

Guidance for Early Years settings, Schools, Colleges and SEN Practitioners

UPDATE
March 2018



STOCKPORT
METROPOLITAN BOROUGH COUNCIL



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Special thanks to all our partners who have contributed to this document and the Preparation for Adulthood working group for their guidance and support.
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Introduction

When a child is very young, or SEN is first identified, families need to know that the great majority of young people with SEN and disabilities, with the right support, can find work, be supported to live independently and be part of their local community.

High aspirations are crucial to success; discussions about longer term goals should start early and well before Year 9 (age 13-14) at school. They should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve.

Being supported towards greater independence and employability can be life transforming for young people with SEN. All professionals working with them should share high aspirations and have a good understanding of what support is effective to enable young people to achieve the best possible outcomes.

Preparing for Adulthood (PfA) means preparing for:

- Employment and/or higher education – this includes exploring different employment options such as becoming self-employed and help from supported employment agencies
- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- Having friends and supportive relationships and participating and contributing; being part of the local community
- Being as healthy as possible in adult life – physically, mentally and emotionally

The National Development Team for Inclusion (NDTI – national lead for PfA programme funded by DfE) have developed a useful tool to promote consideration of the four PfA outcomes as part of EHC planning across the age range. This can be found at Appendix A or the link [here](#)

It is important when you have the discussions with young people and their parents/carers to talk about the [Local Offer](#). Here they will find a wealth of information about provision and activities, which they may be able to access and will support them now and in the future. It will help with planning and encourage them to do things for themselves.

Preparing for adult life needs to be an explicit element of planning and support for those students on EHC plans and SEN support. Discussions on their future should focus on what they want to achieve and how best to support them to do this.

Reviews at Year 9 and every review thereafter should include a focus on the four outcomes identified above, not just education/employment, and other professionals involved with the young person should be invited to attend the reviews and contribute towards planning and supporting outcomes.

As young people develop, and increasingly form their own views, they should be more and more involved in decision making about their own future. From the end of the academic year in which a young person reaches the age of 16, they have a right to make requests and decisions for themselves. The Children and Families Act 2014 applies to them directly rather than to their parents/carers although it is important that families continue to support young

people to make decisions or act on their behalf so long as the young person is happy for them to do so.

The right of young people to make decisions for themselves is subject to their capacity to do so under the Mental Capacity Act 2005. The underlying principle of the Act is to ensure that those who lack capacity are empowered to make as many decisions for themselves as possible and that any decisions made or actions taken on their behalf is done so in their best interests. For further information, you can read the useful Mental Capacity Act fact sheet found at Appendix B or the link [here](#)

Transition reviews

Preparing for annual reviews

Preparing young people and their parents/carers for an annual review will help them to get the most from the meeting.

Several resources have been developed to support this process, which needs to take a holistic view of the young person's needs and plan for life outcomes. All resources have been co-produced with young people, parents/carers and various partners.

- 'Growing up in Stockport', is a booklet produced for young people and their parents/carers who may need a little extra help and support as they are growing up. It is based on the 6 keys to citizenship and aims to help young people get ready for becoming an adult. Copies are available on the [Local Offer](#) and from the Education and Careers Advice Team.
- 'Preparing for Adulthood – Transition review'. There are three versions of this guide. One for parents/carers, one for young people and an easy read. These guides help young people and parents/carers to understand the review process and why it is important that they attend the review and ensure that young person's voice is heard and parents/carers are involved in supporting plans for the future. These can be found at Appendix C and are also available to download from the [Local Offer](#)

Timing of reviews

Please ensure the following are observed:

- Year 11 annual reviews must take place between September and November
- Post 16 EHCPs need to be updated by the Education and Careers Advice Worker by the end of December
- The post 16 EHCP must focus on preparation and pathways to adulthood
- Information for the EHCPs will be collated from Health and Social Care by October half term
- It is important that all professionals working with the family are invited to the annual review

The format/ process of the meeting can be determined by school, although it must consider the following (as set out in the Code of Practice 9.116 and 9.117):

- The young person's progress towards achieving the outcomes specified in the EHC plan
- Whether these outcomes and supporting targets remain appropriate.
- Gathering and assessing information so that it can be used by schools or colleges to support the young person's progress and their access to teaching and learning.
- The special educational provision made for the young person to ensure it is being effective in ensuring access to teaching and learning and good progress
- The health and social care provision made for the young person and its effectiveness in ensuring good progress towards outcomes
- The continuing appropriateness of the EHC plan in the light of the young person's progress during the previous year or changed circumstances and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHC plan should be discontinued
- Setting new interim targets for the coming year and where appropriate, agree new outcomes
- Reviewing any interim targets set by the school or college or other education provider

Completing an Annual Review

It is the local authority's statutory duty to complete an annual review for every young person with an Education, Health and Care Plan. They must be reviewed, as a minimum every 12 months, but in some circumstances, reviews might have to be carried out earlier (for example if there is a significant change in needs).

Reviews should:

- Focus on and monitor progress towards outcomes and longer term aspirations
- Consider if outcomes and supporting steps remain appropriate
- Gather information about strengths and needs across education, health and care (as relevant)
- Assess the effectiveness of provision
- Consider the appropriateness of the EHC plan in light of the child / young person's progress or changed circumstances.

Note: During the year, the educational setting will monitor progress towards outcomes specified in the EHC Plan. Smaller steps helping to achieve the outcomes will be regularly monitored. The frequency of these reviews will be agreed for individual young people and will depend on their individual circumstances.

Before the Meeting:

In the vast majority of cases, the child / young person's educational setting is responsible for:

- Organising and coordinating the meeting
- Inviting attendees

- Sending out reports and any other written contributions; These should include the child and young person's views, parental contributions, educational setting report and any other reports from professionals involved in supporting the child / young person. *Reports must be circulated to all attendees at least 2 weeks before the meeting.*

Note: The child / young person must give their views about their dreams and aspirations. The views should be presented either by the child / young person during the meeting or if they do not wish to attend the meeting, through their presentation that they have prepared before the meeting. Parent/carers views should also be sought. Copies of both of these forms can be found at Appendix D.

Templates for completing the annual review can be found at Appendix E and Transition plans should be completed for all young people from Year 9 onwards. Templates can be found at Appendix F.

Ceasing of an Education, Health & Care plan

When considering whether or not to cease a plan, the Local Authority must will take account of whether the outcomes have been achieved or will be achieved by the end of the academic year.

It may be that the young person still has needs but these can be met through SEN support. Annual reviews in Years 10 and 11 must focus on whether the young person's needs can be met via SEN support in post 16 provision.

SENCOs must discuss whether the EHCP needs to continue at every annual review with the parent and young person especially at Year 9 where the focus will be on preparation for adulthood and post 16 education.

The Special Education Needs team and the Education and Careers Advice Transitions team will work with the school SENCO to assess whether a young person needs an EHCP in post 16 provision. They will follow the process:

- Special Education Needs and the Education and Careers Advice Team Leaders meet in the Spring Term
- Consider the young person's EHCP, last annual review minutes and any other relevant information from other professionals including health and social care
- Take into account the current SEN funding band
- Make automatic recommendation for those in band C funding that EHCPs to be ceased; this is because the level of support is not High Needs and needs can be met at SEN support post 16
- Advise the schools of the young people who the Local Authority feel their needs can be met in college by SEN support and recommend that the young person's EHCP is to cease at the end of academic year 11
- Schools should feedback to the Local Authority as to whether they agree or disagree with the recommendations and their reasons why by the end of June. The recommendation will then be reconsidered and an agreement will be reached.

Where the Local Authority and the school agree to cease the EHCP:

- The school and the Education and Careers Advice Worker at the nearest annual review meeting will review the EHCP with the parents/ carer, young person and other professionals working with the young person e.g. Speech & Language, Sensory

Support, Social Care etc and discuss the ceasing of the EHCP at the end of year 11 academic year.

- At the annual review meeting, school will advise the young person, parents/carers about SEND support at college.
- If the young person has elements of the plan which are provided by Health and/or Social Care, these will also be reviewed and if they are to continue these will be provided under separate Health or Social Care plans. It is imperative that transition assessments are carried out well before the young person's 18th birthday in order to support a smooth transition.
- If a young person leaves the provision voluntarily, the EHCP must not be ceased unless SEND provision is no longer needed in accordance with the EHCP. The focus of support should be to re-engage the young person and then the Local Authority will review the EHCP.

Post 16 options

The post 16 education and training landscape is very diverse. It encompasses school sixth forms (both mainstream and special schools), sixth form colleges, general further education (FE) colleges, 16-19 academies, special post 16 institutions and vocational learning and training providers in the private and voluntary sector. The range of study programmes is broad and includes AS/A levels, vocational qualifications at all levels, apprenticeships, traineeships, supported internships and bespoke packages of learning. For more details, see '*Post 16 Education and Training opportunities for SEND students*' booklet, and the more general "*Post-16 Choices*" booklet produced by the Local Authority's Participation and Education Services. Copies are available from the Education and Careers team and on the [Local Offer](#)

Young people entering post 16 education and training should be accessing provision which supports them to build on their achievements at school and which helps them progress towards adulthood and employment.

As young people approach transition, schools and colleges should help young people and their families with more detailed planning. For those with EHC plans, discussion about post 16 options will be part of the preparing for adulthood focus of EHC plan reviews from Year 9. For those on SEN support, this discussion should take place in the annual review of their SEN support plan.

It is important that young people and their families are given plenty of time to access and absorb information, speak to providers and arrange visits if needed – they should be particularly encouraged to contact Learning Support staff to discuss the support available. Young people and their families should ensure they consider multiple options for post-16 education or training, and that they apply to more than one institution.

Transition from school to college

Colleges are usually much larger than schools and offer an extensive breadth of courses to young people. They have a focus on supporting young people so that they can progress in their preparation for adulthood.

Colleges should be involved in transition planning between school and colleges so that they can prepare to meet the students' needs and ensure a successful transition into college life. Schools can support this by:

- Encouraging young people and their parents/carers to attend post 16 planning events like the one facilitated by Participation and Education Services. This takes place in Stockport Town Hall in June each year. Colleges will be there and Education and Careers advisors from Stockport Family will be on hand to give advice.
- Thinking about how the next steps for the young person not only supports their interests and aspirations but also considers the level of the course they want to do; a young person's options are dependent on the qualifications they obtain at school. It is not helpful for young people to name a college based on their impression or the reputation of the college without taking into account whether the courses are appropriate or whether they will have the necessary entry qualifications. This can lead to unnecessary disappointment and a lot of time being wasted.
- Before the college is named, encourage young people and their parents/carers to find out about the college and the courses available by doing some research; read their website, look at the prospectus and attend open events and speak to the Learning Support teams at those events. It also would be advisable to arrange a meeting with the colleges to discuss support needs and what can be offered to support the young person.
- For those young people on EHC plans, once a college is being considered, contact the SEN department within the college; invite them to the Year 11 reviews so that any necessary support can be put in place and the transition can be agreed and planned for.

Contacts are as follows:

- Cheadle and Marple colleges: 0161 486 4612
Guy Barnard – guy.barnard@cmcnet.ac.uk
- Aquinas College: 0161 483 3237
Sue Horton-Smith – shsstaff@aquinas.ac.uk
Maxine Allcock malstaff@aquinas.ac.uk
- Stockport College: 0161 296 5936
Juanita Sheridan juanita.sheridan@stockport.ac.uk

SEN support in college

Generally speaking, the following SEN support is available as appropriate to the young person although there may be small differences between ways of working between the various colleges. This is something to discuss when you the young person starts looking around colleges. The courses are different in the colleges but the support is broadly similar:

- Transitions Support
- An assessment interview to establish need

- Individual risk assessments and personal emergency evacuation plans
- Sharing information with the teachers working with the student
- Basic equipment loan and assistive technology
- Assessment for exam access arrangements
- Exam access arrangements
- Quiet base room
- Small group or individual support
- Shared in-class support in some lessons
- Drop-in support
- Monitoring and review of progress

SEND Post 16 Panels:

Transition Panel

The purpose of the SEND Post 16 Transition Panel is to share information with local providers to enable a smooth transitions to post 16/18 provisions and if required, to compare the young person's education and training support needs with the curriculum and support facilities of each local college (Aquinas College, Stockport College or The Cheadle and Marple College Network). The panel will come to a decision about the appropriateness of considering provision at a local college and identify the young people who have made applications to college or are considering the college.

The Panel is chaired by the Education and Careers Advice Transitions Service and meets termly.

Young people in scope for decisions by the panel are aged 15-18, they are resident in Stockport, have identified SEND needs and are leaving mainstream schools either in Stockport or outside of the borough.

Background

Throughout this process, the young person remains at the centre of discussions and every attempt is made to determine their wishes and those of their parents/carers. Support is provided to facilitate their understanding of what provision is available.

All stakeholders subscribe to the view that every effort should be made to encourage young people and their parents/carers/guardians to actively consider the best local college provision that can meet their needs.

Protocol and process

1. All young people with an Education, Health and Care Plan (EHCP) will have a Transitions Review in Year 9 with all relevant support services. The review leads to the development of a Preparation for Adulthood Transitions Plan, which is reviewed and updated in each subsequent year of full time education.
2. The Education and Careers Advice Worker works in partnership with the school, college, the young person, their parent/carers and all other involved professionals to explore and

assess their education and training needs, including taking account of all local college provision.

3. During the autumn term of the learner's transition year from school (usually at age 16 if the learner attends a mainstream school, or at age 18 if at a sixth form school), the Education and Careers Advice Worker works with all young people with SEND and their parents/carers to explore all post-16 local provision. They begin to amend and update the Education, Health and Care Plan for the young people who are transitioning to post 16/18 provision.
4. The Education and Careers Advice Worker ensures that the young person has been assessed appropriately by local college providers, even if it is felt that they may need an Independent Specialist Provider (ISP). At the Panel, local colleges receive a profile of the young person so they can compare the young person's education and training support needs with the curriculum and support facilities of each college and come to a decision about the suitability of local provision.
5. The Education and Careers Advice Worker informs the professionals involved with the young person that an offer for a place (subject to funding) has been made for the young person.
6. The Education and Careers Advice Worker collates the reports and supporting evidence, and provides a comprehensive EHCP outlining the education and training support needs of the young person and the provision required to meet them. A copy of this is shared with Participation and Education Services, the local colleges and any other professionals who require the EHCP. This is usually done by the end of March and is authorised by a Senior Officer.
7. Local authorities must comply with parent/carer preferences for provision unless the local authority can demonstrate:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or
 - it is not an efficient use of public funds, for example where local provision is able to meet the needs of the young person.
8. Young people and their parents/carers are informed of the outcome of the applications by the college.
9. If an application for a college is not approved, the Education and Careers Advice Worker will work with the young person to explore other possible 16/18 opportunities such as a different college, apprenticeships, alternative provision, training providers, supported internships etc.

SEND Post 16 High Needs panel

The purpose of the SEND Post 16 High Needs Panel is to compare the young person's education and training support needs with the curriculum and support facilities of each local college (Aquinas College, Stockport College and The Cheadle and Marple College Network) and come to a decision about the appropriateness of considering provision at a local college. If none of the local colleges can meet a learner's education and training support needs an application for an Independent Specialist Provider (ISP) will be submitted following the protocol outlined below.

Young people in scope for decisions by this panel are aged 15-19, resident in Stockport, have identified SEND needs and are leaving special schools either in Stockport or outside of the borough.

The panel normally meets each term.

Background

Throughout this process, the young person remains at the centre of decision-making and every attempt is made to determine their wishes and those of their parents/carers. Support is provided to facilitate their understanding of what provision is being funded and they are encouraged to access an advocate if this is necessary.

All stakeholders subscribe to the view that every effort should be made to encourage young people and their parents/carers/guardians to actively consider local college provision before any application is made to an Independent Specialist Provider (ISP). Young people and their parents/carers are made aware of the criteria for funding ISPs. (See point 9 below)

Protocol and process

1. All young people with an Education, Health and Care Plan (EHCP) will have a Transitions Review in Year 9 with all relevant support services. The review leads to the development of a Preparation for Adulthood Transitions plan, which is reviewed and updated in each subsequent year of full time education.
2. The Education and Careers Advice Worker works in partnership with the school, college, the young person, their parent/carers and all other involved professionals to explore and assess their education and training needs, including taking account of all local college provision.
3. During the autumn term of the learner's transition year from school (usually at age 16 if the learner attends a mainstream school, or at age 19 if at a special school) the Education and Careers Advice Workers work with young people with SEND and their parents/carers to explore all post-16 local provision, including any suitable packages of provision. They begin to amend and update the Education, Health and Care Plan for the young people who are transitioning to post 16/19 provision.
4. The Education and Careers Advice Worker ensures that the young person has been assessed appropriately by local college providers, even if it is felt that they may need an ISP. At the Panel, local colleges receive a profile of the young person so they can compare the

young person's education and training support needs with the curriculum and support facilities of each college and a decision is made about the suitability of local provision.

5. The Education and Careers Advice Worker informs the professionals involved with the young person that an offer for a place (subject to funding) has been made in October. Where previous assessments have contributed to the decision to apply for a placement, professionals will be asked to provide a written assessment of the young person's education and training support needs to contribute to the application for support for the placement. This includes details of any packages of provision that have been considered, e.g. mixture of local provision and any direct payment arrangements.
6. The Education and Careers Advice Worker collates the reports and supporting evidence, and provides a comprehensive EHCP outlining the education and training support needs of the young person and the provision required to meet them. This is sent to the Participation and Education Services by the end of March with the authorisation of a Senior Officer of the Local Authority within a further 20 working days, unless exceptional circumstances dictate otherwise
7. Requests for continuation to placements at ISPs are to be sent to Participation and Education Services no later than the end of April.
8. Local authorities must comply with parent preferences for provision unless the local authority can demonstrate:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or
 - it is not an efficient use of public funds, for example where local provision is able to meet the needs of the young person.
9. Applications are assessed by Participation and Education Services against the following criteria and for funding to be approved they must meet one or more of the following criteria:
 - **Criteria 1:** There is no local provision (Stockport College, Aquinas College or The Cheadle & Marple College Network) that is sufficient in quantity and adequate in quality that can meet the learner's education or training needs
 - **Criteria 2:** The assessment of the learner's education or training needs demonstrates that an essential element can only be provided in a residential setting
 - **Criteria 3:** There is evidence that the learner has medical or care needs that cannot be addressed by local providers and that would prevent the learner from accessing education or training that was sufficient in quantity and adequate in quality to meet their needs.

Funding for an ISP is not agreed if local provision can meet need and offer a place.

10. Young people and their parents/carers are informed of the outcome of the applications by the college.

11. If an application for specialist provision is not approved, the education provider appeals the funding decision and Participation and Education Services review their decision.
12. If an application for specialist provision is not approved parents can follow the SEND appeals process.

High Needs Funding

For funding purposes at Stockport Council, a high needs student is defined as a young person aged 16-25¹ who requires additional support costing over £6,000 to participate in education and training who is subject to an Education Health and Care (EHC) Plan. If a student over 19 does not have an EHC plan, any high needs support funding is the responsibility of the Skills Funding Agency (SFA). Funding for high needs students consists of both place funding (Elements 1 and 2) and top-up funding (Element 3).

Students must be resident in Stockport or under the care of Stockport Council to be eligible for High Needs Funding from this local authority.

Stockport Council will only consider requests for High Needs Funding (element 3) where a High Needs Cost Form (V10)² has been submitted to **Participation & Education Services** and it is evidenced that an individual student is on learning programme, which is agreed as appropriate and commissioned by the local authority. Requests for funding must be able to demonstrate that support required for learning is over and above that which is normally provided. V10 forms are normally submitted from the start of the financial year, with contracts issued by July.

Timescales for application and decisions regarding high needs funding is as follows:

- **March** – EHCPs completed and shared with providers
- **April** – Participation & Education Services will receive requests for E3 funding (V10s) from providers; Deadline for V10 submissions for continuing learners staying on same programme
- **May** – deadline for V10 submissions for new learners/continuers on new programmes
- **June** – funding negotiations; funding decisions made; providers confirm places with parents
- **July** – first version of contracts issued by Participation & Education Services to providers
- **September** – all learners need to be enrolled and on programme by end of September

Note: Specific dates are provided each year by Participation and Education services

Local authorities have a role in ensuring that learning support for individuals is targeted on their needs and most importantly, in the context of their long term goals and aspirations in preparing for adulthood.

¹ Until the end of the academic year in which the young person turns 25.

² See below pages 2-14 for funding guidance and V10 cost form (2017-18 version)

Additional learning support is provided:

- To ensure that students have every chance to successfully complete their course.
- That a learning difficulty, disability or impairment does not prevent any student from having as equal a chance as their peers to be successful on their chosen course.
- To ensure that students achieve the maximum possible level of independence and activity in their communities and in employment.
- To maximise independent living and learning skills
- To prepare young people for adulthood; leaving college, higher level course, university or employment.
- To promote interaction and friendships with peers.

For further information, please see here:

<https://www.gov.uk/government/publications/high-needs-funding-arrangements-2017-to-2018/high-needs-funding-operational-guide-2017-to-2018>

A copy of the full guidance and a sample V10 can be found at Appendix G

For further information and advice, contact Participation and Education Services on 0161 474 2350 participation&education@stockport.gov.uk

Post 16 Transport

The Travel Coordination Service provides travel support to eligible students who have a Special Educational Need and/or a disability, which limits their ability to get to school or college.

Students who are in receipt of an Education Health & Care Plan (up to the age of 19) are eligible for a concessionary bus pass, via Transport for Greater Manchester, if they remain in full time Education. These can be used on any Buses, Trains and Trams within the Greater Manchester area.

Students over the age of 19 who want to apply for a concessionary bus pass may be subject to a different criteria and will need to contact Adult Social Care on **0161 218 1220** for more information.

For students who are of compulsory school age (5-16) and are eligible for Travel support, Stockport Council can refer students to the Independent Travel Training (ITT) programme, run by PURE Innovations.

Although we may, in certain circumstances, provide ITT for students over the age of 16, it is recommended that students who have the potential to travel independently undertake the travel training prior to them going to sixth form.

Information on the ITT scheme can be found at; <https://www.pureinnovations.co.uk/what-we-offer/travel-training/>

Students who receive the higher rate mobility allowance may want to apply for a motability vehicle. Young people who qualify for this scheme may be able to learn to drive from the age of 16.

For more details please visit: <http://www.motability.co.uk/information-for-customers/cars-and-wheelchair-accessible-vehicles-customer-area/young-drivers>

For eligible students who are unable to get to school or college independently either by walking, public transport or in their own vehicle because of their Special Educational Need and / or disability we may offer either;

A Personal Transport Budget (PTB). This payment is mileage based and can be used in a variety of ways to support the student to get to school or college.

Supported transport in the form of a taxi or minibus.

Please note that from September 2017, there will be a charge for supported transport for students of sixth form age. Currently this cost is £510 a year. For families on a low income, this will be reduced to £255 a year.

Please contact the Travel Coordination Service on 0161 474 2504, or email travelcoordination@stockport.gov.uk to discuss school or college travel support requirements.

Further information, including Home to School transport policies and other related services, are available on the Local Offer [Transport page](https://stockport.fsd.org.uk/kb5/stockport/fsd/family.page?familychannel=13-6)
<https://stockport.fsd.org.uk/kb5/stockport/fsd/family.page?familychannel=13-6>

The transport support policy can be found at Appendix H and the personal travel budget guide can be found at Appendix I

Health transitions

Preparing disabled children and young people for Adult (PfA) life needs to start as early as possible in order to allow them to develop the skills and knowledge of their health needs to enable them to have choice and control over their lives.

The NICE quality standards (2016) covers all young people aged up to 25 who are due to make the transition to adults' services. This includes young people:

- with mental health problems
- with disabilities
- with long-term, life-limiting or complex needs
- in secure settings
- under the care of local authorities

Early planning allows a more gradual process. A sudden move to adults' services can lead to young people and their families losing confidence and disengaging with services. Early planning allows young people more time to be involved in decisions and to adjust to changes to their future care.

Health professionals should be invited to annual review meetings for all young people who will move from children's to adults' services in order to support transition planning. For some young people, particularly those with complex needs, transition is a lengthy process that needs to start early.

Regular reviews ensure that a young person's changing needs are taken into account, however for some young people meetings may need to be more frequent, depending on their individual needs.

At the meeting there should be a review of the young person's current:

- clinical needs:
- psychological status
- social and personal circumstances
- caring responsibilities
- educational and vocational needs
- cognitive abilities, and
- communication needs.

For those young people with an EHCP in mainstream schools, the school nurse will offer a health assessment in Year 10. This will be incorporated into the young person's EHCP.

When a young person's health needs are co-ordinated by a Paediatric Consultant, the responsibility for their health needs transfer to the GP when they reach 18 years of age.

A health assessment undertaken in Year 10 aims to ensure that all health information is collated so that transition of health care to the GP is managed as smoothly as possible.

For young people with a Learning Disability, they should be encouraged to enrol on the GP Disability Register and take up annual health checks from the age of 14 so that the GP is

aware of the young person's needs and the young person becomes familiar with the GP surgery.

Named worker:-

Young people who are moving from children's to adults' services should have a named worker to coordinate care and support before, during and after transfer. A single point of contact – preferably a person that the young person knows and trusts – can coordinate care and signpost to appropriate support. The named worker is a role rather than a job title. This should be one of the people from among the group of health workers providing care and support to the young person, who has been designated to take a coordinating role. The young person should help decide who this person should be. It could be, for example, a support planner, a nurse, an allied health professional or another health or social care practitioner. It could also be someone who already has the title keyworker, transition worker or personal adviser. A named worker should oversee, coordinate and deliver transition support.

If the young person has Continuing Health Care (CHC), this will be the transition nurse assessor within the CHC team. They should be the main link with other practitioners, particularly if a young person receives care from more than one service. They should arrange appointments for the young person, act as their representative, direct them to other services and sources of support, and support the young person's family if appropriate.

The named worker should be involved throughout transition, supporting the young person before and after transfer until a time agreed with the young person and their family. If the named worker is based in children's services, they should hand over responsibilities to a practitioner in adults' services.

Young people may feel unsure about moving to adults' services, especially if they have been with children's services for a while. Meeting a practitioner who will take a lead role in their future care, at least once, from each of the adults' services they will move to can help build a young person's confidence, reduce their concerns and increase their willingness to have new practitioners involved in their care. This can lead to a smoother transition for the young person and more regular attendance at appointments in adults' services, with better outcomes.

Appropriate referrals from Paediatric Community Nursing team to the District Nursing services will be made by the time the young person is 17 years and 6 months.

The role of the Designated Clinical Officer (DCO) appointed by Stockport Clinical Commissioning Group (CCG) is to support the CCG in its implementation of the Children and Families Act (2014). The DCO will have oversight across all health professionals delivering healthcare to individual disabled children, young people and those with special educational needs up to the age of 25.

In Stockport, the DCO is Heather West. She can be contacted at heather.west@stockport.nhs.uk

Social Care transitions

Local authorities have a duty to undertake a child's needs assessment for any child who is likely to have needs for care and support after becoming 18 and where it would be of significant benefit to do so. (Care Act 2014, s.58). This is usually referred to as a *transition assessment*.

The Care Act specifies there to be three groups who may need a transition assessment:

- Children likely to need care and support after turning 18 and into adulthood.
- Adult carers of children who will be turning 18 and who likely to have ongoing care and support needs.
- Young carers who will themselves be turning 18.

The timing of the assessment should take account of what is most convenient to the young person, dependent on their circumstances, level of need and the amount of transition planning required.

For those on Education, Health & Care (EHC) plans, this should start in Yr9 (aged 13-14).

It is therefore important that consideration should be given to the need for a Transition assessment at this review.

- For some young people the transition assessment and planning for post 18 should commence from age 16 to complement other pathway planning.
- For a young person with lower level needs it will be more appropriate to have completed the transition assessment process within their 17th year of age.

All transition assessments should take place before the age of 18.

In Stockport, a 'Transition to Adulthood' pathway has recently been introduced.

(see Appendix J

This new way of working is being tested and will be evaluated during 2018.

Transition Social Workers, who are based in Adult Social Care, will work closely with education colleagues to screen all young people on EHCPs. These will be triaged and priority for assessment will be given to Looked after Children (LAC)/ Care Leavers, those in receipt of direct payments/packages of care provided through Children's Social Care and those with complex needs.

A proportionate approach will be taken:

- For those young people on EHCPs who are in specialist/resourced provision, the Transition Social Workers will make direct contact with colleagues across education, health and social care as relevant to gather up to date information. Contact will then be made with parents/carers as appropriate.
These settings will have an allocated link Transition Social Worker.
- Young People on EHCPs who are in mainstream provision who have no other priority indicators will receive a letter raising awareness of the eligibility criteria for Adult Services and signposting them to the online eligibility checker available on the 'My Care, My Choice' website. A copy of the letter is sent to parents/carers. Those who

think they maybe eligible are advised to ring the Adult Social Care Contact Centre and request a transition assessment.

- For those young people who are not on EHCPs but maybe on SEN support and/or have a physical disability or Autism, no contact will be made with them. It is therefore important that the professionals working with them are aware of the eligibility criteria and where to refer.

If the Transition Social Workers do not know about them, they cannot be offered a transition assessment.

Whilst it is likely that they will have a lower level of needs than those on EHCPs, they may still be eligible under the Care Act criteria for support in their own right as an adult and therefore planning for post 18 is just as important so that they get timely support into adulthood.

It is not necessary to have been known to Children's Social Care to be eligible for Adult Social Care.

The nationally agreed criteria for eligibility for Adult Social Care is determined within the Care Act 2014. It is as follows:

- That the young person's needs are caused by a physical or mental impairment or illness *and*;
- That they will be unable to achieve two or more outcomes (see below) *and*;
- As a consequence, there is or is likely to be a significant impact on the person's wellbeing:

The outcomes that will be assessed are the amount of support the young person needs for:

- Eating and drinking
- Managing personal hygiene
- Managing toilet needs
- Getting dressed
- Using the home safely
- Maintaining the home
- Keeping in touch with family and friends
- Getting involved in work, education/training or volunteering
- Using public transport and recreational facilities
- Caring responsibilities for a child under 18

For more information, see the Adult Social Care website 'My Care, My Choice' and access the [Eligibility checker](#)

For those young people who are likely to be eligible for Adult Services, it is important that Transition Social Workers are invited to Year 11 reviews.

If you are working with a young person who you think maybe eligible and they are not on an EHCP, discuss the criteria with them. If they are over 16 and consent to a referral being made and information being shared, ring the Adult Services Contact Centre on 0161 217 6029 and request a transition assessment. You will also need to share up to date information regarding their level of needs, this maybe within a SEN Support plan or an Early Help Assessment.

For those who are eligible, Transition Social Workers will carry out a long term assessment at a time when it is of “significant benefit” to a young person’s preparation for adulthood and it should include what their future support might look like. The timing would be agreed with the young person and their parents/carers. E.g.; it would not be of ‘significant benefit’ to undertake an assessment in the middle of exams or during a course of medical treatment.

If as a result of the assessment, it is determined that the young person has needs but they are not eligible then the local authority is still required to provide advice and guidance about alternative ways of meeting social care needs. This will be confirmed in writing by the Transition Social Workers.

For further information and advice, speak to your link Transition Social Worker (if you have one),
e-mail transitions@stockport.gov.uk or ring the Adult Social Care Contact Centre on 0161 217 6029