

# CUMBRIA GUIDE TO TRANSITION

## Moving from school to adult life – planning for the future

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## **Introduction**

This booklet provides information to parents and carers of a child with special educational needs and disabilities and those with social care needs. If your child already has, or will be applying for, an Education, Health and Care (EHC) Plan, transition will be discussed during the annual reviews of this plan.

This booklet is an introduction to the help that may be available around transition from Year 8 onwards. We hope that with the help of this booklet you will be able to understand who, from education, health and social care should be involved and who can help best prepare you or your child through each stage of transition.

This document was developed from information contained in the Cumbria Transition Protocol (see p18). We know that the transition period can be a confusing and anxious time for young people and their parents or carers. We hope that the information within this document will help you to understand where you can obtain further support and advice.

Information can also be accessed via Cumbria's Local Offer website:

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

## **Definition of disability**

The Equalities Act 2010 defines a disability as being a physical or mental impairment that has a substantial and long term negative effect on a person's ability to do normal daily activities. Having a disability does not automatically mean that this guide will apply. Some young people with a disability will be able to make a successful transition by accessing universal support services.

## **What is transition?**

The process leading up to a young person's move from school into adult life is called transition. It is essential that the voice of the young person and their family is heard and they are at the centre of planning for their future. Above all, the aim for transition planning is to achieve the best possible outcome for each young person and to maximise their independence, choice and control equitably across the county within available resources.

The transition from childhood to adulthood is a time of celebration, change and challenges for all young people between 13 and 25 years old. Careful planning of process is key to helping all young people make decisions about their future: about their career, their continuing education, their social life and where they might like to

live. Having access to timely and comprehensive information, advice and guidance can be useful to help them reach their goals.

During a young person's last few years at school they will be encouraged to begin to think about future options.

# TRANSITION PATHWAY

PATHWAY	<b>YEAR 8 (Age 12-13) summer term</b>	developed and ongoing Family invited to all reviews. Young people involved in all meetings AS APPROPRIATE. Meaning of transition and its impact reinforced to young people and parents/carers. Person centred approach
	<b>PREPARATION FOR TRANSITION</b>	
	<ul style="list-style-type: none"> <li>• Young people with additional needs identified</li> <li>• Parents and young people informed of processes</li> <li>• Child and Adult services informed</li> <li>• Person centred approach introduced</li> </ul>	
	<b>YEAR 9 (Age 13-14)</b>	
	<b>TRANSITION WORK BEGINS</b>	
	<ul style="list-style-type: none"> <li>• Pre-review meeting – to explain review process to young person and parents/carer(s)</li> <li>• Young person and their parents/carers consulted over who should attend reviews</li> <li>• EHC plan review to include transition planning</li> <li>• All options for post-16 education discussed</li> </ul>	
	<b>YEAR 10 (Age 14-15)</b>	
	<b>TRANSITION REVIEW FOR ALL YOUNG PEOPLE WITH ADDITIONAL NEEDS</b>	
	<p>Consider:</p> <ul style="list-style-type: none"> <li>• Person's eligibility for adult social care</li> <li>• Existing opportunities</li> <li>• Future opportunities as an adult</li> <li>• Appropriate post 16 provision</li> </ul> <p><b><i>At age 14 Children's service professional should identify young people with likely needs for NHS Continuing Healthcare (NHS CHC) and relevant Clinical Commissioning Group informed</i></b></p>	
	<b>YEAR 11 (Age 15-16)</b>	
<b>TRANSITION REVIEW</b>		
<p>Should be attended by appropriate workers from children's and adult services along with any other relevant agencies</p> <ul style="list-style-type: none"> <li>• Actions for individuals workers/services identified</li> <li>• Timescales documented</li> </ul> <p><b><i>Formal referral for NHS CHC screening as appropriate</i></b></p>		
<b>YEAR 12 (Age 16-17)</b>		
<b>TRANSITION REVIEW</b>		
<ul style="list-style-type: none"> <li>• Adult social care assessment where appropriate</li> <li>• Carers assessment offered where appropriate</li> <li>• Identify gaps and plan appropriate actions</li> <li>• If young person leaving school updated plans to be sent to the new post 16 provider</li> </ul> <p><b><i>In principle decision regarding NHS CHC</i></b></p>		
<b>YEAR 13 (age 17-18)</b>		
<b>TRANSITION REVIEW</b>		
<ul style="list-style-type: none"> <li>• Transfer to adult services at the appropriate time</li> </ul>		
<b>Ages 19-25</b>		
<b>PLANNED CONTINUATION OF ADULT SERVICES</b>		
<ul style="list-style-type: none"> <li>• By all services already involved</li> <li>• Any additional services alerted</li> </ul>		

## **What makes for successful transition planning?**

1. A commitment by all services and by every individual professional at every level. Cumbria Children's Services in partnership with a range of other multi agency services might be needed to support a successful transition process for a young person.
2. The young person and their families should be fully involved in the process as set out in the Transition Protocol
3. Information about the young person is collected to assess the young person's needs
4. A range of different services working together from the time a young person is 14 years old onwards up to 25 years old.
5. A co-ordinated team approach and person-centred planning process surrounding the young person that emphasises independence and autonomy.
6. Regular monitoring of the process to check that actions within the EHC plan have been achieved.

## **What is a transitions review?**

At the heart of the transition process is the transition review which is a meeting involving the young person, parents or carers, educational providers, Children's or Adult Services and any other services invited by the family. This takes place in year nine and thereafter continues annually according to the young person's need.

Each meeting will end with an action plan to ensure that everyone involved is clear on the actions that they will deliver to ensure that the transition plan is successful. Everyone is different and so it is likely that all action plans will vary accordingly. This means that different services contribute at different times during the period when the young person is aged 13 – 25; this ensures that the process is truly 'person centred'.

## **What should happen at transition reviews?**

### **Before The Meeting**

- The young person's school should arrange a transition review meeting. Parents and carers should be given notice of this meeting and the people invited should include; you, the young person (and anyone else either of you would like to attend) and all services who are involved/likely to be involved with supporting the young person.

- For children educated at home parents should contact Children's Services if they need support with transition.
- Representatives from appropriate services can be invited to reviews by the young person's school.
- It is important that the young person has had access to impartial information, advice and guidance about their future options. Some young people will need a lot of time and support for this stage.
- All services should provide information as requested by the school at least 2 weeks before review meeting.
- The transition review meeting should coincide with CLA (Child Looked After) review where possible and where relevant.
- Information contributed by each service should be distributed to all those who are attending the transition review meeting at least 2 weeks before the meeting. This should be co-ordinated by the school.

### **At The Meeting**

- A Lead Professional is identified to oversee the delivery and co-ordination of the transition plan.
- The Lead Professional should support the young person and their family or carers to contribute to their transition review meeting through a person centred approach
- The review should provide a relaxed and comfortable environment to support the young person and their family and carers.
- The transition part of the EHC plan records who has agreed to undertake each action and when it will be done.
- The meeting may identify where specialist learning provision is needed.
- The meeting should include checking on progress and review of all areas of need for the young person e.g. education, health/care support needs, finance and benefit checks/support, legal responsibilities, supported employment, social activities, future transport needs, housing and long term plans.
- The young person should be given information advice and guidance on sport and leisure activities.
- Young people and their families should be informed of advocacy services to support as required.
- Health Care professionals should identify whether a young person is likely to continue to have health care needs when they leave school/turn 18. This information will have been submitted before the meeting in the form of a health care plan.
- If the young person is in care and in Year 11 then the Leaving Care Team will commence involvement and a Housing Officer should also attend.

- A transition worker from Adult Social Care should attend the review from year 9 if Social Care Services are required. The transition worker should; provide information about the young person to other adult services, signpost to finance & benefit checks/support if needed and make a “pre-referral” to the appropriate Adult Services team if the young person is thought to be eligible.
- When the young person is 17 years old information and recommendations should be given to them and their family on post-18 opportunities/options available relative to the young person's identified needs.

### **After The Meeting**

- A copy of the updated EHC plan will be circulated to the young person and their parent or carer and all relevant agencies following the review. The Lead Professional will make sure this is discussed fully with the young person and their family.
- The SEND (Special Educational Needs and Disabilities) Team should be provided with information about the young person’s support needs by the young person’s school.
- The young person and their family should be given the opportunity to visit potential future educational provisions in year 10.
- Where continuing in education has been identified as appropriate and needs cannot be met by other local educational provision, professionals should ensure funding applications for specialist and residential colleges are made in good time.
- Where it is agreed that alternative options to education are most appropriate to meet the young person’s needs professionals should ensure funding applications are made in good time.
- Referrals for respite should be made by a Children’s Social Worker or through a TAC (Team Around the Child) meeting if the young person has a high level of need.
- Where there is not a clear transition pathway due to the complexity of health care needs of the young person, their GP will be responsible for arranging future coordination of health care and referrals to other health professionals as needed
- If the young person is over 18 years old and working with Adult social services, they will continue to work together to carry out the recommendations for the young person from transition reviews.

# Options after leaving school

This section will look at the provision available in Adult Services, which can be accessed by young people after leaving school.

There are four main options for a young person supported by an Education Health and Care Plan and /or Adult Social Care pending eligibility (see social care support below) to consider when they are looking at the opportunities available after they leave school. These are:

## 1. Continued education

The Government has increased the age to which all young people in England are required to continue in education or training to at least their 18th birthday.

This does not mean young people must stay in school. They are able to choose from:

- ✓ full-time education (e.g. at a school or college) NB: It is only if, on assessment, the local college(s) cannot meet your/your child's needs that specialist options can be considered.
- ✓ an apprenticeship or traineeship; or
- ✓ part-time education or training combined with one of the following:
  - ✓ employment or self-employment for 20 hours or more a week
  - ✓ Volunteering for 20 hours or more a week.

## 2. Community options

- ✓ Local community assets
- ✓ Day opportunities

## 3. Volunteering

- ✓
- ✓ Cumbria Council for Voluntary Service

## 4. Employment

- ✓ DEA/Jobcentre Plus
- ✓ Supported employment i.e. Imagine Independence

## Adult Social Care support and assessment

Adult Social Care is responsible for providing you with help to access the care and support that you need. Following the introduction of the Care Act 2014, we must provide a wider range of care and support than we did before. This includes helping people who pay for their own care.

Examples of what we can help with include:

- ✓ general information, advice and sign-posting to organisations that can help you
- ✓ advice about housing including how to adapt your home and the range of accommodation options available
- ✓ equipment that can help you to remain independent at home
- ✓ short-term services, for example, help you need when coming out of hospital;
- ✓ an assessment where you can talk about your longer term needs and how you think these could be met
- ✓ a care and support plan about how your needs will be met
- ✓ help to understand how your care and support is funded – what we pay for and what you might be asked to pay if your service is not free
- ✓ your personal budget you can use to arrange your own care in the way that best suits you.

If you care for someone, you can have an assessment from us. We can help you develop a support plan to make it easier for you to care. We can also help you and the person you care for to get the financial help you need.

We can also help any member of the public or family who is worried about the safety of a vulnerable adult living in Cumbria. We call this 'safeguarding adults'.

For further information and advice please follow the link below:

<http://www.cumbria.gov.uk/elibrary/Content/Internet/327/6547/4217314450.pdf>

Cumbria County Council must carry out a Care Act assessment (2014) when there is *significant benefit* to the young person or carer in doing so, and if they are likely to have care and support needs after turning 18.

For the young person, this is sometimes referred to as the Transition assessment, which should take place at a time when it is most appropriate for the young person.

Transition Social Workers work with young people from age 14 and potentially through to 25 years of age. The Transition process applies to all young people with additional needs and not just those with a learning disability or autism.

They work with young Cumbrians:-

- ✓ who may require advice and information relating to social care needs
- ✓ who have significant disabilities and complex support needs
- ✓ who need support to move into adulthood
- ✓ who are eligible for adult social care support

Following completion of the assessment under the Care Act, information should be given about whether the young person, their Carer or young Carer is likely to have eligible needs for care and support when they turn 18.

Inspira is a source of information about these options. Their role is to help young people (from the age of 13 up to 24) to prepare for their transition to adult life.

Depending on the young person's needs, an Inspira professional adviser can offer information, advice and guidance on many areas including education, benefits, training and employment.

More information is available on their website at [www.inspira.org.uk](http://www.inspira.org.uk)

In addition young people should be encouraged to consider their aspirations for their living arrangements in the longer term.

A Disability Employment Adviser (DEA) at your local Jobcentre can help you find a job or gain new skills and, tell you about disability friendly employers in your area. They can also advise you about claiming Benefits such as Universal Credit; Jobseekers Allowance; Employment Support Allowance and Personal Independent Payment.

DEA Services include:

- ✓ Employment Assessment to identify skills and experience;
- ✓ Referral to a Work Psychologist for specialist assessment;
- ✓ Practical advice regarding adjustments or support at work; and
- ✓ Advice regarding employers' obligations under the Equality Act 2010

## Key contacts and more information

### Complaints

If you have a problem about a council service please talk about it first to the person who provides your service.

Our aim is to deal with any complaints quickly and to your satisfaction. Your complaint will be taken seriously, no matter who you are or how you complain. Our staff can offer information and explain how the complaints procedure works. You can make your complaint in whatever way you prefer. If we need to have an interpreter to communicate with you, please do let us know.

Please note that complaints will not normally be accepted from complainants about matters that occurred more than 12 months earlier. In exceptional circumstances and where adequate reasons are given, a complaint will be accepted outside this timescale.

We would also like to hear your feedback on the services we provide or if you have a suggestion on how we can make improvements. Your comments will be passed on to the services involved.

#### Contacting Us

Email: [complaints@cumbria.gov.uk](mailto:complaints@cumbria.gov.uk)

Email: [compliments@cumbria.gov.uk](mailto:compliments@cumbria.gov.uk)

Online: [Online Complaints Form](#)

Telephone: 01228 221234

### Local Offer

The [Local Offer](#) website is where you can find information and guidance about activities and services available to all young people, who have additional educational needs, and live in Cumbria.

### Adult Social Care

[Adult Social Care](#) is an online resource for all adults with care and support needs. As well as information and advice, it includes a directory of national helplines and local services and activities.

Alternatively, you can contact your local Adult Social Care office as below:

Allerdale: 01900 706301 [workingtonssd@cumbria.gov.uk](mailto:workingtonssd@cumbria.gov.uk)

Carlisle: 0300 303 249 [carlisleasd@cumbria.gov.uk](mailto:carlisleasd@cumbria.gov.uk)

Copeland:	01946 506352	<a href="mailto:whitehavenssd@cumbria.gov.uk">whitehavenssd@cumbria.gov.uk</a>
Eden:	0300 303 249	<a href="mailto:penrithssd@cumbria.gov.uk">penrithssd@cumbria.gov.uk</a>
Furness:	0300 303 2704	<a href="mailto:barrowssd@cumbria.gov.uk">barrowssd@cumbria.gov.uk</a>
South Lakes:	0300 303 2704	<a href="mailto:kendalssd@cumbria.gov.uk">kendalssd@cumbria.gov.uk</a>

## Jargon Buster

**Education, Health and Care (EHC) Plan** - An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

**Universal support services** - By universal support services we mean the kind of things that are available to all citizens across the County. You do not need to be eligible for social care services to use these.

**NHS Continuing Health Care (CHC)** - NHS continuing healthcare is the name given to a package of care which is arranged and funded solely by the NHS for individuals outside of hospital who have ongoing health care needs. You can receive NHS continuing healthcare in any setting, including your own home or in a care home. NHS continuing healthcare is free, unlike support provided by local authorities for which a financial charge may be made depending on your income and savings.

**Clinical Commissioning Group** - Clinical commissioning groups (CCGs) are a core part of the government's reforms to the health and social care system. In April 2013, they replaced primary care trusts as the commissioners of most services funded by the NHS in England.

**NHS CHC screening** – a **screening** tool to help health and social care staff judge whether it is appropriate to undertake a full assessment for Continuing Health Care (CHC).

**Person-Centred Planning** - (PCP) is a set of approaches designed to assist someone to **plan** their life and supports. It is used most often as a life **planning** model to enable individuals with disabilities or otherwise requiring support to increase their personal self-determination and improve their own independence.

**CLA (Child Looked After)** - Under the Children Act 1989, a child is legally defined as 'looked after' by a local authority if he or she: gets accommodation from the local authority for a continuous period of more than 24 hours. is subject to a care order (to put the child into the care of the local authority)

**Lead Professional** – a member of the Children's or Adult Workforce who takes the lead to co-ordinate provision for a child, young person and their family. They act as a single point of contact when a range of different agencies are involved, and help to make sure that effective integrated working, information sharing and sound holistic assessment takes place.

**Supported Employment** – Supported Employment is a way of providing assistance to people with a disability who need extra support to move towards and into work

**Advocacy** – a process of supporting and enabling people to:

- Express their views and concerns.
- Access information and services.
- Defend and promote their rights and responsibilities.
- Explore choices and options

**SEND (Special educational needs and disabilities) Team** – A team of professionals, primarily social workers, who work with children and young people age 0 to 18 years who have severe and complex disabilities, or life limiting conditions that effect learning and or physical development and have a major impact on their quality of life who require support over and above what is available through universal and community organisations.

**TAC (Team Around the Child)** – A Team Around the Child/Family is a network of practitioners who work together to agree a plan and delivery of support to meet a child or young person's assessed needs, and to some extent, needs of the family where these impact on the child or young person. They work directly with the family or young person.

**Local community Assets** – is anything that can be used to improve the quality of community life including a person, building, community service, business, etc.

**DEA/Jobcentre Plus** – Disability Employment Advisors. Individuals with a disability that affects their ability to work can get assistance and advice on returning to the workplace by speaking to a Work Coach at their local Job Centre Plus. Work Coaches are trained to be able to help people find work or to gain new skills for a job. They can help with work preparation, recruitment, interview coaching and even confidence building.

**Imagine Independence** - Cumbria Employment Service offering support for anybody aged 16 or over, who is eligible for support under the Care Act. This service is available to people who may have a physical or learning disability, a mental health difficulty or who may be a young carer

**Vulnerable Adult** – is a person: “Who is or may be in need of community care services by reason of disability, age or illness; and is or may be unable to take care of unable to protect him or herself against significant harm or exploitation”.

**Safeguarding Adults** - Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect.