



# Kent Transition Protocols

'Supporting disabled young people from adolescence to adulthood'

## Strategic Framework

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## Foreword

On behalf of Kent County Council we are pleased to present Kent's transition protocols 'Supporting young people from adolescence to adulthood'.

Helping disabled young people to experience the same excitement and opportunities in the move from adolescence to adulthood as other young people is a challenge for agencies because of the difficulties involved in matching up responsibilities and services. We have designed these procedures to clarify the role of each agency so we can promote a better understanding and simplify processes wherever possible.

In developing these protocols, we have paid close attention to the views of young people, their parents, carers and others with an interest both nationally and locally.

Kent's transition protocols set out our commitment to disabled young people to make sure that our resources provide new and more personalised services and opportunities that promote independence and can support young people to lead full and purposeful lives.



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## Strategic framework

### Introduction to Kent's transition protocols

We have developed the protocols with:

- Kent County Council's Adult's Social Services and Children, Families and Education Directorates;
- Connexions Kent and Medway;
- Kent primary care trusts; and
- The Learning Skills Council Kent.

We have used acts of parliament, the national policy framework and our own policy and strategy. We also reflect consultation with children, parents, schools and colleges, representatives from the voluntary sector and other organisations.

We have organised the protocols into three parts:

- Part 1 – Strategic framework
  - Annex 1 - Legislative and national policy framework
  - Annex 2 - Kent policy and planning arrangements
  - Annex 3 - Glossary of terms
  - Annex 4 - References

The strategic framework sets out the purpose of the protocols, clarifies the definitions of disability and the process that we will use. It also sets out the performance framework that we will apply.

- Part 2 – Handbook for professionals
  - Annex 1 - Agency roles and responsibilities
  - Annex 2 - Conditions for access to services
  - Annex 3 - Table of agency tasks when planning for the process
- Part 3 - Handbook for families
- Easy-read guide for young people

Each of the handbooks also has a range of appendices that provide tools to help make sure the process is smooth.

### Who is responsible?

The Director of Adult Social Services (DASS) and Children's Services Director (CSD) (the Managing Director of Kent Adults' Social Services and the Managing Director of Children, Families and Education and Chair of Kent Children's Trust) have joint responsibility for making sure that we plan effectively.

The Managing Director of Kent Adult Social Services has lead responsibility for delivering the following Kent County Council's Strategic Plan 'Towards 2010' target:

'Ensure better planning to ease the transition between childhood and adulthood for young people with disabilities and to promote their independence'.

## Purpose of the protocols

The purpose of the protocols is to:

- make clear our commitment to making sure that disabled young people with complicated needs receive appropriate co-ordinated support to help them move from adolescence to adulthood;
- set out outcomes, performance measures and standards to be achieved;
- set up an effective planning and review process;
- clarify which young people we should offer support to through the planning process;
- include, where appropriate, the process in schools with the move from children's to adult's services;
- provide guidance on both practice and process for all professionals involved in the planning process; and
- provide general information for young people, parents and carers.

## Definition of disability

The law defines disability in a number of different ways. For the purpose of these protocols, we have used the definition set out in the Disability Discrimination Act 2005.

'A person has a disability, for the purposes of this Act, if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities'.

As a result, this will include those young people who have:

- a statement of special educational needs and there is a legal requirement for them to have transition reviews; or
- complicated or long-term health or mental-health difficulties where professionals agree that formal planning will be helpful to the young person.

## Definition of transition

There are many important transitions in children's lives but they are too many and varied for us to deal with in one document. The SEN Code of Practice uses the term to describe the process of planning for adulthood, usually between the ages of 14 and 19, for a young person with a statement of educational need. We use this definition in these protocols while extending the process to a wider group of young people as set out above.

For the purposes of these protocols 'transition' is a planned process that happens when adolescents move to adulthood. It involves physical and psychological developments, coupled with changes to roles and relationships with family and friends, care staff and the wider community.

Transition from adolescence to adulthood brings particular challenges for young people who have complicated needs because they are undergoing changes that are far broader than other youngsters and that involve considering the medical, psychological, educational or vocational and social needs of the young person.

## Principles

The protocols are based on the belief that planning for transition should be a continuous process reflecting the principles set out in the SEN Code of Practice. These are:

- to involve the young person in a meaningful way;
- to consider all the young person's needs;
- that the young person should feel that the process supports them in achieving their ambitions and needs;
- that we should see each part of the process as steps in the move towards adulthood;
- that young people should be able to access services; and
- that teaching staff, parents and professionals from other agencies should work closely together.

And, the following also applies.

'Transition to adult services for young people (should be) planned and co-ordinated around the needs of each person to maximise health outcomes, their life chance opportunities and their ability to live independently – this is particularly important for disabled young people or those with long-term or complex conditions' (National Service Framework 2004).

## Outcomes

The following five outcomes are set by the Government for children and young people:

- **Being healthy** – enjoying good physical and mental health and living a healthy lifestyle.
- **Staying safe** – being protected from harm and neglect and growing up able to look after themselves.
- **Enjoying and achieving** – getting the most out of life and developing broad skills for adulthood.
- **Making a positive contribution** – to the community and to society, and not getting involved in antisocial or offending behaviour.
- **Economic wellbeing** – overcoming socio-economic disadvantages to achieve their potential in life.

The following seven outcomes are set by the Government for adults.

- **Improved health** – enjoying good physical and mental health (including protection from abuse and exploitation). Access to appropriate treatment and support in managing long-term conditions independently. Opportunities for physical activity.
- **Improved quality of life** – access to leisure, social activities and lifelong learning and to public and commercial services. Security at home, access to transport and confidence in feeling safe outside the home.
- **Making a positive contribution** – being actively involved in the community through employment or voluntary opportunities, keeping involved in local activities and being involved in developing policy decision-making.
- **Choice and control** – providing as much independence as possible and access to information. Being able to choose and control services and manage risk in personal life.
- **Freedom from discrimination or harassment** – equal access to services, and not being abused.
- **Economic wellbeing** – access to enough income and resources for a good diet, accommodation and involvement in family and community life. Ability to meet costs arising from specific needs.

- **Personal dignity** – keeping clean and comfortable. Enjoying a clean and tidy environment. Having personal care available.

## Performance measures

The following performance measures are part of the Government's performance assessment framework:

- Percentage of disabled children aged 14 and over with a transition plan to support their move from children's social services to adult social services.
- Percentage of young people not employed, or in education or training.
- Kent's Strategic Plan 'Towards 2010' has set the following performance measures to check progress against the target.
- Percentage of adults coming through transition who live in the community.
- Percentage of young adults coming through transition whose transition plans are reviewed within timescales.
- Percentage of young people in transition whose transition plans are reviewed within timescales.
- Percentage of young people in transition who receive advice on making the most of their benefits.

We will also make sure that we achieve strategic outcomes for the process for young people by evaluating the following information.

- Number and percentage of disabled young people with a transition plan centred round them.
- How far the goals in the transition plan are met and any barriers to achieving them.
- How far the aims for health are being met.
- Whether all disabled young people have an identified lead professional to co-ordinate the transition arrangements.
- Number of young people who go on to live independently in the community.
- Number of young people who make positive progress towards becoming independent.

## Standards

The National Service Framework for Children, Young People and Maternity Services sets out standards (standards 4 and 8) that we should take account of. They make sure services are:

- co-ordinated;
- high quality;
- centred round the family;
- based on needs which have been assessed;
- promoting a section which involves everybody; and
- effective at allowing families to live ordinary lives.

Standards are also set out in the document 'Deaf Children: Positive Practice Standards in Social Services' (Association of Directors of Social Services 2002).

'Aiming High for Disabled children: better support for families' (DCFS/DH/Treasury 2007) also sets standards for services to improve outcomes for disabled children in the following ways.

## Empowerment

- Improving how information is provided and clearer decision-making.
- Putting families in control of how their care packages and services are designed and delivered.
- Supporting disabled young people and parents to shape services.

## Responsiveness

- Having a better understanding of children with disabilities.
- Taking early action.
- Co-ordinating care across agencies.
- Providing support during the process.

## Improving quality by providing vital services such as:

- short breaks;
- childcare;
- equipment; and
- a skilled workforce.

## Monitoring and review

Kent has a number of forums with responsibility to drive, monitor and review the planning process.

- **2010 Transition Executive Group** – this multi-agency group was set up to oversee how target 55 of 'Towards 2010' is delivered. It aims to:
  - provide leadership and direction in deciding how the target should be delivered;
  - identify the main issues in terms of delivering on the target;
  - assess the existing planning and service arrangements;
  - see what extra skills and resources are needed;
  - agree ways to measure progress; and
  - take account of the findings of the informal Member Group Select Committee Transitional Arrangements report.

The Executive Group is chaired by the Managing Director of Kent Adult Social Services. Members include senior representation from all agencies that have a role or responsibility for planning for transition.

The Executive Group will stay in place to monitor progress until 2010 and reports to:

- the KASS Senior Management Team; and
- Kent's Children's Trust.
- **The Transition Planning and Review Group** – is a subgroup of the 2010 Transition Executive Group. It is made up of many professional and disabled young people. Its responsibilities are to develop thorough systems to do the following.
  - Make sure that we identify all young people who need extra support.
  - Monitor and review our performance in supporting the transition process in relation to the outcomes, performance measures and standards set out above and to make sure that it is:

- reducing bureaucratic processes;
- successfully providing information to young people and their families and to organisations for planning purposes;
- achieving a partnership with young people and their families;
- collecting together the needs identified in individual plans drawn up with young people; and
- reviewing all information received to help produce joint strategies.

There are also a number of other forums and processes that play a central role in making sure the transition is effective.

- **The Learning Disability Partnership Board (LDPB)** - Valuing People placed a lead responsibility on us to transform the way people with learning disabilities and their carers are supported. We set up the LDPB to oversee the planning between all the agencies to make sure that plans and services respond to the challenge of providing real choice and respond to individuals.

One requirement was to set up a transition champion role on the LD Partnership Board and to develop structures to move transition arrangements forward. The champion reports to the board.

The LDPB is supported by 12 district partnership boards that report to it and have a central responsibility for making sure that the aims of Valuing People are delivered locally.

- **County Strategic Partnership for Disabled Children** is a subgroup of Kent Children's Trust with the main aim of developing and putting into practice a strategy involving many agencies.
- **Multi-agency process for managing complicated and high-cost cases** which involves:
  - agreeing multi-agency packages of support or care for disabled children with complicated or high-cost needs if the costs are beyond local funding;
  - checking proposals to place young people in private or voluntary-sector residential care to make sure that every effort has been made to keep the child at home or in the community;
  - making sure that care plans emphasise independence as an outcome;
  - reviewing all placements of disabled children; and
  - recording information and making sure that it is logged within KASS to help plan services.

## Complaints procedure

Each agency has a complaints procedure that should be followed if the young person, parents or carers are unhappy with the contribution of a particular agency. However, if the complaint is more general, it will be co-ordinated by the lead professional. This will make sure the issue is sorted out quickly.

The standing county Transition Planning and Review Group will monitor the nature and frequency of complaints to make sure that they help develop the transition process.

## Developing services

These procedures reflect current practices and we will need to change them to include the effect of the following planned developments.

- Setting up a reference group of disabled young people to support the Transition Planning and Review Group
- Developing peer mentoring arrangements
- Sharing information procedures
- Reviewing Kent's complex case processes
- Developing an Early Support Programme
- Developing a family group conference service to promote independence and support the process
- Developing a young person's health record for those with long-term health needs
- Introducing 'In control' to Kent Adult Social Services
- 'Active lives for adults' (ALFA) project
- Developing a directory of resources
- Developing local services so that young people do not need to live away from their homes or communities
- Commissioning specialist services for young people with behaviour, emotional and social difficulties (BESD) and Asberger's syndrome.
- Developing assessment processes which involve different agencies
- Setting out the conditions for providing residential accommodation
- Tackling the barriers which prevent young people from going into further or higher education
- Working in partnership with district councils to improve access for young disabled people to local services such as leisure facilities and appropriate supported or adapted housing
- Involving young people and their carers more effectively in planning and developing services locally
- Developing a commissioning strategy for disabled children and young people
- Linking commissioning strategies between adults' and children's social services more effectively to promote continuity of services
- Identifying issues to do with diversity at an early stage
- Commissioning services that offer choice and independence
- Improving long-term financial planning and identifying funding to make sure children's and adults' services work well together
- Raising awareness of disability among young people and the wider community

## Legislative and national policy

### Legislative framework

The following provide the legal framework within which planning takes place.

The Chronically Sick and Disabled Persons Act 1970

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

The Children Act 1989

The NHS and Community Care Act 1990

The Disability Discrimination Act 1995

The Carers (Recognition and Services) Act 1995

The Disabled Persons Act 1996

The Community Care (Direct Payments) Act 1996

The Children (Leaving Care) Act 2000

The Carers and Disabled Children Act 2000

The Learning and Skills Act 2000

Leaving Care Act 2000

The Race Relations Act 1976/The Race Relations (amendment) Act 2000

The Education Act 1993 and 1996

Human Rights Act 1998

The Special Educational Needs and Disability Act 2001

The Education Act 1996, as amended by the Special Educational Needs and Disability Act (SENDA) 2001

Health and Social Care Act 2001 Carers and Disabled Children

The Disability Discrimination Act 1995, as amended by the Special The Educational Needs and Disability Act (SENDA) 2001

The Children Act 2004

The Disability Discrimination Act 2005

The following summarises the main points from the acts of parliament relevant to transition for young people. It is not a full summary of the law.

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

The act:

- places a duty on local authorities to find information from social services as to whether a young person with a statement is disabled and may need services from the local authority when leaving school; and
- says that social services have a duty to offer an assessment of needs, but not to provide services.

### **The Children Act 1989**

The act:

- stated that disabled children including those with a mental disorder, are 'children in need'; and
- says that disabled children are children first.

## **The Education Act 1996 -**

the act:

- states that local authorities must agree to what the parents prefer unless the placement is not suitable for the child's age, ability, aptitude or their special educational needs. Or, this would apply if the placement would not be compatible with providing efficient education for the children with whom the child would be educated, or the efficient use of resources.

## **The Special Educational Needs and Disability Act 2001 (which amended the Education Act 1996)**

The act:

- states that if a child has a statement, they must be educated in a mainstream school unless the parents do not agree or it would affect how efficient the education was for other children
- **The Community Care (Direct Payments) Act 1996** (incorporated in the Health and Social Care Act 2001) - the act:
- gives social services the power to make direct cash payments to people so they can meet an assessed need.

## **The Learning and Skills Act 2000**

The act:

- places a power and a duty on the Secretary of State to make arrangements for young people with learning disabilities when they are in or likely to carry out education or training after age 16 or higher education (Connexions Partnerships will deliver this responsibility);
- says that the Learning Skills Council take account of the needs of people with learning disabilities or difficulties and to any report of an assessment carried out under section 140; and
- sets out the reasons for getting a specialist residential placement.

## **The Carers and Disabled Children Act 2000**

The act:

- changed section 17 of the Children Act 1989 slightly to allow local authorities to make direct payments to people with parental responsibility for a disabled child under the age of 16 or to a disabled young person aged 16 or over instead of services which would otherwise have been provided for them by the local authority.
- Carers have a right to ask for an assessment so the local authority can:
  - decide whether the carer is eligible for support;
  - decide on the support needs of the carer (in other words, what will help the carer in their caring role and help them to maintain their own health and wellbeing); and
  - see if those needs can be met by social or other services.

## **The Special Educational Needs and Disability Act (SENDA) 2001**

This amends both the Education Act 1996 and the Disability Discrimination Act 1995.

The act:

- applies to all education;

- makes it illegal to treat a disabled person less favourably than a non-disabled person for reasons related to their disability, unless there is justification; and
- says that institutions must make reasonable adjustments to make sure that a disabled student is not placed at a substantial disadvantage.

Higher- and further-education institutions and youth services are covered by SENDA. Other providers of services, including training providers and Connexions Services, are covered by Part 3 of DDA, which has similar requirements and makes it illegal to discriminate against a disabled person for a reason relating to their disability.

### **The Health and Social Care Act 2001**

The act:

- gives social services power to make direct cash payments to individuals to meet an assessed need (this was previously covered by The Community Care (Direct Payments) Act 1996).

### **The Children Act 2004**

The act sets the legal foundation for the action agreed as a result of the government's consultation paper 'Every Child Matters'.

The act:

- includes a condition that each children's service in England should make arrangements to promote co-operation between the authority, its partners and other appropriate organisations to improving the wellbeing of children in the authority's area relating to areas which include education and training;
- says that any arrangements made may apply to the 19 to 25 age group who have learning difficulties and are receiving services under the Learning and Skills Act; and
- sets out a way of sharing information.

## **National policy framework**

The Government has long recognised the need for service providers to improve multi-agency working so that disabled children, young people and their families can access services more easily. Improving the move for young people between Children's and Adult Services across agencies is a priority. The following documents provide a policy framework.

- Valuing People: A Strategy for Learning Disability for the 21st Century (2001)
- SEN Code of Practice and associated toolkit (2001)
- Fairer Charging (DH 2001)
- Valuing People: Towards Person Centred Approaches – Planning with People (2002)
- Every Child Matters/Change for Children 2003
- Fairer Access to Care Services (DH 2003)
- The National Services Framework for Children, Young People and Maternity Services (2004)
- 'Removing Barriers to Achievement': The Government's strategy for SEN 2004
- Improving Life Options for Disabled People (2005)
- 'Through Inclusion to Excellence' (2005)
- CSNU/SCYPG Guidance for Connexions Service
- Youth Matters 2005
- Improving the Life Chances of Disabled People January 2005
- The Fair Access to Care Eligibility Criteria Assessment Framework (FACS)

- National Service Framework best practice guidance Transition: 'Getting it Right for young People (2006)
- 'Our health, our care, our say' 2006
- '7 Principles of Transition Planning and Local Transition Protocols' (DfES)
- 'Learning for Living and Work: Improving Education and raising opportunities for People with Learning Difficulties and/or Disabilities' 2006
- Best practice guidance on the role of the Director of Adult Social Services 2006
- 'New Deal for Carers' February 2007
- Aiming High for Disabled children: better support for families (DCFS/DH/Treasury 2007)

### **Valuing People: A New Strategy for Learning Disability for the 21st Century (2001)**

This strategy does the following.

- It sets out the new vision for services under the four main principles of rights, independence, choice and inclusion.
- It highlights the possible loss of co-ordinated healthcare when young people, particularly those with severe learning disabilities and complicated health needs, are transferred from children's to adults' services without proper health plans.
- It sets an aim – "As young people with learning disabilities move into adulthood, to make sure they have continuity of care and support for the young person and their family; and to provide equal opportunities to allow as many disabled young people as possible to take part in education, training or employment."
- It highlights the role of Connexions, including their responsibilities to young people up to the age of 25.
- It describes person-centred planning as a process of planning that starts with the individual (not services) and takes account of their wishes and ambitions. It is a way of reflecting the needs and preferences of individuals and takes account of housing, education, employment and leisure. It focuses on the approach made for young people moving from children's to adults' services, with person-centred planning expected to take place from 2003.
- It describes the responsibilities of Learning Disability Partnership Boards for setting up frameworks for person-centred planning which will build on the assessment and planning work carried out by Connexions.
  - It will identify a person with lead responsibility for the move.
  - It notes the importance of continuity in health care.
  - It sets an objective 'to enable more people with learning disabilities to participate in all forms of employment, wherever possible in paid work, and to make a valued contribution to the world of work'.

### **The SEN code of practice (2001)**

The code does the following.

- It describes the review process from Year 9 and the place of the transition plan within that process.
- It describes the responsibilities of Connexions, who:
  - must go to the year 9 review and should go to the year-11 review;
  - are responsible for overseeing how the transition plan is delivered;
  - should be involved in transferring information; and
  - must make sure a S140 assessment is carried out.
- It describes the role of social services and health.
- It acknowledges that young people with SEN who have not needed a statement may need support in their move between services.

- It says that there should not be a separate action plan and transition plan and that the Pathway Plan, Transition Plan and Connexions Personal Action Plan should be the same document.

### **Guidance Information to Support Connexions Partnerships in their Work with Young People with LDD (CSNU/SCYPG 2002)**

The guidance sets out:

- the legal framework and what Connexions must do in their work with young people with learning disabilities or difficulties

### **Action Note: Cross Partnership Co-operation to Support Young People in Residential Establishments**

The note:

- sets out a framework for supporting young people who are placed out of their home area and the responsibilities of home and host personal advisers. The arrangements are flexible but put most responsibility with the 'host' personal adviser to carry out assessments and go to reviews. However, we expect the 'home' personal adviser to go to the final review if the young person is expected to return to their home area.

### **Every Child Matters/Change for Children (2003)**

The document:

- sets out to make sure that children at risk are properly protected by common services, which support every child to develop their full potential;
- sets out a vision for early action and effective protection which includes improving how information is shared, sets a common assessment framework and identifies lead professionals;
- Anticipates the SEN Action Programme – Removing Barriers to Achievement;
- says that it will improve the move to adulthood through the National Service Framework for Children, the SEN Action Programme and the work of Connexions; and
- was followed with a consultation and a 'next steps' paper.

### **Removing Barriers to Achievement – the Government's Strategy for SEN (2004)**

The document:

- revolves around the main areas of early intervention, removing barriers to learning, raising expectations and achievement and delivering improvements in partnership;
- expects that most children with SEN will be educated in mainstream schools; and
- makes a commitment to work across government to improve the quality of transition planning, setting national standards for health and social care through the children's NSF and to work with the Connexions Service and the Learning Skills Council to expand educational and training opportunities and develop new opportunities for the move into work.

### **National Service Framework for Children, Young People and Maternity Services (DoH 2004)**

This is a 10-year programme meant to stimulate long-term improvement in children's health.

- Part one sets out five main standards which will help the NHS, local authorities and their part-

ner agencies to achieve high-quality services for all children and young people and their parents or carers.

- Standard 4 ‘Growing up into adulthood’ highlights the importance of safe and effective transition.
- Standards 6 to 10 tackle children and young people who have particular needs.
- Standard 8 relates to disabled children and young people and those with complicated health needs. Section 7 of standard 8 is about the move into adulthood. This sets out to make sure:
  - a person-centred approach to planning takes place which focuses on fulfilling the hopes, dreams and potential of young disabled people;
  - multi-agency groups are set up;
  - young disabled people receive support so they can use direct payments;
  - children get support to manage the move for those with high levels of need, those in residential schools, children in care and those with rare conditions;
  - that agencies develop local strategies to widen education, training and employment opportunities for disabled young people; and
  - health services develop appropriate services for adolescents and young people with a view to helping smooth the move to multi-disciplinary care.
- The Executive Summary says that the move to adult services for young people should be planned and co-ordinated around the needs of each person to make the most of health outcomes, their opportunities in life and their ability to live independently – this is particularly important for disabled young people or those with long-term or complicated conditions.

### **Improving the Life Chances of Disabled People (2005)**

The document does the following.

- It recognises that disabled people are doing less well than non-disabled people, sets out to find out why and assesses what can be done to improve the situation.
- It identifies and proposes policies which will remove barriers and improve outcomes for disabled people.
- It sets out a vision that, ‘By 2025, disabled people in Britain should have full opportunities and choices to improve their quality of life and will be respected and included as equal members of society’.
- It provides statistical evidence which highlights the increasing numbers and complexity of need in children with disabilities.
  - It covers four main areas of disabled people’s lives:
    - independent living;
    - early years and family support;
    - the move into adulthood; and
    - employment.
- In its section on transition, it highlights three main ingredients needed for effective support for disabled young people, to make sure that they enter adulthood and can be included.
  - Planning focused on individual needs
  - Continuous services.
  - Access to a clearer and more appropriate range of opportunities and choices

### **Action Note CXP 142 – Assessment of Young People with LDD (2004)**

The note does the following.

- It changes guidance with annexes containing good practice in carrying out SI40 assessments.
- It sets SI40 assessments in terms of planning for transition.
- It highlights that assessments must be carried out for young people with statements in their last

year of compulsory schooling and should be completed for those who leave after the last year of compulsory schooling and for those with SEN but without statements.

- It defines the APIR framework as the framework which covers how cases are managed.
- It describes how other agencies can contribute and where to get advice on sharing information.
- It sets out the role of the LSC, and the need for Connexions and the local LSC to agree a format for SI40 assessments and to have a system in place for influencing how services are provided in the future.

### **‘Our health, our care, our say’ (2006)**

The document:

- puts people at the centre of the assessment process;
- increases the take-up of direct payments; and
- introduces individual budgets that will give people greater freedom to choose the type of care or support they want.

### **‘Transition: getting it right for young people’ (DoH/DfES 2006)**

Putting improved transition into practice [should] involve:

- recognising the importance of the process;
- carrying out enough consultation with professionals and users;
- flexibility when transition takes place;
- a period of preparation for the young person and family;
- transferring information [and] monitoring attendance until the young person is being dealt with by the appropriate adult service; and
- an overall approach to planning, with health professionals contributing to the young person’s long-term plans as part of a multi-agency approach for providing services, which makes sense as a complete package.

### **Best Practice guidance on the role of the Director of Adult Social Services (DASS) and Director of Children’s Services (DCS) (DH 2006)**

The guidance says that:

- there must be an efficient partnership-working arrangements in place to allow an integrated approach to social care to be taken;
- there must be enough arrangements in place to make sure that all young people with long-term social care needs have been assessed and, where eligible, receive a service which meets their needs throughout their move into becoming adults; and
- all services falling within the DASS’s and DCS’s remit stay focused appropriately on protecting both adults and children.

### **New Deal for Carers (2007)**

This recognises the vital role of carers in society and pledges a new package of support and services.

## **Aiming High for Disabled children: better support for families (DCFS/DH/Treasury 2007)**

This sets out the Government's plans to improve outcomes for disabled children by:

- giving them power;
- providing services which respond to need and timely support; and
- improving quality and skills.

*'Support for transition should be based on the same principles as the Early Support Programme, including being clear, co-ordinated and providing support for parents, children and professionals'.*

## **Annex 2**

### **Kent's policy and planning arrangements**

#### **Policy framework**

##### **Kent Supporting Independence Programme (SIP)**

The aim of this programme is to focus our work, across all our departments, to help people become more independent. At the same time, we are working with our main partners in the public sector, with other councils, with the voluntary and community sectors and with the private sector to help focus their work and to help in achieving the aims of becoming independent and stop relying on benefits. The programme is based on the idea that public services, if delivered without considering the longer term, can actually increase levels of dependency. So, preventative action should be at the heart of all public services.

##### **Kent's Children's Trust arrangements**

Our vision is that all disabled children and young people, including those with learning difficulties, will have the same opportunity to achieve the five 'Every Child Matters' outcomes as all children and young people. We are committed to making sure that children and young people with complicated needs enter adulthood feeling supported so they can take part both socially and economically in their communities.

Kent's Children's Trust arrangements will deliver this vision in the following ways.

- Arrange and pay for services jointly using pooled budgets so all disabled children and young people receive joined-up services until the age of 25.
- Arrange joint working that recognises the responsibilities of individual agencies for meeting different aspects of the young person's needs.
- Arrange to share information using systems, processes and teams that will streamline processes.
- Plan in a person-centred way using a lead professional to make sure we use an overall approach.
- Use creative ways of planning, arranging and funding services to make sure that we make best use of resources and young people do not fall through the net.
- There are two descriptions of disability that each use different language as set out in the table overleaf

Medical description	Social description
Sees the person and their 'impairments' as the problem	Sees society's inability to meet the person's needs as the problem
Uses this type of language: 'person with a disability'	Uses this type of language: 'disabled person'
Believes the person is adapted to fit the world	Believes the world should adapt to fit the person
Focuses on descriptions	Believes it is about giving power and a voice back to the disabled person
Focuses on medically-based responses or 'cures'	Focuses on the factors in society which affect disabled people caused by 'oppressive systems'
Provide the following types of service. <ul style="list-style-type: none"> <li>• Separate from society with professionals in control</li> <li>• Separate with disabled people choosing to be a minority group</li> <li>• Integrated with non-disabled people taking the lead</li> </ul>	Provides the following type of service <ul style="list-style-type: none"> <li>• Services which removes disabling barriers and are open to all</li> </ul>

We have agreed to use the social model where possible and within the law. This involves challenging practices and any social factors and attitudes that create barriers and deny opportunities for disabled children and young people. It also aims to remove barriers that exist and improve opportunities.

### Children first

We believe that disabled children are children first and foremost and that they should be entitled to the same services as other children. All services should be designed so disabled children can lead as normal a life as possible.

### Becoming adults

All people, whether disabled or not, legally become adults at the age of 18. It is important that we recognise and reinforce a young disabled person's adult status. However, individuals mature at different rates and have different abilities. As a result, the availability of continued support and guidance to help the person enforce their rights is important. Some family carers may also need support when the young person reaches 16, including their role in protecting or supporting young adults and the possible change in the parent and child relationship. This change in status does not mean service providers no longer have a duty of care.

Children and young people from black and ethnic-minority groups

All agencies are committed to working towards positive outcomes for all disabled children and young people who receive assessments or services. They must respect differences such as ethnic

origin, religion and culture, by acknowledging and respecting these differences when assessing and planning for the future needs of each young person.

### **Children with complicated or high-cost needs**

We agree that wherever possible agencies must work together to try to make sure that this group of children can stay at home and in their community. To support this principle we have developed a joined-up process that promotes local planning and joint funding of packages of support that support children and their families.

All placing agencies must:

- let parents know about the policy shown above;
- emphasise to them that funding for placements cannot be guaranteed beyond one year; and
- make sure that the policy and principle informs the choice of placement.

Person-centred planning

Will be our main approach so that the young person is at the centre of all processes and decision-making. This will mean that the transition plan and all other assessments and plans carried out throughout the transition process will:

- reflect the young person in terms of their life and their dreams and the effect of any move on them;
- take account of the full range of the young person's goals and needs in adult life, including, among others, education, employment, housing, leisure, health and transport needs; and
- support young people at the centre of this transition process and encourage them to influence and be responsible for planning their futures.

### **Family group conference**

We believe that wherever possible it is best to involve the young person and their family in deciding the best outcome for the young person, particularly what the family can contribute to achieving that outcome.

This decision-making process is already in place for young people who are at risk of coming into public care and we will extend it to include children or young people if there is likelihood that they will not be living with their family during their childhood or living independently when they reach adulthood.

### **Charging for social services**

The local authority provides all children's services free to those who meet the relevant conditions for eligibility

We have a duty to make sure that people get all the benefits they are entitled to and it can take resources into account when disabled people's needs are assessed for community care services. However, the local authority balances this by weighing people's needs against available resources. (In other words, resources should not be the only factor.) Local authorities can take account of their resources when deciding how to meet needs as long as need is genuinely met.

Adult Social Services has the power to charge for non-residential community-care services under the Department of Health's Fairer Charging guidance. Adult Social Services have a duty to charge each person it makes arrangements for to provide residential accommodation. It cannot charge for assessment-related services or advice. You can see our charging policy on our website.

**The local authority will offer direct payments** to young people who are eligible for a service from Children's Social Services when they reach the age of 16. This will help promote independent

living as the person can make more decisions for themselves, and have more control over their lives and this will help the move to adulthood.

### **'In Control'**

This involves 'self-directed' support and is closely linked with person-centred planning, Direct Payments and the social description of disability. The aim is to change how social care in England is organised so that people who need support can take more control of their own lives and fulfil their role as full citizens.

It is our policy that we put 'In Control' into practice for all young people who make the move from children's to adults' services.

### **Choice Directive**

The directive states that Adult Social Services must help provide choices when we assess a person as needing residential care. However, the chosen home must meet the following conditions. It must:

- meet the assessed needs of the service user;
- not involve us paying more than we would usually expect to pay for this type of care;
- have a place available; and
- agree to keep to our usual conditions.

### **Involving users and carers**

In line with person-centred planning, we must involve young people and their carers in planning services, developing policy, and planning care. To make sure everyone is involved in society and that we respect diversity, we will use a range of communication methods. It is also important to recognise the role of parents and carers in supporting children at points of transition and to understand the need for reassurance, advice and support that carers may say they need.

### **Independent support**

We support Partnership with Parents who provide independent support and advice to the families of disabled young people.

We are also developing a peer-support network for disabled young people and will develop advocacy services for those few young people who need them.

### **Withdrawing funding**

There can sometimes be delays in setting up new funding arrangements when young people transfer between children's and adults' services and agencies are committed to not withdrawing funding from existing services until the new arrangements are in place.

## **Strategic plans**

We support our commitment to effective planning for young people with special educational needs using the following plans.

### **'Towards 2010'** (Kent County Council's strategic plan)

- Target 55 – 'To make sure better planning is in place to help the move between childhood and adulthood for young people with disabilities and to promote their independence.'
- Target 52 – Supporting young people to live independently in their own homes.
- Target 53 – Strengthening support for carers

### **‘Positive about our future’** (Kent’s Children and Young Person’s plan 2006-2009)

- ‘Representing the priorities for improvement of all agencies and sectors delivering services to children, young people and their families.
- Modernising services to provide an appropriate range of multi agency joined up local services to meet the needs of C&YP and their families or carers.
- Further aiming to achieve excellent transition planning with Transition plans issued for all children with disabilities detailing a clear pathway into adulthood’.

### **‘Putting Learners First’** (LSC initiated multi agency strategic development plan for Kent and Medway 2005)

- ‘Jointly establish consistent approaches in terms of documentation, scheduling and pre-planning processes and cascade these through the multi-agency participants.
- Pro-actively take forward development of effective transition planning by reference to good practices within local collaborative groups, within particular disability groups, with reference to early years transition and with reference to published good practice guides from Government Departments’.
- ‘Children and Young People’s Change Programme 2’ (Disabled children and young people and those with complex health needs) (East Kent Integrated Service Improvement Plan)
- ‘To ensure that all disabled children and those with learning difficulties have equitable access to services from their early years to transition to adulthood working with Children’s Centres, the LSC, connexions and other partners’.

### **‘14-19 Learners Strategy’** (2006)

- ‘Setting out a shared vision for the development of Kent’s 14-19 strategy between KCC, Kent and Medway Learning and Skills Council and Connexions Kent and Medway
- Young people will be able to access services to enable their personal development needs to be supported to enable them to maximise their potential opportunities in all forms of learning. Young people will be supported to make their transitions (for example, from one phase of education to another and those leaving care or special schools) and to manage these transitions better’.

## Glossary of terms

<b>AEN</b>	Additional educational needs. This term is more commonly used now than 'special educational needs'.
<b>AP</b>	Adult protection
<b>Assessment of Children in Need and their Families</b>	A framework used by Social Services to analyse, understand and record what is happening to children and young people within their families and the wider community. It allows us to make professional judgements, including whether the child is in need.
<b>BESD</b>	Behaviour, emotional and social difficulties
<b>Care manager</b>	Registered social worker, occupational therapist or nurse
<b>Care plan</b>	A document drawn up as a result of consultation between Social Services and the young person and their family showing the ways in which services will meet the young person's needs.
<b>CFE</b>	The Children, Families and Education Directorate. This directorate brings together education and social-work services for children and young people.
<b>Children Act 1989</b>	The act that identifies our duties to 'safeguard and promote the welfare of children within their area who are in need'. (Children being those people up to age 18.)
<b>CHIN</b>	'Child in Need' as defined by the Children Act 1989.
<b>Code of practice</b>	The SEN code of practice sets out the requirements involved in supporting children and young people with special educational needs.
<b>Community-care assessment</b>	The process by which we decide whether a person needs services.
<b>Complex needs</b>	This includes young people with medical conditions, high support needs, behavioural problems or learning difficulties (or both)
<b>Connexions Service</b>	A service created in 2003 that includes the Careers Service
<b>CP</b>	Child protection

<b>DAS or DASS</b>	Director of Adult Social Services
<b>DCS</b>	Director of Children's Services
<b>Direct payments</b>	Payments made direct to young people and carers to buy services.
<b>FACS</b>	Fair Access to Care
<b>Inclusion</b>	<p>The process where young people (and all pupils) gain control over their lives and learning. It is often used to emphasise the requirement of the SEN and Disability Act to strengthen the right of children with special educational needs to be educated in mainstream schools.</p> <p>The Department of Health Assessment Framework also recognises that all children share the same developmental needs to reach their potential but that the rate or pattern of progress may vary between children because of factors associated with health.</p>
<b>Individual education plan (IEP)</b>	This is a document drawn up – after consulting the young person – that identifies targets for learning, behaviour and independence. Normally we review it twice a year.
<b>'In Control'</b>	A form of self-directed support being developed by national and local government along with disabled people and various organisations.
<b>KASS</b>	Kent Adult Social Services who provide social-care services for the elderly and people with learning disabilities (LD) or physical disabilities (PD).
<b>LA</b>	Local authority
<b>LAC</b>	'Looked after child' – a child in our care. (May also be referred to as a 'child in care'.)
<b>LDD</b>	Learning difficulty or disability. Defined in the Learning and Skills Act and used by Connexions.
<b>Learning difficulty</b>	Defined in the Education Act 1996 as a person who has 'significantly greater difficulty in learning than most people of their age, or a disability, which prevents them from using facilities generally, provided for people of their age.'
<b>Learning disability</b>	A lifelong neurological disorder (difficulty reading, writing, spelling, reasoning, recalling or organising information) Example: dyslexia
<b>LSC</b>	Learning and Skills Council

<b>NEET</b>	Not in education, employment, or training
<b>Non-maintained or independent school</b>	Schools we may use but we do not fund. (In these schools, fees have to be paid).
<b>Out-of-county placement</b>	Where a young person goes to a school outside the local authority education area where they live.
<b>PA</b>	Connexions personal advisor
<b>PCP</b>	Person-centred planning
<b>PCTs</b>	Primary care trusts
<b>PLASC</b>	Pupil-level annual schools census
<b>PSHE</b>	Personal, social and health education
<b>PwP</b>	Partnership with Parents – an organisation funded by us which provides mediation, a helpline and other information and advice to parents, carers and schools in terms of special educational needs
<b>School Action (SA)</b>	Extra or different action within a school or setting to allow independent learning and access to the curriculum.
<b>School Action Plus</b>	Builds on School Action with co-ordinated action and identified outcomes for the school, the services and the pupil.
<b>SEN</b>	Special educational needs - covers many conditions including autism, Asperger's syndrome, ADHD, dyslexia, dyspraxia, behavioural difficulties and physical disabilities.
<b>SENCOs</b>	The SEN co-ordinator in schools. This is the person who usually links with parents and makes all arrangements to do with the young person's needs.
<b>SDP</b>	Service development partnership – a subgroup of Kent's Children's Trust.
<b>Statement</b>	A document written for school pupils with learning difficulties or disabilities, setting out the full range of needs and how these will be met.
<b>Transition</b>	The process that happens for young people between the ages of 13 and 19 to make sure of an effective move from adolescence to adulthood.

<b>Transition plan</b>	A document drawn up at the Year-9 review and updated each year it sets out the steps which will be taken to tackle the young person's needs when they leave school.
<b>Transition review</b>	The review of a statement in Year 9 which begins the transition-planning process.

## Annex 4

### References and useful information

Aspects of policy or practice that may make a difference to the experience of young people with learning difficulties and their families in the transition to adulthood	P Heslop and K Simons, Norah Fry Research Centre, May 2000
The Road Ahead	Norah Fry Research Centre
Valuing People	A New Strategy for Learning Disabilities in the 21st Century – DoH, 2001
Transition Planning Process for young people with special needs	Brighton and Hove, July 2001
Bridging the Divide at Transition	Home Farm Trust and Norah Fry Research Centre, 2002
Enabling Positive Transition	L Jordan, 2002
Smoothing the Transition from child to adult health services	Forth Valley Primary Care NHS Trust 2002
Introduction to Transition Planning in Torbay	Torbay Council, August 2003
The Transition of Young Disabled People, aged 14 – 25 years of age.	Hampshire County Council 2003
'Good Points and Bad Points' 2004 –	<a href="http://www.gloucestershire.gov.uk/index.cfm?articleid=7827">www.gloucestershire.gov.uk/index.cfm?articleid=7827</a>
Planning Positive Transitions – the role of Connexions	P. Russell, Council for Disabled Children and Disability Rights Commission
Individual and Strategic Planning for Young People with A Learning Disability In Somerset – A paper for the Valuing People Team	Joint Commissioning Team and Somerset Connexions, September 2004

Getting a Life	Council for Disabled Children, December 2004
Plymouth Pathway	Plymouth Health Action Zone and Connexions
Report to Cabinet on the review of the Transition from Children's to Adult Services	Buckinghamshire County Council, January 2004
Seven Principles for Inclusive Transition Planning	Eastern Region SEN Partnership, 2004
Future Positive, a resource guide for People working with disabled care leavers	J Harris with SW working group on disabled care leavers, DfES 2004
Adult Information, Advice and Guidance working Together: Connexions and Adult IAG Services	LSC, 2004
A Review of the Provision of Learning for Young Learners with Learning Difficulties and/or Disabilities	Red Box Research, 2004
Seven Principles for Inclusive Transition Planning	East of England Project 2004
Children and Young People with Disabilities: integrated working project	A Cathles December 2004
Learning Disability Partnership Boards Information Pack for Transition Champions	Valuing People Support Team
Every Child Matters – Disabled Children and Young People and those with Complex Health Needs	DoH, October 2004
Transition in England and Wales	Contact a Family, September 2004
Transition Protocols 'Supporting Young People and developing provision in Berkshire'	Berkshire, 2004
After 16, You and the Law (Website)	<a href="http://www.after16.org.uk/pages/law5.html">http://www.after16.org.uk/pages/law5.html</a>
The Foundation for People with Learning Difficulties	<a href="http://www.learningdisabilities.org.uk/searchresults.cfm">http://www.learningdisabilities.org.uk/searchresults.cfm</a>
Details about the Code of Practice and SEN Toolkit can be found on the DfES website at:	<a href="http://www.dfes.gov.uk/sen">http://www.dfes.gov.uk/sen</a>

Trans-active; Inclusive Transition Planning for Teenagers	Mencap – <a href="http://www.Trans-active.org.uk">www.Trans-active.org.uk</a>
The Big Picture Guide	Transition Pathway Project 2004 <a href="http://www.transitionpathway.co.uk">www.transitionpathway.co.uk</a>
Improving the Life Chances of Disabled People	ODPM, January 2005
“Through Inclusion to Excellence”	Peter Little, October 2006
RITE Transition Report	Dare Foundation 2007
Supporting the Participation of Disabled Children and Young People in Decision Making	A Franklin and P Sloper (2007)
“Progression through Partnership”	DfES, DH and DWP 2007
Growing up matters	CSCI 2007
‘Transition to a positive future’ Select Committee Report	Kent, 2007
Aiming High for disabled children: better support for families	DCFS/DG/Treasury 2007
A transition guide for all services	DCS&F & DH, Council for Disabled Children & National Children’s Bureau 2007
‘Reaching Out – Think Family’	Cabinet Office, 2007



