and timely manner;
- providing good quality information to young people, parents and carers to support them successfully through the transition process;
- signposting young people and families to advocacy/support as required;
- always having high aspirations for young people to achieve good outcomes of their choice;
- enabling young people to access appropriate local services that allow them to participate in their community; and
- Safeguarding young people and adults.

Our Collective Responsibilities from the SEND Code of Practice

A summary of the key points relating to our duty to enable young people who have SEN/D to prepare for adulthood is as follows:

- to support and involve the child and his or her parent, or the young person, and to have regard to their views, wishes and feelings. This includes their aspirations for adult life
- to offer advice and information directly to children and young people. This includes information and advice which supports children and young people to prepare for adult life
- to make joint commissioning arrangements about the education, health and care provision of children and young people to secure positive adult outcomes for young people with SEN
- to keep education and care provision under review including the duty to consult young people directly, and to consult schools, colleges and other post-16 providers
- to include in the Local Offer provision which will help children and young people prepare for adulthood and independent living, to consult children and young people directly about the Local Offer and to publish those comments including details of any actions to be taken
- to co-operate with FE colleges, sixth-form colleges, 16-19 academies and independent specialist colleges
- to consider the need for EHC needs assessments, prepare EHC plans where needed, and maintain and review them, including the duty to ensure that all reviews of EHC plans from Year 9 (age 13-14) onwards include a focus on preparing for adulthood and, for 19-25 year olds, to have regard to whether educational or training outcomes specified in the EHC plan have been achieved
- to make young people aware through their Local Offer of the kind of support available to them in higher education and, where a higher education place has been confirmed for a young person with an EHC plan, to pass a copy of the EHC plan to the relevant institution and to the assessor for Disabled Students Allowance with the young person's permission.

What does a good transition look like?

Successful transition should support young people through their preparation for adulthood and into greater independence. Transition can be an exciting time of new opportunities, choices and increasing independence. But for all young people, and especially for those young people who have SEN/D, it can also be a time of great anxiety, confusion and uncertainty as they move from familiar arrangements, services and people who have provided support to new relationships, places and experiences. For young people and their families, it is a crucial time to think carefully about their life and prepare for what they want to do now and in the future.

Preparing for adulthood means preparing for:

- Further and higher education and/or employment and career progression From exploring different employment options, such as supported employment, apprenticeships and internships, to support for becoming self-employed and help from supported employment agencies.
- Independent living This means young people having greater choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living.
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life

Pathways to getting a life:

- Having a job I enjoy
- Living in my own place
- Having a good social life with friends
- Being part of my community
- Staying fit and healthy

Moving to Post-16 placement (young people with an EHC Plan)

Summer Term Year 9 (May - Aug)
Pupil in Year 9 (age 13-14) identified as requiring an EHCP Transition review meeting during Year 11 (age 15-16)

- Relevant information regarding progression routes and opportunities is provided to the young person from Year 9 onwards. EHCP outcomes from this point should focus on Preparing for Adulthood.

Autumn Term Year 11 (Sept – Dec)
Multi-agency EHCP Transition review meeting held at school

The following section of the process only applies to students moving to a new placement:

- Information about opportunities and open days is shared with young people and parents/carers.
- Panel consider potential options around post-16 providers/placements including any options suggested by the young person where known. A decision is made and parents/carers informed .
- School arranges an EHCP Transition review meeting (no later than 2nd week Nov), where relevant professionals and young person/his/her parents/carers are invited. This must focus on preparation for adulthood and transition outcomes, ensuring that these are added to the EHCP and reviewed annually.

Spring Term (Jan – April)
Preparations made in advance of Transition to relevant post-16 services and opportunities

- For education provision, formal consultation regarding the placement takes place between LA/provider. Information is shared between school/care and health services and is passed to the new placement
- School/care and health services/providers liaise to ensure necessary arrangements are put in place to aid successful transition.
- Relevant transition visits are made to the new placement by the young person and family to ensure the young person becomes familiar with buildings, people and travel arrangements.

Summer Term (May - Aug)
Final plans made prior to transition to identified placement/service.

After leaving school
Young person commences new placement and annual reviews of EHCP are conducted thereafter

- Placement provider monitors provision to ensure it is appropriate and meeting the needs of the student.
- Placement provider arranges annual reviews of EHCP's until next Transition point and thereafter until the EHCP ceases.



Governance



The Post-16 Co-ordinating Group for Gateshead reports to Gateshead's SEND Strategy Group, a partnership of education, health and care officers accountable to the Council's Cabinet and the CCG.

The Post-16 Co-ordinating Group aims to ensure that the work of post-16 SEND groups, including those preparing young people for transition, is coordinated and can collectively contribute to improved opportunities and services for young people SEN/D 16-25 and support and challenge to their providers.

The group's key areas of work are to:

- review the arrangements for commissioning post-16 provision including the ways in which provision and outcomes are monitored and evaluated;
- work with schools, both special and mainstream, to identify the educational needs of young people with SEN/D and match these to currently available provision highlighting where there are gaps in provision;
- work with IAG Personal Advisors and post-16 providers including special and mainstream schools, to consider how to better meet the needs of young people who have SEN/D;
- advocacy and ensure the young person's voice is heard;
- work with Health and Care professionals to explore current arrangements for the identification, co-ordination and evaluation of packages of provision and support and identify areas for further development and improvement;
- Develop information for families that explains the Local Authority's role in relation to post 16 provision and that prepares them for and supports them and their children through the transition; and
- Update Gateshead's Local Offer to reflect the Post-16 Offer.

Definition of 'transition'

Children and young people experience many important transitions in their lives. In this document, the term 'transition' mainly applies to the transition from childhood to adulthood, usually commencing at the age of 14-15 years and generally refers to the transition:

- from school to FE College, higher education or employment, training or apprenticeship;
- from college or training to employment and/or adult services;
- from paediatric to adult health services;
- from children's social care to adult social care services*;
- from living at home to supported accommodation or living independently; and
- from leaving care or staying put.

* In responding to the needs of a young person moving into adulthood, services provided to that young person by Adult Services will be determined by assessed eligible need as set out in the Care Act 2014.



Service and Organisation Responsibilities

Schools and further education providers

- Reviews in Year 9 and above should pay particular attention to preparations for the transition to adulthood including employment, independent living and participation in the community.
- Following the review meeting in Year 9 an EHCP review should take place annually as per the EHCP process and an annual review report should be produced and circulated by the provider in accordance with the SEN Code of Practice.
- To support transition, schools and further education providers should share information about previous SEN provision where parents and young people have agreed to share beforehand.
- Schools, sixth form FE providers, independent and maintained schools commissioned by Gateshead Council to provide education for individual students, will convene and hold annual reviews of education and health care plans (EHCPs) or statements in accordance with the SEN Code of Practice and Gateshead Council guidance.
- With the young person's agreement, parents/carers will be involved fully in the EHCP or statement review meeting.
- The young person must be supported to be able to take a full and active part in the review including advocacy, where required, for the young person.
- The implementation of the EHCP and intended outcomes must be monitored, ensuring that they are SMART and that actions are completed within stated timescales.
- Schools and further education providers should keep under review the reasonable adjustments they make under the Equality Act 2010 to ensure they have removed all the barriers to learning that they reasonably can.

Special Educational Needs and Disabilities (SEND) Service

- Amends all EHCPs following the review in Year 9 and above ensuring that transition planning is incorporated in the plan.
- Manages the needs assessment process for all new requests for Post 16 EHCPs in Gateshead and ensures that schools and Further Education Providers are carrying out EHCP reviews for young people.
- Ensures the SEND Service prioritises EHCP reviews at schools and Further Education Providers that are potentially problematic or where there are concerns regarding the quality of the transition planning.
- Manages data on young people with EHC Plans to inform the Post-16 Co-ordinating Group about young people with EHCP in Years 9+.
- The SEND Service collaborates with other teams and stakeholders where necessary.
- Chairs and runs the Post 16 panel, with representation from SEND Service, Adult Social Care and health. The prime purpose of this panel is to consider and make decisions on high needs funding request, transfers from school to P16 provision and requests for needs assessments for young people aged 16 and over.
- Oversees and manages high needs education budgets and contracts with learning providers for funding packages for post-16 learners in Independent Specialist Providers and further education providers on behalf of Gateshead Council.
- Ensures that young people and their parents or carers are made aware of the support available from the Special Educational Needs Disability Information and Advice Support Service (SENDIASS).
- Contributes to Gateshead's Local Offer website to include information on the SEND processes and ensures information is up to date.

Educational Psychology Service

The following activities are available in consultation with the appropriate school/further education provider:

- Consultation and joint problem-solving with staff
- Individual assessment of needs around cognition and learning, communication and interaction, social, emotional and mental health difficulties and sensory/physical needs
- Advice to staff and parents
- Therapeutic interventions at an individual or group level
- Staff training/coaching
- Provision of Psychological Advice towards an EHCP
- Attendance at SEN reviews/multi-agency meetings
- Attendance at EHCP Transition reviews
- Consultation with a range of other agencies, including Children and Young People's Service (CYPS), Family Intervention Team, Youth Offending Team, Speech and Language Therapy etc.
- Attendance at panel meetings, including SEND, Post 16 and Fair Access Panel.

SENIT [Special Educational Needs Improvement Team incorporating HINT - High Incidence Needs Team and LINT - Low Incidence Needs Team]

- A transition plan is drawn up in Year 9 and will be reviewed at subsequent reviews.
- The transition plan should draw together information from all agencies within and beyond school in order to ensure ongoing provision (including third sector agencies).
- The EHCP names FE Colleges and they are now under various duties to provide special educational provision (The Children & Families Act 2014).
- LINT provides advice and guidance throughout the transition process.
- Colleges/provisions to provide the appropriate support and equipment for the ongoing placement.
- Referral to the adult team (Sight Services) is made with parent/carer and pupil consent following the Year 9 review or appropriate time before leaving education. Referrals are made on a personalized basis with the transition process designed to meet individual need.
- HINT provides advice and guidance throughout the transition process alongside colleagues for pupils who are on caseload.

Adult Social Care

- Adult Social Care allocates cases to appropriate social care support teams to determine eligibility for support. The Transitions Team will offer a Care Act assessment to young people and/or their carers to those in receipt of children's services in relation to their disability or those who may have identified eligible social care needs as an adult. This includes referral to advocacy where appropriate. Adult Social Care in partnership with Children's Services will take responsibility for safeguarding young adults over the age of 18 according to care and support statutory guidance.
- Prioritise attendance at transition reviews from Year 9 and thereafter at key transition ages for young people who meet the criteria for adult social care.
- Attend multi-agency EHCP review meetings involving schools, CYPS and LAC teams to ensure smooth transition to adult services.
- Works with Children's Social Care Teams to gather information for assessment purposes and if eligible for support develop outcome focused care and support plans to meet the assessed need.
- Aspires to have a named worker at the age of 17 for young people who are in receipt of a children's service in relation to their disability. The Transitions Team will work with young people and parents and carers leading up to the young person's 18th birthday so as to assess whether or not they will be eligible for support from Adult Social Care.
- Young people in the care of the local authority who may have eligible needs at 18 will have an allocated worker from the Transitions Team at the age of 16.
- Provides/arranges provision to meet the assessed eligible needs of the young person on their 18th birthday. Please note: as per the Care Act, a later date can be agreed between children's and adult services.
- Reviews provision six weeks after a young person's care transfers to Adult Services and arranges subsequent reviews as appropriate, at a minimum annually.
- If the care and support plan is meeting needs, a young person may be referred for annual review however a worker will be allocated at key transition points i.e. leaving school, leaving college or moving to independent living.
- Ensures carers' needs are appropriately assessed, services provided as appropriate and reviewed.
- Ensures that good quality, up-to-date information is available to young people, parents and carers about the available provision, either commissioned or procured via direct payment. Where appropriate this could be joint information provided with Children's Services.
- Contributes to Gateshead's Local Offer website regarding information on Adult Social Care. Ensures information is up-to-date.
- Keeps schools, Further Education Providers and the SEND Service up-to-date with details of social workers and allocated workers.
- Signposts young people, their parents and carers to appropriate information and advice services.

Looked After Children (LAC) and Leaving Care Teams

- Attend EHCP review meetings for LAC from Year 9 onwards involving schools, Further Education Providers, Educational Psychologists, Disabled Children's Team, Adult Social Care, health professionals, commissioning where relevant.
- Establish eligibility for adult social care services and provide young people, and carers with information on options for housing/ accommodation support.
- Bring services together to have a joint response to the accommodation needs of care leavers.
- To enable care leavers to make smooth transitions by promoting positive rather than reactive planning.
- To provide a range of accommodation with tenancy ready work suitable to the diverse needs of care leavers at different stages in the leaving care process and to give access to independent tenancies when required.
- To recognise that the pathway to independent living for some care leavers may be complex and acknowledge that some care leavers may require a second or third chance at independent living and to support.
- To ensure all young people leaving care have safe, permanent and affordable accommodation
- Retain responsibility for all aspects of case management up to the age of 21 unless they are eligible for adult social care services as case management responsibility would transfer to them.
- Monitor young people who have left care up to the age of 21.
- In conjunction with the SEND Service, maintain and manage data on all LAC young people attending independent and non-maintained special schools. Information to include current cost of placements, funding split between agencies and date for when responsibility passes to Adult Social Care.
- Ensure that Personal Education Plans (PEP'S) are completed in advance of joint review meetings.
- Gateshead Looked After Children and Young People Service has a comprehensive financial policy in place to support care leavers in education, training and employment.
- The 16 -19 Bursary Fund and Higher Education Bursary also incentives' care leavers. Young people in higher education are provided with accommodation during the holiday period whether this is via Staying Put arrangements or additional weeks within Halls etc.
- Contributes to Gateshead's Local Offer website, including information for LAC and care leavers. Ensures information is up-to-date.

Information Advice and Guidance (IAG) Personal Advisors

- Take a proactive approach to monitoring the needs of young people with SEND and feed into the Post 16 Pathways Group to identify gaps in and develop local provision in relation to education, employment, training and day opportunities.
- Attends EHCP review meetings during Years 11, 12 and 13 to discuss progression aspirations and transition at the end of Year. Personal Advisors contribute to a summary of guidance for insertion into the EHC Plan, which will include the level of support received by the young person and the anticipated level of support needed for progression, and advise on appropriate outcomes for the EHC Plan.
- Support young people who have an EHCP to research transition options and maximize the probability that the transition will be smooth and successful. Students and their family members will be supported by a Personal Advisor during the actual transition, where capacity allows, liaising with partner organisations and signposting to other agencies where appropriate.
- If appropriate, chair the Transition year EHCP review meeting in Years 11, 12 and 13.
- Track the destinations of young people aged 16-19 with an EHC Plan and support them to move towards positive post 16 destinations.
- Contribute to Gateshead's Local Offer website. Ensure information is up-to-date.

Post 16 Pathways Group

- To maintain oversight of the pathways that exist for SEND Post 16 provision within Gateshead and to identify any gaps in provision in education, training and employment.
- To identify whether there is a need within Post 16 to look at what is happening locally and decide if we need to coordinate provision and developments to extract greater value for the learners.
- To report the group's findings to the LA SEND Strategy Group in order to better inform the commissioning process.
- To support transition by ensuring that receiving organisations have access to the information they need in order to support young people appropriately.



Clinical Commissioning Group and Health providers

- Ensure that young people who have a continuing care funded package as a child are considered by the Adult Continuing Health Care Panel in advance of their 18th birthday in accordance of a Care Act assessment from Adult Social Care. Care Management should transfer between the Children's Continuing Care team and the Complex Health Care Team in a seamless manner.
- Ensure that continuing health care checklist and plans are completed in a timely manner as set out in the guidance and that the adult Complex Health Care checklist is completed in advance of the young person's 18th birthday, to check on eligibility and to allow allocation of a Complex Health Care case manager.
- Ensure that all reports provided by relevant health professionals for Year 9 Education, Health and Care Plan (EHCP) review (and subsequent reviews) where a young person has significant health needs are taken into account in transition planning.
- Health professionals including GP's are contacted with any requests for reassessment moving into an adult environment to ensure there is a smooth health transfer.
- Ensure there is appropriate health representation on multi-agency resource panels so that timely decisions can be made about health resources in EHCPs and to advise on how the young person's health needs may impact on future placements.
- Offer to provide Health Action Plans which identify appropriate ways of meeting the health needs of the young person and ensure that these are developed in Years 10 and 11 and updated in subsequent years for young people who stay in education post 16.
- Ensure that continuing health care services and plans are arranged and ready to commence on transfer.
- Facilitate the transfer to Adult Health Care Services and ensuring that referrals to relevant services are made in good time so that there is no gap in service provision. Ensuring that young people and their parents/carers know when and how this transfer will take place and that sufficient warning is given.
- Ensure that the young people and their parents/carers know who will co-ordinate their care provision within the Adult Health Care Services.
- Work to resolve any difficulties about responsibility for the provision of health services which may arise in the case of young people placed in independent out of borough schools.
- Ensure that health assessments are undertaken and referrals presented to the relevant learning disabilities, physical disabilities, sensory needs and/or mental health needs services well in advance of the transfer to Adult Social Care Services, to the young person, their parents/carers, and inform Local Authority staff working with the young person of any decisions taken including joint funding arrangements.
- Contribute to the Local Offer website regarding information on health services. Ensure information is up-to-date.
- Have strategic overview of the "transition process" for children and young people and influence improvements through their commissioning and contracting arrangements.
- Ensure that all NHS Providers are compliant with the NICE Transitions Guidance and NICE Transitions Quality Indicators.

Mental Health Services - Children and Young People's Service (CYPS) and Adult Mental Health Services

- Transition tracking of young people with mental health support requirements will highlight those who will require support from Adult Mental Health Services.
- Ensuring that young people in hospital have an Independent Mental Health Advocate (IMHA).
- Ensuring that appropriate children and young people social work teams are invited to relevant transition meetings when a young person is discharged or transferred from hospital.
- EHCP – process for those in hospital re: reviews.
- Young people receiving support from CYPS who will require continued support from Adult Mental Health Services, must have timely transfer of care arrangements agreed in writing.
- The referring team retains responsibility for providing and coordinating care until the transfer is complete.
- Contribute to the Local Offer website regarding information on health services. Ensure information is up-to-date.
- Children and Young People's Service and Adult Mental Health teams will provide "health information" into transition plans and EHCPs up to the age of 25 years.



Youth Offending Team (YOT)

- In order to meet statutory responsibilities in relation to young people entering custody, Gateshead's Youth Offending Team (YOT) works in partnership with the SEND Service and other relevant services to ensure that appropriate support is in place and monitored. This applies to young people with an EHC Plan and those at SEN Support.
- A protocol has been implemented and can be found on Gateshead's Local Offer:
<http://www.gateshead.gov.uk/DocumentLibrary/Education/SpecialNeeds/YOT-SEND-protocol.docx>

Background Reading (Appendix 1)

Local offer website - Information about services, events and support for children, young people and families in Gateshead.

<http://www.gateshead.gov.uk/Education%20and%20Learning/Special-educational-needs/home.aspx>

Factsheet – Children and Families Act 2014 and the Care Act 2014

http://preparingforadulthood.org.uk/media/421323/care_act_revised_march_2016_online.pdf

Accessible version of the Care Act

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365345/Making_Sure_the_Care_Act_Works_EASY_READ.pdf

Special Educational Needs and Disability (SEND) Reforms - Bringing together education, health and care for young people and families to age 25.

<https://www.gov.uk/schools-colleges-childrens-services/special-educational-needs-disabilities>

Special Educational Needs Code of Practice - Guidance on the SEND system for children and young people aged 0 to 25

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Care Act 2014 - Guidance about care and support responsibilities for adults care and their unpaid carers.

www.gov.uk/government/publications/care-act-2014-statutory-guidance-for-implementation

Looked After Children and Leaving Care - Regulations and guidance for care leavers to help them move successfully in to adulthood

<https://www.gov.uk/government/publications/children-act-1989-transition-to-adulthood-for-care-leavers>

Transition - Information resources for young people in transition their families and professionals

www.preparingforadulthood.org.uk/who-we-are

Continuing Health Care - The National Framework for NHS Continuing Health Care and NHS funded nursing care.

<https://www.gov.uk/government/publications/national-framework-for-nhs-continuing-healthcare-and-nhs-funded-nursing-care>

Care and Support Statutory Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315993/Care-Act-Guidance.pdf

Glossary of Terms (Appendix 2)

CYPS	Children and Young People's Service
CHC	Continuing Health Care
EHCP	Education, Health and Care Plan
FE	Further Education
ISP	Independent Specialist Provider
LAC	Looked After Child
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENDIASS	Special Educational Needs Disability Information and Advice Support Service

