



Kent Transition Protocols

‘Supporting disabled young people
from adolescence to adulthood’

Handbook for professionals

October 2008



Leading learning and skills



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Transition handbook for professionals

Introduction

This handbook for professionals is part of our transition protocols and you should read it with the Strategic Framework.

Aims of the handbook

This handbook has three main aims.

- To make sure that young people with complex needs making the move from adolescence to adulthood receive the support they need, are involved in all decision-making processes and achieve the outcomes they want.
- To provide a best-practice framework for all professionals who work with young people who have complex needs that sets out our policy, their responsibilities and agreed roles in the transition process, timelines and paperwork so they can work together effectively.
- To set out when and how information should be shared between agencies and help with strategic planning and arranging and paying for services in the future.

Structure of the handbook

We have organised the handbook for professionals into two sections.

- **Section 1 – Short guide to transition planning**
We have designed this to provide easy access to information for operational managers and practitioners about roles and tasks in the transition process in Kent.
- **Section 2 – Guide to best practice in transition planning**
This provides a framework and more detailed guidance on the complicated parts of the process.

The second section mirrors many of the headings of the first to help with cross-referencing. However, its purpose is to add value rather than repeat processes.

The handbook also has annexes that give you extra information for reference and a number of tools attached as appendices.

- Annex 1 – Agency roles and responsibilities
- Annex 2 – Specialist assessments and plans
- Annex 3 – Conditions for access to agency services
- Annex 4 – Table of agency tasks
- Appendix 1 – Kent Adult Social Services notification forms
- Appendix 2 - Checklists
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Section 1

Short guide to transition planning

Section 1 - Short guide to transition planning

This section of the handbook sets out the main tasks for professionals in the transition planning process. However, it is important to remember that it is not a stand-alone document and that you should consult other parts of the transition protocols, particularly the guide to best practice, to make sure that the process is effective.

The central policy for planning for transition

The following policies form the background to effectively planning for transition.

- We are committed to maintaining and supporting independence.
- Early planning – we need to remember that Children, Families and Education Directorate's complex-case process means that Kent Adult Social Services must be involved in the planning if there is a likelihood that a disabled child may be placed in residential care. This applies even if the child is quite young.
- In all cases where a young person needs a transition plan, they must have had a specialist assessment or an assessment under the Common Assessment Framework and have a designated lead professional.
- The planning process must be centred round the person. In other words, it should set out the young person's goals and ambitions to make sure that there is the highest level of involvement at transition meetings.
- We are committed to helping people to take more control of their lives. As a result, we will offer direct payments to eligible young people when they reach the age of 16 and we will put 'In Control' into practice when young people reach 18.

Beginning the transition planning process (Year 8, age 13)

Early planning

Transition planning, such as identifying eligible young people, should start during Year 8 when the young person is 13.

Which young people?

The following young people are eligible for formal planning under these protocols:

- A young person with a statement of SEN
- Someone disabled (under the terms of the Disability Discrimination Act 2005)
- Someone aged between 13 to 24

Responsibilities

The local authority has the following responsibilities during the preparation period:

- Making sure that transition planning takes place for all young people with SEN.
- Beginning the planning process and linking it with health and social services and the Learning Skills Council (in practice, the school the child goes to will usually arrange the meeting).
- SENCOs will normally identify and agree a list of young people with Connexions.
- If a young person is excluded or their education takes place other than at school, the local authority will make arrangements to hold the review meeting.

Schools

A school (usually a SENCO) will confirm with Connexions the names of young people with statements (no later than two weeks before the start of the autumn term in Year 9).

Connexions Kent and Medway

If young people are placed outside Kent Connexions will make arrangements with the Connexions Service in the relevant area.

Lead professionals should identify disabled young people without SEN who meet the Disability Discrimination Act criteria.

Kent Adult Social Services should make sure that local links are in place with CFE and other agencies to gain information early about young people who may need adult social services to help planning and commissioning.

The first transition meeting (Year 9, age 14)

The following tasks should be carried out to set up the first transition meeting.

If a young person needs a formal transition plan, **the lead professional** will:

- liaise with schools and Connexions to co-ordinate the process;
- get permission to share information;
- give the young person and their family information;
- work with the young person to prepare their plan for the planning meeting;
- consider, with the young person, how best to get them involved;
- consider whether the young person needs independent representation;
- consult the young person and their parents to help plan for meetings; and
- gather information and decide whether other assessments are needed.

Health

If a young person has a statement that includes health needs or a young person without a SEN has health needs, health professionals should:

- offer an appointment to prepare a health report;
- meet to review the young person's health needs now and into adulthood;
- provide advice about how health and disability issues may affect the young person's wellbeing, vocational opportunities and future placements and identify appropriate strategies;
- introduce the idea of health plans to disabled young people and their families and begin to develop them with young people who want them;
- review equipment, aids and adaptations, along with social services and education; and
- offer young people with learning disabilities a health action plan

If a young person has health needs, at least one member from the health team should go to the transition meeting and any further reviews to make sure joint working takes place.

Children's Social Services

They provide advice to education colleagues for the transition review when appropriate.

Children's Social Services should always go to the transition review for children in care and children in need.

Kent Adult Social Services

Makes sure that CFE and other agencies have clear information about conditions for eligibility and providing a service to allow them to advise young people appropriately.

Setting up the meeting

Schools (both maintained and non-maintained) will normally take the lead for young people with a statement of SEN. The lead professional will lead for those without SSEN. The tasks include:

- acting as a link between schools, Connexions and the lead professional to arrange the transition review or meeting for young people;
- identifying professionals and others to invite to planning meetings to become the 'team around the child';
- identifying somewhere to hold the meeting (usually the school for young people with SSEN);
- making sure that at least six weeks' notice is given so most people can go to the meeting;
- sending out written reports at least two weeks before the meeting;
- allowing at least one hour for the meeting;
- carrying out consultation to identify anyone with an interest to invite to the meeting;
- identifying a chair for the meeting; and
- drawing up an agenda for the meeting.

Connexions personal advisers:

- must go to the Year 9 transition review meeting for all young people with statements; and
- will make every effort to go to the transition review for other disabled young people.

Developing the transition support plan

The lead professional, along with the school when young people have SSEN, should:

- draw up a review report and transition plan after the meeting with Connexions Service (and the lead professional);
- place the person at the centre of the process when developing the individual's plan;
- make sure that the transition plan sets out the targets to be achieved and tasks to be carried out (identifying who will be taking them forward and the timescales);
- include a specific 'health plan' where appropriate; and
- send the plan to anyone with an interest.

Taking the transition support plan forward

The Connexions PA has a legal responsibility to take forward any action relating to future education or training.

The lead professional will:

- drive the transition planning process forward and make sure that others carry out agreed tasks;
- provide advice and information to users and families;
- if it is possible that a young person may need support from adult social services after they reach their 18th birthday, the lead professional should fill in a notification form (attached as appendix 1a) and send this to the local KASS team leader so that they can include the young person in their service planning.

Parents may be expected to undertake actions relating to out-of-school activities.

Annual review

We will review the transition plan every year until the young person reaches the age of 19 (or 24 if a young person has a learning disability and is still in full-time education). If there is a statement, this will only be reviewed until the young person leaves school.

The review process will be similar to the process set out on page X for the Year-9 transition meeting.

The lead professional will:

- ask parents and young people if they want to make any changes to the plan;
- consider whether the young person could lead the meeting; and
- consult on whether anyone else should be invited to the transition meeting, for example, a youth worker.

Health

If a young person has health needs these should be regularly monitored and reviewed each year until the transition is complete.

After the meeting

The headteacher or lead professional will draw up a revised transition plan, if needed, to reflect:

- progress which has been made towards the transition targets; and
- the names of people taking tasks forward and the timescales.

Planning for changes (Year 10, age 15)

16 is a time of change for many young people and the Year 10 annual review will provide an opportunity to consider some of the changes that will take place when the young person reaches 16.

The lead professional, who may be the same in Year 10 as for Year 9, will:

- ask parents and young people if they want to make any changes to the plan;
- consider whether the young person could lead the meeting; and
- consult on whether anyone else should be invited to the transition meeting, for example, a youth worker.

The lead professional will also consider the effects of the following.

- **Continuing education** - if the young person is leaving school at 16 to transfer to college, much of the focus of the meeting will be on considering the young person's continuing education.
- **Work** – if the young person is planning to leave school and take up work, the meeting may consider whether work placements would be appropriate to help them prepare for the working environment.
- **Looked-after-children** - if a young person is 'accommodated' or in care, the named social worker must, under the Leaving Care Act, complete a Pathway Plan. The two plans should be linked.
- **Health** – a few children's health services do not continue beyond 16 and it may be necessary to consider other arrangements.

The Connexions personal advisor is responsible for helping the young person and their parents or carers to identify the most appropriate education if they are planning to leave school in Year 11 at age 16. They may visit the school and interview the young person. The Connexions PA will offer a S.140 assessment to a young person planning to go to college. (The Education Bill is proposing to extend S.140 assessments to some young people without statements.)

- **The school option**

- If a young person decides to continue at school, for some this may involve moving into the sixth form of their mainstream school or staying on at a special school which has a department of further education.
- We will continue to pay for this education.
- Access to school-based health and social-care services may continue to 18, but this will depend on the individual services (for example, in Kent – audiology services transfer at 16).

- **The local college option** - (a 'local college' is defined as one which a student might reasonably be expected to travel to)

- Before a student is accepted for a college course an assessment will take place to make sure that their needs can be met in that environment. For most Kent students, the school and the college will already have set up links during Years 10 and 11.
- Colleges should take account of the information provided in the 'Moving On' plan (section-140 assessment).
- Transport is not provided to college. Travel arrangements will need to be made, which may be funded or part-funded from various sources.

- **Specialist colleges**

In a very few cases it may not be possible for a local college to meet the needs of a young person. In these cases, a specialist college place may be found after a discussion at the transition planning meetings.

- The Connexions Service can give advice about which colleges are available and how to apply for a place.
- Many of these colleges will be some distance from home and so we need to consider carefully the full implications of this for maintaining links with family, friends and the local community.

- The process of assessment for a specialist college involves collecting a range of information, which will include reports from school and the local college, to show that the young person's needs cannot be met locally.
- The local colleges will have to confirm that they cannot meet the young person's needs before a specialist college can be considered.
- If there is a possibility that a specialist placement will be needed, it is important for this to be decided early in the transition-planning process, so that there is time for the whole process to be completed before the young person is due to leave school.
- The Learning Skills Council (LSC) is responsible for funding and planning the education and training of people over 16 years in England who no longer go to school. The Connexions Service personal advisor will discuss any funding issues with the Learning Skills Council.

After the meeting

The school or lead professional will draw up a revised transition plan, if needed, to reflect any plans expected changes.

Preparing for adulthood (Year 11, age 16)

The yearly review in Year 11 will need to consider the following.

- **Education** – whether the transition plan targets are well enough along if the young person is leaving school at 16.
- **S.140 assessment** – has the Connexions PA offered this to a young person planning to go to college.
- **Higher education** – some young people may want to go to university at 18 and the school and Connexions personal advisor can provide advice on how best to make sure that the young person's needs are met during the application process.
- **Lead professional** – if the young person is leaving school to go to college or to work, the role of lead professional may need to transfer to another professional if the role was carried out by a school-based professional. If a young person leaves school without a college place or work, unless they are in care the Connexions personal advisor will take on the lead professional role.
- **Looked-after children** (children in care) – the lead professional will give young people in foster placements who are assessed as needing to continue with a placement after they turn 18, advice and information about the adult placement scheme. Registered Kent foster carers can become adult placement carers.
- **Health** – firm arrangements will need to be made for health services that do not continue beyond 16. The young person's eligibility for NHS continuing health care should be considered.
- **Benefits and allowances** – whether the young person, parents or carers may be eligible to claim a range of benefits and allowances in their own right and how they may be helped to do so.
- **Direct payments and In Control** – if a young person's family is receiving a Direct Payment from Children's Social Services, the young person may be eligible to hold the direct payment themselves.
- **Kent Adult Social Services** – if professionals or the young person, their parents or carers believe that a young person is likely to need support from adult social services when they reach their 18th birthday, the lead professional should fill in the KASS Year 11 Notification form (attached as appendix 1b). The completed notification form should be forwarded to the appropriate local KASS team leader no later than six months after the person's 16th birthday. This notification will not constitute a referral

but the information it contains will assist the KASS manager in determining whether the young person will be eligible for assessment for adult social services.

- **Independent Living Fund** – the young person's entitlement to ILF should be considered and if appropriate an application made when they reach 16 years of age.
- **Carers** – we need to consider whether a carer's assessment is needed under the Carer's (Recognition and Services) Act 1995.

Transition to adulthood (year 12, age 17)

Whether the young person continues in school or transfers to college, the Connexions personal advisor and the lead professional will continue to contribute to, and make sure there is continuity in, delivering the transition plan by:

- overseeing how the plans are put into practice at the Year-9 transition review and any future reviews;
- filling in a 'Moving On' plan (S140-assessment) which is an assessment of needs (the Connexions personal advisor will do this during the young person's final year at school); and
- transferring information from school to college, with the permission of the student.

Monitoring progress at college

- Our procedures mean formal transition reviews must continue until the young person reaches 19.
- A statement of SEN has no legal status in a college.
- The responsibility for monitoring the educational progress of individual students and making sure that their needs are met passes to the college.
- The formal monitoring process does not apply to young people in higher-education establishments.

The move to adult health services

It is important that the transition support plan includes arrangements that make sure there is a smooth transfer at 18 for those not in education. If it was not considered earlier, the young person's eligibility for NHS continuing healthcare should be considered now.

The move to adult social services

If it is thought likely that a young person will need services from KASS in the future, the lead professional will have filled-in the Year 11 KASS notification form and sent it to the local team leader no later than six months after the young person's 16th birthday. If the team leader considers that a young person is likely to be eligible, KASS will send a representative to the year-12 transition review.

Following the meeting, if it is still appropriate, the lead professional should make a formal referral to KASS through the county duty service as soon as possible after the young person's 17th birthday. KASS will then arrange for an assessment under the NHS and Community Care Act 1990.

If the young person is taking up services at 18, a KASS care manager will be allocated to link with the lead professional from 17 ½ to make sure the transfer is as smooth as possible. The lead professional will maintain the link and act as a consultant to the care manager until the person reaching 18 ½.

Any funding issues must be identified and sorted out at this point. Agencies should not withdraw funding unless they all agree.

After the meeting

The transition plan will be amended to reflect any changes identified. It should set out:

- how Kent Adult Social Services will work with Children's Social Services or another agency to help with the young person's transfer;
- how funding will be taken forward (if this is an issue); and
- arrangements to transfer from children's to adults' health services.

Reaching the age of 18 (Year 13)

- It is important to remember that, while the parent or carer may stay very involved in planning for the young person's care and future, the young person is an adult at this point with all the rights and responsibilities that that involves.
- The discussion should reflect that the young person would now be receiving adult health services.
- Also, if the young person is eligible for KASS we will have chosen a care manager to take forward the care plan. He or she should be at the meeting.
- A few young people will stay in education beyond 19 and the Connexions personal advisor will stay responsible for reviewing the 'Moving On' plan at least every year.
- If funding for a specialist college placement is needed Connexions will co-ordinate this.
- If the existing lead professional no longer has a role then it may be appropriate to identify another from the agencies that continue to support the young person so that the transition plan can continue to be driven and reviewed.

After 19 (age 19 to 24)

- The Connexions personal advisor is responsible for reviewing the S-40 assessment each year until the young person completes their education (Connexions can continue to support a young person with learning disabilities up until their 25th birthday.)
- The Connexions PA will continue as the lead professional for young people who are not in education or training (NEET).
- The lead professional should continue to hold reviews each year involving the education or training establishment and KASS (if appropriate) until the young person leaves education or training.

Important issues for discussion may include:

- health;
- housing and independent living;
- work options;
- leisure activities; and
- relationships and sexual health.



Section 2

Guide to best practice in transition planning

Section 2 - Guide to best practice

Introduction

The transition process starts in Year 9 when a young person is 14 and, while the young person is still in school, yearly reviews will continue until their 19th birthday. For young people who choose to go to a further-education college after the age of 16, the arrangements for funding and support will change. The Year-12 review marks another major stage in transition, as this review may link to a move at 18 from Children's to Adult Social Services. To simplify a complicated process, we have arranged the handbook in two sections.

Professionals use the term 'transition' to describe the time in young people's lives when they are moving toward adulthood, and need to think about opportunities after leaving school. Transition begins when a young person reaches the age of 14, and ends when the young person has planned what to do next and moved on from school.

Thinking about the future and making plans about what to do after leaving school should be an exciting time. It is a challenge for any teenager, but for disabled young people and their families the transition from school can seem particularly daunting.

It is important to get it right because it is well known that well-planned transition improves clinical, educational and social outcomes for young people.

'As young people with learning disabilities move into adulthood, to ensure continuity of care and support for the young person and their family; and to provide equality of opportunity in order to enable as many disabled young people as possible to participate in education, training or employment.' (Valuing people 2001)

'Transition should be a guided, educational and therapeutic process, rather than an administrative event' (National Service Framework 2004)

However, it is also important to remember that transition will happen for young people at different times and so the process needs to be individual within the overall framework set out in the procedures.

Important points of transition

Transition takes place at different ages depending on the service.

- Age 13 for the move to Connexions Services with possibility of involvement continuing up to 25 for those with learning difficulties
- Age 16 and above for the move from school to other training in further education or work-based learning.
- Age 16 for children 'in care' to 'leaving care' status and developing a pathway plan.
- Age 18 for moving from children's to most adult's health services (it is 16 for some)
- Age 18 for the move from children's to adult's social services.
- Age 19 and above from FE college to higher education.
- Age 19 and above from education and training providers to employment.
- After 19 and above for the move from specialist-college placements into maintained FE college.

As a result, a successful move for these young people will involve a continuous approach where many agencies work together and where professionals plan together for the future.

Kent policy

Our policy for professionals in Kent is set out in detail in Annex 2 of the procedures. However, there are five main policies that are essential for effective planning.

Eligibility

The Education Act 1996 says we must carry out a transition review in Year 9 for all children who have a statement of special educational needs.

However, our procedures recognise that a few young people with complex or long-term needs do not have a statement (with formal review systems) and would benefit from having a formal transition plan. As such we have adopted the Disability Discrimination Act 2005 definition of disability (see part 1).

Because of this, our procedures apply to all young people in Kent who:

- have a statement of special educational needs; or
- are disabled (under the Disability Discrimination Act 2005); and
- are aged 13 to 25

This includes young people who:

- are in Kent placements, schools and colleges;
- are in non-Kent placements, schools and colleges;
- are in care and meet the criteria for a service from the Children's Social Services Disabled Children's Service (including unaccompanied asylum seekers);
- have ongoing health or mental-health difficulties; and
- meet the conditions for continuing care from the NHS.

Supporting independence

We are committed to promoting independence. The vision of Kent's Children's Trust is that all disabled children and young people, including those with learning difficulties, will have the same opportunity to achieve as all children and young people. We are committed to making sure that children and young people with complex needs enter adulthood feeling supported and with the power to take part both socially and economically in their communities.

Kent Adult Social Services is getting involved early in planning for children with complex needs

The planning for complex and high-cost cases protocols says that Kent Adult Social Services should be consulted and involved whenever there is a likelihood of a child (of any age) being placed away from their home in a residential establishment.

Lead professional

Our vision is that:

'all children and young people with special or complex needs who need support from more than one practitioner should experience a smooth and effective service in which one practitioner takes the lead to make sure that services are co-ordinated, clear and achieving what is intended.'

Kent's Children's Trust has agreed that a lead professional must be chosen for the following target groups.

- Children and young people identified using a shared, universal or specialist assessment as having special or complex needs which need support from more than one practitioner
- Children and young people with special or complex needs who are already receiving care from a number of practitioners.

These target groups include those young people who need to use our formal transition-planning process.

In cases where it is not clear which practitioner should act as the lead professional (for example for those leaving care, children with complex disabilities and young offenders), you should follow the procedure set out in the Kent Children's Trust lead professional guidance.

In most cases practitioners will already be acting, informally or formally, as lead professionals for the young people who need transition planning.

The lead professional may come from any agency unless the young person is in care in Kent or a 'Child in Need'; in which case the lead professional will normally be their social worker. If there is a key worker, it may be appropriate to combine the two roles. For detailed guidance, please consult the lead professional guidelines produced by Kent's Children's Trust arrangements.

Person-centred planning

This is a term used to make sure that the young person is at the centre of planning their life. It involves:

- listening to and learning about what the young person wants from their life;
- helping the young person think about what they want now and in the future; and
- family, friends and professionals working together with the young person to make this happen.

Person-centred planning starts with the views, wishes and ambitions of the young person and their parents and how they may be achieved. It is not about which services are available. The process involves professionals working well together, using a range of communication aids and systems and being creative.

Person-centred planning is an active process in which the individual's activities, future plans and support needs are based on their interests, preferences, strengths and abilities. It makes sure the person is at the centre of the process, is listened to by those who know that person well and is able to contribute to their assessments and to the decision-making process. It also makes sure that the person is appropriately supported to take part in their meetings and that the best form of communication with the person and their parents or carers has been agreed. They need to be actively involved rather than just being present.

The lead professional will help the young person to develop a 'person-centred plan' that sets out their goals and ambitions to make sure that there is the highest level of involvement at transition meetings.

We will need to review the person-centred plan and change it as goals are achieved and expectations change.

Direct payments and In control

We are committed to helping people to take more control of their lives. Because of this, we offer direct payments to young people who are eligible for a service from Children's Social Services when they reach the age of 16 so they can aim to live as independently as possible as they offer the opportunity to make more decisions for themselves, to have more control over their lives and to help with the move into adulthood.

And, Kent Adult Social Services is in the process of putting a model into practice called 'In Control' that builds on the principles of person-centred planning and Direct Payments. We will put In Control into practice for all young people moving from children's to adult's services.

Principles

We have adopted the following principles from the Final Report of an East of England Project on Assessment and Transition Planning.

- We should set up multi-agency working by developing procedures (of which this handbook is part), which make sure everyone understands transition.
- Each stage of the assessment and planning process should inform the next.
- Everyone must be clear about the role of health professionals in planning.
- Young people must be prepared for their review so that they can take a lead role.
- We must help parents to understand the transition-planning process and the roles of those involved and to be aware of the options open to the young people before the review in year 9.
- Reviews should provide a supportive and comfortable structure so that young people and their parents or carers feel able to contribute. We must give enough time for transition planning.
- Young people need access to curriculum activities, role models and other outside activities that raise their hopes and encourage them to feel positive about their potential and future opportunities.

The main messages for professionals in all agencies are shown below.

- Transition should be a clear process so that everyone involved and especially young people and their carers know:
 - what is happening,
 - the actions taken,
 - the outcomes; and
 - who their contact is.
- The professionals must make sure that information on future needs is shared with those providing services for adults.

- Agencies providing services for adults must be involved in major decisions for disabled young people that are likely to affect adulthood. Early involvement is crucial, especially in terms of young people who are looked after and eligible for support as care leavers under the Children (Leaving Care) Act.
- Those providing adult services have a responsibility to make sure that they share information on adult services and policy with staff working with young people.
- Services to young people and their families should not in any way be affected by negotiations between agencies.
- Agencies should make sure that professionals receive appropriate training so they can represent their service effectively.

Using language

A number of terms are used to describe the planning process, such as transition review, transition pathway, transition plan and transition support plan, and this can be confusing.

The term 'transition review' is set out in the SEN Code to describe the Year 9 review of the statement of special educational needs. As a result, it will continue to be used by schools and others who are directly involved with this group.

However, the protocols will also use the term 'transition planning meeting' to describe the process because not all young people who need a transition plan will have a statement to review.

The protocols will use the term 'transition support plan' to describe the multi-agency plan that results from following these protocols.

Identifying young people

The local authority, Connexions and the lead professional all have important tasks that will make sure early planning is carried out effectively. These are set out in section 1 of the handbook. The most complicated part of these tasks relates to identifying young people without statements who need to be included in the transition-planning process. The process for identifying young people with SSEN is clearly set out in law.

However, Kent's transition protocols apply to a wider group of disabled young people than those with statements. Professionals within agencies will play a central role in making sure that we identify every young person who meets the Disability Discrimination Act 2005 conditions and would benefit from being included in the formal transition process. The local authority, Connexions and schools need to be told in time to include them in the transition-planning process. The young people are likely to include some:

- on School Action or School Action Plus;
- with identified mental-health or continuing health problems;
- who are 'children in need';
- who meet the conditions for NHS continuing care; and
- who are aged 13 to 24.

This applies to young people who:

- are in Kent placements, schools and colleges; and
- are in non-Kent placements, schools and colleges.

It is important to remember that just meeting the Disability Discrimination Act definition is not enough to justify including a young person in our formal transition-planning process. The young person should have had a specialist assessment or a CAF that identifies the need for multi-agency planning and have a lead professional. For detailed guidance, please see our 'lead professional guidelines' and 'Kent Common Assessment Framework, multi-agency policy and procedure'.

The lead professional must let the local authority, Connexions and the school know about the young person who needs a transition plan.

If there is disagreement about the young person's eligibility or an issue of priority, the professional must refer the matter to the transition sub group.

Young people from this group might be identified later than Year 8 or 9 and it should be possible for a lead professional to trigger the transition planning process for such a young person at any point until they are 18. However, it must be understood that the later the process starts the less effective it is likely to be.

Preparing for the first transition planning meeting (Year 9, age 14)

It is important to allow enough time to prepare properly before the first formal transition review or meeting to make sure that it is effective and useful for the young person concerned. The lead professional must carry out a range of important tasks to prepare for the meeting. These include the following.

- **Out-of-county placements**

While Connexions Kent & Medway will ask the Connexions in the authority the young person lives in to act on their behalf, the lead professional should carry out the same roles and tasks for these young people as they do for those in Kent. Agencies need to consider how best to meet their obligations to this group.

- **Permission**

The lead professional should make sure that young people and their family and carers are aware that personal information will be shared with others and get the young person's permission if necessary.

If a young person has a social worker who is the lead professional, they must make sure that the consent form, signed at the first assessment, does not contain any specific restrictions on sharing information with other agencies who are at the transition-planning meeting.

- **Information for young people and their families**

Young people and their families are entitled to have access to good-quality and accurate information on planning transitions and options and benefits before the Year-9 review. You can find information on the following in Kent's Handbook for Young People, Parents and Carers.

- Our commitment to promoting independence
- The transition-planning process
- Person-centred planning
- Agency roles

- Referring young people to Kent Adult Social Services
- Direct payments and In Control
- General information about education, housing, work options and relationships and sexual health
- A list of useful information, books or network links

KASS has also developed a pack that includes conditions on eligibility, which will go with the handbook.

The following information should be provided locally:

- Written confirmation of the name of the lead professional.
- Local opportunities to train young people to be independent and in how to use transport.
- Appropriate support networks (including links to the voluntary sector) and independent representation services.
- Sport, leisure and recreation facilities so young people can explore a range of options and consider what may be available from youth centres, mobile youth projects and other youth projects.
- Local housing options.
- Conditions for eligibility for all benefits and funding opportunities to include the Independent Living Fund and Supporting People

Wherever possible, you should make information about the transition process and records of reviews, assessments and care plans available in formats that are appropriate for the young person, for example, in large print, in Braille, on audio tape or CD, translated into different languages and so on.

- **Young person's plan**

It is important that young people can give their views, especially if they have communication difficulties. There is a range of materials and tools available to help young people with learning and communication difficulties to express their views. The lead professional will work with the young person to help them think about their future in preparation for the meeting. The work the young person produces should tell the meeting about:

- who they want to go to the meeting to help them express their views;
- the young person's preferred form of communication;
- who the young person sees as important in helping to plan for the future;
- what they are good at;
- what they enjoy doing, including leisure activities;
- what they find difficult and do not enjoy;
- what special interests they have;
- where they would like to live in the next few years and who with;
- transport training needs;
- independent living skills that they would like to develop;
- issues the young person wishes to raise about their health or safety;
- the young person's hopes and dreams for the future; and
- what the young person thinks might prevent them doing these things.

- **Involvement**

To help to make the move into adulthood a positive experience for everyone concerned, we should organise processes in a way that offers disabled young people the opportunity to get fully involved in the planning process. To take part in decision-making:

young people need information so they can work towards:

- understanding the importance of information;
- expressing their feelings;
- taking part in discussions; and
- providing their choices.

adults need to:

- give information and support;
- provide an appropriate environment; and
- learn how to listen to their child.

We may also need to consider the following to promote involvement.

Communication and language

We should take account of each young person's preferred method of communication.

Professionals should use spoken and written communication that is understood by everyone at transition planning meetings.

Effective, regular and honest communication between everyone involved in the transition process should be an essential part of working towards a smooth, effective service.

If appropriate, any interpreters should not know the young person and their family and should not be expected to act as the young person's advocate.

It is good practice to get the views of the young person and their family or carers without anyone else present.

It is important to recognise that the term 'transition' may not be familiar to the young person or their family and that you should use more appropriate language.

Independent representation

Young people may not feel confident expressing their views in a meeting and may want independent representation to make sure that their preferences (rather than their needs) are better heard. The young person can ask for someone independent to support him or her at the meeting if they want and the lead professional should talk to them about this. We are promoting peer mentoring as an effective way of providing support. This is where a person of around the same age provides support.

A few young people may need an independent advocate if there are lots of different views.

- **Family and carers**

The views and concerns of family and carers are crucial and we should make every effort to support them to contribute fully to their child's move into adult life. However, their views and issues may be different from those of the young person. You need to be sensitive to this and should try to make sure that while you listen to these views, the focus of transition planning stays on what the young person wants. Professionals must

balance what the young person and their family or carer wants with the young person's assessed needs and what services can be provided.

There are a number of ways that we can meet carers' needs. You can:

- provide advice and information as part of the process of managing care;
- change the package for the young person so the carer can have extra breaks by delivering other community-care services to the person who is cared for; and
- provide information on community services that the carer can access direct and free of charge (such as carers' centres, carers' support groups and so on).

It is also helpful for the parent or carer to prepare for the review and write down questions that they want to ask, as it is easy to forget things during a meeting. This preparation could include:

- reading the papers that are sent round before the meeting and highlighting any parts that you or your child would like to discuss at the meeting;
- if the young person has a statement, looking at the statement and the report from last year's annual review to make sure that targets have not been overlooked, and to check on the progress made;
- thinking about hopes for the young person's future, in terms of further education, training, independence skills, work, leisure and living arrangements;
- researching what is available locally and thinking about the family's role in supporting the child; and
- thinking about any other support the family may need.

Some parents find it useful to discuss some of the issues with staff at school or the lead professional, friends or a member or a member of the Parent Partnership Service before the meeting.

- **Assessments**

The Year 9 transition meeting (and all further yearly transition meetings) must result in a transition support plan that should 'draw together information from a range of individuals within and beyond school. It should include local further-education provision so we can plan clearly for the young person's move into adult life.'

All the young disabled people who are identified as needing a formal transition plan are likely to have been assessed several times and have plans from a variety of agencies. To avoid further intrusion and duplication, the lead professional should identify the current assessments in place that can help with the transition-planning process.

This process will show whether information needs updating and if so which agency should do this. This will make sure that plans are co-ordinated to avoid duplication. The range of possible assessments and plans that might be in place are set out in Annex 4.

You should also consider whether the young person needs a specialist assessment such as one shown below.

- **Child in need assessment**

If the lead professional considers that the young person is a child who needs social services, it is important that this is decided well before the Year-9 transition planning meeting through a Children in Need assessment. You need the permission of the young person and their family for this kind of assessment. The conditions for

Children's Social Services are set out in Annex 4. If you need more information, it can be decided through discussion with the County Duty Service or the Disabled Children's Service.

- **A specialist transitional assessment**

This would apply, for example, to a deaf child.

- **Health assessment**

It is important that we fully explore the health-care needs of young people in the transition-planning process. Where necessary, effective health-care plans will be made that clearly set out their needs from adult services. The lead professional will need to decide whether a health assessment is needed for the process. This is not straightforward, as a young person's health needs will vary considerably.

Most young people with a learning disability will not need input from specialist services, but will continue to be supported by their GP and other primary-care staff alone. The family GP is known as the 'gatekeeper' to other services and so should be included in any discussions on transferring care. Even if they cannot come to review meetings, they should be aware that the meetings are taking place and receive information on the outcome.

If a young person has complex needs, there is likely to be a range of health services from within Kent and possibly outside Kent (for example, health professionals from one or more London hospitals) actively involved in supporting their move to adulthood. They will have their own assessments to contribute to a wider person-centred planning process involving several agencies. So, it is important that planning takes place well beforehand. Bringing together a number of health professionals, particularly if they are not local, can be difficult. However, a consultant paediatrician should have a good overview of the level of action being taken by a range of health services, particularly those from outside Kent.

The transition planning meeting and support plan

Setting up the meeting

Schools normally take the lead and schedule dates for the transition review in Year 9 for all young people with a statement of SEN. The lead professional should be involved in these arrangements as set out above.

The lead professional can expect to arrange the transition meeting for all other young people identified as needing a formal transition meeting.

The transition planning meeting can be part of another meeting such as a LAC review or statement review. Indeed it makes good sense to combine these meetings as far as possible to avoid duplication as long as the young person is at the centre of the process. However, it may, for legal reasons, be necessary to record the two parts separately, for example, a statutory looked-after children review.

You should give at least six weeks' notice to allow most people to come to the meeting and for any written reports to be sent out at least two weeks before the meeting. The meeting for young people with SSEN will usually take place at the school.

Who to invite?

- The young person
- Parents or carers with responsibility for the young person
- The class teacher or form tutor
- The Connexions personal adviser (who must go to the meeting if the young person has a statement)
- An educational psychologist for the school
- The special education needs co-ordinator (SENCO)
- Health professionals who are involved with the young person
- The Education Support Service if involved for example, Behaviour Support Service, Learning Support
- Children's Social Services (if involved)

The 'team around the child' (commonly referred to as TAC)

Every young person who needs to go through the formal transition process set out in these procedures will have a number of professionals from a number of agencies working with them may already be working as a 'virtual' team. An important task for the lead professional will be to identify the different agencies around the child and bring them together for the transition review or meeting.

The lead professional should ask the parent or carer if there are any other professionals who they would like to invite to the meeting. In some cases this might be a member of the Partnership with Parents Service or an independent representative for the young person.

Identifying other professionals

As well as making sure that those professionals who are already working with the young person are included, the lead professional needs to give thought to others that should be invited. For example, if a young person's leisure activities are an issue for discussion, the Youth Service may need to send a representative and we should consider how best to cover needs that youth workers are not trained to handle.

A further-education progression route may be identified at this early stage. If this is the case, we should invite a FE professional representative.

It is important that the professionals involved in supporting young people through the transition process understand each other's roles and responsibilities and that these are made clear to the young person and their family or carer. They should also have a working knowledge of the laws under which their colleagues work.

It may not be possible for all these people to go to the meeting. Health professionals particularly might find it difficult. It is important that the lead professional identifies the team well beforehand to make sure that everyone can attend and make the appropriate contribution. If a professional cannot come, you should ask them to provide a report.

Whoever goes to a transition review on behalf of their agency must have a thorough knowledge of each agency's roles and responsibilities (including its limitations) and be able to pass this on effectively to everyone at the review.

Setting the agenda

The agenda for the meeting should make sure that there is time to discuss the transition plan. However, at 14, it is too early for firm decisions to be made on most issues. The Year-9 transition meeting provides 'thinking time' and an opportunity for the young person to begin to develop their vision for the future. The agenda will normally include:

- a review of the statement (if a young person has one);
- progress in school for young people with no statement;
- options after 16 in education or training (further education at school or at college or by another provider);
- work experience - since September 2004 all students have received 'work-related learning' as part of the Key Stage 4 strategy for schools;
- employment and work-based training options for after school and college;
- health issues, if there are any (the discussion about a transition health plan, including health care after 16, forms an important part of the Year-9 transition planning meeting.
- the support needed to access learning and help develop independent living and vocational skills; and
- wellbeing – any health concerns and how best to manage them.

The agenda may not automatically include the following and the young person or their parent may want to ask that they be added.

- Leisure and social activities
- Housing needs, including any equipment and adaptations
- Eligibility for adult social services and the process of referral
- Support for daily living
- Allowances and benefits available
- Voluntary agencies that might offer support
- Training to become independent and help with using transport
- Future work options
- Relationships and sexual health

At the meeting

The head teacher, or their representative, will normally chair the first transition meeting for a young person with a statement. The lead professional will identify who will chair the meeting for children who do not have statements.

Developing the transition support plan

The transition support plan is an essential starting point when planning a young person's future and should, at the very least, be centred round the person and meet the code of practice standard by identifying the following.

- What may be needed so the person can become more independent and confident.
- What practical help may be needed.
- What on going health requirements the person will have.
- Schools - what the young person's curriculum needs are during the move.
- How the curriculum can help the young person to:
 - play their role in the community;
 - use leisure and recreational facilities;
 - assume new roles in the family; and
 - develop new educational and vocational skills.
- The conclusions and targets set at the previous yearly review meeting.
- The relevant legislation that may affect the young person ('as far as is reasonable').
- Local sources of help and advice.
- Possible links with local colleges.
- How appropriate any specialist college provision is.

The transition support plan, written in Year 9, should record the action needed to help the young person achieve their short-term and longer-term goals. It should say who is responsible for carrying out the action. It should help the young person, their parents and any other professional involved to understand what links are being made between children's and adult services across agencies which will eventually result in providing a service and when this will happen. The transition support plan should record any agreed action and timescales for tasks to be completed and sent to all the relevant people. The following are major points in a transition support plan.

- The young person's views and the family's views.
- The young person's needs.
- How these needs are met by children's services.
- The services and agencies that might be involved in the future.
- The action for named professionals who will make the links and connections between children's services and adult services.
- The timescales for the action.
- A review date.
- The young person and the family must know who to contact in the meantime.

We should develop the transition support plan with the young person, their family and the agencies providing services for children and adults. The young person must be part of any plans to meet need in the short or medium term and the plan must make the most of independence, flexibility and choice. We should encourage young people to explore a range of options and give them guidance and information to help them form realistic expectations on what services they may be entitled to. Where appropriate, and possible, we should encourage young people to visit youth centres, mobile youth projects and other youth projects.

The transition support plan should set out targets to be achieved and tasks to be carried out. It will need to identify who will be taking these forward and the timescales.

Person-centred services

Any services should:

- see the person and not the disability;
- help maintain the person's sense of wellbeing;
- recognise the person's life experience and their uniqueness;
- help to maintaining social networks (including family and carers);
- focus on a person's abilities as well as areas of need; and
- develop pathways designed to meet the needs of the people who use services and not the people who manage them.

After the transition meeting

The head teacher or lead professional will draw up the transition plan after the meeting and send a copy to the parents. If parents are not happy with the plan, they may ask for changes. The Connexions personal advisor and lead professional should work together to deliver the transition plan.

Taking the transition support plan forward

Parents, young people and other professionals in the 'team around the child' have important and sometimes legal responsibilities in this process. It is important that we agree on the roles and responsibilities of each agency involved in the transition plan.

Young people needing Kent Adult Social Services

The purpose of filling in the KASS notification form (appendix 1a) after the year-9 transition planning meeting for a young person with complex needs who is likely to need Kent Adult Social Services in the future is so KASS can plan services.

Yearly review of the transition support plan

The transition support plan should be reviewed and updated every year while the young person is in full-time education (which may be 19 or 24 for young people with learning disabilities).

The review 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. These goals might include leisure, health and travel training needs as well as further education and employment.

Some reviews are more important than others. For example the Year-10 (age 15) review will be particularly important if the young person is considering leaving school at 16 to go to college or to work.

Before the meeting

Some young people can be supported to lead their own planning meeting. This helps them begin to take control and plan their own futures and be seen as an adult. They may need a chosen worker to be available to support them through the process. If the young person is not willing or able to lead, then another member of the meeting should be identified to lead. These matters should be considered and sorted out before the meeting.

At the meeting

The meeting provides an opportunity to consider how many of the transition plan targets and tasks have been met.

After the meeting

The school or lead professional will draw up a revised transition plan, if needed, and will update the plan on the progress, which has been made towards the transition targets. More detailed plans will need to be drawn up to manage particular events such as the move to college if the young person is leaving school at 16. Once again it is important to identify who is responsible for carrying forward the targets set out in the plan. We will send a copy to the young person and to the parents.

Planning for changes (ages 15 to 19)

As mentioned above the Year-10 (age 15) review can be particularly important as a number of changes can happen at 16, such as the young person leaving school to continue their education at college or to go to work.

Continuing education

Staying on at school

If a young person decides to continue at school, for some this may involve moving into the sixth form of their mainstream school. For others it could mean staying on at a special school which has a department of further education. In most cases this will mean very few changes in terms of procedures and access to services.

The college option

In Kent, most young people with special educational needs or disabilities, who want to continue their education, move on to a local college so that they can live at home and keep up links with friends and the local community.

Assessment for access to college courses

- **Local colleges**

Most students with special needs will go to a local college when they leave school. Before a student is accepted for a college course we will assess them to make sure that we can meet their needs in that environment. The assessment will take account of the learning, social and physical needs of the student. For most Kent students, the school and the college will already have set up links during Years 10 and 11 so that the young person will:

- be familiar with the college campus and the routines of the day; and
- have sampled some of the college courses and got to know important members of staff.

The liaison between the school and the college will also mean that college staff are aware of the needs of that young person before a place is offered on a course.

Each college will have its own procedure of assessment. It is important that the person carrying out the assessment understands the special educational needs of the young person. If their needs are particularly complex, the college may ask for advice from other professionals for example, a speech and language therapist, occupational therapist, physiotherapist or educational psychologist.

Colleges should take account of the information provided in the 'Moving On' plan. (Section 140 Assessment). The Connexions PA will review the 'Moving On' Plan (S140 Assessment) at least every year with the college.

- **Travel costs**

It is important to note that transport will not be provided to college and travel arrangements will need to be made which may be paid for or partly paid for from various sources. You will need to discuss this with the college.

- **Good practice for the move to local college**

Research has shown that the move from school to college between 16 and 19 can be made easier for the young person if:

- parents and young people arrange a visit to local colleges and ask about suitable courses (it is often helpful if this is done with school staff, who may know other students with similar needs who have been to the college or who are on particular courses);
- ink placements are set up so that the young person can sample options and get used to the college campus and routines;

- link visits are supported in school so that the young person can talk about the experience in groups or one on one;
 - links are built up gradually during Year 11 so that the young person gets used to change gradually and builds up a relationship with staff at the college;
 - information is exchanged well between the school and college about the young person's needs - including equipment and accessible environments for learning and independent living;
 - they share a book of achievement, photographs, records of trips and so on with college staff; and
 - discuss the possibility of link placements for Year 11 with the school and local colleges.
- **Specialist colleges**
In a very few cases it may not be possible for a local college to meet the needs of a young person. (A 'local college' is one which a student might reasonably be expected to travel to.) In these cases, we may look for a specialist college place after discussing the issue at the transition planning meetings. The Connexions Service can give you advice about which colleges are available and how to apply for a place. Many of these colleges will be at some distance from home and so we need to consider carefully the full implications of this for keeping links with family, friends and the local community.

The process of assessment for a specialist college involves collecting a range of information, which will include reports from school and the local college to show that the young person's needs cannot be met locally. The local colleges will have to confirm that they cannot meet the young person's needs before a specialist college can be considered.

If there is a possibility that a specialist placement will be needed, it is important for this to be decided early on in the transition-planning process, so that there is time for the whole process to be completed before the young person is due to leave school.

Wherever possible, applications for funding should be jointly presented to the LSC by the local authority and Connexions as appropriate.

- **Funding**
The Learning Skills Council (LSC) is responsible for funding and planning the education and training of people over 16 years in England who no longer go to school. The LSC has clear duties to meet the needs of students with disabilities or learning difficulties. The Connexions PA will discuss funding needs with the LSC.

The Learning Skills Council must also consider what will be best value for money. If a young person or their parent is not happy with the LSC's decision about a college placement, they can ask them to review the decision. The Connexions PA will be able to give information about this process.

If a young person is at residential college and has been assessed by Kent Adult Social Services and is eligible for services, KASS may fund the young person to stay in the residential college or other residential setting during the vacation period if this is appropriate. They will assess the situation first and they will be charged according to residential charging rules.

Employment

The discussion at the yearly review and the transition plan should include ideas about what might be possible in terms of employment. It should influence the choice of work experience and work link options, identifying the support needed. Some college courses will lead to vocational training and qualifications. A few young disabled young people will be able to enter employment without any special support but, for many, extra support will be appropriate.

Looked-after children (LAC)

LAC are those children and young people in care under section S20 of the Children Act 1989 and those looked after on 'interim' or 'full' care orders under the Children Act 1989, including children placed at home with parents.

Any of these children will have a personal education plan (PEP) throughout their school education. Under the Leaving Care Act 2000, every eligible young person who is in care on their 16th birthday must have a pathway plan. This plan should build on the young person's care plan and individual or personal education plans, mapping out a pathway to independence, including education, training and employment. Care leavers should also have access to a personal advisor. It is also important to note that the needs of young disabled people do not suddenly end when they leave care and that the link between the various agencies concerned with the young person's welfare should continue after leaving care. Wherever possible, we should hold the transition review at the same time as a looked-after child's statutory review to avoid doing the same work twice. Plus the transition support and pathway plans should be combined.

And, if a young person in a foster placement wants to continue with a placement after they turn 18 the Adult Placement Scheme will give them advice at the age of 16.

If, when the Community Care Act assessment is finished (see 1.14 to 1.17) the young person is eligible to receive services from the Adult Placement Scheme, six months before they turn 18, an adult placement officer will visit the carer jointly with the Children Families and Education Directorate fostering social worker. They will then apply for registration with the Adult Placement Scheme.

If the carer's only caring role is with the Adult Placement Scheme, you must send the relevant paperwork about their former caring position with the Fostering Service to the manager of the Adult Placement Scheme. If the carer continues with their fostering or family-link role as well as being an Adult Placement Carer, all relevant managers will keep a copy of all paperwork on both caring roles.

Health

The current procedure for occupational therapy and physiotherapy services is that the young person would continue to be offered a service while they are in full-time education until they are 19. However, some young people choose not to take this up. This also applies to other child-health services such as paediatricians. Some paediatricians even continue beyond that. The transition process is very person-centred and as flexible as possible.

There are also cases where there is no similar adult health service to refer into.

If a young person leaves education or chooses to transfer to adult health services, the GP will take on the role of co-ordinating their health care.

Some specialist children's services, such as audiology and rheumatology, are not provided beyond 16. So, it is important to identify whether a young person is receiving any health services that will transfer into adult health services at 16 and how this will be taken forward. There may also be cases where there is no equivalent health provision in adult health services.

Benefits

Parents and carers should be aware that young people might be eligible to claim a range of allowances and benefits in their own right from the age of 16. These include:

- Housing Benefit;
- Disability Living Allowance;
- Income Support - including young people at school or college if they have severe physical or learning disabilities; and
- Incapacity Benefit.

You can get more information from the benefits enquiry helpline. The disability employment adviser at Jobcentre Plus or a citizen's advice bureau can also provide advice. If Social Services have been working with the young person, they can make a referral to our benefits adviser.

Discretionary allowances from age 16

Since 2004 the Education Maintenance Allowance has been available to all students who choose to stay on at school or enrol at college on either academic or vocational courses. Students may be eligible for up to £30 a week to cover day-to-day costs such as for travel, books and equipment for a course. The allowance depends on the family's income. The Connexions personal advisor and careers teachers will have further details.

Direct payments and In Control

If a young person and their family are receiving services from Children's Social Services they may well have been offered a direct payment. When a young person reaches 16, he or she may be eligible to hold the direct payment or an individual budget themselves.

Contacting Kent Adult Social Services

If it is thought likely that a young person will need adult social services at or after 18, the lead professional should fill in the notification form (appendix 1b) and forward it to the appropriate KASS team leader no later than six months after the young person's 16th birthday. Sending in the notification form at this stage is so the KASS manager can consider whether the young person is likely to be eligible for assessment for adult social services. It will not be a referral.

Referral to Kent Adult Social Services

A referral should be made as soon as possible after the young person's 17th birthday and may be made on behalf of a young person by:

- their family or carer;
- friends;
- solicitors or other advocates;

- health-service staff; or
- any other government or independent agency.

If the young person is planning to go into further education before taking up adult social services, a referral to KASS should still be made when the young person is 17 so that arrangements can be made to link with the lead professional.

If KASS confirms that there is evidence that the young person is eligible for adult social services, an assessment under the NHS and Community Care Act 1990 will be arranged.

KASS has a duty to carry out an assessment and, from the results of the assessment, to decide if services are provided. Refusing to carry out this kind of assessment is rare and KASS must give reasons for any refusal. The assessment will cover both the needs of the young person and their ambitions for the future. After the assessment the care manager will decide whether the young person is eligible for services from the KASS using the Fairer Access to Services (FACS) conditions on eligibility. The care manager will tell the lead professional, the young person and their family about the outcome of this assessment.

KASS will offer advice to young people who are assessed as having moderate or low needs and give them details of other agencies who may be able to offer support. KASS will also give information on the complaints procedure at this point.

If the young person is eligible for adult social services, KASS will appoint a care manager who will link with the lead professional and work alongside them for the six months before the young person's 18th birthday. The care manager should go to the Year-12 transition review to confirm how Kent Adult Social Services will work with other agencies to help the young person make a transfer.

During this year, the young person's lead professional should meet with an identified care manager in KASS to discuss and agree transfer arrangements. If the lead professional is a social worker in CSS, joint working arrangements should be agreed to prepare for transfer.

Transfer to KASS will usually happen on the young person's 18th birthday. If the young person has transferred from the Children, Families and Education Directorate, the CFE case worker will continue to work with the care manager and provide advice on requirements, entitlements and expectations, particularly if a young person is continuing in education for at least six months after the transfer.

Changes in financial responsibility

If the young person is eligible to receive a service from KASS, KASS will carry out a financial assessment to see if they will have to pay towards their package of care. The parents' and carers' financial status is not part of the assessment process. So, if benefits were not reviewed at 16, it is important that they are reviewed at 18.

If the young person is not already receiving Independent Living Funding, direct payments or needs a financial assessment, the care manager will refer them to the Benefits Team, who will help the young person to apply for benefits they are entitled to and will decide how much contribution, if any, the young person will have to make towards the cost of KAS services. Where appropriate, the care manager will also refer the young person to the Independent Living Fund. (They can claim this between the ages of 16 and 66). See the link to ILF website <http://www.ilf.org.uk/home/index.html>

It is important to identify, as early as possible, whether there are any funding issues that might affect a smooth transfer. In some cases KASS cannot make a bid for funding until a young person reaches 18, which might result in a funding gap. In these circumstances there must be discussions between the referring agency and KASS to deal with any shortfall. Agencies should not decide alone to withdraw funding.

Occupational therapy (OT)

If a CFE/CDS occupational therapist has assessed and provided equipment or an adaptation to a disabled young person to use at home, this equipment will stay with the young person, even after they turn 18, and will be only be returned when they no longer need it. The CFE/DCS occupational therapists will try to review all equipment before the young person turns 18.

If the assessment for a service asking for an adaptation or equipment cannot be completed before the young person reaches 18, negotiations will begin with the adult OT service to provide a smooth transfer and to avoid another assessment. This work with the adult OT service will begin after the Community Care Act assessment has been carried out.

Carer's assessment

The Carer's (Recognition and Services) Act 1995, entitles carers to have their own needs assessed when the young person's needs are being assessed. We should do the assessment, but carers can also ask for the assessment to take place. The results of the assessment will not give carers direct access to services but we will take account of their needs when agreeing the care plan.

After age 19

Most young people with special needs will leave school or college at 19, although a few may go on to higher education. The move to adult health and social services will already have been co-ordinated through the transition plan.

After the age of 19, the focus will be on further developing the independence skills of the young person and giving them the power to make choices and decisions about their life. This could include whom they live with, where, and choices about personal care. To achieve the goal, it is important to consider the communication skills of the young person and make sure that systems such as simplifying or presenting information, signing or using symbols and using communication aids all stay in place when the young person leaves school or college.

At this stage, as between the ages of 18 and 19, Connexions will be involved in assessing possible pathways, contacting further-education providers and specialist providers to identify appropriate programmes and progression. Agencies specialising in organising and arranging supported employment and placements will also become involved. KASS will assess the level of support needed and, wherever possible, identify local services.

Education and training

There are significant numbers of 19-year-olds who will have stayed in special schools and who will then leave to go on to further-education programmes or possible employment. Some young people will continue to go to a further education or specialist college beyond the

age of 19 and lots of agencies will be involved. Monitoring their progress will be the task of the college. However, if the young person has a learning disability, a Connexions personal adviser can be involved to offer advice and guidance until the young person's 25th birthday.

Work options

Many young disabled young people would like to have the opportunity to work.

The Disability Discrimination Act 1995 makes it unlawful to discriminate against disabled people because of their disability (in other words, providing goods, services or employment). It is unlawful for employers of 15 people or more to treat a disabled person less favourably because of their disability, unless there is a 'good cause'.

Many young people will have had the opportunity of work-link experience while at school or college and this will help them to make a more informed choice about the work they would like to do.

Supported employment schemes will help a young person with a disability to find a job and continue in employment.

Workstep is the Government's supported employment scheme. Its aim is to provide opportunities for young people with disabilities to work in a supported environment and, when possible, to move towards unsupported employment. Referrals to Workstep are made through the Disability Employment Advisor (DEA), who is based at the local Jobcentre Plus Offices. The DEA will help with:

- advice and information about employment for people with a disability;
- details of government initiatives to allow young people with disabilities to find employment; and
- local job vacancies that might be suitable.

Workstep includes:

- the Job Introduction Scheme where the disabled person can work at a job for a trial period while Jobcentre Plus helps the employer with the wages;
- access to work - this helps to tackle some of the practical problems, such as help with transport costs, special equipment or providing a support worker; and
- Modern Apprenticeships - the young person can learn on the job, building up knowledge and skills while earning a wage. These are available to young people aged 16 to 24. The Connexions PA and Jobcentre Plus will have information about the apprenticeships.

These supported employment schemes are flexible and designed to meet the individual needs of a young person with disabilities. The employment offered may be part-time or full-time.

Voluntary work - for some young people there may be opportunities to do voluntary work to gain experience and skills, which could lead to paid employment. There is no restriction on the number of hours that someone can do voluntary work without it affecting entitlements and benefits. However, if benefits are being claimed, who should tell the Benefits Agency and Jobcentre Plus about any plans to carry out voluntary work.

Permitted work

In 2002, the idea of permitted work replaced the previous category of therapeutic work. Under the permitted-work rules, anyone receiving Incapacity Benefit can work for up to 16 hours each week for 26 weeks without it affecting their entitlement to benefits.

There are other, quite complicated, rules about how much a person can earn and extending the time beyond 26 weeks.

There have been many changes in the law since the early 1990's, which are helpful to disabled people who would like to work. These include the following.

- The New Deal for disabled people, which is part of the Government's Welfare to Work strategy. The aim of the scheme is to help people into work who receive health-related benefits, such as the Disability Living Allowance. People do not have to join the scheme - it is voluntary.
- The Minimum Wage Legislation of 1999, which protects vulnerable employees (such as disabled people) from being exploited. With a few exceptions, which are set out in the act, it is illegal for employers to pay less than the minimum wage. The act has worked against a few people who have high support needs because employers may be reluctant to take them on. However, all employers with over a certain number of employees are expected to employ a percentage of people who are registered as disabled.
- There have been changes in the rules of the benefit system, which may make it more flexible when people want to move from benefits into work. However, some benefits are at risk if a person enters paid employment and so it is important to get reliable advice.

Housing and independent living

The White Paper 'Valuing people' – says that people with learning disabilities should have more choice and control over where and how they live.

Young disabled people may face considerable barriers if they want to move into a home of their own. A shortage of suitable housing in both the private and social rented sector is one problem in Kent.

A further common difficulty is the ability of the District Housing and Social Care Services to work together effectively to co-ordinate the accommodation available and the support needs of a disabled person. The local plan for 'Valuing People' includes a commitment to more people having their own homes, with support.

Young people with disabilities may want to consider a range of housing options and their ideas about where and how they want to live may change over time.

The initial discussions about ambitions for the future should take place as part of the transition review in Year 9, at school, when the young person may only be 14 years old. By the age of 19, after leaving college or school, the young person may have very different ideas, which can, if appropriate, be included in their care plan after the assessment at 16.

A range of housing opportunities is available to young people with disabilities.

Renting from a private landlord

It may be possible for some young people to join the private rental sector and buy in any support they need from Adult Social Services. To do this, the young person will need to have the ability to enter into a tenancy agreement. This means they must be able to understand the consequences of entering into such an agreement and understanding their rights and

obligations under the contract. If support is needed, a care manager will carry out an assessment to make sure that a young person is eligible for support and assess individual care needs. Making any adaptations to the property itself may be more difficult in this sector.

Social housing and supported living

If a disabled person wants to apply for social housing, the first step is to fill in an application form and attach a copy of a current assessment of their needs. In Kent, a disabled young person could be included on the Special Needs Register of the District Housing Department. This arrangement helps to make sure that clients are offered properties, which are suitable for their needs. It is possible for a young person to register for housing from the age of 16 if they have a guarantor or support from Social Services. However, most people register from the age of 18, when they may be granted a tenancy in their own right.

The tenants can live in friendship groups and have the support they need arranged through social services. The level of support may change from low level, such as help in budgeting or cooking, to a higher level, such as help with personal needs.

In some areas, premises that were residential care homes have been adapted to offer supported living opportunities. Residents may share facilities such as the kitchen, bathroom and living room, but have their own bedroom. Some of these schemes are able to offer sleep-in support for residents.

Housing associations

Housing associations, now known as registered social landlords, can build homes specially designed to meet the needs of disabled people. Housing associations can apply to the Housing Department for social-housing grants and grants to adapt properties to meet the needs of disabled tenants.

Adult Placement Scheme

These schemes offer people with disabilities who are over 18 the opportunity to live with a family in the community. The adult placement carer is the central worker for the scheme and the young person will share the daily routines and activities of the carer's household. Like a foster carer, the adult carer is paid to provide the service. Rent would be paid using Housing Benefit and the young person would pay for food and fuel from their benefits while their care needs are assessed and paid for by Social Care Services.

The Adult Placement Scheme can usually provide a temporary placement while a young person is developing the skills needed to live more independently in the community.

Living at home

Some young people choose to continue to live at home with their family rather than live independently. These arrangements may work well while parents are fit and in good health, but may need to be reconsidered over time. The Carers and Disabled Children Act 2000 says that we must carry out an assessment of a carer's ability to provide, and continue to provide, care. We discuss the role of the carer in more detail later in this section.

While a young person is living at home they do not receive Housing Benefit in their own right even if they are paying rent to their parents. The householder may get a reduction in their council tax if the home is adapted because of a person's disability and may be eligible for other benefits such as Income Support or Disability Living Allowance.

Residential care homes

Although most disabled people are now being supported to live in the community, there are a few people who will need high levels of support and for whom residential care may be appropriate. We would discuss the need for a residential placement at 19 as part of the assessment under the NHS and Community Care Act 1990 but, as needs change over time, the care manager may carry out an assessment at any stage in the life of a person who is disabled. (This may be 18 in some cases.) The care manager will discuss the residential options that are available. The homes will vary in size and the level of support that they can offer the residents.

Buying a property

A few young people may be fortunate to have the money to buy a house or flat of their own. However, the young people must either have the ability to enter into a legal contract on their own or have a trustee who has the power to act on their behalf. If the young person is assessed at 16 under the NHS and Community Care Act (1990), the care plan and future reviews will take into account any adaptations to a house, which are needed to support independent living. We may arrange a home visit and assessment by an occupational therapist.

Financial arrangements

Helping a disabled person with their finances may be an area of anxiety for some carers. The issues may include the following.

- Collecting benefit for a disabled person - this is done by becoming their 'agent' so that the carer can cash the giro and so on, on their behalf.
- Claiming benefit on behalf of a disabled person - this is done by becoming their appointee. The Benefits Agency will then deal with the carer as if they were the person claiming the benefit.
- Dealing with banks and building societies - to do this the carer would need to write to the bank or building society. Or, it may be easier to consider having a joint account with the disabled person.
- Taking power of attorney - may be advisable if a person with a disability has complicated financial affairs or a large amount of money is involved. The power of attorney is a legal document that allows someone to take control of the financial affairs of another person. The young person would have to be judged to be unable or unfit to manage his or her own affairs. A solicitor or the local citizens' advice bureau would be able to provide more information about this.
- Providing for a disabled person through a will - if a person with a disability may not be able to manage money or property left to them in a carer's will, it may be worth considering setting up a trust. The trust will mean the trustees the carer has chosen will manage the funds according to their wishes as set out in the will.

One complication is that a trust may affect the benefits available to the person with a disability whether they are entitled to social-care services. If a disabled person is left money but does not have the ability to manage it and no trust has been set up, the Court of Protection will appoint a receiver who will act in the same way as a trustee.

It is important to get legal advice to make sure that the person with a disability gets the best possible outcome when there are complicated financial arrangements to be made.

Out and about

Using public transport

Using public transport is often difficult for disabled people. For some people, access may be the problem, for others learning the skills for independent travel and coping when things do not go according to plan may be the issue.

There are a number of schemes that may help with travel needs.

- Some district councils offer a choice of travel concessions for young people over the age of 18 in the form of bus passes.
- The Disabled Persons Railcard allows the person to buy cheap tickets for the disabled person and another adult travelling with the person. The cards are valid for 12 months, but people need to meet certain conditions to qualify for a railcard under the scheme.
- Accessible taxis - a number of local taxi firms have wheelchair-accessible vehicles
- Dial-a-Ride schemes – the district council provides a service for people who cannot use regular public transport.

Travel by car

Many disabled people will want to learn to drive and young people who are receiving the higher rate of Disability Living Allowance may start to learn to drive when they are 16. The DVLA will need to know about a disability to assess a person's ability to drive. The person will need to provide supporting evidence from the person's GP. When a young person receives their licence there will be an assessment to see what modifications might need to be made to the vehicle and what concessions might be needed when they take their test.

Motability is a UK charity, which allows people to use the higher-rate mobility element of the Disability Living Allowance to hire or buy a car. If the disabled person does not drive, Motability may still be able to help with buying a car and the person with the disability can choose up to two people as the drivers.

We also operate the European Blue Badge Scheme, which allows people who are blind, or have certain other disabilities, to park close to shops and services. The Blue Badge is only valid if the disabled person is the driver or a passenger in the car. The following link gives information: www.kent.gov.uk/SocialCare/disability/parking/

Leisure activities

As young people with disabilities move into adult life it is important for them to be able to enjoy leisure activities independently from their parents or other family members. All young people need to be encouraged to develop their own interests and try out new activities and experiences.

Some people may be able to join local clubs or activities that interest them without extra support. However, it may be helpful to explain any special needs (for example, difficulties understanding what is said) to the organisers, so that possibly difficult situations can be avoided.

As well as the usual range of leisure facilities that are available locally, there are activities and events organised specifically for people who are disabled.

Some young people may find it difficult to take part in local leisure activities for a number of reasons, which might include:

- a lack of suitable transport which is available at the weekend or during the evening
- finding or funding the level of support which is needed; and

- a young person with any complex health needs may find it hard to find activities where there is the level of support, which will allow them to take part.

The Children's Information Service (CIS) may be able to help with some of these difficulties. The service has an information officer dedicated to researching and providing information about services and facilities for children with extra needs, up to the age of 18. This includes information about suitable leisure activities.

The Family Fund may be able to help towards the cost of a holiday while a young person is under 16. And, after 16 there are a number of other organisations that may be able to help with costs.

'Holiday care', a national registered charity, is a good source of information about funding possibilities.

Caring for carers

The National Carers Strategy represents a commitment to carers and recognises the role that they play in society. The vital but informal care that is offered to sick or disabled people by parents, children, friends, relatives and neighbours is specifically dealt with in the following acts.

- Disabled Persons (Services, Consultation and Representation) Act 1986
- Carers (Recognition and Services) Act 1995
- Carers and Disabled Children Act 2000
- Carers (Equal Opportunities) Act 2004

Disabled Persons (Services, Consultation and Representation) Act 1986 - this act states that we must take account of the ability of a carer to continue to provide care on a regular basis.

Carers (Recognition and Services) Act 1995

A carer may ask for an assessment under this act if they are caring for a person who has already had an assessment under the NHS and Community Care Act 1990. We have a responsibility to make sure that carers are aware of their assessment rights and give them information about the assessment. If a carer asks for an assessment, we have a duty to carry this out.

Carers may be eligible if they fall into certain groups.

- Adults (18 or over) who provide, or plan to provide, care regularly.
- Children (under 18) who provide, or plan to provide, care regularly.
- Parents who provide, or plan to provide a substantial amount of care regularly for disabled children.

The act does not give a specific entitlement to services but the assessment will inform the care plans of the disabled person and so may benefit the carer.

Carers and Disabled Children Act 2000

This act gives us a duty to carry out an assessment of a carer's ability to provide care for a disabled person who is over 18. The carer must be over 16 and will have to ask us to carry out the assessment. This assessment will be co-ordinated with the findings of the

assessment under the Carers (Recognition and Services) Act 1995, and we will decide whether the carer has needs in relation to the care that they provide. If the assessment shows that the carer does have needs, the local authority has the power, but not the duty, to provide services to the carer rather than to the person who is receiving care.

Carers (Equal Opportunities) Act 2004

This sets out the local authority's duty to tell carers about their right to an assessment and states that the assessment must include whether the carer wishes to work, carry on with education or training or use leisure activities.

Benefits

The main benefit available to carers is the Carer's Allowance. It is available to carers who are under 65 and care for someone for more than 35 hours a week. The person they care for must receive the middle or higher band of the Disability Living Allowance. The Carer's Allowance depends on income - currently the carer must earn less than £77 a week to claim the allowance.

Retired carers who are eligible for the Carer's Allowance may also be eligible to receive the Carer premium.

Young carers

There has recently been much more awareness of the role of young carers who may support parents who have a disability, and young adults who will provide care for brothers or sisters with a disability. Young carers are included in the Carers Act. However, young carers will not be eligible for transition planning under this procedure unless they themselves are disabled. We are developing a separate strategy to make sure the interests of young carers are prioritised.

Relationships and sexual health

All young people are entitled to information, help and support in terms of personal relationships and sexuality. Young disabled people have the same needs, behaviours and rights as all young people but are often discouraged from having sexually active relationships.

It can be a very difficult and confusing time for young people and their parents or carers and there are a number of things that may be helpful to know.

- Talking about growing up and the changes that happen to our bodies mean that professionals and parents and carers have to think about the words they are going to use to describe private body parts and sex. Most schools decide to use the 'proper' or biological names. Most parents want their children and young people to know these names but may have other names they use too.
- As children grow up, they are faced with many new experiences and it is important that they are helped to become more independent by trying not to protect them too much. They will learn from these experiences, especially if the adults around them help them to take some carefully planned risks.
- Adults also need to make sure that children and young people are protected from exploitation and abuse. As a result, they need to know that some parts of their bodies are private, and they learn what to do and say in certain situations.

The law and sexual activity

In England and Wales, the law on sexual offences has been updated. The legal age for young people to have sex is 16, whether straight, gay or bisexual. This applies to someone with a learning disability as long as the person can agree to sexual activity.

Even at 16, some people with learning disabilities do not have enough understanding to be able to agree to sexual relationships. They may be able to do so in the future with some appropriate sex and relationships education, or they may never develop this ability. The law gives these people extra protection against abuse.

The aim of the law is to protect the safety and rights of young people and make it easier to prosecute people who pressure or force others into having sex they don't want. Forcing someone to have sex is a crime.

Although the age of consent is 16, it is not intended that the law should be used to prosecute agreed teenage sexual activity between two young people of a similar age, unless it involves abuse or exploitation.

Under the Sexual Offences Act, young people still have the right to confidential advice on contraception, condoms, pregnancy and abortion, even if they are under 16.

Annex 1

Agency roles and responsibilities

Introduction

If young people are to be helped to make an effective transition, practitioners and their managers need a shared understanding of roles and responsibilities to carry out their responsibilities.

This appendix sets out the roles and responsibilities of the agencies during the move for disabled young people.

Connexions Kent and Medway

The aim of the service are to:

- make sure all young people can take part effectively in appropriate learning;
- remove educational, social and cultural barriers young people experience which prevent them from getting involved effectively in learning; and
- provide a support, guidance and brokerage service whatever the young person's circumstances.

Responsibilities and contributions to the transition process

- Connexions have a particular role to play in making sure that young people with SEN aged 13 to 19 are involved in the progression (can stay involved with young people with learning disabilities up to their 25th birthday).

- Connexions have a particular focus on supporting disadvantaged young people or those likely to underachieve, including those with SEN but without statements.
- Connexions should give schools information that will help these students make a successful move to education, training or work after leaving school.
- They help the young person and their parents to identify the most appropriate provision, provide counselling and support and oversee information on the young person's choice of what to take advantage of. These processes will need to be carried out with us, our SEN officers and those professionals who know the young person well.
- Where necessary, Connexions Kent & Medway will develop an individual action plan for a young person using the common assessment framework (which replaces the Assessment Planning, Implementation and Review (APIR)). This should not be separate from the transition support plan.
- In the young person's final year of school, Connexions Kent & Medway has a separate responsibility, under section 140 of the Learning and Skills Act 2000, for making sure that an assessment of their needs on leaving school is carried out and the services identified. Connexions will make every effort to come to this final review of the statement and to consider the transition plan together with this assessment so that there is an overall approach.
- Connexions must also make sure that all young people who may have difficulty in transferring to further education or training after they have completed their compulsory schooling, including those with SEN but without a statement, have a needs and provision assessment.
- They should also get the agreement of students and parents to transferring information (including statements) from school to the continuing-education sector or other provision.
- Connexions should make sure that if a young person has a statement of special educational needs, a copy of the statement together with a copy of a most recent annual review and the transition plan is passed to the Children's Social Services and any college, training and so on that the young person is attending.
- If a decision might need to be taken about placing a student in a specialist college, we should send a copy of the transition plan to the local LSC.
- If young people are placed outside of Kent, the Connexions service near the school or residential unit where the young person is placed must provide a personal adviser for all young people living in their area. This includes going to the transition review meetings.
- Connexions Kent & Medway must make sure that a personal adviser from the home area goes to the final review meeting.
- The home area Connexions personal adviser will keep in contact with the young person during school holidays.

Schools:

- give Connexions Kent & Medway a list of young people with statements no later than the two weeks before the start of term in Year 9;
- must invite Connexions Kent & Medway to provide written advice and invite them to the review meeting in Year 9, so all options for continuing education, careers and occupational training are considered seriously;
- must invite social services to come to the review so that any assessments can contribute to and draw information from the review process;
- should make sure that other providers are aware of the particular procedures to be followed in Year 9;
- must, with Connexions Kent & Medway, make sure that a transition plan is drawn up;
- should, together with Connexions Kent & Medway, help transfer information to make sure that young people receive any specialist help or support they need during their continuing

- education and vocational or occupational training after school; and
- should invite a representative from any college, training and so on to the review meeting.

National Health Service

The aims of the service are to:

- promote the health and wellbeing of children, young people and adults;
- reduce inequalities in health provision;
- take the lead on developing primary and community health services to tackle inequality and improve the quality and convenience of services;
- provide a smooth process between primary and secondary health care and during the move from child to adulthood; and
- involve service users in decisions about their health and health care.

Responsibilities and contribution to the transition process

- The NHS must keep to the SEN Code of Practice.

'Health professionals involved in managing and caring for the young person should provide advice towards transition plans in writing and, wherever possible, should go to the review meeting in Year 9. They should advise on the services that are likely to be needed and should discuss arrangements for transferring to adult health-care services with the young person, their parents and their GP. They should help with any referrals on transferring records, which may be needed, as long as the young person and their parents have given permission. They should also work with the Connexions Service as appropriate'.

Primary Care Trusts, who commission health services, must make sure of the following.

- The school and Child Health Services must be involved with a disabled young person up to 18 (or 19 if necessary), and take the lead on identifying future health service needs;
- Professionals involved in managing and caring for a young person should contribute to the transition plan in writing and, where possible, go to the review in Year 9.
- An appropriate professional will advise on services likely to be needed and help with referrals and transferring records (with the permission of the young person and parents);
- PCTs work with Connexions Kent and Medway if appropriate.
- Health reports will be provided when asked for, and within the necessary timescales, from all health professionals involved with the young person. These may include:
 - developmental assessments;
 - medical reports;
 - therapy reports; and
 - mental-health service reports.
- All young people with statements of SEN who want a health action plan have one.
- The Health Action Plan will contribute to identifying all of the young person's health needs.
- The School and Child Health Service will make sure that the GP is kept fully informed of the ongoing health needs and transition plan.
- The PCT will work with adult mental-health services where necessary in line with agreed procedures.

- If a young person meets NHS, or continuing-care, conditions and joint-agency funding is involved in a specialist placement, either in Kent or elsewhere, the NHS Placements Manager and partner agencies, through the County Forum, will make clear the ongoing health service needs and any other effects on funding.
- They will also make sure that there are appropriate mechanisms so that health advice is provided for review meetings and transition planning each year.

Adult mental health service

Aims of the service

A wide-ranging mental-health service is the result of many partnerships between specialist psychiatric services, other medical specialisms, general practice, clinical psychology, local-authority social services, housing authorities, police, probation, voluntary organisations and self-help groups, as well as carers and service users themselves.

The current thinking behind how services are delivered in mental health takes the view that treatment should be based, as far as possible, within people's ordinary life and domestic surroundings, unless there are good reasons for it to be elsewhere. Psychiatric illness should not disrupt the way of life of the patient and their family, if this can be avoided. If secondary mental-health services are needed, treatment should be prompt and available within a short distance from home. Any time spent in hospital or in other forms of residential care should be the least needed to be effective.

The local authority - education

Aims of the service

The local authority has a legal duty under the Education Act 1996 as amended by the Special Educational Needs and Disability Act 2001, to consider referrals of children from parents and carers, schools and other agencies, to assess special educational needs (SEN), to carry out assessments and, in appropriate cases, to issue statements of SEN. We have a duty to make sure that the conditions identified in each statement are met and to make sure that we meet all other duties placed on us by the acts and the SEN and Disability codes of practice.

Responsibilities and contributions to the transition process

- The authority must send the Connexions Service a list of all pupils in the area who will need a Year-9 review. This must happen no later than two weeks before the start of the school year.
- If young people are placed in out-of-county schools and other facilities, the local authority must pass information about these young people to Connexions Kent & Medway.
- They must gather information from Social Services as to whether a young person with a statement is disabled and so may need services from the local authority when leaving school.

In terms of excluded pupils:

- In Years 8 and 9 (KS3), the local authority will discuss the needs of these pupils at the District Inclusion Forum;
- If they are enrolled at other providers, the usual transition process applies;
- If they go to a pupil referral unit, the staff there will begin transition reviews in the usual way; and

- In Years 9 to 11 (KS4) there are a number of options available where staff will work with Connexions and the Additional Education Needs team to carry out transitional planning according to the code of practice procedures.

Local authority - Children's Social Services

Aims of the service

Children's Social Services have a legal duty to plan, deliver, pay for and develop services that:

- protect children at risk of abuse or neglect;
- meet the needs of children who are in public care; and
- provide support to children in need.

Children's Social Services, often with other government agencies and the independent sector, also have an important leadership role in the community to provide guidance and services that prevent the need for legal action to be taken in families.

Responsibilities and contributions to the transition process

- To provide information on services generally available for families of a child in need (under Schedule 2 of the Children Act 1989).
- To provide any relevant information on planning processes or collecting information (such as the register of Children with Disabilities or the Community Care Plan).
- To provide information of particular local arrangements to identify children who they think may have special educational needs. These are likely to be young children with developmental difficulties, disabilities or particular medical conditions.
- To make sure that schools and early-education settings are aware of the full range of local services they provide.
- To plan appropriate local provision so that if a parent asks for residential education for a child with SEN, we do not base our decision on the basis of lack of support and practical help in their local community.
- To consider Social Services' contribution to the non-educational provision shown in a statement.
- To co-ordinate strategic and operational activities with education and health services.
- To make sure that a social worker goes to the review in Year 9 and helps to create the transition support plan where a young person has a care order, is looked after by the local authority or is identified as a child in need under CSS eligibility conditions.
- To provide paediatric occupational therapy assessments if needed.
- To negotiate the involvement of, and eventual transfer to, Kent Adult Services.
- To make sure there is a 'seamless service' which will both meet need and ease the transition from child to adulthood.
- To provide a family group conference where appropriate.
- To carry out a child-in-need assessment if needed.
- To make sure we carry out transitional assessments of deaf children if appropriate.
- To provide advice as to whether a young person with a statement is disabled (according to CSS conditions) and so may need services from the local authority when leaving school.

Youth Offending Service (YOS)

Aims of the service

YOS work with children and young people aged between 10 and 17, their families and carers and with many partners to prevent offending and re-offending.

Local authority - Adults Social Services department

Aims of the service

The department supports people with particular needs to:

- keep their dignity and self-respect;
- choose and control how they live their lives;
- feel part of their local community and make a positive contribution;
- get advice, information and services easily;
- improve their health and quality of life;
- be free from discrimination or harassment; and
- make the most of their financial circumstances.

Responsibilities and contributions to the transition process

- To link the complex-case process to help with planning.
- To carry out a Community-care assessment for eligible young people in their 17th year.
- To make sure that a care manager comes to the review in Year 12 and helps create the transition plan where a young person is identified as likely to need Adult Social Services in the future.
- To negotiate the transfer from children's to adult services.
- To make sure there is a 'seamless service' which will both meet need and help with the move from child to adulthood.

Local authority – Occupational Therapy and Sensory Disability Services

Aims of service

The overall aim for the service is for adults to promote independence by helping them to carry out activities of daily living and personal care. This also takes into account of the needs of the carers.

The occupational therapists assess the adult within their home and consider long-term needs based on problems with the ability to carry out day-to-day activities within the home such as access to all essential facilities (bathing, toilet, getting in and out of the property and so on).

Sensory Disability Services are made up of a mixture of in-house and contracted-out services including Deaf Services, Hi Kent, Royal National Institute for the Deaf and Kent Association for the Blind.

A wide range of specialist services are provided in line with legal requirements to promote the independence of deaf, visually impaired and deafblind children and adults in Kent.

Responsibilities and contribution to the transition process

- OT

Occupational therapists will carry out a joint visit with Children, Families & Education OTs or meet with the lead professional if a young person is receiving active ongoing involvement that is expected to continue beyond the age of 18.

- **Deaf Services**

Are made up of three teams, one Children and Families team based in CFE, and two adult teams based in West and East Kent. Several different services are provided to deaf and deaf-blind people including social work, support work, advice on benefits and assessing the need for and providing equipment. Staff skilled in British Sign Language and with an in-depth knowledge and understanding of the deaf culture and the deaf community provide these services.

Assessments are carried out by the CFE Deaf Services team as defined by the Framework for Assessment of Children in Need and their Families (DH, 2000) and local Children Social Services policy and practice. Colleagues from the Children and Families and Adults Deaf Services teams will negotiate the transfer to adult services.

If there is a chosen social worker from Deaf Services, they should be invited to the young person's Year-9 annual review and help create the transition plan. If there is no worker and the young person is deaf, we can refer them to Deaf Services to go to the review or provide information. We can also give information and advice on making sure reviews and meetings are fully accessible to deaf young people and or their parents.

- **Kent Association for the Blind**

The local authority pays the Kent Association for the Blind (KAB) to provide assessment and rehabilitation services to visually impaired children and adults in Kent. This includes those with other disabilities such as another sensory impairment, learning or physical disability.

If appropriate we will include a rehabilitation worker from KAB in the transition planning process for visually impaired young people. Assessment and rehabilitation plans would include looking at the following areas.

- Mobility
- Communication
- Daily living skills
- Low vision
- Assessing for and providing specialist equipment
- Emotional needs
- Advice on benefits
- Play and leisure opportunities
- Signposting to training and employment opportunities

Integrated Community Equipment Service

Aims of the service

The service combines Adult's and Children's Social Services and health-equipment services and provides equipment for all ages. One of the main aims is to pool resources. KASS pay for all standard equipment for children but funding for specialist children's equipment has moved over to Children's Social Service. Recycled equipment is 'pooled' for access across all services.

Responsibilities and contribution to the transition process

To make sure there is a smooth transfer of responsibility for providing specialist equipment.

The Learning and Skills Council

Aims of service

Their work includes developing relationships with local authorities and others that lead on developing services for 14 to 19-year-olds and tailoring national priorities to local needs. The LSC provide government funding locally to (eligible) young people aged 16 and over in mainstream and special schools and all young people in the FE sector.

Responsibilities and contribution to the transition process

- To take account of the needs of people with learning disabilities when developing, planning, funding and managing provision for those over age 16.
- To take account of the assessments of people with learning disabilities arranged by Connexions.
- To plan to make sure that young people with learning difficulties and disabilities have access to high-quality learning.
- At the local level, the Connexions Service need to work closely together, drawing in providers and schools and the local authority as necessary, to make sure that the appropriate support and funding arrangements are in place.

Further education

Aims of service

- Ages 14 to 16 - colleges work with schools to offer vocational experiences, tasters and training to improve skills and interests and to encourage progression to further education, sheltered and mainstream employment.
- Ages 16 to 18 - colleges entry-level full-time programmes, continue to develop literacy and numeracy, communication and ICT skills and employability skills and offer a range of vocational opportunities. We will work with special schools to offer vocational experiences, tasters and training to improve skills and interests and to encourage the move towards further education, sheltered and mainstream employment.
- Ages 19 to 25 - colleges offer full- and part-time programmes to further develop skills as listed above where someone needs a longer period of time in which to achieve their goals. At the centre of these programmes is the foundation curriculum and skills to do with being employable. Colleges will work with care homes, care managers, partner organisations from the voluntary sector and individuals (through advocacy) to offer programmes of interest and enjoyment to learners who have learning difficulties. We may be able to get back the cost of these programmes if they are not publicly funded.
- Ages 26 and over - colleges offer full- and part-time programmes to further develop skills as listed above if someone needs a longer period of time in which to achieve their goals. Colleges will work with care homes, care managers and individuals (through advocacy) (as above).

Responsibilities and contribution to the transition process

In all cases the college would aim to gather information about the person so they can plan and discuss with the learner an individual learning plan. They will share this information with the individual and appropriate supportive agencies in line with good practice and the law.

Conditions for access to services

Introduction

We know that young people and parent and carers want to use services based on need. However, in many cases there are conditions for using services that we must acknowledge.

Connexions Kent & Medway

Connexions Kent & Medway provides overall support, guidance and brokerage service no matter what a young person's circumstances are. However, they have a particular role to play in making sure young people with SEN aged 13 to 19 are involved in the process and can stay involved with young people with learning disabilities up until their 25th birthday.

Where necessary Connexions Kent & Medway will develop an individual action plan for a young person using the common assessment framework. (This replaces the Assessment Planning, Implementation and Review (APIR).)

If a young person is planning to continue their education after school, Connexions Kent & Medway have a separate responsibility, under section 140 of the Learning and Skills Act 2000, for making sure that the person's needs are assessed when they leave school.

National Health Service

- **Primary health care**, which includes general practitioners (GPs), health visitors, district nurses and school nurses, is usually the first point of contact with the NHS. Young people, their parents or carers can access these services direct. And, young people can refer themselves to the Young People's Sexual Health Services.

Non-severe mental-health problems, including ongoing mental-health problems, would normally be the responsibility of primary-care services in the community after an initial evaluation by the mental-health service.

The lead health professional for the young person in the School and Child Health Service will be responsible for making appropriate referrals to, for example, the:

- Integrated Adult Learning Disability Team; and
 - Adult Mental Health Service, along with the Consultant Child Psychiatrist.
- **Secondary health care** includes community paediatricians, hospital services, therapists (such as speech and language therapists, occupational therapists and physiotherapists) and other specialist provision such as child development centres, child and adolescent mental-health services, community children's nursing services, dieticians and psychologists and specialist community nurses learning disability.

These services work both in hospitals and the community, and the person must be referred from primary-health care professionals. For some services referrals are also accepted from partner agencies such as the local authority.

- **School and Child Health Services**

This is the link between primary and secondary health care. The service is based in the community and led by a consultant community paediatrician. While specific arrangements may be different across Kent, there is likely to be a consultant community paediatrician who co-ordinates the medical and health service response for disabled young people from birth to 18 (or 19 as appropriate).

The NHS and Community Care Act 1990 sets out the legal framework for providing health and community care for adults. Part III of the Act covers providing services to adults with disabilities. Following an assessment of need under the act, eligibility for services is then decided by using the conditions for eligibility.

The NHS is most likely to be involved with those young people who have ongoing or long-term health needs who will need continuing health care from adult health services. These are likely to include people with:

- learning disabilities;
- mental-health disorders; or
- physical disabilities or long-term health needs.

Young people under age 18 who need residential nursing care will be assessed to see which level of nursing care they are entitled to. From April 2003, young people will be eligible for free nursing-care contribution or fully funded NHS continuing care.

When a young person who has been placed in accommodation to meet their continuing care needs reaches 18, the 'Establishing Responsible Commissioner Guidance' sets out the circumstances in which the arrangement would be treated as having been made under the adult continuing-care provisions. Adults in residential care may have to pay for the social-care part of their care charges which would not have been the case before their 18th birthday.

Because the threshold for PCTs and local authorities providing continuing care may be higher for adults than it is for children, as part of the transition planning for young people who are nearly 18 they will need their health and social-care needs assessed again.

The local authority - education

We have a legal duty under the Education Act 1996 (as amended by the Special Educational Needs and Disability Act 2001) to consider children referred from parents and carers, schools and other agencies, to assess their special educational needs (SEN) and, in appropriate cases, to issue statements of SEN.

If we issue a statement, we have a legal obligation to make sure that we continue to:

- identify the needs of the child and that relevant support is in place;
- track progress and keep it under review; and
- get involved if any or all of these actions are not happening.

The local authority - Children's Social Services

Children's Social Services work under the Children Act 1989, which says that local authorities must assess a child to decide whether they are a child in need. We can make a request for an assessment to Children's Social Services for any child or young person from birth up to age 18 who is living in Kent within our boundaries.

CSS provides two services that disabled children may be eligible to use.

- Disabled Children's Services
- Family Intervention Services

Disabled Children's Service includes:

- Disabled Children's Teams;
- Deaf Children's Team; and
- The Paediatric OT service.

If the CIN assessment identifies that a disabled child meet the following conditions, they will be eligible for a service from the specialist Disabled Children's Service.

- A severe or profound learning disability
- A severe or profound physical disability
- Significant or profound sensory disability
- Complex medical needs or a long-term condition expected to disable the child for more than one year
- A life-threatening illness
- Severe communication disabilities or behavioural difficulties related to the child's disability (for example, autism)
- Severe developmental delay
- A combination of disabilities, which alone are not severe but together cause as much stress as a very severe disability
- A diagnosis of deafness

Children who are eligible for the specialist Disabled Children's Service are more likely to have a statement of Special educational needs (SEN). However, children who have a statement will not necessarily meet the condition for a child in need assessment. However, they are entitled to an opinion from social work for their transitional plan review.

Children in Need

Children's Social Services have developed a 'Children in Need Matrix' to help them decide on the threshold for involvement if a child has significant and long-term health or development needs. CSS should only get involved direct if it is clear that there is high need. In deciding whether a child or family need the help of social work, we will consider the following questions.

- Is the child likely to suffer harm at a later date, and can the risk of harm be reduced by our involvement?
- Is the child likely to need ongoing services from social services and other agencies that need ongoing planning?

- Are parents and carers with family difficulties at a point when they are willing to receive help?
- Is action from social work likely to give rise to other problems that may make involvement at this stage unhelpful to the family?

The local authority – Kent Adult Social Services

The legal provision authorising or requiring Adult Social Services to provide or arrange for accommodation is contained in the National Assistance Act 1948 ('NAA'). The duty under Section 21 of the NAA is triggered if the following conditions are met.

- The person needs care and attention.
- The need arises because of a person's age, disability, illness or any other circumstances.
- The care and attention needed is not available to the person other than if provided in residential accommodation.

KASS has a range of services for adults from the age of 18 who have physical or learning disabilities or chronic ill health, which causes a substantial impairment. These services are organised as follows.

- Services for people with learning disabilities are provided by district community learning disability teams (CLDT) which include both social care and health community-based professionals such as care managers, care manager assistants, community LD nurses, speech and language therapists. They may also contain a transition worker, housing support officer, psychologist or psychiatrists. Not all of these are included at the time and sometimes professionals are shared across teams or districts.

The professionals carry out joint assessments, though different parts of the assessment may involve different relevant professionals. The teams arrange services to meet our legal responsibilities and relevant NHS community-based duties which are specific to learning disabilities. They also link with local mainstream health services to provide other expertise in terms of learning disabilities. As well as working to meet individual needs, they also often do group work, such as healthy eating or managing anger.

The teams are also active in the district partnership groups, which give people with learning difficulties the power to have more choice and control over their lives.

- Local promoting teams assess the needs of people with physical disabilities and co-ordinate services, which include care managers and assistants and cover a patch of part of a district. Health needs are met through mainstream NHS services.

New referrals for both groups go through the county duty service, although for people who are known to children's services this information is also passed to the relevant adult team.

The services depend on eligibility that is decided by fair access to services (FACS). Once eligibility is decided on, a community-care assessment will be carried out to decide on need and the following may happen to meet identified needs.

KASS will:

- assess the young person to see what care they need and develop plans and processes to meet the agreed needs; and

- agree and negotiate appropriate resources, which could include monitoring a young person's progress in line with their care plans and negotiate amendments to make sure we meet changing needs.

You will find a more detailed description of the assessment later in the handbook.

The Fair Access to Care Services conditions on eligibility covers people aged 18 and over who may have community-care needs arising from:

- old age and physical frailty;
- physical disabilities;
- sensory disabilities (problems with hearing or sight);
- learning disabilities; and
- mental-health difficulties.

The conditions for eligibility are based on the risk to independence and are graded into four bands, known as:

- critical (highest level);
- substantial;
- moderate; and
- low.

Only care needs that fall into the critical, substantial and moderate bands will be eligible to receive services from Kent Adult Social Services.

Band 1 – Critical. Services will be provided when:

- life is, or will be, threatened;
- significant health problems have developed or will develop;
- there is, or will be, little or no choice and control over important aspects of the immediate environment;
- serious abuse or neglect has taken place or will take place;
- there is, or will be, an inability to carry out vital personal care or domestic routines;
- vital involvement in work, education or learning cannot or will not happen;
- vital social-support systems and relationships cannot or will not be maintained; or
- vital family and other social roles and responsibilities cannot or will not be carried out.

Band 2 – Substantial. Services will be provided when:

- there is, or will be, only partial choice and control over the person's environment;
- abuse or neglect has taken place or will take place;
- there is, or will be, an inability to carry out most of the personal-care or domestic routines;
- involvement in many aspects of work, education or learning cannot or will not happen;
- most of the social-support systems and relationships cannot or will not be moved; or
- most of the family and other social roles and responsibilities cannot or will not be carried out.

Band 3 – Moderate. Services will be provided when:

- there is, or will be, an inability to carry out several personal care or domestic routines;
- involvement in several aspects of work, education or learning cannot or will not happen;
- several social-support systems and relationships cannot or will not be maintained; or
- several family and other social roles and responsibilities cannot or will not be carried out.

The local authority – Occupation Therapy (OT) and Sensory Disability Services

- OT – to use an OT assessment an individual must meet the same conditions as for adults' social services.
- Deaf Services – to use a service from Deaf Services individuals must have received a medical diagnosis of deafness. Once over the age of 18, the Fair Access to Care (FACs) eligibility conditions will apply.
- Kent Association for the Blind - any individual diagnosed as having a visual impairment can access KAB's services. Assessments are carried out on all newly registered people and once over the age of 18, the FACs conditions for eligibility will apply.

Integrated Community Equipment Service

Access to the equipment service is available to individuals who meet the Fair Access to Service conditions set out above.

Adult Mental Health Service

This is a secondary community service for people with 'severe and long-term mental-health' problems. The service is provided to individuals to promote their wellbeing and quality of life. It is dealt with by the lead agency, the NHS Health Trust and Partnership (KCC).

The community mental-health teams include:

- the intake or assessment team;
- the longer-term Enhanced team; and
- the Older Person's Mental Health Teams.

There are other parts of the service that may be involved and have an effect on young people with mental-health problems.

- Crisis Intervention service (home-treatment team)
- Early Intervention Psychosis Team (trying to get involved with young people aged 16 or over who have had a psychotic episode)
- Eating Disorder Service.

A GP or other similar professional will refer a person to the service. Eligibility depends on the care programme approach. The conditions for referring someone from primary to secondary care are that the service user has a suspected or confirmed diagnosis of mental illness, which needs secondary-level services (including assessment for treatment and management) beyond the resources and expertise of the local primary care team, or a non-

mental-health specialist service such as Accident and Emergency. Other factors would include the following.

- How urgent the situation is, especially when associated with increased levels of risk in terms of deliberate self-harm, harm to others, self-neglect or being exploited by others.
- The need to go into hospital, either informally or under the Mental Health Act 1983.
- Referral by a nearest relative under Section 13(4) of the Mental Health Act 1983.

The service is normally available for those aged 18 to 65. Some services are available to young people of 16 years depending on their circumstances and education.

The local authority - Youth Service

The Kent Youth Service is available to young people aged 11 to 25 and provides a wide range of social and educational activities and experiences including:

- the Duke of Edinburgh Award;
- Millennium Volunteers;
- UK Youth Parliament;
- 28 youth centres;
- mobile projects operating in towns and rural areas;
- residential centres; and
- KEY training services which offer training programmes including vocational courses such as Basic Skills, NVQs and Modern Apprenticeships in five training centres around the county.

Learning and Skills Council

The funding guidance for placing people with learning difficulties or disabilities says that the LSC has duties and powers in terms of finding accommodation for these people. These duties apply to three groups of potential learners.

- Those learners of a compulsory school age, but not yet 19.
- Those learners aged 19 but not yet 25.
- Those learners aged 25 and over.

Welfare benefits

In June 2001 the Department of Social Security (DSS) was replaced by the Department for Work and Pensions (DWP). The DWP deals with all social-security benefits and state pensions except tax credits and Child Benefit which are dealt with by HM Revenue & Customs. The DWP is made up of three sections.

- Jobcentre Plus – they provide services to people of working age and deal with most of their benefits except Disability Living Allowance (DLA) and Carer's Allowance.
- The Pensions Service – provides services for pensioners.
- The Disability and Carer Service – they handle DLA, Attendance Allowance and Carers Allowance.

Voluntary sector

By definition this sector includes not-for-profit organisations, outside and independent of the services provided by government agencies. These may be charities, companies limited by guarantee or other agencies, which usually exist to provide services in one form or another to specific individuals, groups or the general public. Voluntary organisations may be funded through local authorities or central government, or through other fund-raising opportunities, or from income created from business enterprises.

Services provided under contract will operate based on conditions for eligibility. Some organisations will have their own conditions for eligibility decided by the nature of their work.

Voluntary and private organisations that are paid for by us to provide services may charge a fee to use them.

Employment

Young people aged 18 or over can get support into employment through two routes.

- Jobcentre Plus - if the young person does not meet the KASS conditions for eligibility, there is a range of programmes like Work Preparation and Workstep that they can use through a disability employment advisor provided by a range of agencies (for example, Shaw Trust, Instant Muscle, RBLI, Kent Supported Employment, and so on).
- KASS - after an assessment of needs, the services available vary from district to district. Kent Supported Employment (KSE) is one of the services that is on offer in all districts except Ashford and Shepway. There is also MCCH offering a service through their Tuck by Truck service in some districts.

Annex 3

Table of agency tasks in the transition planning process

Introduction

This section of the procedures sets out the processes year by year for each agency.

Processes year by year

As needed	
Who	Tasks
All agencies	<ul style="list-style-type: none"> • They will refer any large support package (any support package that equals or is more than the equivalent cost of 24 hours a week of adult domiciliary

	<p>care) to the Joint Resource Allocation Panel (JRAP) being considered for a child or young person of any age by a single agency or by a combination of agencies.</p> <ul style="list-style-type: none"> • Agencies must make sure that young people and their families and carers are made aware that care packages may not stay the same due to the changing needs of the young person and due to different conditions to do with eligibility.
Joint Resource Allocation Panel (JRAP)	<ul style="list-style-type: none"> • The panel will make sure that the appropriate commissioning lead in Kent Adult Social Services is told about and invited to go to the meeting and comment on the planning of each arrangement.

Every year	
Who	Tasks
Transition Planning and Review Group	<p>The group will:</p> <ul style="list-style-type: none"> • make sure information from all agencies is gathered, that all disabled young people are identified, and a register is kept to make sure that no young people are lost; • receive, from Connexions, information about the expected numbers of disabled young people and consider how it will help them with their planning; • receive, from health services, information about the expected numbers of disabled young people and consider how it will help them with planning; • review and evaluate the process of planning for transition and the ability to meet identified needs; • review outcomes and how effective the transition planning process is; • work regularly with the LSC's strategic planning; and • report to boards on unmet needs and possible ways of meeting them.
All agencies (health, schools, Connexions, CSS)	<ul style="list-style-type: none"> • The agencies will provide agreed information on all disabled young people.
Schools and Connexions	<ul style="list-style-type: none"> • They will agree, in their partnership agreements, the level of input needed to support the disabled young people.
Connexions	<ul style="list-style-type: none"> • They will share information with the Transition Planning and Review Group to help with planning; and • monitor the quality of the information provided against agreed conditions.

The LSC	<ul style="list-style-type: none"> The LSC will analyse and share the information with colleges and work-based learning providers.
LSC, colleges and work-based learning providers	<ul style="list-style-type: none"> They will use this information to help them with strategic planning.
Connexions, Adult Social Services and Adult Health Services	<ul style="list-style-type: none"> They will use the information to assess the level of support that will be needed for disabled young people over the next three to five years.
Health	<ul style="list-style-type: none"> Health service will collect and share information from health professionals working with disabled young people to help with planning.

Preparation for Year 9 (age 14) transition meeting	
Who	Tasks
Transition Planning and Review Group	<p>The group will:</p> <ul style="list-style-type: none"> help co-ordinate how all disabled young people are identified if they are eligible and would benefit from the formal transition process; identify those young people with a statement of SEN and confirm that schools will take the lead in planning for transition; and make sure that all young people identified have a chosen lead professional.
Local authority	<ul style="list-style-type: none"> We will give Connexions the names of all young people with a statement of SEN.
Connexions	<p>Connexions will:</p> <ul style="list-style-type: none"> receive information from us identifying all disabled or young people with a statement of SEN and other disabled children including those placed out of county; and make sure this information is passed to Connexions PAs.
PAs and SENCOs	<p>They will:</p> <ul style="list-style-type: none"> meet, before the start of the planning process and every term, to make sure the PA as enough information about the disabled young people in that year group to help with the transition planning; make sure the meeting covers those on School Action Plus and School Action as well as those with

	<p>Statements and School Action; and</p> <ul style="list-style-type: none"> • work with all the relevant professionals who need to be involved with supporting the young person in their future.
Schools	<ul style="list-style-type: none"> • They will give Connexions the names of young people on School Action Plus and others who may support.
Health professionals	<p>Health professionals will:</p> <ul style="list-style-type: none"> • consider the needs of young people with complex needs who do not have a SEN and let other professionals and agencies know about these needs; • if appropriate, fill in a Common Assessment Framework form; and • receive from young people, their parents or the school a request for a health report if a health problem is causing concern.
Lead professionals	<p>The professionals will:</p> <ul style="list-style-type: none"> • prepare for transition planning meetings (see part 3 - best practice in transition planning); • identify the information needed at the meeting and work with relevant professionals to gather this; and • make sure that parents, family carers and young people receive information about the transition planning process and options after age 16.
Youth workers	<ul style="list-style-type: none"> • For some young people, the social group-work skills of a youth worker, aimed at their personal and social development, may benefit. The workers should consider whether a young person would gain from being with others in a social setting challenged by an informal educational approach to learning.

Year 9 (age 14)	
Who	Tasks
Lead professionals	<p>The professionals will:</p> <ul style="list-style-type: none"> • organise transition-planning meetings for those young people who do not have a statement of SEN; • make sure that young people are prepared for their review and the process of transition planning; • make sure that families and carers are aware of adult issues including person-centred planning; • identify possible future needs; • consider the future expectations of service users and families in planning any changes in terms of the

	<p>service provided;</p> <ul style="list-style-type: none"> • make sure service users and families have full and realistic information about adult patterns of service and what is provided; and • identify whether the young person will need Adult Social Services after leaving full-time education and work with KASS.
PAs, social workers, health and other professionals	<ul style="list-style-type: none"> • These people will work with each other and share information to make sure our planning is clear and that person-centred planning is behind the process.
Schools	<p>Schools will:</p> <ul style="list-style-type: none"> • organise to review existing plans for young people with SEN or School Action or School Action Plus making sure that all relevant agencies are invited, and produce and send round transition support plans after the review; • organise transition-planning meetings for this group; • arrange for educational psychology reviews of the young people with SEN in time for the transition review of their needs if their needs have not been reviewed in the last two years; • organise the transition review for young people with a statement of SEN, by working with the lead professional and at a time that is convenient for the parents or carers and young person; • allow enough time to make sure that all relevant professionals can go; and • agree dates for Year-9 Transition reviews with Connexions and the lead professional.
Health professionals	<p>Health professionals will:</p> <ul style="list-style-type: none"> • contact the family of a young person with SEN who has health needs, offering an appointment to prepare a health report for that young person in Year 9; • contribute to the process of transition planning; • provide advice about how health and disability issues may affect the young person's wellbeing, vocational opportunities and future placements and identify appropriate strategies; and • introduce the idea of health plans to disabled young people and their families and begin to develop them with young people who want them.
Youth workers	<ul style="list-style-type: none"> • For some young people the social group work skills of a youth worker, aimed at their personal and social development, may benefit them. The workers should consider whether a young person would gain from being with others in a social setting challenged by an informal educational approach to learning. • If youth workers have already been working with a

	<p>young person, they should be invited to contribute to transition meetings. The youth worker may be a support for the young person so that they can get involved in the process.</p> <ul style="list-style-type: none"> • If a new plan is being developed, a youth worker may be involved as described in Year 8.
PAs	<p>Personal advisers will:</p> <ul style="list-style-type: none"> • interview young people with statements before their review where possible; • go to reviews for young people with statements; • interview and begin the APIR process with other young people when needed; • refer to other agencies if relevant needs are identified; • record information about young people on School Action Plus after discussing issues with the SENCO at the start of the transition process; and • share non-personal information about numbers of young people and the nature of their support needs with the Transition Planning and Review Group to help with the planning process and to help agencies with their planning.

Year 10 (Age 15)	
Who	Tasks
SENCOs and PAs	<ul style="list-style-type: none"> • They will meet at the beginning of the year to update information on disabled young people.
Schools	<ul style="list-style-type: none"> • Schools will organise reviews and update the transition support plan as appropriate for young people with statements.
All professionals	<p>All professionals will:</p> <ul style="list-style-type: none"> • go to reviews if they have a contribution to make and carry out action to support the transition plan; and • continue to make sure that the young person has a lead voice in planning for transition.
PAs	<p>The advisers will:</p> <ul style="list-style-type: none"> • go to yearly reviews in line with need and agreement reached with the school in partnership agreements; • begin the S.140 assessment if it is appropriate for young people who want specialist college places at the end of Year 11 or for those planning to go to a mainstream college; and • develop CAF and offer ongoing advice and guidance to all disabled young people.

Lead professional	<ul style="list-style-type: none"> • He or she will identify those who are nearly 16 and tell the agency representative on the Transition Planning and Review Group.
Health professionals	<ul style="list-style-type: none"> • They will provide ongoing support and help create individual plans, so young people can understand and explore opportunities for managing their health needs, developing independent living and vocational skills.
Youth workers	<ul style="list-style-type: none"> • This is the same as for Years 8 and 9 but workers also need to consider the ongoing relationship which may have been created and how this can help the move from school pupil into a life beyond. The Youth Service has an age range of 13 to 19 which would allow a youth worker to continue their involvement well beyond leaving school if this is appropriate.
Connexions	<ul style="list-style-type: none"> • They will share non-personal information with other agencies to help with planning.

Year 11 (age 16)	
Who	Tasks
Schools	<p>Schools will:</p> <ul style="list-style-type: none"> • organise the transition reviews with the lead professional for all young people with statements, time-tabling them wherever possible for the autumn term to help with the S.140 process; and • make sure the transition support plan is updated.
SENCOs and PAs	<ul style="list-style-type: none"> • They will meet at the beginning of the year to update information on disabled young people.
PAs	<p>Personal advisers will:</p> <ul style="list-style-type: none"> • work with the lead professional to make sure CAF and the transition support plan are informed by other assessments and plans and that PAs have all the information they need to produce the S.140 assessment; • provide support in terms of further education and other options after 16; • go to the review and provide information to make sure the transition plan is updated; • use all information which feeds into the transition-planning and CAF processes to complete the S.140 assessment for young people likely to leave school and move on to college or training at the end of that year;

	<ul style="list-style-type: none"> • work with the SENCO on appropriate staff in special and mainstream schools and where necessary make separate contacts with other professionals to make sure they include all relevant information; • complete an S.140 assessment when needed; • encourage the young person to use the S.140 assessment in their applications for education or training; • with the agreement of young person, share individual S.140 assessments with colleges and training providers; • make applications, if appropriate, to LSC or HCC on behalf of young people for funded specialist placements; and • share non-personal information about numbers of young people and the nature of their support needs with other agencies and the Multi-agency Transition Group.
Lead professional	<p>The lead professional will:</p> <ul style="list-style-type: none"> • give the family and young person information on support after the age of 16; • provide advice on how to access the housing register; • refer to KASS if it is identified that the young person will need Adult Social Services after the age of 18 (KASS must be invited to the review); • if a young person is not known to Children's Social Services but may still be eligible for Kent Adult Social Services, make sure that the family are aware of the referral process and how they can ask for an assessment for the young person; • identify problems with service; • make sure a finance and benefits assessment is offered to the family; and • share non-personal information with other agencies to help with planning.
Kent Adult Social Services	<p>They will:</p> <ul style="list-style-type: none"> • carry out a community-care assessment; and • use person-centred planning to identify services appropriate to the needs and ambitions of the individual when they leave education (within conditions for eligibility).
Health professionals	<p>Health professionals will:</p> <ul style="list-style-type: none"> • identify possible future health-care needs and support referrals if appropriate; and • continue to contribute to the process to help with the move to adult health services, working closely with young people and other professionals to provide advice about reducing, as far as possible, the effect of health and disability on the young person's future

	plan. They will also make sure that health plans are updated and in place for all disabled young people who want them.
CFE (Education)	<ul style="list-style-type: none"> In line with sections 5 and 6 of the Disabled Person's Act, they will tell Adult Social Services, if it is agreed that a child is disabled, between eight and 12 months beforehand of the expected school leaving date.
Youth workers	<ul style="list-style-type: none"> The previous points apply. The Youth Service's broader social and community contacts may be of benefit by this stage in helping the young people to become more confident and independent. They can do this by working with colleagues in other agencies connected with the transition support plan.
Colleges and WBL providers	<ul style="list-style-type: none"> They will use the S.140 information to help with their interviews and to plan support for individual learners.

Years 12-14 (ages 17-19)	
Who	Tasks
Schools	<ul style="list-style-type: none"> Schools will continue to organise reviews and update the transition plan.
SENCOs and PAs	They will continue to meet every term to update information.
Lead professionals	Lead professionals will: <ul style="list-style-type: none"> make sure, if a young person is confirmed as eligible for Kent Adult Social Services, that a transfer plan or support is agreed; make sure the family and young person are offered support in identifying other living options and provision other than college for the young person they are caring for and that the young person is involved throughout the process; and continue to work together.
Kent Adult Social Services	They will: <ul style="list-style-type: none"> choose the care manager; agree transfer arrangements for eligible young people; if a paediatric OT service has been provided, expect that all active cases will be given to an adult OT and not placed on a waiting list; accept the transfer all non-active cases or those waiting for work or closed waiting for rehousing, to KASS (local authority) OT with a completed transfer

	<p>form, identifying involvement, met and unmet needs; and</p> <ul style="list-style-type: none"> • accept responsibility for funding for equipment and minor adaptations and ongoing maintenance
PAs	<p>The advisers will:</p> <ul style="list-style-type: none"> • continue to update the S.140 assessment information, completing the full assessment in the young person's last year in school; • complete the S.140 assessment for disabled young people planning to go on to higher education and make sure they know how to use it to discuss their support needs with disability co-ordinators and to support their applications for disabled students' awards; • help young people explore options for 'gap years' if they want; and • for young people planning to go to university, work with other professionals to make sure opportunities for support are looked into.
Health professionals	<p>Health professionals will:</p> <ul style="list-style-type: none"> • continue to contribute to the process to help with the move to adult health services, providing advice about strategies to manage the effect of health and disability issues on the young person's future placement and making the most of opportunities for independent living; • make sure health plans are updated and in place for all disabled young people who want one; • transfer primary and secondary health care when a young person moves out of the county, making appropriate referrals; and • advise on services likely to be needed and provide referrals and transfers of records with the permission of the young person and their parents.
Youth workers	<ul style="list-style-type: none"> • They will continue to be involved as mentioned previously.
CFE (Education)	<ul style="list-style-type: none"> • In line with sections 5 and 6 of the Disabled Person's Act, will let Kent Adult Social Services know if it is agreed that a child is disabled between eight and 12 months beforehand, of the expected school leaving date.

Young people in provision	
Who	Tasks
The home PA	<ul style="list-style-type: none"> • Year 8 – the adviser will contact the host Connexions service for the young person to see how much they are involved and whether, for young people with statements, they go to reviews. • The expectation will be that the host service will meet their responsibilities to go to reviews, in particular the Year 9 review, and carry out the S.140 assessment. • They will work closely with other agencies and professionals to encourage clear planning. • Year 9 - the adviser will make sure that if the host service does go to the Year-9 review, that they are fully informed about local opportunities and policy on provision after age 16. • They will make sure, with the school and host Connexions Service, that the young person and their parents or carers have appropriate information about the transition-planning process and opportunities for after age 16. • They will get a copy of any report or action plan produced by the host PA. • They will aim to get a copy of the transition plan from the school and let relevant services in all agencies know if a young person is likely to return to live locally. • They go to the Year-9 review wherever possible if the host PA does not. • They will contact the young person and their parent or carer by letter. • They will get the young person's agreement to share any action plan with the host service and with the school. • They will work with the host PA to make sure that the S.140 Year-10 assessment is started in Year 10 for any young person who wants to go to college outside of Kent. • In Year 11 they will review the transition support plan to decide which review to go to. Home-host arrangements currently suggest that the home adviser PA should go to the review in Year 11 if young people are planning to return to their home area. However, it may be that attendance at the Year-10 or other review may allow the Connexions PA to make the most effective contribution to supporting ongoing plans. • They will make sure the host PA has all appropriate local information to help complete the S.140 assessment. • They will ask for a copy of the S.140 assessment and share it in the same way as those completed locally.

Lead professional	<ul style="list-style-type: none"> The professional will go to reviews.
Health services	<ul style="list-style-type: none"> They will keep a record of the young person's placement and health needs to plan appropriate services if a return to the home area is possible.

Young people applying to specialist colleges	
Who	Tasks
PAs	<p>The advisers will:</p> <ul style="list-style-type: none"> start the formal S.140 assessment in Year 10 for applications that need to be made at this stage; finalise the S.140 assessment in the year before applying for a college place in time to let the LSC Placement Panel know (the S.140 assessment should provide enough information to help with the decision-making process); make sure that all agencies that may be involved in supporting a student or providing funding are involved in completing the S.140 assessment; and make sure that health professionals involved with the young person are told about the proposed placement.
Local colleges	<ul style="list-style-type: none"> If local colleges have decided, based on the S.140 assessment, that they cannot meet a particular student's needs, this information will be fed into their planning processes to help develop provision and to make sure that action can be taken to support the student if they apply to the college in the future, for example at the end of a specialist college placement; and the colleges will feed back information to the LSC and multi-agency transition groups about needs they have not been able to meet to help with planning and build on local places for disabled learners.
Lead professional	<p>The professional will:</p> <ul style="list-style-type: none"> agree financial responsibilities with the LSC; go to transition reviews and discuss other local provision with the young person and their family; work with the PA to support the family and the young person when applying for funding if appropriate; and help provide supporting evidence to make sure that the LSC receives accurate information about the needs of the young person.
Health professionals	<ul style="list-style-type: none"> They will help college staff identify and understand

	health needs and work with and transfer information to relevant health colleagues, to make sure that appropriate health planning and support is in place.
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Using the S.140 assessment in local colleges	
Who	Tasks
The college	<p>The college should:</p> <ul style="list-style-type: none"> • appoint a named person to receive S.140 assessments; and • if a disabled young person refers themselves or is referred by an independent school or another agency without a S.140 assessment, contact the PA attached to the college with a request that this is carried out.
The named person in the college	<p>The person should:</p> <ul style="list-style-type: none"> • make sure that the S.140 assessment is shared with the person who will interview the young person and that specialist support is available at the interview if needed; • make sure that careful consideration is given to how the support needs will be met, including help from other agencies; • make sure that the Connexions PA who wrote the S.140 assessment is told the outcome of the interview, describing how identified support needs will be met or explaining why they cannot be met; • gather together the S.140 assessments for new students to share with the PA attached to the college or specific course at the start of the new year; • make sure that the content of the S.140 assessment helps create the student's learning plan in college; and • link with PA to arrange a review during each year of the student's course. This review should look at progress and help to update the S.140 assessment to support the student's next move, if this is to be a further college, training placement, employment or Kent Adult Social Services provision. This should identify whether a referral to any other agency is needed.
The PA who completed the S.140	<ul style="list-style-type: none"> • They should make sure that students know who their adviser will be once they move on to college and how to contact them.
The PA linked to the student	The adviser should:

in college	<ul style="list-style-type: none"> • check in the first term that the student is settling in, feels confident that their support needs are being met and that no new issues have arisen; • provide ongoing support; • link with the college to update the S.140 assessment to help with ongoing placements in college, training and Kent Adult Social Services provision; and • work with home authorities if appropriate (this may be where young people go to independent schools).
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Students at out-of-county colleges or colleges after age 16	
Who	Tasks
The home PA	<p>The adviser:</p> <ul style="list-style-type: none"> • will work with the host Connexions Service to set up their level of involvement, making clear the expectation that they will meet their responsibilities by going to reviews and updating the S.140 assessment; • should, if the host PA updates the S.140 assessment, make sure (if the young person agrees) that the host PA has a copy of the original S.140 assessment and has full information about what is provided locally; • should, if the host service does not update the S.140 assessment, go to the review in the last but one year of the course to help complete the S.140 assessment; • should keep in contact with the young person during holidays to help with ongoing planning, working with other involved professionals; and • should, wherever possible, if the young person plans to return to the home area, go to whichever review will most effectively help with ongoing planning.
Care manager	<ul style="list-style-type: none"> • If a young person is moving on to a placement supported by KASS, the care manager should be involved in the review meetings at school or college. • Updating the S.140 assessment can in these cases help support the process of person-centred planning and should help with the community-care assessment. • They will work with the family, PA, college, health services and personal tutor to make sure local services are identified before the young person returns home.
Health professionals	<ul style="list-style-type: none"> • They will work with other professionals working with the young person and health services in the host

	area, providing information about identified needs and referring on as appropriate.
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Young people who are not in education, training or employment	
Who	Tasks
The PA	<p>The adviser should:</p> <ul style="list-style-type: none"> • if the young person received an S.140 assessment before they left education, update it as often as needed to identify learner support needs for education and training applications; and • if the person has never had a S.140 assessment, carry one out. <p>It is recognised that there is likely to be less formal and up-to-date information about this group than about other young people.</p> <p>To make sure that the S.140 assessment is completed as effectively as possible, the PA should:</p> <ul style="list-style-type: none"> • use CAF as the framework for their work with the young person; • if a young person is on a school roll, work with the SENCO or appropriate teacher to get background information; • work with other professionals involved, for example a social worker or YOS worker, or health and youth workers; • if the young person goes to a PRU or receives home tuition, work with those services; • if the young person does not go to any kind of education, training and so on, work with the Education Welfare Service; • if the young person agrees, share the S.140 assessment with the named person in the college, employment or training provider and make sure they are aware if more in-depth assessments are needed; • support the young person and family in identifying other services such as supported employment and so on; • if appropriate, give the family information on how to use Adult Social Services and the referral process to ask for a community-care assessment; and • work with other professionals involved with the young person to make sure they receive the support they need.

Youth worker	<ul style="list-style-type: none"> It may be that an introduction to a youth worker would help the young person meet other young people, raise their confidence and self-esteem (alongside other opportunities being planned for their development).
Care manager	<ul style="list-style-type: none"> If a young person is moving on to a placement supported by KASS, the care manager should be involved in the review meetings at school or college. Updating the S.140 assessment can in these cases help support the person centred plan and should help with the community-care assessment.
Health professionals	<ul style="list-style-type: none"> They will continue to identify health needs, supporting the young person and family in relevant settings.

There will be times where the processes described above are started at different stages (for example, a school leaver at 19 moving to a college or an out-of-county placed learner returning to a Kent-based college and so on).

Annex 4

Guide to specialist assessments

This section brings together all the main assessments and plans that agencies will carry out. Most of these are government-based assessments and include contributions from other agencies

Assessment processes	Agency responsible	Who for?	Resulting plan
Assessment of children in need and their families	Children's Social Services	Children referred to CSS who meet the relevant conditions	<ul style="list-style-type: none"> Child Protection Plan Children in Need Plan LAC Care Plan Pathway Plan
Statutory assessment of special needs	Schools	Children who, despite appropriate action, fail to make enough progress after taking account of their ability and needs	Statement of Special Educational Needs
Health assessments	Health	Children who are disabled or have complex health needs	Health plan
Assessment, Planning, Implementation	Connexions	All young people supported on a one-to-one basis by a PA, at a level appropriate to	Individual Action Plan

and Review (APIR) now replaced by Common Assessment Framework (CAF)		their needs	
Year 9 Review (of Statement)	Schools	Pupils with statements of SEN	Transition Plan
Transition planning meeting	Lead professional	Disabled young people without statements of SEN	Transition Plan
Community Care Assessment	Adult Social Services	People who are referred to ASSD who meet FACS conditions	Care Plan
S.140 assessment	Connexions	Year-11 leavers with statements likely to move on to Further Education, training or Higher Education. Other young people from Year 11 to age 25 with LDD likely to move on to these options	Report of identified needs and what is needed to meet them – feeds into action plan

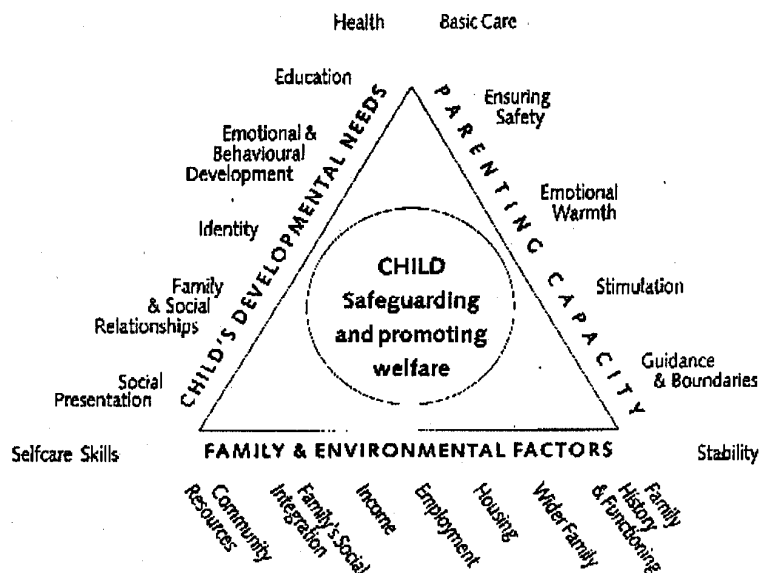
Below we have set out a more detailed analysis of some of these assessment processes.

Assessing children in need

To see whether a child is a child in need in line with the requirements of the Children Act 1989, Children’s Social Services must use the Framework for Assessment of Children in Need and their Families (DOH, 2000). This is government guidance that is basic to social work as it sets out the way social workers must collect, record, understand and analyse information against three important dimensions often referred to as the ‘assessment triangle’.

- Child’s individual needs
- Parenting ability
- Family and environmental factors

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- An initial assessment that must be completed within seven days. Initial assessments carried out by professionals from other agencies can be accepted by Social Services as long as they give enough information and this is used to help analyse the problems.
- If the initial assessment confirms that the case is eligible, a core assessment, which is a specialist social-work assessment, is carried out to decide the level of the child's needs and how these might be met. This process must be completed within 35 days. Core assessments often run alongside child-protection investigations and care proceedings. Social workers rely on contributions from colleagues in health and education to provide an overall view of the child and their family. DfES monitor the framework timescales as part of the performance assessment framework that applies to social services.

Children, their parents, and carers and agencies involved with the family take part in the assessment and planning process and young people are entitled to an explanation of the assessment process which is appropriate to their age and understanding. This allows them to become an essential part of the assessment team, contributing to decision-making processes rather than being just the focus of the assessment.

The assessment must:

- be child-centred;
- be rooted in child development;
- be ecological in its approach;
- be fair in terms of equal opportunities;
- involve working with children and families;
- build on strengths as well as identify difficulties;
- involve several agencies in its approach and in providing services;
- be a continuing process not a single event;
- be carried out alongside other actions; and
- be based on evidence.

Other specialist assessments might also be needed. These are separate from and on top of the core assessments and so the same timescales do not apply.

Assessing special educational needs

The SEN code of practice says that schools' responses to children's needs must be stepped to reflect the level of need. All schools provide a curriculum through which teachers change their own plans to meet the wide range of abilities that are found in every class of children. Schools also provide short-term support for groups of children who may be having difficulties with a part of their work. Those children who have a difficulty that needs special provision will be identified as having a special educational need (SEN). There are now four main levels of support.

- **School action**
Where a teacher identifies a child's needs and, after consulting the schools special educational needs co-ordinator (SENCO) takes 'school action' in consultation with the parents and draws up an individual education plan (IEP). The child should be involved in the process and their views should be taken into account.
- **School action plus**

If a child does not make the expected progress after a significant period of time, despite support given during school action, the schools SENCO will take the lead responsibility for gathering information and co-ordinating the child's educational provision. They will consult other staff and specialists from outside the school to strengthen the support to the child.

- **Statutory assessment**

The next stage involves beginning a statutory assessment and decisions to carry out a statutory assessment should normally be taken within six weeks of the request. This is an assessment involving several agencies carried out by the local authority to decide how best to meet the needs of a particular child. The local authority will ask for advice from:

- the child's school;
- an educational psychologist;
- a doctor;
- social services (who will only give advice if they know the child); and
- anyone else who we think we should get advice from to get a clear picture of the child's needs

It normally takes up to 12 weeks after the assessment to decide whether to write a statement of special educational need. If the local authority decides not to write a statement, they will explain their reasons and tell the family how they think the child's needs should be met by the school or in other ways.

- **Statement of special educational needs**

The statement will formally identify a child's needs, describe how they can best be met and say what sort of school would best meet them. Statements are governed every year.

Connexions assessments

Connexions carry out two types of assessment.

- **CAF (common assessment framework)** that replaces the APIR (**A**ssessment, **P**lanning, **I**mplementation and **R**eview). This involves consulting a wide range of relevant partners and includes identifying barriers to learning which young people may face. The CAF will build on transition and annual reviews not replace them. The CAF refers to the framework within which personal advisers will work. It helps them to:
 - consider a young person's strengths and weaknesses across a wide range of factors;
 - create an assessment profile - a summary of a young person's situation at a particular point in time;
 - develop a personal action plan; and
 - monitor and record action.
- **Section 140 assessment** - Connexions has responsibility to carry out assessments as described in section 140 of the Learning and Skills Act 2000 for young people with special educational needs or learning disabilities who are planning to move on to further education, training or higher education. It is important that this assessment forms part of the transition-planning process. The adviser must carry out a S140 assessment for young people with statements of SEN who are in their last year of compulsory schooling and likely to leave to take up places in FE, training or HE. Section 140 of the Learning and Skills Act says the following.

- If a young person has a statement of special needs and is expected to leave school at the end of the last year of compulsory schooling to receive education or training or higher education, the Secretary of State must arrange to assess the person. This will end at some time during the person's last year of compulsory schooling.
- The Secretary of State may, at any time, arrange for an assessment to be carried out of a person who appears to have a learning difficulty who is in the last year of compulsory schooling, or who is over compulsory school age but has not reached the age of 25 and who is receiving or likely to receive education or training or higher education after the age of 16.
- An assessment must result in a written report of:
 - the person's educational and training needs; and
 - what is needed to meet those needs.

The Connexions assessment profile provides a picture of a young person's situation at a particular point in time. It gives a summary view of the areas that are critical to a young person's progress and shows the level of response that is likely to be needed from agencies that are, or will need to be, supporting the young person. It will also identify their individual and overall needs and show areas where support is not needed or where a young person has positive strengths on which the personal adviser, school staff and others can build.

Community care assessment

A young person who would like to use adult social services will be assessed under section 47 of the NHS and Community Care Act 1990. This means we must carry out an assessment if a person may need community-care services. The results of that assessment will say if services should be provided in line with the published conditions on eligibility (see annex 4).

Community-care assessment is a general term that usually involves a contact and overview assessment which then leads on to the specialist assessment (mental health, learning disability, occupational therapy, health, speech and language therapy and so on).

Assessments are overall and centred on the person. They take account of the person's needs and ambitions. Community-care services are legally defined in section 46 of the Act and cover the provision by social services departments of:

- residential accommodation;
- welfare services; and
- after care services for people with mental disorders.

If a person disagrees with the assessment or care plan, they have a right to speak to the assessor's manager. If the matter is not sorted out, the formal complaints procedure should be used. Once a service has been provided, it cannot be withdrawn without the person's needs being assessed again.

The assessment process

The assessment is currently carried out by the Adult Services, the Community Team for People with a Learning Disability (CTPLD). The Adult Services key worker will be known as the care manager, while in Children's Social Services the key workers are called social workers.

The young person is at the centre of the assessment process. The aim of the assessment is to share information to identify the young person's needs so support can be provided to meet those needs. The assessment is carried out so the young person can:

- gain a better understanding of their situation;
- identify the options that are available for managing their own lives;
- identify the outcomes needed from any help that is provided; and
- understand the basis on which decisions are reached.

There is no legal framework for the assessment, but the guidance sets out a number of areas that we will need to consider.

- Skills and lack of them
- Preferences and ambitions
- Living situation
- Support available from relatives and friends
- Other sources of support available

Wherever possible we will gather information that is already recorded about the young person by other agencies to avoid duplication. However, information will have to be updated and gaps filled in to make sure that we have a full picture of a young person's needs.

Where will the assessment take place?

The care manager will arrange a date for the assessment, which may take place at any venue which is convenient for the young person to be assessed. At least one meeting will usually take place in the home so that the care manager can assess their daily environment.

Who will be involved?

Several people may be involved with the assessment, but the care manager, the young person and their main carer are central to the process. There will be one or more face-to-face meetings between the young person and the care manager, and other specialist professionals may also be asked to make a contribution. There are often confidential discussions between the care manager and the other professionals who can help with the assessment.

The main areas for assessment - the main areas for assessment in are shown below.

Environment and circumstances

- Family and friends
- Accommodation
- Neighbourhood
- Care and support
- Financial issues

Daily living

- Communication
- Self-care and independent living skills
- Transport
- Physical and mental-health or medical issues
- Any substance misuse
- Personal ambitions
- Background, culture, religion
- Social, leisure, education and employment
- Family, friends and personal relationships

Associated assessments

Specialist assessments may be relevant in some cases and it is the responsibility of the care manager to arrange and co-ordinate these assessments. The associated assessments may include information from:

- a GP;
- community or hospital nursing;
- a medical or psychiatric consultant;
- a psychologist;
- an occupational therapist, physiotherapist or speech and language therapist;
- school or SEN services; and
- sensory impairment.

There may also be a separate carer or young carer assessment

Risk assessment

The risks identified in any of the sections of the assessment will be summarised as a risk assessment plan.

Preparing for the meeting

It would be helpful to think beforehand about the main issues which will be discussed at the meeting. A young person might be helped by someone they choose to express their views to and notes can be kept so that nothing important is forgotten at the meeting. How best to include the views of the young person will depend on their communication skills and it is important that someone who knows the young person well can use their communication system in the process.

The lead professional will give the care manager information from the transition-planning process so that they will be aware of the issues that have been raised by the young person and their parents or carers.

The care plan

The plan will use the information gathered during the assessment to draw up a care plan. The care plan will cover all the relevant areas which have been identified any the assessment. This will include all the information from the social care and risk assessment, financial assessments and any specialist assessments.

The Disabled Children's Services and Kent Adult Social Services both have access to advice from occupational therapy (OT) for providing equipment and the housing adaptations that are needed for independent living.


Once a service has been agreed in the care plan, it cannot be withdrawn without the young person's needs being assessed again.

The care manager will send a copy of the care plan to the disabled young person and, with their permission, to their carer and any other relevant person. This might be a potential provider or another professional who is already involved with the care or welfare of the person.

The care plan will be reviewed each year to make sure identified actions are put into practice. More frequent reviews will take place when complicated or changing needs are involved.

<p>Kent Adult Social Services Transition notice form – Year-9 review Appendix 1a</p>	
<p>Basic information</p>	
<p>Name:</p>	<p>Date of birth</p>
	<p>ICS number (if this applies):</p>
<p>Address:</p>	<p>Ethnic background:</p>
	<p>Sex:</p>
<p>Current school:</p>	<p>Expected leaving date:</p>
	<p>Date of next transition review:</p>
<p>Lead professional:</p>	<p>Phone or e-mail:</p>
<p>What are the young person's:</p>	
<p>ambitions and hopes?</p>	
<p>main needs?</p>	
<p>other needs?</p>	
<p>Form filled in by:</p>	
<p>Date form filled in:</p>	

You should give a copy of this form to the young person and their family and keep a copy on the young person's file.
Please send this to the KASS District Manager for the young person's **home** district.
This form is not a formal referral to Kent Adult Social Services and is for information only.
You should make a formal referral to the KASS Contact and Assessment Team as soon after the young person's 17th birthday as possible.

Kent Adult Social Services Transition notice form – Year 11 review Appendix 1b	
Basic information	
Name:	Date of birth
	ICS number (if this applies):
Address:	Ethnic background:
	Sex:
Current school:	Expected leaving date:
	Date of next transition review:
Lead professional:	Phone or e-mail:
What are the young person's: ambitions and hopes?	
main needs?	
other needs?	
Health	
Does the young person have a health action plan?	Yes <input type="checkbox"/> No <input type="checkbox"/>

If 'no', do they want one and who will follow this up?	
Does the young person have to transfer from children's to adult health services for example, hospital consultants and so on?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If so, at what age and who will agree this?	
Does the young person have NHS continuing health-care needs?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If 'no', is more information needed about this and who will deal with this?	
Housing	
Has a housing application been made to the district council, if appropriate?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Which district council?	Date sent:
Is the young person interested in knowing more about supported independent living in the future?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Would the young person be interested in knowing more about having their own tenancy with support?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If 'yes', please say where and when from (approximately).	
Would the young person be interested in knowing about living with others, in group living accommodation, with the correct level of support?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Money	
Is the young person interested in employment or supported employment?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the young person receiving a direct payment?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If 'yes', please give details.	
If 'no', would the young person be interested in receiving a direct payment instead of support arranged by social services?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the young person eligible for funding from the Independent Living Fund?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If 'yes', has an application been made and who made it?	
Please say which benefits the young person is receiving, and at which rate.	
Disability Living Allowance, care component	High <input type="checkbox"/> Middle <input type="checkbox"/> Low <input type="checkbox"/>
Disability Living Allowance, mobility component	Higher <input type="checkbox"/> Lower <input type="checkbox"/>
Severe Disability Allowance	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the young person aware that they may be charged for adult social services?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the young person want information about the Kent adult social services' charging policy?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Current services	

Please say which services the young person is currently receiving.			
Agency support	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Support provided on a sessional basis	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Short breaks at home	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Short breaks away from home	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Residential placement	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Other, please give details			
Who covers the cost of these services?			
Social services	Cost £	,	%
Education	Cost £	,	%
Health	Cost £	,	%
Other. Please give details.	Cost £	,	%
Future services			
Which of the following services is the young person likely to need in the future?			
Direct payments	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Support from the Independent Living Fund	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Supported living	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Supported work	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Other housing	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Other. Please give details.			

Checklists for professionals

Contents

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- Checklist 8 – Other professionals
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Checklist 1 - Connexions personal advisers

Good practice for the personal adviser involves making sure that:

- you have the time and resources available to make sure that you can play a full and leading role in the transition process;
- you have a good relationship with the young person, keeping him or her always at the centre of the process;
- you have good, up-to-date information about all pupils in Year 8 and above;
- there are close working relationships with parents and carers, schools, colleges, the LEA and colleagues in other agencies (government and voluntary);
- you hold up-to-date and wide-ranging information about resources and opportunities available to young people;
- you can make sure that transition planning involves everyone, is supportive, and takes account of changes;
- support after the ages of 16 and 19 is seen in the wider context of housing, leisure and support as well as education;
- there is easy access - for professionals as well as young people and their families - to accurate and up-to-date information and links to information on benefits (including direct payments), housing and health options;
- you have a note of the following phases of Connexions involvement.
 - Transition planning for young people with a statement of SEN from Year 9 onwards.
 - Assessment and transition planning for young people with a statement of SEN in their final year of compulsory schooling.
 - Assessment and transition planning for other pupils with SEN.
 - Transition planning for those aged 16 to 19 who have left school.
 - Transition planning for those who are educated other than at school.
 - Transition planning for those who are outside formal education.
 - Other considerations for those aged between 19 and 25.

Questions to ask yourself

We have provided the following questions for a **specific** transition process.

- Have you, or your managers, given enough time for you to play a leading role in all the relevant parts of this transition process?

- Have you been able to meet the young person and his or her parents or carers before the transition process starts to build relationships?
- Have you considered how best to give the young person, and her or his family, the power to become independent through your contribution to the process?
- Do you have a clear picture of the young person and their needs so that you can represent them effectively to others when it is necessary?
- Are you aware of the ways in which the young person's learning in the transitional period can contribute to an effective move into adulthood?
- Have you checked through the 'essential conditions' (below - see Connexions website)?

<p>Education and employment</p> <ul style="list-style-type: none"> • Involvement • Achievement • Basic skills, key skills and life skills • Ambitions 	<p>Social and behavioural development</p> <ul style="list-style-type: none"> • Identity and self-image • Attitudes and motivation • Relationships within family and society
<p>Family and environmental factors</p> <ul style="list-style-type: none"> • Family history • Social and community factors • Housing • Income 	<p>Personal health factors</p> <ul style="list-style-type: none"> • Physical health • Emotional wellbeing • Substance-use issues

- Are you happy that the best form of communication with the young person has been agreed for all?

We have provided the following questions for your self-review of the transition process in general.

- Do you have an in-depth knowledge about opportunities and those who can provide opportunities, including creative and individually tailored options?
- Do you share a common understanding of the transition process with other individuals and agencies?
- Does your network of personal contacts include a full range of individuals and government, voluntary and community-based agencies?
- Is the information generated by the planning process used to help the provider of education in the next stage or services, and also the providers of services in the longer term?

- Do you have a strategy to make sure that you will achieve planned targets and action promised in transition planning meetings?
 - Do you have a way of evaluating your contribution to the transition-planning process, and helping partners in the process to do the same?
 - Do you know where you can get personal support and practical help when the way forward for individual young people is not clear?
 - Are you clear about the level of ongoing support you can offer, beyond transition, and are others aware of your continuing involvement?
 - Can you identify the training needs of those involved in the transition processes and how far those needs can be met?
 - Are there rigorous monitoring, evaluation and improvement processes in place to make sure that transition planning is always effective?
-

Checklist 2 - School

Good practice for the school involves making sure that:

- as much relevant information as possible is available for everyone concerned to do with the young person, their needs and possible future provision;
- communication is good and regular between the school and the young person, the family and the range of professionals;
- every effort is made to keep the young person informed and involved, using appropriate channels of communication;
- good links are developed between professionals and the young person and their family;
- where meetings are necessary, they are carried out in friendly and relaxed settings;
- the young person's needs are seen to include all aspects including intellectual, physical and emotional;
- all relevant school staff are familiar with transition procedures and good practice;
- communication is good between all school-based staff;
- views are always sought from teaching assistants and therapists as well teachers;
- paperwork is not fussy or complicated and is up to date;
- every available piece of evidence and information is used, such as:
 - records of achievement;
 - video or photographic records;
 - certificates; and
 - levels of pieces of work.
- The following are useful details to use in discussion and preparation.
 - Information about successful activities
 - Friendships developed within school
 - Wishes, likes and dislikes that have been expressed

You can find more details by going to the Connexions website at:

<http://www.connexions.gov.uk/index.htm>.

Questions to ask yourself

We have provided the following questions to review a **specific** transition process.

- How far have you been able to help the young person, in whatever way possible, to make their hopes for the future known?

- Have the young person's achievements been recorded so that others can recognise and build on them?
- Are the young person's learning, care and support needs documented so that others can see what is needed for the future?
- Have you considered how best to give the young person the power to speak up for themselves?
- Have you been able to help the family with information about the transition process?
- Are you aware of all the options available to young people leaving education, including opportunities under development?
- Have you any suggestions about who should be invited to the transition plan meeting that others may not have considered?
- Are you happy that the best form of communication with the young person and their parents or carers has been agreed?

We have provided the following questions for you to review the transition process in general.

- Do you know what learning support is available from potential providers?
 - Do you know which sources of information will help you with planning?
 - Are transition plans reviewed regularly, with new developmental targets?
 - Does the review process link with other assessments, such as the 1986 Disabled Persons Act assessment?
 - Are the arrangements for transition clear and relevant and shared between agencies?
 - Is the transition plan used effectively not only for individual action planning but also for future curriculum planning?
 - Is training available for those who want to learn more about transition planning or to update their skills and information?
 - Do you ask parents or carers (past and present) how they found the process of transition planning? What else did they think could be done to improve the part played by schools and others?
 - What good practices have you developed and how have you shared them?
-

Checklist 3 - Lead professional

Pre-meeting checklist

The lead professional should use the following checklist to prepare for the Year-9 (age 14) transition planning meeting.

Organising the meeting

- If the young person has a statement of SEN, you should work with the school and Connexions PA to help co-ordinate arrangements.
- For other young people, you should work with the Connexions PA.
- You need to identify which other government agency staff need to be involved in planning for the move, for example a rehabilitation medicine specialist, occupational and other therapist?
- Would it be helpful to invite someone from the Youth Service?

The young person

- What information might the young person need to make informed choices?
- Has the young person (or their family) agreed to share information?
- What local arrangements are there to provide independent representation and advice if needed? Does the young person want this support?
- Does the young person need any aids to communication?
- Does the young person want to lead the meeting? If so, do they need any support?
- Are there issues relating to where the meeting is held that need to be dealt with?
- How can young people be encouraged to contribute to their own transition plan and take positive decisions about the future?

Youth Service

- Could the involvement of a youth worker help the personal and social development of the young person? Would the young person gain from being offered the opportunity of being introduced to other young people in their community? Would their confidence and self-esteem be boosted so that they can grow up as more independent young adults.

Assessments

- Does the young person have any welfare needs that will need an assessment from Children's Social Services? If so, are they eligible for these services?

- Does the young person have any welfare needs that will need planning and support from adult social care services? If so, are they eligible for these services?
- Which other new government agency staff need to be involved in planning for transition, for example a rehabilitation medicine specialist, occupational or other therapist?
- Does the young person have any special health needs that will involve planning and support from health services now or in the future?
- Are assessment arrangements for transition clear, relevant and shared between all agencies concerned?
- If the young person is deaf, do they need a specialist transitional assessment?

Transition meeting checklist

You should use the following questions as a checklist to promote good practice during the transition planning meeting.

The young person

- What more information does the young person need to make informed choices?
- Is the young person actively contributing to their own transition plan and taking positive decisions about the future? If not, what can you do to encourage this?
- What are the young person's hopes and ambitions for the future, and how can these be met? Does the young person's personal action plan cover these issues to their satisfaction?
- Is there an issue of where the services are based when the young person leaves school?

The family

- What do parents expect of their son's or daughter's adult life?
- What can they contribute in terms of helping their child to develop personal and social skills, an adult lifestyle and to gain new skills?
- Will parents experience new care needs and need practical help in terms of aids, adaptations or general support during these years?
- How can the young person be helped to take on new roles in the family?

The community

- How can the young person be helped to use leisure and recreational facilities?
- How can the young person be helped to take part in community activities if that is what they want?

- Can the Youth Service help in this? If so what might the young person need from a youth worker? What personal support would the young person need from other agencies so they can take part. What support will the young person need as part of the introduction process and what preparation will need to be done with other young people in the group so that the transition is smooth and benefits everyone?

Government agency staff

- How can close working relationships with colleagues and other agencies be developed to make sure there are effective and clear plans for the young person in transition?
- Are there any other government agency staff that need to be involved in planning for transition?
- What are the young person's health needs now and in the future?
- If the young person is eligible for adults' services how can we best transfer information from children's to adult services to make sure it is a smooth arrangement?
- If a young person needs a particular technological aid, do the arrangements for transition include appropriate training and arrangements for arranging technological support?

The following questions are for you to review a **specific** transition process.

- How far have you been able to help the young person, in whatever way possible, to make their hopes for the future known?
- Have you recorded the young person's achievements so that others can recognise and build on them?
- Are the young person's learning, care and support needs documented so that others can see what is needed for the future?
- Have you considered how best to give the young person the power to speak up for themselves?
- Have you been able to help the family with information about the transition process?
- Are you aware of all the options available to young people leaving education, including opportunities being developed?
- Have you any suggestions about who should be invited to the transition-plan meeting that others may not have considered?
- Are you happy that the best form of communication with the young person and their parents or carers has been agreed?

The following questions are for you to review the transition process in general.

- Do you know which sources of information will help you with planning?
- Are transition plans reviewed regularly, with new developmental targets?
- Does the review process link with other assessments?

- Are the arrangements for transition clear and relevant and shared between agencies?
 - Is the transition plan used effectively not only for individual action planning, but also for future curriculum planning?
 - Is training available for those who want to learn more about transition planning or to update their skills and information?
 - Do you ask parents or carers (past and present) how they found the process of transition planning? What else did they think could be done to improve the part played by schools and others?
 - What good practices have you developed and how have you shared them?
-

Checklist 4 - the LA education representative

The LA education representative may be an educational psychologist or head of support service. If this is the case, you must make sure that there is a clear distinction between representing the LA and putting forward your professional views related to your expertise.

Good practice for the LA education representative involves making sure that:

- there are close working relationships with colleagues in other agencies (it is particularly important to link closely with colleagues in social services colleagues if there are issues relating to five-day or 52-week placements on child protection);
- everyone has access to up-to-date and wide-ranging information and support services;
- all appropriate efforts are made to involve foster carers;
- good-practice guidelines, similar to those recommended for schools (see above), are followed when the placement is out of county or in a non-maintained or independent school;
- paperwork is not fussy or complicated and is up to date (communication must always be clear and user-friendly);
- issues relating to inter-departmental or resource matters do not take up time during transition planning meetings;
- LA education responses are speedy and relate closely to agreed action and deadlines;
- the officer at meetings had a good, hopefully personal, knowledge of the young person and their educational history;

- if interpreter support is needed, it is agreed with the school on how this should be provided and paid for; and
- if English is an additional language for the young person or their family or representative, information is available as to how good communication can be created.

Questions to ask yourself

These questions are aimed at a review of a **specific** transition process.

- Is the young person and their family informed enough to make positive contribution to the transition process?
- Has an appropriate officer been to the relevant meetings?
- Have the appropriate support staff been allowed to go?
- Have you been able to help the family with information about local parent-partnership and parent-information schemes?
- If this transition relates to an out-of-county placement or one in the non-maintained sector, has attendance been a priority and the relevant procedures set up?
- Did guidelines and documents used in transition planning promote clear understanding by all individuals and agencies involved?
- What development should take place in transition planning in the light of **this** transition?
- **Are you happy that the best form of communication with the young person has been agreed?**

The following questions are for **you to review the transition process in general**.

- Is there a way in which partners in the transition planning process share an understanding of the purposes of the activity?
- Do you know which sources of information will help you with planning?
- Are transition-planning procedures reviewed regularly, with new developmental and training targets?
- Is there an agreed process for assessment by many different agencies, linked to other statutory assessments, with shared outcomes?
- Are appropriate support staff trained in transition-planning techniques and implications and are they allowed to go to review meetings?
- Do you ask parents or carers (past and present) how they found the process of transition planning? What else did they think could be done to improve the part played by schools and others?

- What good practices have you developed and how have you shared them?
 - Are the arrangements for transition clear and relevant and shared between agencies?
 - Is training available for those who want to learn more about transition planning or to update their skills and information?
 - Is information transferred to other sectors or to adult services in a way that allows a smooth transition?
 - Is the information created by transition planning used to help with planning services for the young person?
-

Checklist 5 - the health representative

Good practice for the health representative involves making sure that:

- there are close working relationships with colleagues in other agencies (it is particularly important to link closely with social-services colleagues where there are issues relating to five-day or 52-week placements or child protection);
- everyone has access to up-to-date and wide-ranging information about health support services and opportunities;
- there are effective ways of letting service users know about running meetings, which make sure that the young person's views of interests, are most important;
- there is the fullest participation to reflect the number of health professionals involved (especially) where there is more than one health trust involved);
- everyone involved is clear on the range of professionals involved and the roles of individuals, particularly at meetings; and
- voluntary agencies have been contacted to mention any issues.

'To do the young person justice means a lot of homework for the health representative before the planning or view meeting' (Consultant paediatrician)

The new SEN Code of Practice gives a clear idea of how the responsibilities of health staff should be carried out in the transition process.

'The Health Authority should agree with Primary Care Groups and Trusts how the local health authority contribution to statutory assessment and to meeting the medical needs of children with special educational needs will be discharged. Primary Care Trusts or Community Trusts may employ the staff from whom the Health Authority will need to designate a medical officer for special educational needs.'

Making yourself understood

- Health reports often contain information that is complicated for the young person, the family and, often, other professionals.
- Developing a procedure to make sure the maximum understanding between those involved is likely to be an important area for development.
- In the meantime, there is good advice relating to clarifying reports in 'How to write medical information in plain English' which you can see at: www.plainenglishcampaign.com/medicalguide

The medical officer for special educational needs should:

- make sure that all schools have a contact (usually the school health service) for asking for medical advice on children who may have special educational needs;
- provide a resource to other health service staff - for example, GPs and therapists - who need help to prepare reports on the medical history and health needs of children for schools and local authority staff;
- co-ordinate the health services' advice for a government-based assessment and take part in multi-agency meetings on assessments and making statements;
- co-ordinate health services for a child with special educational needs when, as may be the case with therapy and nursing services, either a HA or primary care group may be responsible for buying these services;
- consider how the powers in the Health Act 1999, allowing budgets to be pooled and including commissioning or providing functions between the NHS and local authorities, can best support services for children with SEN; and
- make sure that there are appropriate measures in place so that health advice is provided for review meetings and transition planning each year.

Questions to ask yourself

- Planning and review meetings involve detailed and comprehensive reports from medical practitioners – how can these be best provided?

The following questions are to help you review a **specific** transition process.

- Are the young person and their family informed enough to make positive contributions to the transition process?
- Is informed and independent advice, from government and voluntary agencies and other sources, available at all stages of the transition process?
- Have appropriate support staff been allowed to go to the meeting?
- Have staff who cannot go to the meeting been able to provide their views in writing?
- Are you happy that the best form of communication with the young person has been agreed?

The following questions have been provided for you to review the transition process in general.

- Is there a way in which partners in the transition-planning process share an understanding of the purposes of the activity?
 - Do guidelines and documents used in transition-planning promote clear understanding by all individuals and agencies involved?
 - Is there an agreed process for assessment by many agencies, linked to other government assessments, with shared outcomes?
 - Is information transferred to other sectors or to adult services in a way that allows for a smooth transition?
 - Is the information created by transition planning used to help plan services for the young person?
 - Are there rigorous monitoring, evaluation and improvement processes in place?
-

Checklist 6 - the LA Children's Social Services representative

Good practice for the social services representative involves making sure that:

- there are close working relationships with colleagues in other agencies (it is particularly important to link closely with education colleagues where there are issues relating to five-day or 52-week placements or child protection);
- everyone has access to up-to-date and wide-ranging information;
- there are effective ways of letting service users know about and running meetings, which make sure that the young person's views or interests are the most important;
- everyone involved is clear on the range of professionals involved and to the roles of individuals, particularly at meetings;
- voluntary agencies have been contacted to mention any issues;
- the social worker involved should be known to others and have met the young person and family before any meeting;
- young people or their families understand any issues affecting the range of service options (for example, funding, style of provision and assessments);
- families are aware and understand that services for adults are provided through community-care assessments and the resulting recommendations are produced as the young person's care plan (no commitments or guarantees of service can be made beyond 18);
- they let KASS know about any young people who might need adult services in Year 9; and

- they refer the young person to KASS in Year 11 (age 16).

Questions to ask yourself

The following questions have been provided for you to review a **specific** transition process.

- Does the young person and their family know about SSD matters and do they have the power to make positive contributions to the transition process?
- Are you happy that informed and independent advice, from government and voluntary agencies and other sources, is available at all stages of this transition process?
- Have appropriate support staff been allowed to go?
- If unable to go, have other social-service staff had the opportunity to comment?
- Are you happy that the best form of communication with the young person has been agreed?

The following questions are for you to review the transition process in general.

- Are you clear that there is a way by which partners in the transition planning process share an understanding of the purposes of the activity?
- Do you have guidelines and documents used in transition planning which are clearly understood by all individuals and agencies involved?
- Is there an agreed process for assessment by many agencies, linked to other government-based assessments, with shared outcomes?
- Is information transferred to other sectors or to adult services in a way that allows for a smooth transition?
- Is the information created by transition planning used to help plan services for the young person?
- Are there rigorous monitoring, evaluation and improvement processes in place to make sure that transition planning is effective?

Appendix 7 – Checklist for Kent Adult Social Services

Good practice for the social-services representative involves making sure that:

- there are close working relationships with colleagues in other agencies;
- everyone has access to up-to-date and wide-ranging information;
- there are effective ways of informing service users and running meetings, which make sure that the young person's views and interests are the most important;

- everyone is clear about the range of professionals involved and the roles of individuals, particularly at meetings;
- voluntary agencies have been contacted to give their views;
- the care manager involved is known to others and has met the young person and family before any meeting; and
- young people or their families understand any issues affecting the range of service options (for example, funding, style of provision, and assessments).

Questions to ask yourself

The following questions are to review a **specific** transition process.

- Does the young person and their family know about KASS matters and do they have the power to make positive contributions to the transition process?
- Are you happy that informed and important advice, from government and voluntary agencies and other sources, is available at all stages of this transition process?
- Have appropriate support staff been allowed to go?
- If unable to go, have other KASS personnel had the opportunity to comment?
- **Are you happy that the best form of communication with the young person has been agreed?**

The following questions are for **you to review the transition process in general**.

- Are you clear that there is a way in which partners in the transition planning process share an understanding of the purposes of the activity?
- Do you have guidelines and documents used in transition planning which are clearly understood by all individuals and agencies involved?
- Is there an agreed process for assessment by many agencies, linked to other government-based assessments, with shared outcomes?
- Is information transferred to other sectors or to adult services in a way that allows for a smooth transition?
- Is the information created by transition planning used to help plan services for the young person?
- Are there rigorous monitoring, evaluation and improvement processes in place to make sure that transition planning is effective?

Checklist 8 - other professionals

Good practice for the 'external team' members involves making sure that:

- everyone knows the difference between specialist advice and advocacy;
- parents, carers and others are always clear about the role of the specialist;
- all relevant information to do with conditions, progress and necessary forms of support is made accessible to all involved;
- investigations are carried out so that good advice is given and suggestions made to do with a young person's future; and
- information is provided that is clear and free of jargon.

Questions to ask yourself

- Are your working relationships with colleagues and other agencies, at all levels, effective enough to make sure that planning is effective and clear?
 - Do you have a clear understanding of the transition-planning process?
 - Have you taken the opportunity to help the young person understand the process and asked for their views and feelings?
 - Have you made it clear to those involved in the process or review meeting the role you will be carrying out?
 - Have you made sure that the family is clear about your role in the transition process?
 - Is your information up to date, relevant and linked to the future of the young person?
 - Have you been able to gather details of the opportunities within provision for those over age 16?
 - Have you made sure that you and others are clear about possible issues or concerns before the transition meeting?
 - Have you identified issues or factors that may relate to a non-educational provision (for example, short breaks, mobility, life skills, benefits, transfer to adult health and social services).
 - Are you happy that the best form of communication with the young person has been agreed?
-

Checklist 9 - Voluntary organisations

Voluntary organisations have specialist consultants working as educational and health assessors who can provide independent assessments of need. This information should be provided from an unbiased position so everyone involved can use it to identify the best support for the young person.

The following is stated in the SEN code of practice:

“Voluntary agencies and groups have an important role to play in meeting the needs of pupils with SEN....It is essential that schools and local authorities seek to work actively in partnership with the voluntary sector to meet pupils' needs.

Maintained schools **must** publish information that includes the school's arrangements for working in partnership with.....

....any relevant local and national voluntary organisations.....

External services can.....play an important part in helping schools identify, assess and make provision for pupils with special educational needs.

When schools enter into contracts with private or voluntary-sector providers, they should satisfy themselves of the qualifications and experience of the specialists involved and that the service represents good value for money, and carry out appropriate police checks.

It has to be made very clear that the role of family support is separate from that of a service provider. Voluntary organisations need to make sure that they can represent their services in a clear and non-confusing way so the young person and their family receive the best possible support.

Information and professional support

Voluntary organisations can play an important part in the transition process, by providing information and professional support to the young person, the family and the school.

The young person

Specialist support for the young person can be in the form of independent representation, including communication and interpretation services.

The family

Support for the family can come from specialist family support workers attached to many voluntary organisations who can give advice about the process and work with the local authorities and other organisations.

Some families may not feel able to take part fully in the transition process. If this is the case, the family support worker will quite often be able to speak up on behalf of the family and also arrange for other independent advocacy services to support the family or young person.

Voluntary organisations often have locally-based family branches which link families together to provide mutual support and also social and recreational opportunities.

They can also introduce specialist professionals who can support the process through assessment, both of the intended services and of the young person.

Preparing for adult life

Some voluntary organisations offer long-term community-based residential care, and other social support based on the individual.

The organisations will provide information and assessments about how workable future adult placements and other services that the young person and family may want to consider will be.

This does form an important part of the transition process and recognises the need for clear ongoing support. It is important that we should consider options if changes take place in the later years at school.

In some instances the availability of future specialist services will also guide what is in the curriculum after age 16. It can be seen as a preparation for an adult lifestyle.

The fact that voluntary organisations might on the one hand act as advocates and advisors to the family and on the other offer services as a 'provider' organisation can be seen as a threat to services provided by government.

Good-practice guidelines for voluntary services

(Details from Barnardo's 'Move on Up')

Young disabled people may well want help with:

- speaking up;
- getting a home of their own;
- getting a personal assistant or other support needs met;
- applying for benefits;
- getting a job or voluntary work;
- budgeting;
- finding out about leisure activities;
- finding out about transport;
- health needs;
- getting information about diagnosis and treatment, including access to medical records;
- finding out about equipment to meet their needs and how to get it;
- making friends;
- sexual relationships;
- parenting;
- relationships with family and other people;
- advice and support about things that have happened in the past;
- building up confidence and esteem;
- experiences of negative attitudes towards disabled people;
- experiences of racism or sexism;
- advice around health and safety;
- planning for the future; and
- advice and support when they have moved on from using a current project.

Questions to ask yourself

The following questions have been provided to review a **specific** transition process.

- Are your working relationships with all agencies and the family effective enough to make sure you provide clear and unbiased information?
- Are you able to support the young person in a way that recognises their wants and needs?
- Are you able to include information that directly relates to the complicated disability issues that the young person faces?
- **Are you happy that the best form of communication for the young person has been agreed?**

The following questions are for **you to review the transition process** in general.

- Do you have a clear understanding of the transition planning process?
- Can you give a clear idea of what services your organisation can offer the family and the young person both now and in the future?
- Are your links with Connexions services and local authorities strong enough that you can work comfortably with them?
- Is the information from the transition-planning process used to help with your planning to develop work between agencies?
- Do you know where you can get personal support and practical help when the way forward for individual young people is not clear?

**Kent Transition process diagram
 Years 9 to 12**

