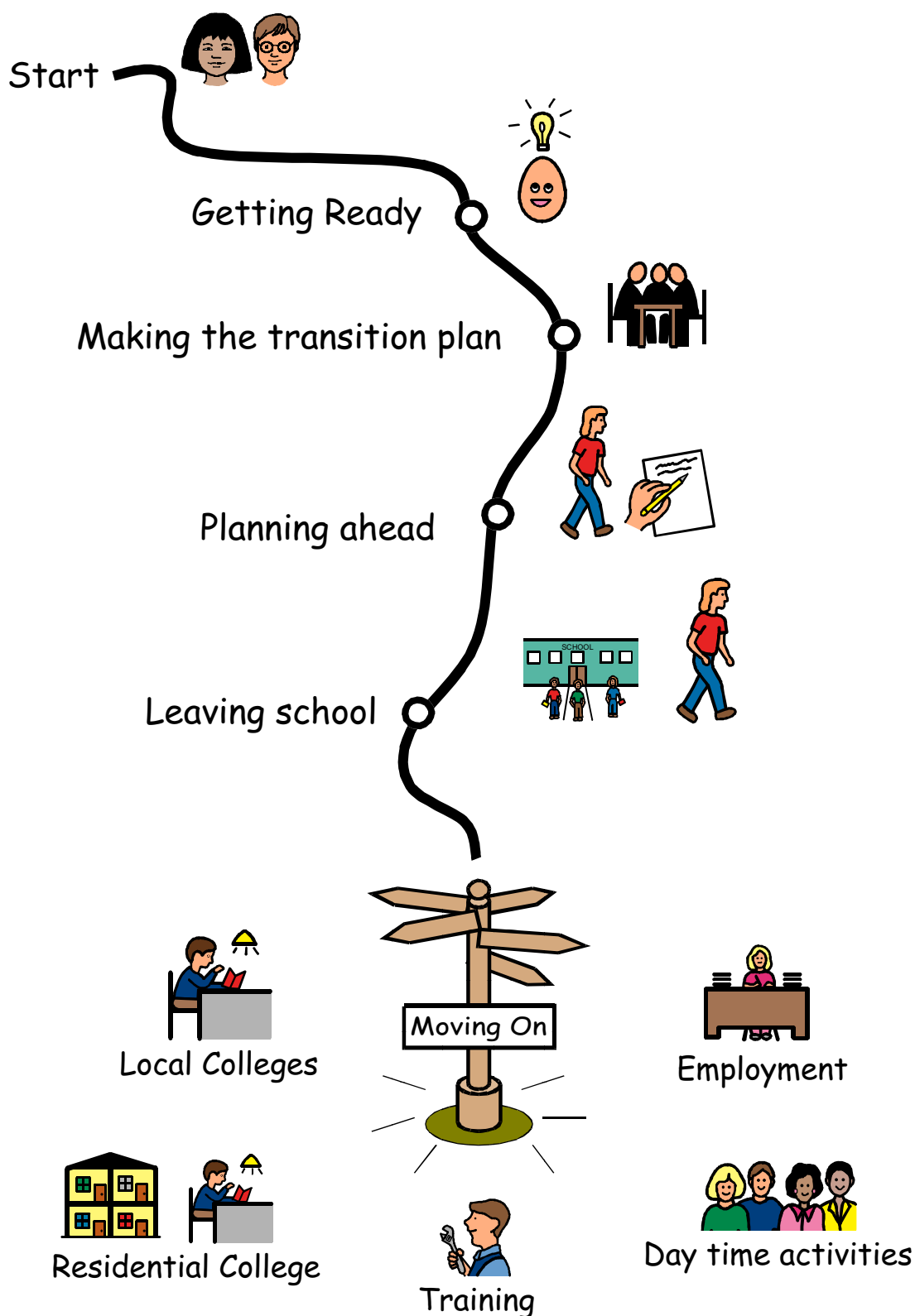


Transition Pathway

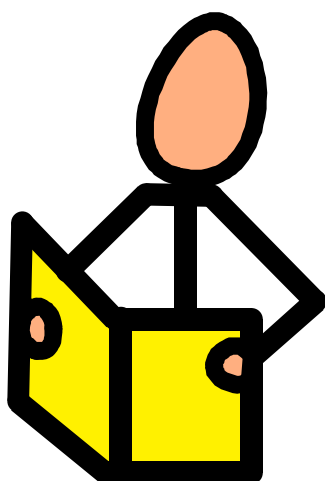


Guidance and tools to support person centred transition
planning with young disabled people aged 13 - 25

Produced by the Transition Pathway Project 2005

The Big Picture

Your Guide to Transition



for young people aged 13 to 25

updated version

'The Big Picture' is a separate guide for young people and their families and links with this 'Transition Pathway' guidance.

It is a good tool to use when transition planning with young people. They can use it to help them make personal transition workbooks.



Guidance and tools
to support
person centred transition planning
with young disabled people
aged 13 - 25

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How the Transition Pathway was developed

The Transition Pathway was originally developed by a multi-agency West Midlands regional group, who all had a common interest-they wanted to make transition for young disabled people work better.

The group included young disabled people and family carers, as well as people from:

- Education
- Social Care Services
- Health Services
- Connexions
- Learning and Skills Council
- Voluntary agencies and others.

In 2003, this group produced a draft Transition Pathway guide for professionals and a separate "Big Picture" guide for young people and families.

During 2003 and 2004, both these draft documents were tested out in nine Local Authorities across the West Midlands. Over 100 young disabled people and their families took part in the pilot studies, as well as countless other people who all had an interest in transition.

A small Transition Pathway project team, working in Birmingham and Solihull, gathered people's stories and experiences and liaised with the other pilot sites to produce this new version of the Transition Pathway. We hope that we have done justice to everybody who was involved in the project, by producing holistic, person-centred guidance and tools to support everyone who wants to improve transition.

Contents

Section 1: Guidance	Pages
Transition means change	9
What the Transition Pathway is and who it is for	10
Why the Transition Pathway will continue to be appropriate	11
Some definitions of disability	12
Laws and government guidance for transition	13
The Transition Pathway can help improve your organisation's performance	14-15
People and places that can help with transition planning	16-17
Some good practice in transition in the West Midlands region	18
Some quotes from parents	19
Experiences of young people and their families	20-21
Jargon buster	22-25
5 stages in transition	26
Process map	27-30

Section 2: Tools for Transition	Pages
How to use the tools for transition	33-34
5 Stages in Transition - Stage 1 - Getting Ready	35-52
Stage 2 - Making the Transition Plan	53-76
Stage 3 - Planning Ahead	77-100
Stage 4 - Leaving School	100-124
Stage 5 - Moving On	125-156

Section 3: Additional guidance for young people who are looked after or who have after care support

Pages

Additional guidance	159
Some key terms	160
What the law says and good practice	161-163
Reminders of good practice at each stage of the Transition Pathway	164-166

Section 4: Samples

Pages

Samples - Suki's Transition Plan	169-172
Suki's Action Plan	173-175
Suki's checklist for the transition meeting and making the transition plan	176-179
Transition plan without pictures	181-184
Question sheet	185
Sample letter 1	186
Sample letter 2	187
Sample letter 3	188

Section 5: Other useful resources and websites

Pages

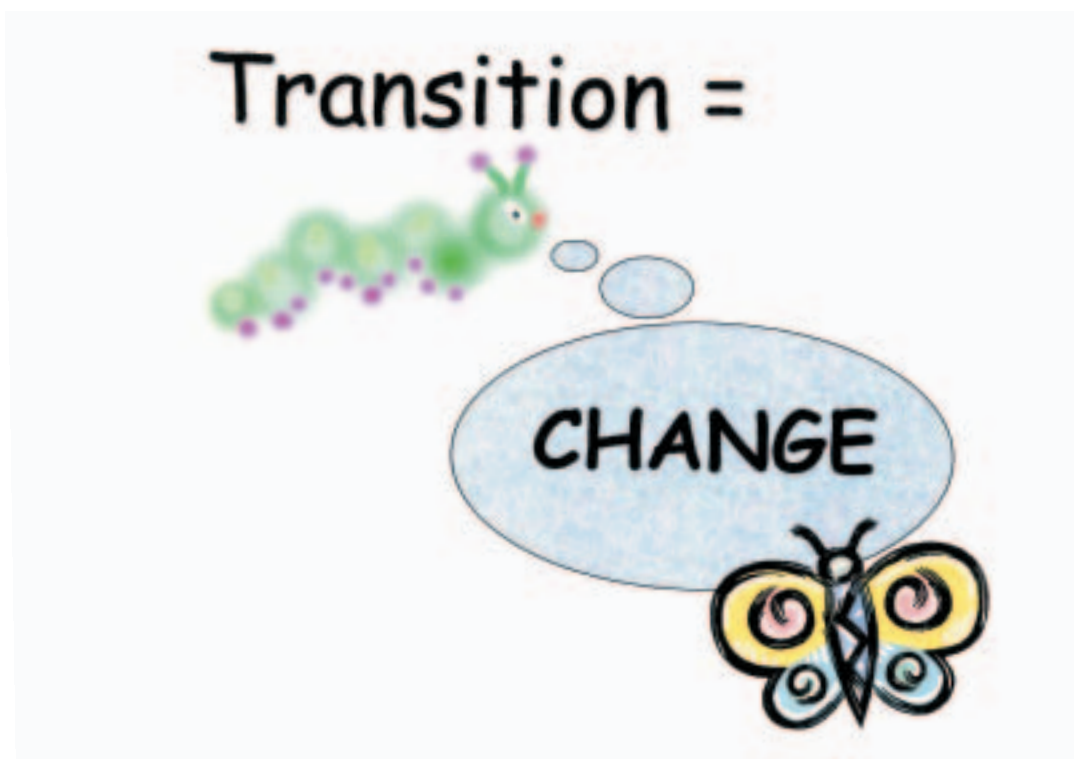
Other useful resources	191
Useful websites	192-194

Section 1

Guidance

Transition means change

We all have many changes in our lives



This transition is about the change from being a teenager to being an adult. During this period, young people experience lots of changes and do lots of new things. It is a time when people gain new rights and responsibilities.

This time of transition can be an exciting time with lots of new opportunities. It can also be a worrying time when young people move on from familiar people and places into 'the unknown'.

For young disabled people to be supported properly during transition, it is important that everyone works together and is clear about their own and other people's roles. The Transition Pathway can be used by anyone with an interest in transition to listen to young people and support them to get the lives they want and dream about.

What the Transition Pathway is and who it is for

The Transition Pathway is a resource pack which can be used by anybody who is involved in supporting a young person in transition to adult life.

It gives information and guidance about transition and provides tools, using person-centred approaches, to help young people think about, plan and lead the lives they want.

It is useful for:

- Young people
- Family members
- Paid carers
- Teachers
- Special Educational Needs Coordinators (Sencos)
- Connexions advisers
- Social workers
- Health workers
- Youth workers
- Volunteers
- College tutors
- Independent Reviewing Officers
- After Care Personal Advisers

In fact, anybody and everybody who has an interest in transition.

Why the Transition Pathway will continue to be appropriate

The guidance and tools in the Transition Pathway have been developed to reflect what young disabled people and their families have told us is most important to them.

It is person-centred and, as such, it will remain appropriate whatever future changes there are in legislation and service delivery.

At the time of going to publication, there are major changes ahead which may impact on transition planning, including:

- The development of Children's Trusts
- The publication of the Youth Green Paper
- A reduction in the number of young people with Statements of Special Educational Needs

No matter what changes lie ahead, the Transition Pathway will continue to be appropriate because it is based upon what is truly important, now and in the future, to young disabled people and their families.

Some definitions of disability

Different laws and government guidance define learning difficulties and disabilities in different ways, for example:

Disability Discrimination Act 1995

"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."

Education Act 1996

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them."

Children Act 1999

"A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed."

Learning and Skills Act 2000

"A person has a learning difficulty or disability if:

- he/she has a significantly greater difficulty in learning than the majority of persons of his/her age or
- he/she has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided by institutions providing education or training for a young person of his/her age."

Children Act 2004

"Learning disability means a state of arrested or incomplete development of mind which induces significant impairment of intelligence and social functioning."

Laws and Government Guidance for Transition

There are lots of different laws and Government guidance about what should happen in transition. Here are some of the main ones:

- Chronically Sick and Disabled Person's Act, 1970
- Disabled Person's (Services, Consultation and Representation) Act, 1986
- Children Act, 1989
- National Health Service and Community Care Act, 1990
- Disability Discrimination Act, 1995
- Education Act, 1996
- Disability Rights Commission (DRC) Act, 1999
- Carers and Disabled Children Act, 2000
- Children (Leaving Care) Act, 2000
- Learning and Skills Act 2000
- Direct Payments Act, 2000
- Connexions Framework for Assessment, Planning, Implementation and Review, 2001
- Special Educational Needs and Disability Act, 2001
- Special Educational Needs (SEN) Code of Practice, 2001
- Valuing People: A New Strategy for Learning Disability for the 21st Century, 2001
- Every Child Matters: Change for Children, 2004
- National Service Framework for Children, Young People and Maternity Services, 2004
- Children Act, 2004
- Improving the Life Chances of Disabled People, 2005

There is more information about how these relate to each stage of the Transition Pathway in Section 2. See also:

www.legislation.hmso.gov.uk/acts.htm

The Transition Pathway can help improve your organisation's performance

The Transition Pathway informs and empowers anyone who has an interest in or a responsibility for supporting young disabled people in transition, using person-centred approaches. This approach is underpinned in the following recent legislation and government guidance.

<p>Every Child Matters 2004: Change for Children</p>	<p>Sets out the national framework for the local change programme needed to deliver integrated services for children. It identifies five outcomes that young people say are essential to well-being in later life</p> <ul style="list-style-type: none"> • Enjoying and Achieving • Staying Safe • Being Healthy • Making a Positive Contribution • Economic Well-Being
<p>The Children Act 2004</p>	<p>Provides the legislation to implement the proposals in Every Child Matters, including the development of Children's Services Authorities. It also defines relevant partners.</p> <p>It aims to support better integrated planning, commissioning and delivery of children's services, including public, voluntary and private bodies.</p> <p>It requires all Local Authorities to produce a Children and Young People's Plan by April 2006.</p> <p>The definition of a "child" includes a person under the age of 18 and also:</p> <ul style="list-style-type: none"> • a person aged 18,19 or 20 who has been looked after by the local Authority at any time after attaining the age of 16; or • has a learning disability up to age 20 <p>The Act also enables cooperation arrangements for appropriate services to continue to be provided up to age 25 for young people with learning difficulties, as defined in the Learning and Skills Act 2000.</p>

<p>National Service Framework for Children, Young People and Maternity Services 2004</p>	<p>A 10 year strategy that puts the needs of children and families at its core, by setting standards in children's health and social care services. The standards will help to ensure that the five outcomes identified in <i>Change for Children</i> are achieved and will also fit into the new integrated inspection framework.</p> <p>It highlights the need for interagency care pathways to facilitate continuity of care and anticipate service provision as the child or young person grows older.</p> <p>It emphasises that young people need high quality multi-agency support to allow them to have choice and control over life decisions, and to be aware of what opportunities are open to them.</p> <p>It requires Local Authorities, Primary Care Trusts and NHS Trusts to ensure that transition planning has as its main focus the fulfilment of hopes, dreams and potential of the disabled young person. It stresses that transition planning should take a person-centred approach.</p> <p>It also recommends the development of multi-agency specialist teams and the need for a single point of contact with services and an effective, trusted and informed named person ("key worker" or Care Manager).</p>
<p>Improving the Life Chances of Disabled People 2005</p>	<p>Sets out an ambitious vision for improving the life chances of disabled people. "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". Transition is one of its four priorities.</p> <p>It identifies three key ingredients for effective support for disabled young people to ensure that they enter adulthood able to participate and be fully included.</p> <ul style="list-style-type: none"> • Planning for transition focussed on individual needs • Continuous service provision • Access to a more transparent and appropriate menu of opportunities and choices

People and Places that can help with Transition Planning

Advocate	An independent person who can help ensure that a young person is listened to, and their rights, concerns and needs are acted upon.
Care manager	Usually a health or social worker who acts as lead worker for a person.
Carers group	Information, advice and support groups for family carers.
Citizen's Advice Bureau (CAB)	Can give information about local support groups and services.
Community nurse	Usually work in a specialist health team, such as a Community Learning Disability team. They can offer advice to mainstream health services (Health Facilitator), as well as supporting individuals with specific health needs. They may also ensure the coordination of individual Health Action Plans.
Connexions Personal Advisers	A support service for all young people age 13-19, and up to 25 for young people with learning difficulties and/or disabilities. Connexions Personal Advisers can offer young people information, advice and practical help on things like education, employment, work-based learning, housing, health, transport, free time and benefits.
Disability Employment Adviser (DEA)	Based in Job Centre Plus, they can offer information, advice and practical help with looking for work and support in work.
Family Planning Association (fpa)	Provide information about all aspects of sexual health, pregnancy and parenthood.
General Practitioner (GP)	Can ensure that a young person's health needs are met and regularly checked. Can also refer on to more specialist health services.

Information Advice and Guidance Service	Based in colleges and other places, they can help adults age 25 plus with Further Education, training and employment.
Learning Support Coordinator	Every college has a Learning Support Coordinator. They can explain more about college courses and discuss particular learning support needs.
Parents/carers	They are likely to know the young person best and should be supported to take an active part in transition planning. Use their knowledge!
Parent Partnership Service	A statutory service responsible for providing information and advice to parents and carers of children with Special educational Needs, including those with learning difficulties and /or disabilities. It can help parents and carers become more actively involved in their child's education.
Social worker	Usually employed by Social Services/ Social Care Departments, but can also work in hospitals, voluntary organisations and other places. They carry out assessments of need for vulnerable people and can arrange the provision of support and services to meet those needs. Often there are separate children's and adult social workers. In some places, there are specific transition social workers.
Special Educational Needs Coordinator (SENCO)	The teacher who is responsible for the day to day operation of the school's Special Educational Needs (SEN) policy. They may also be responsible for organising the Transition review in school rather than the Head Teacher.
Young person	The young person should be at the centre of all planning. It's their life!
Youth Services	Organise a range of activities for all young people. They can support young people with learning difficulties and /or disabilities up to age 25.

Some good practice in transition in the West Midlands region

In Staffordshire there are regular multi-agency transition progress meetings

Worcestershire learning disability service have produced an accessible information pack for young people with learning disabilities and their families

In Birmingham person-centred planning coordinators are linking with schools and children's homes

In Wolverhampton the Parent Partnership Service organise regular information events for parents and carers

Solihull SNAP have organised a transition event and are making information more accessible

The Valuing People Support Team support a regional transition network

Black Country Connexions have produced folders on transition for young people with learning difficulties and/ or disabilities

In Worcestershire young people with learning disabilities have completed a training course about organising a committee and are now actively organising different leisure opportunities

Some quotes from parents who were involved in
the Transition Pathway Project

"Will people ask
us. We know our
daughter best"

"What is
transition?"

"I have
nightmares
about what will
happen"

"It's a lottery!"

"There's a lot to talk
about in review
meetings but not
enough time"

"How will my son
be involved in his
transition?"

"Will she get the
same support at
college?"

"Not enough
Information"

"Transition
is a total
disaster"

"I need to plan for her
future. I want to know she
will be safe and get
everything she needs"

"We don't
know who
does what!"

Some experiences of young people and their families involved in the Transition Pathway Project

Natasha

Natasha was in year 8. Natasha has profound and multiple disabilities and does not use speech to communicate. Natasha lives at home and receives respite support. Natasha and her family had received no information on transition. Mum said she would like any information on options that would improve Natasha's quality of life.

Glen

Glen was in year 9. The Connexions personal adviser had little contact with family before Glen's Transition Review. At the meeting a brief discussion took place on future options. Residential College was mentioned as a suitable option for Glen (who has Autistic Spectrum Condition). After the review mum said she felt put on the spot, was quite distressed and did not want the residential option to be the only one.

Tasine

Tasine was in year 9. The family had no information about transition. Tasine's parents were not English speakers, there were no funds to provide an interpreter for them during her transition meeting and they were unable to fully understand or contribute to her plan.

Anna

Anna was in year 10. Anna had prepared for her transition meeting and had clear ideas about what she wanted. The Connexions personal adviser was at Anna's meeting but her social worker, community nurse and worker from the respite unit had not been invited. Anna's future plans and options were discussed but this was limited without their input. The meeting was also interrupted several times by people using the phone.

Farooq

Farooq was in year 11 and due to leave school. He had visited several further education colleges to help him make his choice about what to study and where to go when he left school. He also wanted to go to youth activities but was not able to get information about where to go and how to get there. Farooq said "I would like to go to clubs but there aren't many where I live. I would like to meet new people".

Paul

Paul had strong views on transition topics; he felt sex education was inadequate when he was at school. Paul said "Schools need to explore how the young person feels, all young people have needs, we are not different. If someone has difficulty saying how they feel it must be awful and frustrating".

Rick

Rick left school without a Transition Plan. Rick and his mum had found a local training provider. His mum is a single parent and said "I had to give up work to take Rick to his placement and pick him up as well as being with him on the two days he is at home". She is also worried about the future and how Rick will be supported.

Jenni

After gaining independence at a residential college and moving on to a supported work placement, Jenni had to return to live with her parents. She would like to live independently and needs to explore housing and support options. Jenni's mum said "We want to sort everything out to make sure Jenni is OK in the future. We have to do it all ourselves".

Please note: the stories are real but the names of the young people have been changed

Jargon Buster

What it all means

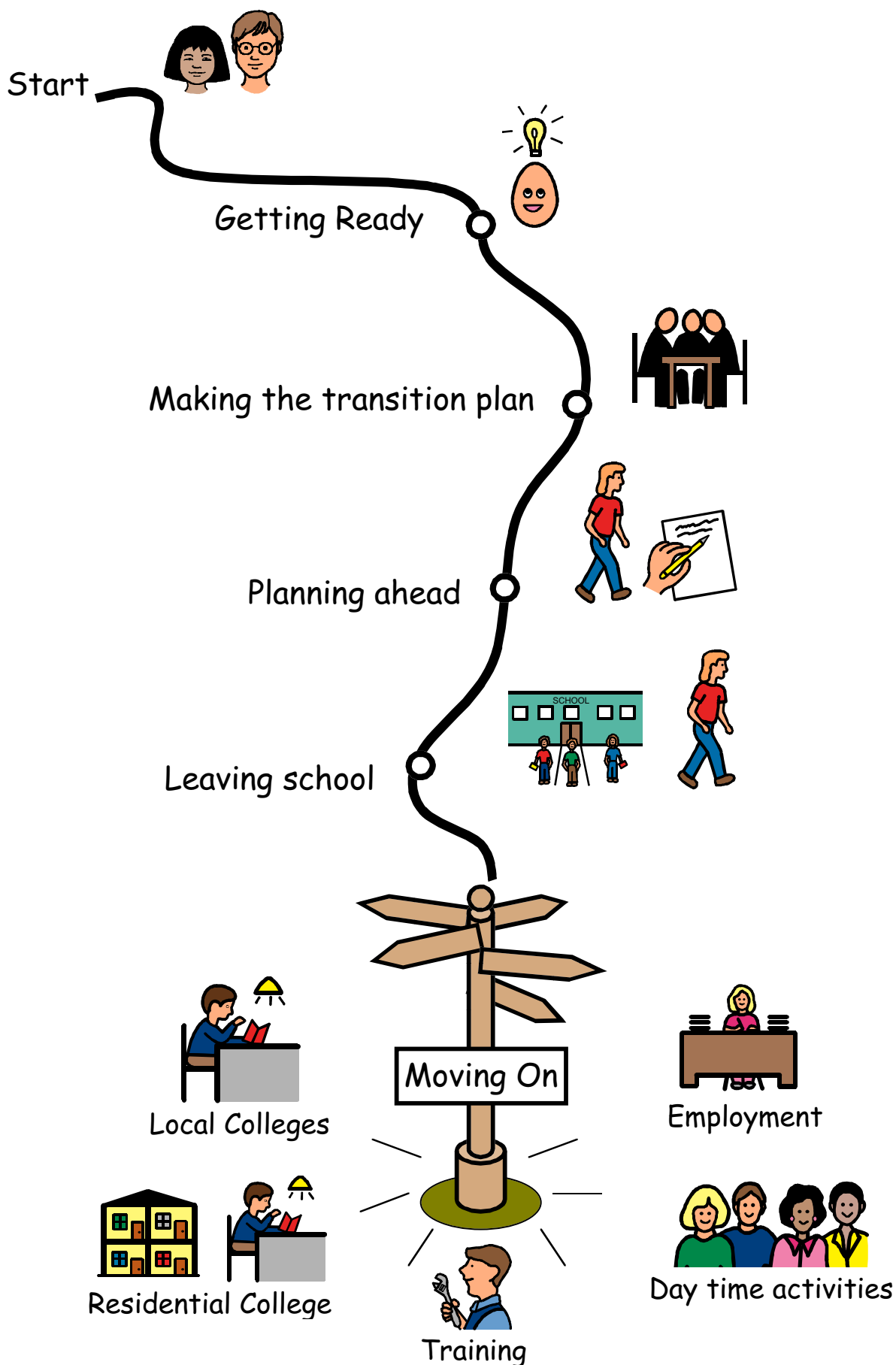
Advocate	Someone who helps the young person to say what they want to say.
After care personal adviser	Someone who takes the lead role in linking with the young person who has been looked after and ensures that the pathway plan is followed and kept up to date. They should keep in touch with the young person until at least age 21.
APIR (Assessment, Planning, Implementation and Review)	A process of identifying the young person's strengths and needs and putting in place an action plan. A Connexions personal adviser does this.
Assessments	Different organisations will use different assessments to look at the needs of the individual to decide if and how they can help.
Care leaver	A young person age 16 and above who leaves the care of the local authority, and is entitled to support from after care services.
Care plan	A plan of the care and support needed by an individual, and how it is provided.
Carers assessment	Carers are entitled to an assessment of their support needs to continue caring. This is the responsibility of Social Care Services.
Circle of support	A group of people, who will support and help the young person say what they want and plan what they want to do.

Communicate	The way people talk to each other and how they let people know what they want to say.
Community Care Assessment	A process Social Care Services use to find out what the needs of the individual are.
Connexions Personal Adviser	The person from the Connexions Service who works with the young people.
Connexions Service	A support service for all young people aged 13 - 19 to help to prepare them for adult life. Connexions can support people with learning difficulties and disabilities until they are 25.
Direct Payments	Payments given by Social Care Services to disabled people who have been assessed as needing support. Direct payments enable people to buy their own services.
Health Action Plan	Personal information about a person's health needs and how they can be met. The plan should belong to the person and be part of the transition plan.
Health Facilitator	Someone who helps doctors and other health professionals to identify patients with learning disabilities to ensure that they have full access to health care. Also, someone who makes sure that individuals with learning disabilities have a personal Health Action Plan.
Health Worker	Someone that works in the Health Service like a nurse or doctor.
Independent Reviewing Officer	An independent person who chairs review meetings for young people who are looked after by the local authority.

Individual Education Plan (IEP)	A plan that shows what special arrangements have been made by the school for an individual, and how progress is monitored and assessed.
Job Centre Plus	A place you can go to for help in finding work and get advice on benefits.
LAC (looked after children) review	A statutory review meeting to ensure that the care and support needed by a looked after young person is provided and kept up to date. They should be integrated with transition reviews.
LEA	Local Education Authority.
Learning and Skills Council (LSC)	Responsible for funding education after 16 and for work based training.
Looked After	Young people who are in the care of the local authority, whether by voluntary agreement or by court order.
Pathway Plan	A person-centred plan for care leavers. It should be incorporated with the transition plan.
Person Centred Approaches	A way of working with a young person to find out what is important and meaningful to each individual.
Person Centred Planning	Putting the young person at the centre of all plans for their future. Focusing on the persons needs and wishes and not the preferences of service providers.
School Action/ School Action Plus	How extra support is provided at school for young people without a statement of special educational needs.

Section 140 Assessment	How a Connexions personal adviser finds out what provision young people with learning difficulties/disabilities need, when they leave school or college for further learning or training and the support they will need to access this. The Learning and Skills Council use these assessments to plan future services.
Self Advocacy	Speaking out for yourself, putting across your views.
SENCO	Special Educational Needs Coordinator.
Social Services / Social Care	Local authority services to support and assist vulnerable people.
Specialist College	A college where young people can stay during term time or go to as a day student, if local colleges do not offer the support they need. Funding is needed from the Learning Skills Council.
Statement of Special Educational Needs (SEN)	A statement written by the Local Education Authority saying what the young persons needs are and how they can be met.
Transition	The change from being a teenager to an adult.
Transition Plan	A plan drawn up in year 9 in school that brings together information from the young person, school and other agencies that looks at the needs and choices of the young person now and in the future.
Transition Review meeting	A meeting to look at the Transition plan and make any changes needed. This should happen every year after year 9 while the young person is in school.

5 Stages in Transition



Process Map

5 Stages in Transition for Young Disabled People

Stage 1	What the Law Says and Government Guidance	What Should Happen
Getting Ready School Years 8 and 9 approx ages 13-14	<p>The LEA must send to the Connexions Service no later than 2 weeks before the start of the school year, a list of all pupils with a Statement of Special Educational Needs (SEN) in their area, including those who are not in school, who will need a year 9 review. SEN Code of Practice 2001</p> <p>The LEA must seek information from Social Services as to whether a young person with a statement is disabled. Disabled Persons (Services, Consultation and Representation Act 1986)</p>	<p>Head Teacher or Special Educational Needs Coordinator (SENCO) should inform Connexions of those young people with special needs who do not have a Statement of Special Educational Needs.</p> <p>Connexions personal adviser tells the young person and families/carers about the transition process.</p> <p>Young person and families/carers to be given information about the transition process.</p> <p>Time should be spent using person centred approaches preparing the young person and families/carers for their transition meeting and the Making of the Transition Plan.</p>



Stage 2	What the Law Says and Government Guidance	What Should Happen
Making the Transition Plan School Year 9 approx ages 13-14	<p>The Head Teacher is responsible for convening a Transition Meeting to review the young person's Statement of Special Educational Need and to draw up the Transition Plan.</p> <p>The Head Teacher must invite the Connexions Personal Adviser, who must attend, and should invite family/carers and all people involved in supporting the young person. SEN Code of Practice 2001</p> <p>Transition Planning should be participative, holistic, supportive, evolving and inclusive. SEN Code of Practice 2001</p>	<p>Young person and family/carers should be asked who should be at the meeting and when it should take place.</p> <p>A decision should be made at this meeting as to who will take the lead in planning with each young person.</p> <p>The young person's transition plan should be agreed at the meeting and drawn up.</p> <p>An Action Plan should be made at the meeting and the Connexions personal adviser or lead worker, should work with the young person and their family/carers to oversee the action points happen.</p> <p>A copy of the plan and action plan to be sent to those invited to the meeting and to the LEA.</p>



Stage 3	What the Law Says and Government Guidance	What Should Happen
Planning Ahead School years 10 to 14 approx ages 15-19	The Head Teacher has responsibility for organising a review meeting at least annually. SEN Code of Practice 2001	People working with the young person should support them to look at their plan, make any changes and prepare for their review meeting, using all the transition headings. Planning should include arrangements for the young person to have information and to visit post school options. If Social Care and/or Health services need to be involved in supporting planning for the future, a referral needs to be made to the appropriate service if not already actively involved.

Some Changes at 16

Young person may be entitled to

- Financial benefits
- Direct Payments
- Independent Living Fund

Some Changes at 18

Young person has adult status

- Change in consent issues
- Transfer from children's to adult services
- Adult services charging policies for services may apply

Stage 4	What the Law Says and Government Guidance	What Should Happen
Leaving School Year 11 age 16 or Years 12 to 14 ages 16-19	All young people are entitled to leave school at the end of year 11 (approx age 16). Disabled young people with Special Educational Needs may be able to remain in school until the age of 19. The LEA must inform Social Care Services of all young people with a Statement of Special Educational Need who are leaving school. Disabled Persons (Services, Consultation and Representation Act 1986) Social Care Services have a responsibility for ensuring that any assessments of need are carried out as required by: Children Act 1989, NHS and Community Care Act 2000. Direct Payments Act 2000 Arrangements must be made for a Section 140 Assessment to be conducted by Connexions during the young person's last year of compulsory schooling if they are moving on to further education or training. Learning and Skills Act 2000 Any young person with a learning disability should be offered a Health Action Plan before leaving school.	The transition review meeting in final year at school should take place early in the school year to update agreed action points before the young person leaves school. At the final review meeting the young person and their family/carers should be clear about the changes that will happen when the young person leaves school. Connexions personal adviser or care manager in transition has the responsibility for ensuring that the young person knows what will happen and where they are moving on to, when they leave school. Young person should have contact details of the Connexions personal adviser and other key people who can help them with further planning. The young person should leave school with a Transition Plan that they can ask to be reviewed by a Connexions personal adviser or care manager.

Young people with learning difficulties/disabilities are recognised as being in transition up to the age of 25. Once a young person has left school, planning should continue. There is legislation and guidance that can support continuing to plan wherever a young person 'moves on' to.

Stage 5	What the Law Says and Government Guidance	What Should Happen
<p>Moving On</p> <p>Beyond School age 16+</p>	<p>National Health Service and Community Care Act 1990 Age 18+</p>	<p>Where it appears to the local authority that a person may be in need of community care or residential services, they have a duty to carry out an assessment of the person's needs.</p>
	<p>Disability Discrimination Act 1995 All ages</p>	<p>Aims to end the discrimination that many disabled people face. Key elements include:</p> <ul style="list-style-type: none"> • Treating a disabled person less favourably than a non disabled person without a good reason is unlawful • It is unlawful for education providers to discriminate against disabled pupils, students and adult learners • Reasonable adjustments have to be made to any physical barriers that may prevent disabled people using services • Reasonable adjustments must be made to working conditions or the workplace to enable or assist a disabled person to do a job
	<p>Learning and Skills Act 2000 Up to age 25</p>	<p>The Learning and Skills Council must have regard to the needs of persons with learning difficulties and/or disabilities, and in particular to any report of an assessment conducted under Section 140.</p>
	<p>Connexions Framework 2001 Up to age 25</p>	<p>Young people with learning difficulties and/or disabilities up to the age of 25 may have an assessment under Section 140 of the Learning and Skills Act. The Connexions personal adviser is responsible for carrying this out.</p> <p>When a young person with learning difficulties or disabilities leaves school and moves onto further education or training, where possible the Connexions personal adviser should continue to support the young person in their new learning environment. Where this is not possible arrangements should be made for handover to another Connexions personal adviser to ensure continuity of support.</p>



Stage 5 cont:	What the Law Says and Government Guidance	What Should Happen
<p>Moving On</p> <p>Beyond School age 16+</p>	<p>Valuing People: A new strategy for Learning Disability for the 21st Century 2001 All ages</p>	<p>"To enable people with learning disabilities to have as much choice and control as possible over their lives, through advocacy and a person centred approach to planning services and support needs".</p>
	<p>21st Century Skills-Realising our Potential 2003 Age 20+</p>	<p>The White Paper 21st Century Skills has led to the development of Information, Advice and Guidance services (IAGs), who can give free information and advice to all adults over 20 about all learning and work opportunities, including where to get specialist support if needed.</p>
	<p>The Children Act 2004 Up to age 25</p>	<p>Enables cooperation arrangements for appropriate services to continue to be provided up to age 25 for young people with learning difficulties, as defined in the Learning and Skills Act 2000.</p>
	<p>Improving the Life Chances of Disabled People 2005 All ages</p>	<p>Emphasises the importance of person-centred transition planning to promote the quality of life and improve opportunities for disabled people.</p>

Section 2

Tools for Transition 5 Stages in Transition

How to use the the Tools for Transition

Stage 1 - Getting Ready

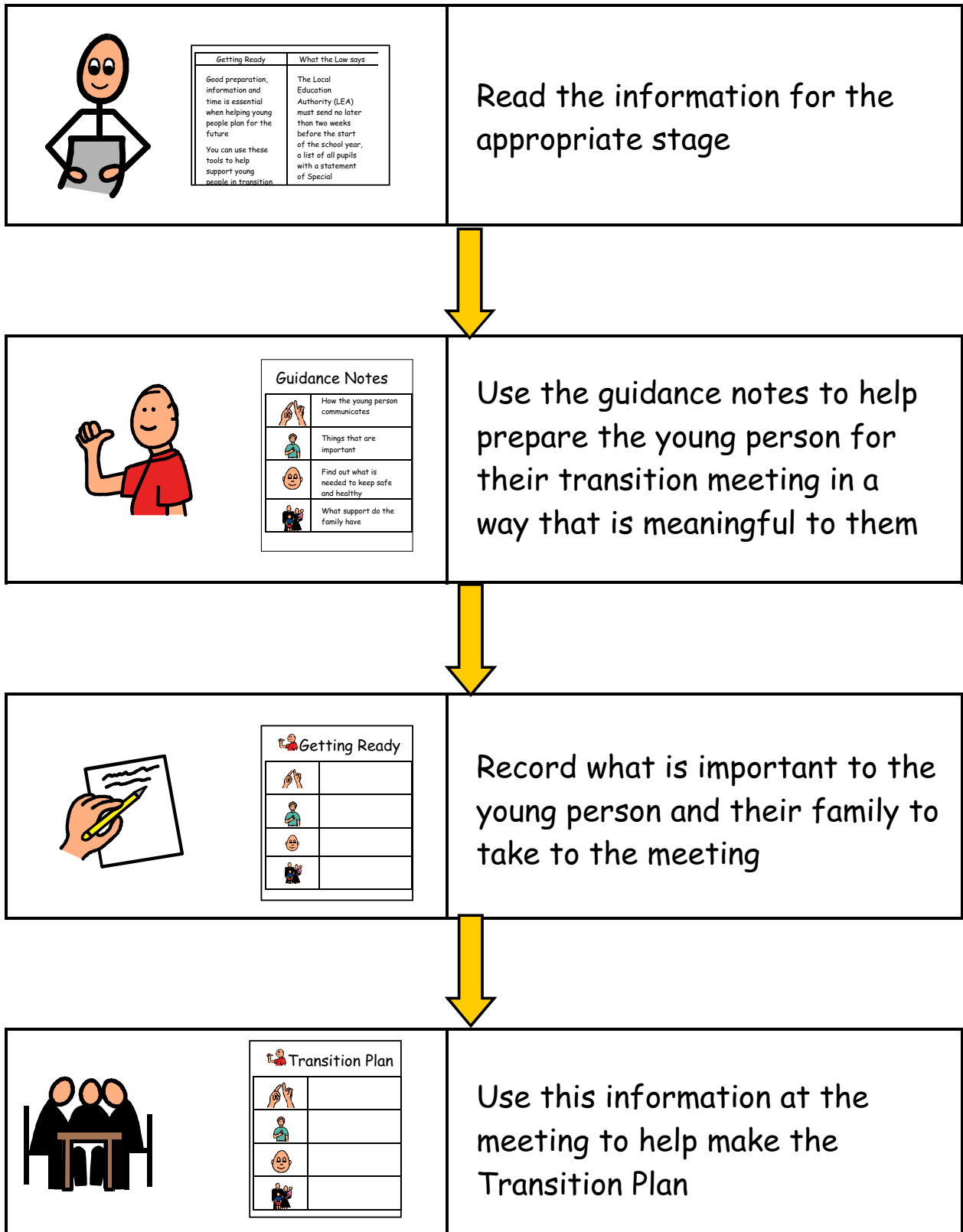
Stage 2 - Making the Plan

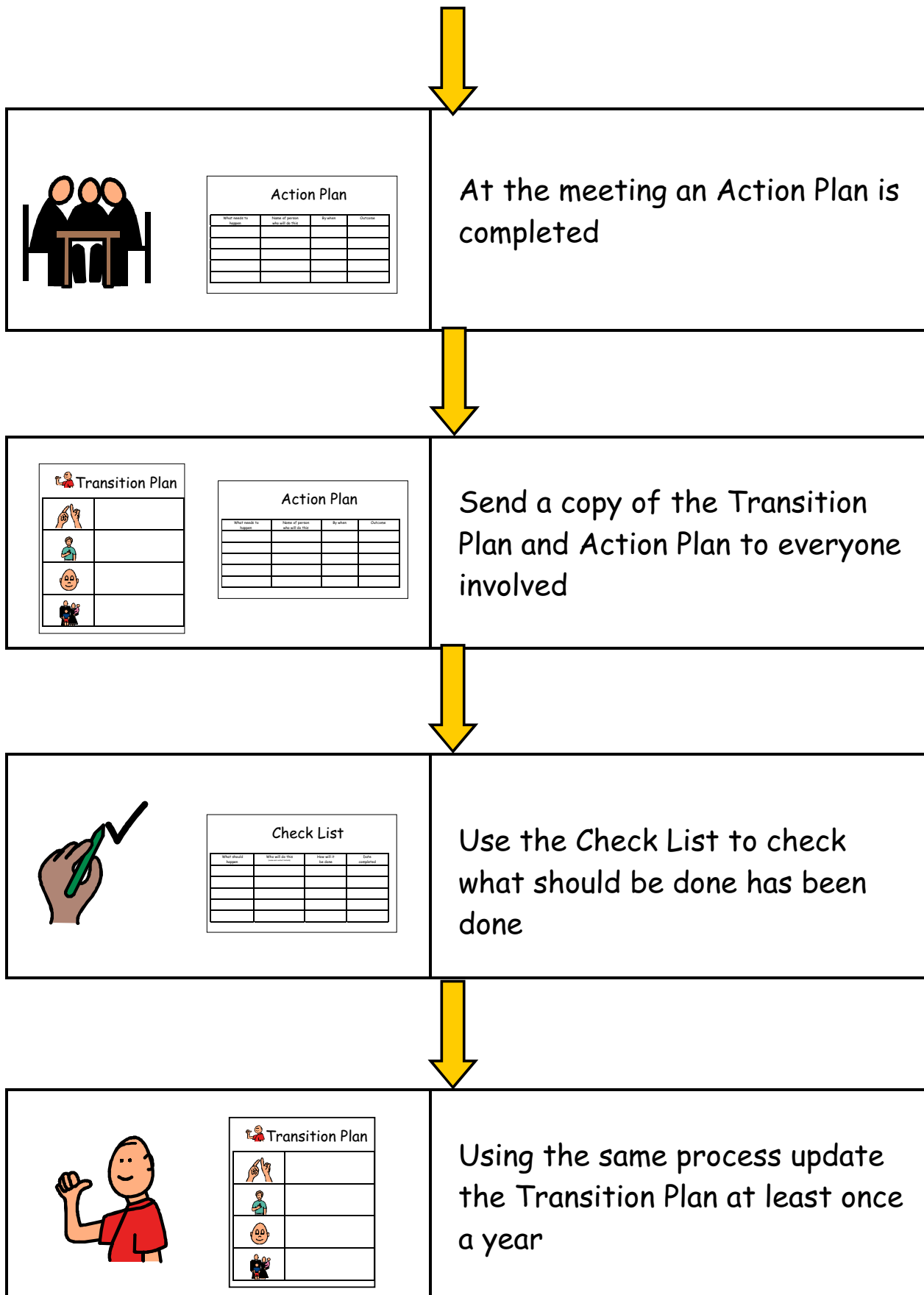
Stage 3 - Planning Ahead

Stage 4 - Leaving School

Stage 5 - Moving On

How to use the Tools for Transition Stages 1 to 5





Tools for Transition

Stage 1

Getting Ready

School years 8 to 9

True experience

David was in year 8 and should have been getting ready for his Transition Planning meeting in year 9. David and his family had not had any information about transition. His mom found it difficult to go to meetings because of her job and looking after her younger children

Contents:

- Case study showing how Suki used the 'Getting Ready' section
- Introduction
- What the Law says and Good Practice Guidance
- Guidance notes for 'Getting Ready Sheets'
- Transition planning 'Getting Ready Sheets'
- Checklist

A case study showing how Suki used the Getting Ready Section

Each young person's journey through the transition process is different. We have used Suki's story to take you through the transition process to demonstrate how the Transition Pathway can be used.

Suki

Suki is 13 years old. She lives with her mum and dad and two younger brothers. She uses speech and can read but does not always understand what the words mean. She likes to use pictures and photos to help her understand things better. She goes to a special school for children with learning disabilities.



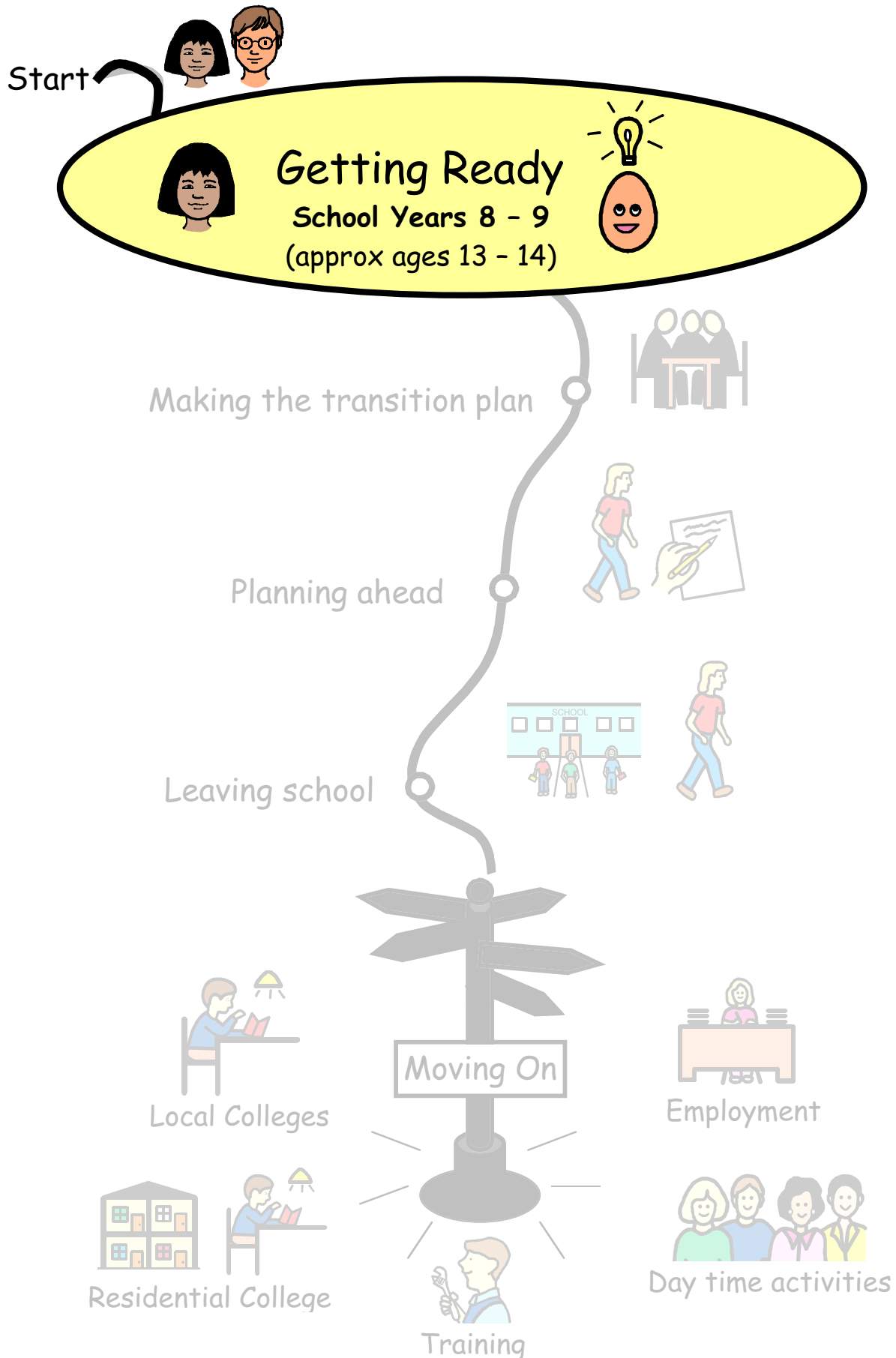
Getting Ready

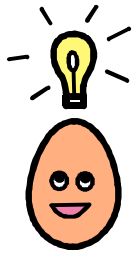
Suki and her classmates have been using 'The Big Picture' (a guide to transition for young people and their families) in lessons to help them think about what is important to them now and who can help them plan for the future. Suki is making a workbook of her ideas, using pictures and photos.

Suki's classroom assistant supported her when she met her Connexions personal adviser in school. Suki also brought her workbook and talked to her about it. The Connexions personal adviser filled in the "Getting Ready" sheets from this information, as though Suki was talking.

The Connexions personal adviser met Suki's parents at a transition information evening at school. She gave them copies of the Getting Ready sheets and Guidance Notes, and a Question Sheet for them to write down anything they want to ask about at the transition review meeting. They used the Guidance Notes to help them fill in the Getting Ready sheets with things that are important to Suki. They also wrote some questions on the Question Sheet. They sent both sheets into school before the transition meeting.

What happens in Transition





Getting Ready

Good preparation, information and time, are essential when helping young people plan for the future

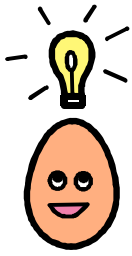
You can use these tools to help support young people with transition planning. They can be used by:

- Young people and their families
- Teachers
- Connexions personal advisers
- Social workers
- Health workers
- anyone else with an interest in transition

Good Ideas.....

Give the 'Getting Ready' section to the young person and their family before the transition planning (review) meeting. Allow enough time to gather information, seek support and prepare questions.

The Transition Planning 'Getting Ready' sheets can be used at the meeting to say what the young person and their family want. They can also be used if they are unable to be at the meeting or if the young person does not wish to be there.



Getting Ready

(What the Law says and Good Practice Guidance)

The Local Education Authority (LEA) **must** send the Connexions service, no later than two weeks before the start of the school year, a list of all pupils with a Statement of Special Educational Needs (SEN) in their area who will require a Year 9 Review.

Special Educational Needs Code of Practice (2001)

The Local Education Authority (LEA) **must** seek information from Social Services / Social Care as to whether a young person with a statement is disabled (and so may require services from the local authority when leaving school)

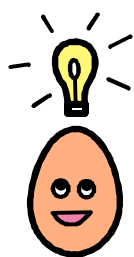
Disabled Persons (Services, Consultation and Representation) Act (1986)

Good Practice

- The Connexions personal adviser to meet the young person before the Year 9 Transition Planning (Review) meeting
- A school representative or Connexions personal adviser to give information on the transition process to the young person and their family/carers in an appropriate format
- Preparation for transition to be included in the school curriculum
- Anyone supporting the young person to prepare should do so in a person centred way
- With the consent of the young person and their carers, the personal adviser to contact any other agency working with the young person to make sure all are working together

Remember.....

Early planning will mean a better transition for the young person



Getting Ready

(Guidance Notes for 'Getting Ready' sheets)

Transition Planning 'Getting Ready' Sheets

Sometimes young people and their families can find it difficult to say what is important to them in meetings.

The prompts in the 'Getting Ready' guidance notes can help with this. They can be used by the young person in school, by family members and anyone who is important to the young person. They can be used before the Transition Planning (Review) meeting, to help the young person and other people in their life to think about what is important now and in the future. They can be used in different ways, for example, some young people may use them to make a workbook, a tape or use them in some other way

The blank 'Getting Ready' sheets are one way of hearing and recording what is most important to the young person and other people in their life. They can be filled in, based on what is most important to the young person and used at the Transition Planning (Review) meeting to help make the Transition Plan.

Sample question sheet in section 3 can be used to remind people of important things to ask at the Transition Planning (Review) meeting.




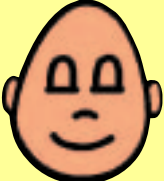
Who I am










Talk to the young person about what they are good at
Things like:



- having a great smile
- a good sense of humour
- being a caring person
- what else?

Ask people who know the young person well what they think their good points are.

<p>My Hopes and dreams for the future</p> 	<p>Explore with the young person their hopes and dreams Talk about:</p> <ul style="list-style-type: none"> • what they have always dreamed of doing • where they would like to go • who they would like to meet • what they want to be doing next year <p>Let the young person know it's OK if they haven't got much to say.</p>
<p>How I communicate</p> 	<p>Ask how the young person wants people to communicate with them.</p> <p>Find out what works well and what doesn't.</p> <p>Is there any extra help or specialist help needed?</p> <p>Are the same methods of communicating used at home and at school?</p>
<p>Things that are important to me</p> 	<p>Find out what makes the young person happy. This may be certain routines, knowing in advance what is going to happen.</p> <p>It could be sitting by certain people or having special treasures with them.</p> <p>There could be cultural or religious needs.</p>
<p>Keeping Safe and Healthy</p> 	<p>Is anything needed now to keep the young person safe and healthy?</p> <p>The young person may be concerned about their health or the way some things make them feel.</p> <p>How is the young person supported to take risks?</p> <p>What health checks are available through school? Talk about what a Health Action Plan is and when it may be introduced.</p>

<p>My family</p> 	<p>Find out about the young person's family and who they want to come to their meeting.</p> <p>What support if any, do the family have and who provides this?</p> <p>Do the family know who to contact for information about things like short breaks, direct payments and carers assessment?</p> <p>Check how the school keeps in contact with the family.</p>
<p>School / College</p> 	<p>How long will the young person stay at school?</p> <p>Is going to college an option?</p> <p>Explore with the young person what new things they would like to learn and what they need to learn to achieve their goals. What are the options?</p> <p>What can the school arrange to help with planning?</p> <p>Do they arrange visits to different colleges?</p> <p>Check if any funding is needed and if so what needs to be done.</p>
<p>Transport/Travel</p> 	<p>It is very important when planning for the future to be clear about how the young person will get to the different places and who will support them.</p> <p>The travel arrangements in place now may not continue once the young person has left school.</p> <p>Explore the options available to enable the young person to get out and about.</p> <p>Would travel training to allow the young person to travel more independently be an option? If so how can this be done and who can help?</p> <p>It would be a good idea to include all aspects of travel and transport in the Transition Plan.</p>

<p>Money</p> 	<p>Find out what money means to the young person.</p> <p>Are the young person and their family getting all the money they are entitled to? Will there be changes?</p> <p>Are there any funding arrangements to make?</p> <p>Explore the option of Direct Payments, how it works and who can help. Will there be someone at the meeting who can talk about Direct Payments?</p>
<p>Having fun</p> 	<p>Having fun is important to everyone but is not always something that is talked about at the young persons meetings.</p> <p>Find out what the young person enjoys, what their interests are, any hobbies and who they would like to share their leisure time with.</p> <p>It is important to talk about leisure opportunities, organisations and people who can help, at transition meetings.</p>
<p>Friends</p> 	<p>Having friends is very important to the young person. Often people move through school with the same friends from an early age.</p> <p>Find out who the young persons friends are.</p> <p>It is important to explore ways the young person can keep in touch with their friends both in and outside school, now and when they move on, and should be included as part of transition planning.</p>
<p>Work / Training Day time Activities</p> 	<p>When preparing for the year 9 transition planning (review) meeting, explore with the young person what sort of things they are interested in doing.</p> <p>Prepare questions on what is available after school, how the young person can try them out and who can help them.</p>

<p>How I want to live</p> 	<p>It may seem too early for the young person to think about how they want to live in the future. Exploring the different ways people live and the different housing and support options can help when/if the time comes to plan for this.</p>
<p>Anything else?</p> 	<p>Is there anything else the young person and their family want to find out?</p> <p>They may need more information or contact details.</p> <p>What arrangements need to be in place to allow the family to be at the transition review meeting?</p> <p>Is there anyone else who should be at the meeting, for example a social worker, a health worker?</p> <p>Would they benefit from contacting advocacy and support groups?</p> <p>Reassure the young person and their family that it is OK to ask questions or bring up anything new. The meeting is about the young person!</p>

Transition Planning 'Getting Ready' Sheet

School..... School Year

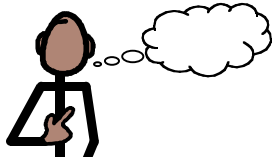
Name..... Age.....



Who I am

You will find examples of things to think about in each section to help you when completing this plan



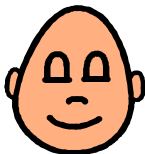

Your gifts - what you are good at - good things people say about you - you can put a photo of yourself here



My hopes and dreams for the future

What you want to happen now and in the future - get a job - get married - go to the pub with friends - share a house with friends

Transition Planning 'Getting Ready' Sheets

<p>How I communicate</p> 	
<p>Things that are important to me</p> 	
<p>Keeping safe and healthy</p> 	
<p>My family</p> 	

How should people communicate with you - creative communication methods - clear instructions more time

Friends and family - religion - cultural needs - what must happen to make a good day - dreams

Health needs - medication - diet - personal safety - support - personal care - feeling good short breaks - sex education - Health Action Plan - any worries

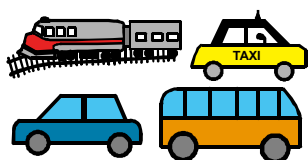
What do parents want now and in the future - how can they help - what do they need to know short breaks

School / College



Curriculum needs - where I am now - what do I need to learn - local, specialist, residential colleges
which courses - any support needs - travel - any funding needed

Transport / Travel



Independent travel - travel training - funding - support

Money

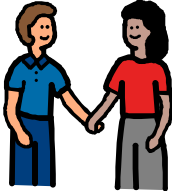


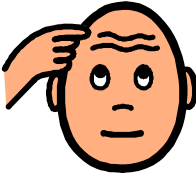


Coping with money - budgeting - opening a bank account - Direct Payments - Independent Living Fund -
Education Maintenance Allowance - Student loans - other benefits

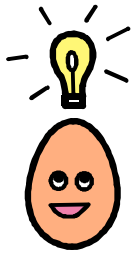
Having fun



Leisure - hobbies - holidays - where to go - who to contact - support needs - how to get there

<p>Friends</p> 	
<p>Friends and Special friends - who are they - how to keep in touch - who can help - making friends</p>	
<p>Work / Training Day time Activities</p> 	
<p>What you want to do - interests - types of work - supported employment - work experience support in day and community activities</p>	
<p>How I want to live</p> 	
<p>Where and how you live - who you live with - how you are supported - who will support you - funding</p>	
<p>Anything else?</p> 	
<p>Do the young person and parents need more information - Independent advocacy - Assessments</p>	

Completed by..... Date.....



Getting Ready (The checklist)

Checking what should be done has been done

The checklist shows everything that should be happening at each planning stage

Using a checklist makes a process easier to follow. It shows

- what should happen
- who will do what
- how it will be done
- date completed

It can be used by professionals and organisations to monitor the process of transition

Remember.....

Use this checklist to ensure all activities have been completed

Checklist for Getting Ready – School Years 8 & 9 (aged 13-14)

Name..... D.O.B.

What should happen	Who will do this (Name and Contact details)	How will it be done	Date Completed
The Connexions personal adviser is given a list of all young people who will have a Transition Planning (Review) meeting in year 9	Head teacher - SENCO - class teacher or tutor	email - letter	
Families / Carers and the young person are given information on transition including Transition Planning 'Getting Ready' Sheets and 'Guidance Notes'	Connexions personal adviser - Head teacher Class teacher or tutor	Transition information event or meeting - Information given at annual review in year 8 - Information sent	
Preparing for transition is part of the school curriculum	Head teacher - curriculum planner class teacher - Connexions personal adviser	Details of timetable	

What should happen	Who will do this (Name and Contact details)	How will it be done	Date Completed
Young person's hopes, dreams and concerns about their future are explored and recorded in a way that is meaningful	Can be more than one person - class teacher Family / Carer - someone else who knows the young person well - support assistant	Person centred approaches - using appropriate communication methods, for example pictures, photos, video, audio	
Connexions personal adviser has met with the young person and their family / carers before their Transition Planning (Review) meeting	Connexions personal adviser	Home visit - Transition information event or meetings	

Tools for Transition

Stage 2

Making the Transition Plan

School year 9

True experience

Ahmed was in year 9. Ahmed lived at home with his mom, dad and younger siblings. Dad was the family's main carer. Dad also worked full time as a taxi driver. Dad was unable to go to the transition meeting at school due to these commitments. Dad had no way of stating his views at the meeting, or ask for the support he needed at home or for Ahmed in the future

Contents:

- Case study showing how Suki used the 'Making the Transition Plan' section
- Introduction
- What the Law says and Good Practice Guidance
- Guidance notes for the 'Transition Plan'
- Transition Plan
- Action Plan
- Checklist

A case study showing how Suki used the 'Making the Transition Plan' section



Making the Transition Plan

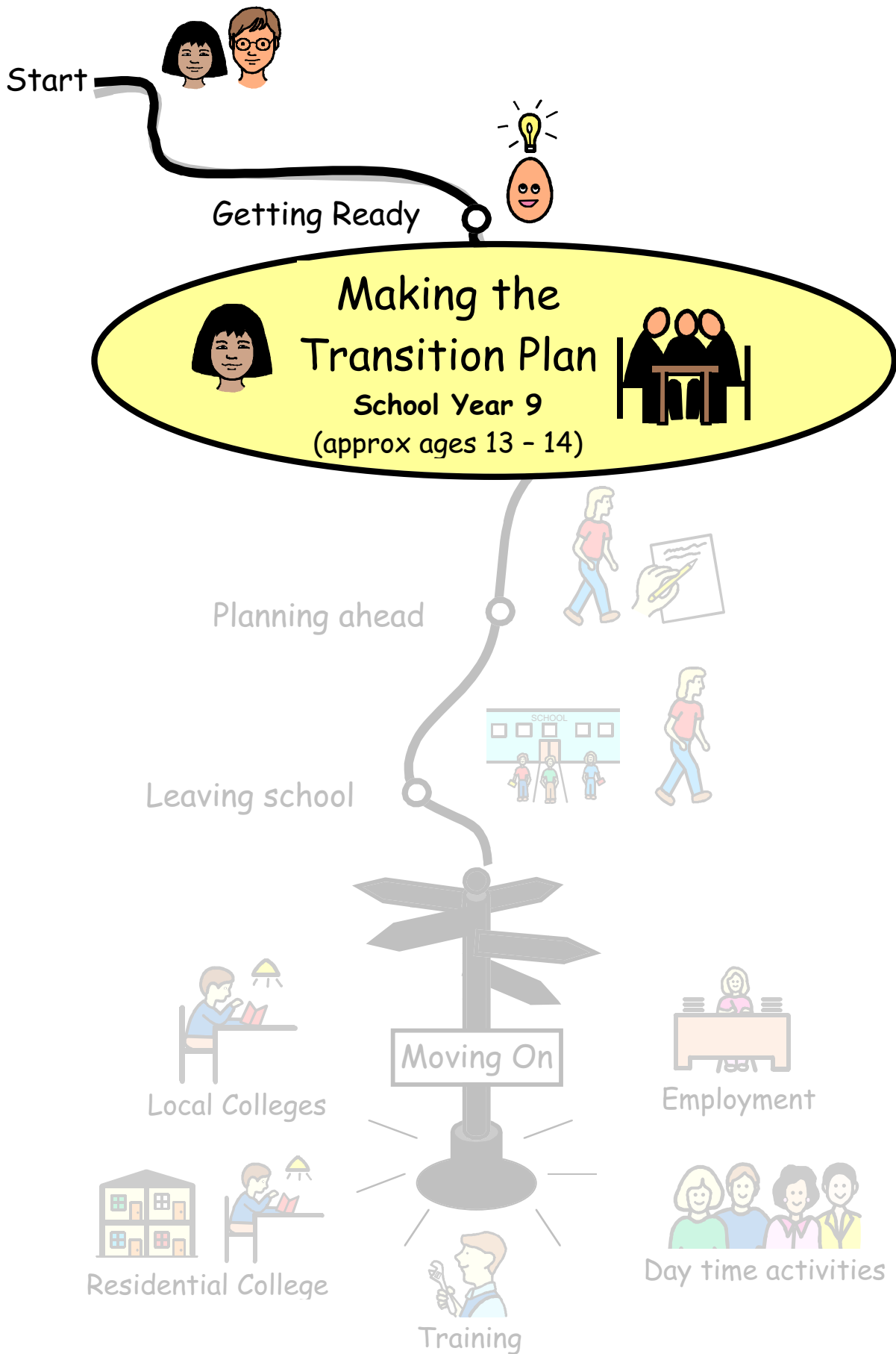
Before the transition review meeting in Year 9, Suki and her parents prepared for her meeting using the 'Getting Ready Sheets' and 'The Big Picture' to help them.

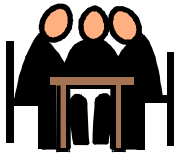
The deputy head teacher chaired the transition review meeting in school. Each heading was talked about separately and additional information added during the meeting. Suki also showed everyone her workbook. Agreed actions were added to the Action Plan. In this way, the things that are most important to Suki and her family were central to the meeting.

After the transition review meeting, the school sent copies of the Transition Plan and Action Plan to everyone invited the meeting and to the Local Education Authority.

Suki keeps her copy in her workbook, and uses it in lessons. She likes to look at it and to show other people. Her mum and dad use their copy to check that everything agreed at the meeting is happening.

What happens in Transition





Making the Transition Plan

The year 9 Transition Review, brings together all the information gathered from the young person, their family, school and other agencies at the 'Getting Ready' stage.

It looks at the needs and choices of the young person. A Transition Plan, including an action plan is produced to identify what needs to happen, who will do what and by when, to help the young person plan for their future.

You can use these tools to help support young people with transition planning. They can be used by:

- Young people and their families
- Teachers
- Connexions personal advisers
- Social workers
- Health workers
- anyone else with an interest in transition

Good Idea.....

The information gathered in the 'Getting Ready' stage can also be used by the Connexions personal adviser to complete the APIR (Assessment, Planning, Implementation and Review)

Note...

Blank forms are available on CD to allow, extra copies, changes, additions, boxes to be expanded and give the option to record electronically



Making the Transition Plan

(What the Law says and Good Practice Guidance)

The head teacher (or Local Education Authority (LEA) for those educated otherwise) is responsible for convening the transition review in year 9. The aim of the review in year 9 and subsequent years is to:

- review the young person's statement
- draw up and subsequently review the Transition Plan

The head teacher must invite:

- young person's parents, or, if the young person is looked after by the local authority, the young person's social worker, residential care worker or foster parents as appropriate
- a Connexions personal adviser who **must** attend
- a representative of the social service/social care department
- a relevant teacher
- a representative of the LEA
- any person the LEA specifies
- any person that the head teacher considers appropriate

[Special Educational Needs Code of Practice \(2001\)](#)

The head teacher must ensure that a transition plan is drawn up. This should be done in consultation with the Connexions Service. The Transition Plan should draw together information from a range of individuals within and beyond school to plan coherently for the young person's transition to adult life.

Transition planning should be:

- participative
- holistic
- supportive
- evolving
- inclusive

[Special Educational Needs Code of Practice \(2001\)](#)

"The views of young people themselves should be sought and recorded wherever possible in any assessment, reassessment or review from year 9 onwards. Personal advisers, student counsellors, advocates or advisers, teachers and other school staff, social workers or peer support may be needed to support the young person in the transition process"

[Special Educational Needs Code of Practice \(2001\)](#)

"A person centred approach to planning means that planning should start with the individual (not with services), and take account of their wishes and aspirations. Person centred planning is a mechanism for reflecting the needs and preferences of a person with a learning disability and covers such issues as housing, education, employment and leisure"

[Valuing People \(2001\)](#)

"Transition planning has as its main focus the fulfilment of the hopes, dreams and potential of the disabled young person, in particular to maximise education, training and employment opportunities, to enjoy social relationships and to live independently"

[National Service Framework for Children, Young People and Maternity Services \(2004\)](#)

Good Practice

- The young person to be asked if they want to be at their meeting, if they need support or if they want someone to represent them
- The young person and their parent/carers to be asked who they want to invite to the meeting
- The young person and their parent/carers to be consulted when arranging dates and times for the transition review
- Time is spent in preparing the young person and their family for the transition meeting. Use the Transition Planning 'Getting Ready' sheets

- Information should be available in an accessible format to the young person and their parent/carers, on the different transition topics they may wish to discuss. These could include further education options, housing options, direct payments, how to access support from Social Services/Social Care and Health Services both now and in the future
- Contact details of all those involved should be given to the young person and their family and exchanged between the different agencies
- The transition plan is a person centred plan that will have an action plan and be reviewed at least annually. Agencies may have to carry out their own assessments but by contributing to the plan they can include it within their assessment and ensure that each agency has an up to date person centred plan for each young person. It will inform other statutory assessments which need to be carried out
- The agreed lead worker should work with the young person and their family/carers to ensure the action points agreed at the meeting happen
- The Connexions personal adviser will usually take the lead for most young people
- For young people who need additional support from Social Care or Health Services, consent should be gained from the young person and their family to invite the relevant people to the review meeting
- The transition plan belongs to the young person. Discuss at the meeting how the young person can be supported to use their plan and to keep it up to date

Remember.....

Better planning will mean a better transition for the young person



Making the Transition Plan

(Guidance Notes for the 'Transition Plan')

The Year 9 Transition Planning (Review) Meeting



The young person and their family need time and support to prepare for this meeting.



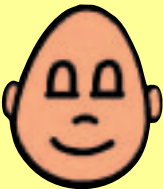

They can use the 'Getting Ready Sheets' to record their ideas and wishes. The 'Question Sheet' can be used to remind them of anything they want to ask at the meeting.




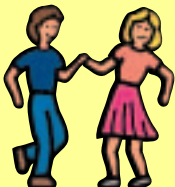
At the meeting, they can use these sheets to help them share what is important to them.





At the meeting the Transition Plan is made.

The Transition Plan is produced using these ideas together with information from other people at the meeting.

<p>Who I am</p> 	<p>Before the meeting</p> <p>Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person is recorded to share at the meeting.</p> <p>At or after the meeting</p> <p>Add to this information any changes or additions arising from the meeting to make the Transition Plan.</p>
<p>My hopes and dreams for the future</p> 	<p>Before the meeting</p> <p>Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person is recorded to share at the meeting.</p> <p>At or after the meeting</p> <p>Add to this information any changes or additions arising from the meeting to make the Transition Plan</p>

<p>How I communicate</p> 	<p>Before the meeting Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person and their family is recorded to share at the meeting.</p> <p>At or after the meeting Add to this information any changes or additions arising from the meeting to make the Transition Plan.</p> <p>Record agreed action points onto the action plan</p>
<p>Things that are important to me</p> 	<p>Before the meeting Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person and their family is recorded to share at the meeting.</p> <p>At or after the meeting Add to this information any changes or additions arising from the meeting to make the Transition Plan.</p> <p>Record agreed action points onto the action plan</p>
<p>Keeping Safe and Healthy</p> 	<p>Before the meeting Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person and their family is recorded to share at the meeting.</p> <p>At or after the meeting Add to this information any changes or additions arising from the meeting to make the Transition Plan.</p> <p>Record agreed action points onto the action plan</p>
<p>My family</p> 	<p>Before the meeting Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person and their family is recorded to share at the meeting.</p> <p>At or after the meeting Add to this information any changes or additions arising from the meeting to make the Transition Plan.</p> <p>Record agreed action points onto the action plan</p>

<p>School / College</p> 	<p>Before the meeting</p> <p>Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person and their family is recorded to share at the meeting.</p> <p>At or after the meeting</p> <p>Add to this information any changes or additions arising from the meeting to make the Transition Plan.</p> <p>Record agreed action points onto the action plan</p>
<p>Transport/Travel</p> 	<p>Before the meeting</p> <p>Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person and their family is recorded to share at the meeting.</p> <p>At or after the meeting</p> <p>Add to this information any changes or additions arising from the meeting to make the Transition Plan.</p> <p>Record agreed action points onto the action plan</p>
<p>Money</p> 	<p>Before the meeting</p> <p>Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person and their family is recorded to share at the meeting.</p> <p>At or after the meeting</p> <p>Add to this information any changes or additions arising from the meeting to make the Transition Plan.</p> <p>Record agreed action points onto the action plan</p>
<p>Having fun</p> 	<p>Before the meeting</p> <p>Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person and their family is recorded to share at the meeting.</p> <p>At or after the meeting</p> <p>Add to this information any changes or additions arising from the meeting to make the Transition Plan.</p> <p>Record agreed action points onto the action plan</p>

<p>Friends</p> 	<p>Before the meeting</p> <p>Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person and their family is recorded to share at the meeting.</p> <p>At or after the meeting</p> <p>Add to this information any changes or additions arising from the meeting to make the Transition Plan.</p> <p>Record agreed action points onto the action plan</p>
<p>Work / Training Day time Activities</p> 	<p>Before the meeting</p> <p>Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person and their family is recorded to share at the meeting.</p> <p>At or after the meeting</p> <p>Add to this information any changes or additions arising from the meeting to make the Transition Plan.</p> <p>Record agreed action points onto the action plan</p>
<p>How I want to live</p> 	<p>Before the meeting</p> <p>Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person and their family is recorded to share at the meeting.</p> <p>At or after the meeting</p> <p>Add to this information any changes or additions arising from the meeting to make the Transition Plan.</p> <p>Record agreed action points onto the action plan</p>
<p>Anything else?</p> 	<p>At the end of the meeting</p> <p>Check and agree what will be included in the Transition Plan and confirm the action points.</p>

Transition Plan

School..... School Year

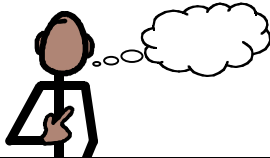
Name.....Age.....



Who I am

You will find examples of things to think about in each section to help you when completing this plan

Your gifts - what you are good at - good things people say about you - you can put a photo of yourself here



My hopes and dreams for the future

What you want to happen now and in the future - get a job - get married - go to the pub with friends - share a house with friends



Transition Plan

How I communicate



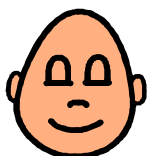
How should people communicate with you - creative communication methods - clear instructions more time

Things that are important to me



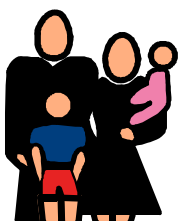
Friends and family - religion - cultural needs - what must happen to make a good day - dreams

Keeping Safe and Healthy



Health needs - medication - diet - personal safety - support - personal care - feeling good short breaks - sex education - Health Action Plan - any worries

My family



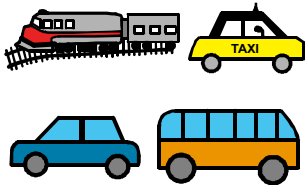
What do parents want now and in the future - how can they help - what do they need to know short breaks

School / College



Curriculum needs - where I am now - what do I need to learn - local, specialist, residential colleges
which courses - any support needs - travel - any funding needed

Transport / Travel



Independent travel - travel training - funding - support

Money

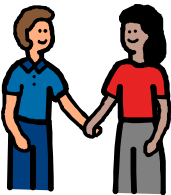


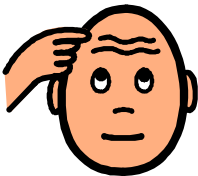


Coping with money - budgeting - opening a bank account - Direct Payments - Independent Living Fund
Education Maintenance Allowance - student loans - other benefits

Having fun



Leisure - hobbies - holidays - where to go - who to contact - support needs - how to get there

<p>Friends</p> 	
<p>Friends and Special friends - who are they - how to keep in touch - who can help - making friends</p>	
<p>Work / Training Day time Activities</p> 	
<p>What you want to do - interests - types of work - supported employment - work experience support in day and community activities</p>	
<p>How I want to live</p> 	
<p>Where and how you live - who you live with - how you are supported - who will support you - funding</p>	
<p>Anything else?</p> 	
<p>Do the young person and parents need more information - Independent advocacy - Assessments</p>	

Completed by

Date

Name

School year

What needs to happen	Name of person who will do this	By when	Actioned ✓		Any Comments
			Yes	No	

Person to contact if you have any questions about this plan:

Name Tele.....

Copies to be sent to all at the meeting and to those who could not attend

Copies to.....

.....

.....

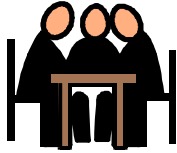
I agree / do not agree, that copies of my 'Transition Plan' and 'Action Plan' can be shared with those people involved in my transition planning and any future placement

Student's signature..... Date.....

Completed by..... Date.....

As your needs and choices change so this plan will change. The Plan will be reviewed at least once a year

Next meeting.....



Making the Transition Plan

(The checklist)

Checking what should be done has been done

The checklist shows everything that should be happening at each planning stage

Using a checklist makes a process easier to follow. It shows

- what should happen
- who will do what
- how it will be done
- date completed

It can be used by professionals and organisations to monitor the process of transition

Remember.....

Use this checklist to ensure all activities have been completed

Checklist for the Transition Meeting and Making the Transition Plan - School Year 9 (aged 13-14)

Name..... D.O.B.

What should happen	Who will do this (Name and Contact details)	How will it be done	Date Completed
Before the meeting Young person, parents/ carers are asked about suitable times for their transition meeting and who they would like to invite.	Connexions personal adviser - Head teacher SENCO - class teacher home school liaison officer - learning mentor	Verbally - letter - discussion with Connexions personal adviser - discussion with class teacher	
Availability of Connexions personal adviser to attend transition meeting is checked before confirming date and time.	Head teacher - SENCO teacher arranging planning meeting	Discussion with Connexions personal adviser - liaison with other schools where personal advisor works	
Date and time of Transition meeting confirmed.	Head teacher - SENCO - Class teacher	Written - Verbally	

What should happen	Who will do this (Name and contact details)	How will it be done	Date Completed
Letter sent to everyone invited to the transition meeting, including Health or Social worker, if involved with the young person. Reports requested from those not able to attend.	Head teacher - SENCO - Class teacher	Written	
Young person is asked if they want to go to their transition meeting and how they want to be supported or represented.	Teacher - support worker - parent / carer SENCO	Discussion	
Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person and their family is recorded to share at the meeting.	Young person - Connexions personal adviser teacher - family - support worker Home school liaison officer - learning mentor	Use 'Getting Ready Sheets' - Written Electronically on blank forms taken from CD	

What should happen	Who will do this (Name and contact details)	How will it be done	Date Completed
<p>At the meeting</p> <p>Young person and their family to be told what the roles and responsibilities are of the people invited to the meeting</p>	<p>Head Teacher - teacher - SENCO Connexions personal adviser Chair of meeting</p>	<p>Verbally</p>	
<p>The young person, parent/ carers or agreed person, shares information from the 'Getting Ready Sheets'</p>	<p>Young person - family - advocate / supporter Connexions personal adviser - Class teacher Chair of meeting</p>	<p>In an appropriate format for the young person</p>	
<p>Other people at the meeting share advice and information</p>	<p>Everyone at the meeting</p>	<p>Discussion at meeting</p>	
<p>Agree and inform the young person who will be their lead worker in transition planning</p>	<p>Chair of meeting</p>	<p>Discussion at meeting</p>	

What should happen	Who will do this (Name and contact details)	How will it be done	Date Completed
Transition Plan and Action Plan drawn up in or soon after the meeting and copies given to the young person and others involved	Head teacher - SENCO Class teacher - Connexions personal adviser	Written	
Copies sent to LEA (Local Education Authority)	Head teacher - SENCO Class teacher - Connexions personal adviser	Written	

Tools for Transition

Stage 3

Planning Ahead

School years 10 to 14

True experience

Nigel was in year 10 at a school where young people leave at 16. Nigel's parents felt there was little input from the Connexions Service. They had no information on transition that they did not seek themselves, no information on where and when to apply for residential college. There was no appropriate 6th form provision and the local college did not have appropriate course or support

Contents:

- Case study showing how Suki used the 'Planning Ahead' section
- Introduction
- What the Law says and Good Practice Guidance
- Guidance notes for the 'Transition Plan'
- Transition Plan
- Action Plan
- Checklist

A case study showing how Suki used the 'Planning Ahead' section



Planning Ahead

Suki's transition plan is reviewed every year in school. Suki would like to go out more with her friends, and gets very bored in the school holidays. She has added pictures to her workbook to show people new things that she would like to do. She has been on visits to different places with school. She has written about these and also added pictures about what she liked or didn't like about these places.

Suki's teacher and her new classroom assistant work with Suki and the others in her class to add to their workbooks and to update their transition plans before their review meetings.

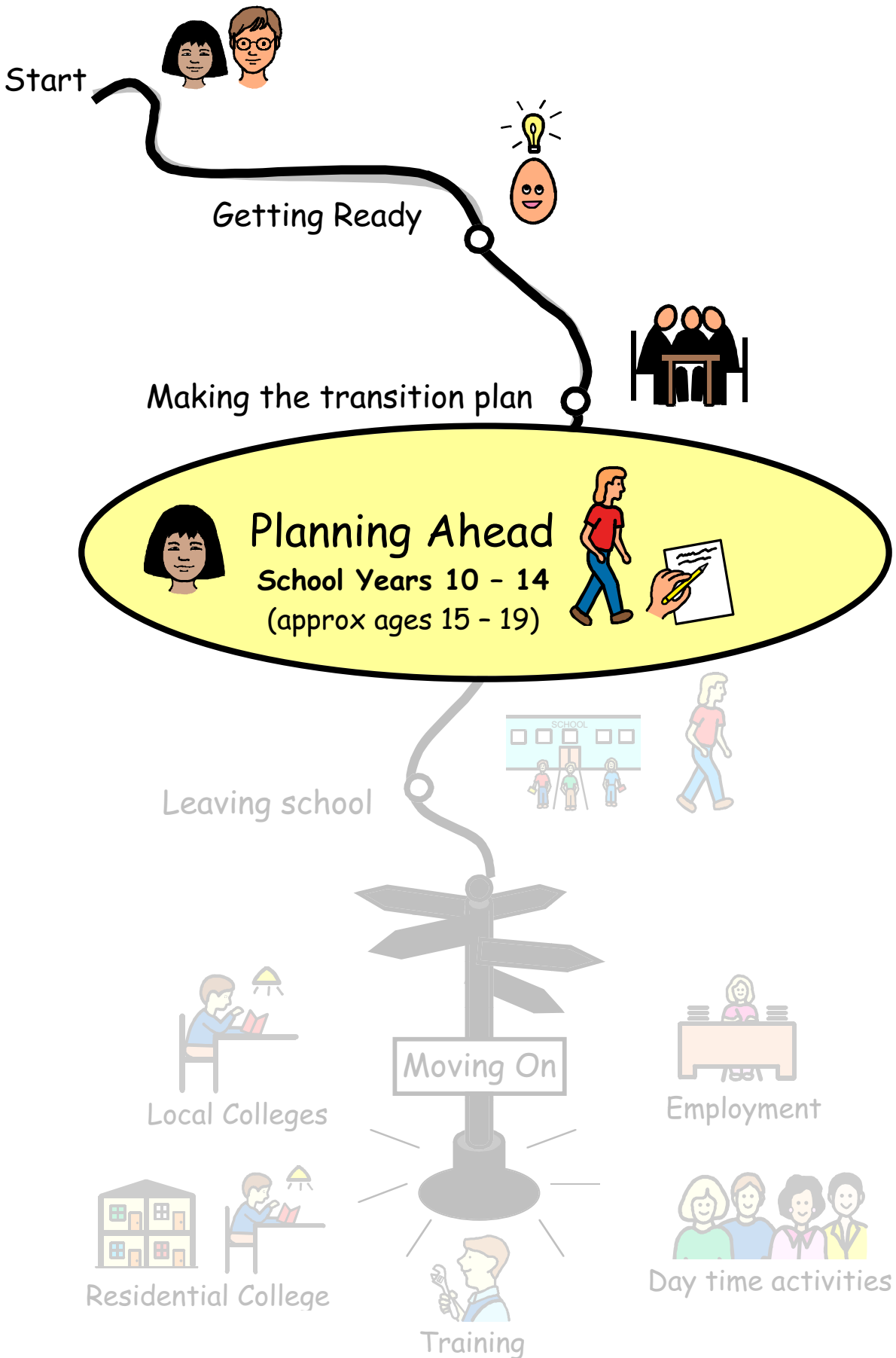
Suki also stays at a children's short breaks unit and she takes her workbook and transition plan there to show to the staff. This has helped them to understand more about what Suki is doing in school and in other places. Suki's key worker at the children's short breaks unit now goes to the school reviews.

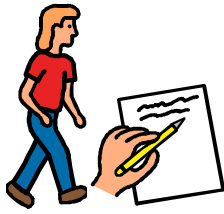
The head teacher sends Suki's parents a copy of the Guidance Notes and a Question Sheet to fill in before each review meeting. Suki's parents are worried about what will happen when she can't go to the Children's short breaks unit any more. They have asked about this, using the question sheet. As a result they find out about direct payments.

Heather, a community nurse comes to some review meetings and helps Suki and her mum to complete a Health Action Plan.

The transition plan and action plan are updated at every review meeting, and used to check that every action has happened. This is Suki's main plan that everyone adds to. She is very proud of it and likes to show it to people.

What happens in Transition





Planning Ahead

As the young person moves through school there will be many changes. The needs, wishes and aspirations of the young person may change, as will services, entitlements and opportunities

The annual meeting to review the current Transition Plan will continue to bring together the young person, their family, school and any involved agency to look at changes needed both now and for the future

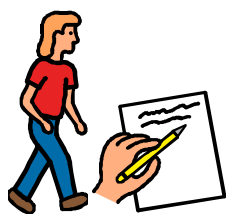
You can use these tools to help support young people with transition planning. They can be used by:

- Young people and their families
- Teachers
- Connexions personal advisers
- Social workers
- Health workers
- anyone else with an interest in transition

Good Ideas.....

Meet with the young person and their family to check how the transition plan is working now, and what changes need to be made

Give plenty of notice when advising the date and time of the meeting



Planning Ahead

(What the Law says and Good Practice Guidance)

The head teacher has responsibility for organising a review meeting at least annually (or the LEA for those young people educated otherwise than school)

Special Educational Needs Code of Practice (2001)

Specific arrangements are made for managing the transition of those with high levels of need, those in residential schools/living away from home, looked after young people leaving care, and those with rare conditions

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

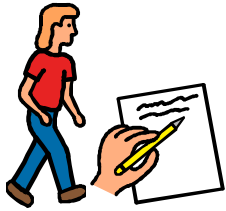
Good Practice

- The young person and their parent/carer know who the lead person is for their transition planning
- The transition plan belongs to the young person, with copies to others involved
- The transition plan is a person centred plan to be reviewed at least annually to support the young person to plan for the future
- The Connexions personal adviser or identified lead worker has responsibility for coordinating the delivery of the transition plan
- Continue to use person centred approaches to check with the young person what is important
- Ask the young person if they want to be at their meeting, if they need support or if they want someone to represent them
- Give plenty of notice of the date and time of each review meeting

- Provide information in an appropriate format about opportunities and services available on leaving school, including any likely charges for services
- Check all appropriate services are involved. Make a referral to any new services as needed
- The young person should have opportunities to experience a range of post school options, including further education, training and work experience and to develop skills for adult life
- Discuss arrangements for visiting post school options including the options for young people with complex needs
- The identified lead person should work with the young person and their family/carers to ensure the action points agreed at the meeting happen within the time agreed

Remember.....

Better planning will mean a better transition for the young person



Planning Ahead

(Guidance Notes for the 'Transition Plan')

Reviewing the Transition Plan

Note - some young people will leave school at 16 in which case the leaving school section will apply in year 11

Each meeting to review the Transition Plan will look at the Action Plan to check the actions agreed at the last meeting, and record the outcomes.

Use the guidance notes to help prepare the young person and their family before the meeting.

From year 10 information needs to be provided to young people and families about any changes which happen at age 18. Any assessments for adult health and social care services should be carried out before the young person is 18.

These guidance notes will prompt and be reminders of some important points to be considered at this stage. Use them to help you when completing the 'Transition Plan'




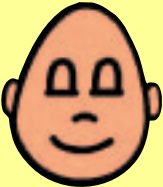
Who I am



Check and record the good things about the young person. Things like:

- having a great smile
- a good sense of humour
- being a caring person
- is there anything else?

Ask people who know the young person well what they think their good points are and record

<p>My hopes and dreams for the future</p> 	<p>Check with the young person what their hopes and dreams are and record. Things like:</p> <ul style="list-style-type: none"> • what they have always dreamed of doing • where they would like to go • who they would like to meet • what they want to be doing next year <p>Let the young person know it's OK if they haven't got much to say.</p>
<p>How I communicate</p> 	<p>Check with the young person and their family/carers if there are any changes to the plan and record.</p> <p>Are there any action points?</p>
<p>Things that are important to me</p> 	<p>Check with the young person and their family/carers if there are any changes to the plan and record.</p> <p>Are there any action points?</p>
<p>Keeping Safe and Healthy</p> 	<p>Check with the young person and their family/carers if there are any changes to the plan and record.</p> <p>As the young person moves into adulthood are the support needs different? for example, personal care, behaviour, home, equipment.</p> <p>Do they have information on how and when services will change? for example health action planning.</p> <p>When and to who do they need to apply to have their needs assessed.</p> <p>Are there any action points?</p>

My family



Check with the young person and their family/carers if there are any changes to the plan and record.

Are there any changes within the family that may affect their needs?

Does the carer know about the Carers Assessment and how this could help them get the support they need?

Are carers receiving direct payments instead of support/services? Do they know that when the young person reaches 16 they are expected, where possible, to give more control of the process to the young person?

Are there any action points?

School / College






Check with the young person and their family/carers if there are any changes to the plan and record.




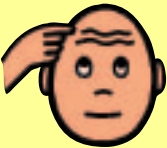
The new plan can help to set IEP targets. These targets can help with planning for the future.

If specialist colleges are an option, do the young person and their parent/carers have information on these colleges, have any visits been arranged? (This must be up to 2 years before they start).

Has information on local further education colleges been given and have any visits been made or planned.

Are there any action points?

<p>Transport/Travel</p> 	<p>Check with the young person and their family/carers if there are any changes to the plan and record.</p> <p>If travel training is an option, how and when will this take place.</p> <p>Record how the young person will access work experience, college and get to any planned visits to residential colleges for interviews.</p> <p>Has information been given on motability schemes?</p> <p>Is the young person receiving education maintenance allowance?</p> <p>Are there any action points?</p>
<p>Money</p> 	<p>Check with the young person and their family/carers if there are any changes to the plan and record.</p> <p>Check that the young person and their family/carers have had information about financial changes and new benefits.</p> <p>From the age of 16 the young person may be entitled to Independent Living Fund and direct payments to pay for someone to support them.</p> <p>Are there any action points?</p>
<p>Having fun</p> 	<p>Check with the young person and their family/carers if there are any changes to the plan and record.</p> <p>Does the young person need information on local activities available for them as they get older?</p> <p>Are there going to be any changes to after school clubs or holiday schemes now the young person is getting older?</p> <p>Are there any action points?</p>

<p>Friends</p> 	<p>Check with the young person and their family/carers if there are any changes to the plan and record.</p> <p>Are there any action points?</p>
<p>Work / Training Day time Activities</p> 	<p>Check with the young person and their family/carers if there are any changes to the plan and record.</p> <p>How can work experiences be explored.</p> <p>What day time activities have been explored? If the young person will need continuing day time support from social care services or health services, has a referral been made for an assessment to the appropriate team?</p> <p>Are there any action points?</p>
<p>How I want to live</p> 	<p>Check with the young person and their family/carers if there are any changes to the plan and record</p> <p>Have the young person and their parent/carers been given information and contact details on local organisations that can help with future housing needs?</p> <p>Are there any action points?</p>
<p>Anything else?</p> 	<p>Meet with the young person and their family to check how the transition plan is working now, and what changes need to be made.</p>

Transition Plan

School..... School Year

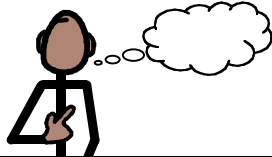
Name.....Age.....



Who I am

You will find examples of things to think about in each section to help you when completing this plan

Your gifts - what you are good at - good things people say about you - you can put a photo of yourself here



My hopes and dreams for the future

What you want to happen now and in the future - get a job - get married - go to the pub with friends - share a house with friends



Transition Plan

How I communicate



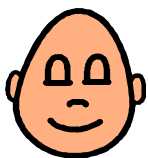
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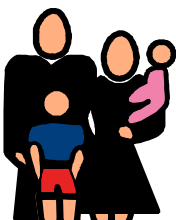
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Keeping Safe and
Healthy



Health needs - medication - diet - personal safety - support - personal care - feeling good
short breaks - sex education - Health Action Plan - any worries

My family



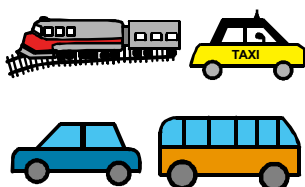
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Transport / Travel



Independent travel - travel training - funding - support

Money

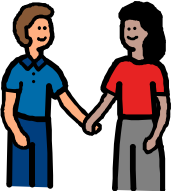


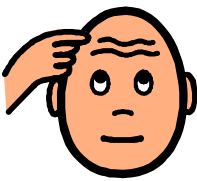


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<p>How I want to live</p> 	
<p>Where and how you live - who you live with - how you are supported - who will support you - funding</p>	
<p>Anything else?</p> 	
<p>Do the young person and parents need more information - Independent advocacy - Assessments</p>	

Completed by

Date

Action Plan

Name	School year					
	What needs to happen	Name of person who will do this	By when	Actioned ✓		Any Comments
				Yes	No	

Person to contact if you have any questions about this plan:

Name Tele.....

Copies to be sent to all at the meeting and to those who could not attend

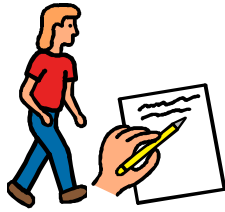
Copies to
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I agree / do not agree, that copies of my 'Transition Plan' and 'Action Plan' can be shared with those people involved in my transition planning and any future placement

Student's signature..... Date.....

Completed by Date.....

As your needs and choices change so this plan will change. The Plan will be reviewed at least once a year
Next meeting.....



Planning Ahead (The checklist)

Checking what should be done has been done

The checklist shows everything that should be happening at each planning stage

Using a checklist makes a process easier to follow. It shows

- what should happen
- who will do what
- how it will be done
- date completed

It can be used by professionals and organisations to monitor the process of transition.

Remember.....

Use this checklist to ensure all activities have been completed

Checklist for Reviewing the 'Transition Plan' - School Years 10 - 14 (approx ages 15-19)

Name..... D.O.B.

Note - (some young people will leave school at 16 in which case the leaving school checklist will apply in year 11)

What should happen	Who will do this (Name and Contact details)	How will it be done	Date Completed
<p>Before the meeting</p> <p>Spend time with the young person and their parent/carers looking at the Transition Plan. Use the guidance notes to help make any changes and additions.</p>	<p>Connexions Personal Adviser class teacher - other</p>	<p>In a meeting - through communication book Written request</p>	
<p>Young person, parents/carers are asked about suitable times for their Reviewing the Transition Plan meeting and who they would like to invite.</p>	<p>Connexions Personal Adviser - Head teacher SENCO - class teacher home school liaison officer - learning mentor</p>	<p>Verbally - letter - discussion with Connexions personal adviser - discussion with class teacher</p>	

What should happen	Who will do this (Name and contact details)	How will it be done	Date Completed
Availability of Connexions personal adviser to attend the Review of the Transition Plan meeting is checked before confirming date and time.	Head teacher - SENCO teacher arranging planning meeting	Discussion with Connexions personal adviser - liaison with other schools where personal advisor works	
Date and time of transition meeting confirmed (the meeting should be arranged early in the school year for those young people in their final year at school)	Head teacher - SENCO - Class teacher	Written - Verbally	
Letter sent to everyone invited to the meeting, including Health or Social worker if working with the young person.	Head teacher - SENCO - Class teacher	Written	

What should happen	Who will do this (Name and contact details)	How will it be done	Date Completed
Young person is asked if they want to go to their meeting and how they want to be supported or represented.	Teacher - support worker - parent / carer SENCO	Discussion	
At the meeting Share how the Transition Plan has worked for the young person, discussing changes needed.	Everyone at the meeting	Discussion	
Discuss making a referral to other services if needed now or in the future. Record who will do this and how this will be done.	Chair of meeting - teacher Connexions Personal Adviser - other	Discussion	

What should happen	Who will do this (Name and contact details)	How will it be done	Date Completed
The updated Transition Plan and Action Plan sent to the young person and everyone invited to the meeting within an agreed time	Chair of meeting - teacher Connexions Personal Adviser - other	Written	
Copies sent to LEA (Local Education Authority)	Chair of meeting - teacher Connexions Personal Adviser - other	Written	

Tools for Transition

Stage 4

Leaving School

School years 11 to 14

True experience

Annie was in year 11. Annie and her family received no information on transition or any discussion regarding Annie's needs. Annie and her family moved house. There were problems with transport, problems with both the Connexions Service and Social Care Services, where there was a lack of handover between areas. The Family felt in the middle with little support

Contents:

- Case study showing how Suki used the 'Leaving School' section
- Introduction
- What the Law says and Good Practice Guidance
- Guidance notes for the 'Transition Plan'
- Transition Plan
- Action Plan
- Checklist

A case study showing how Suki used the 'Leaving School' section



Leaving School

Suki is now in year 14. Suki's 'Leaving School Transition Review' meeting was held in the October of her final year at school.

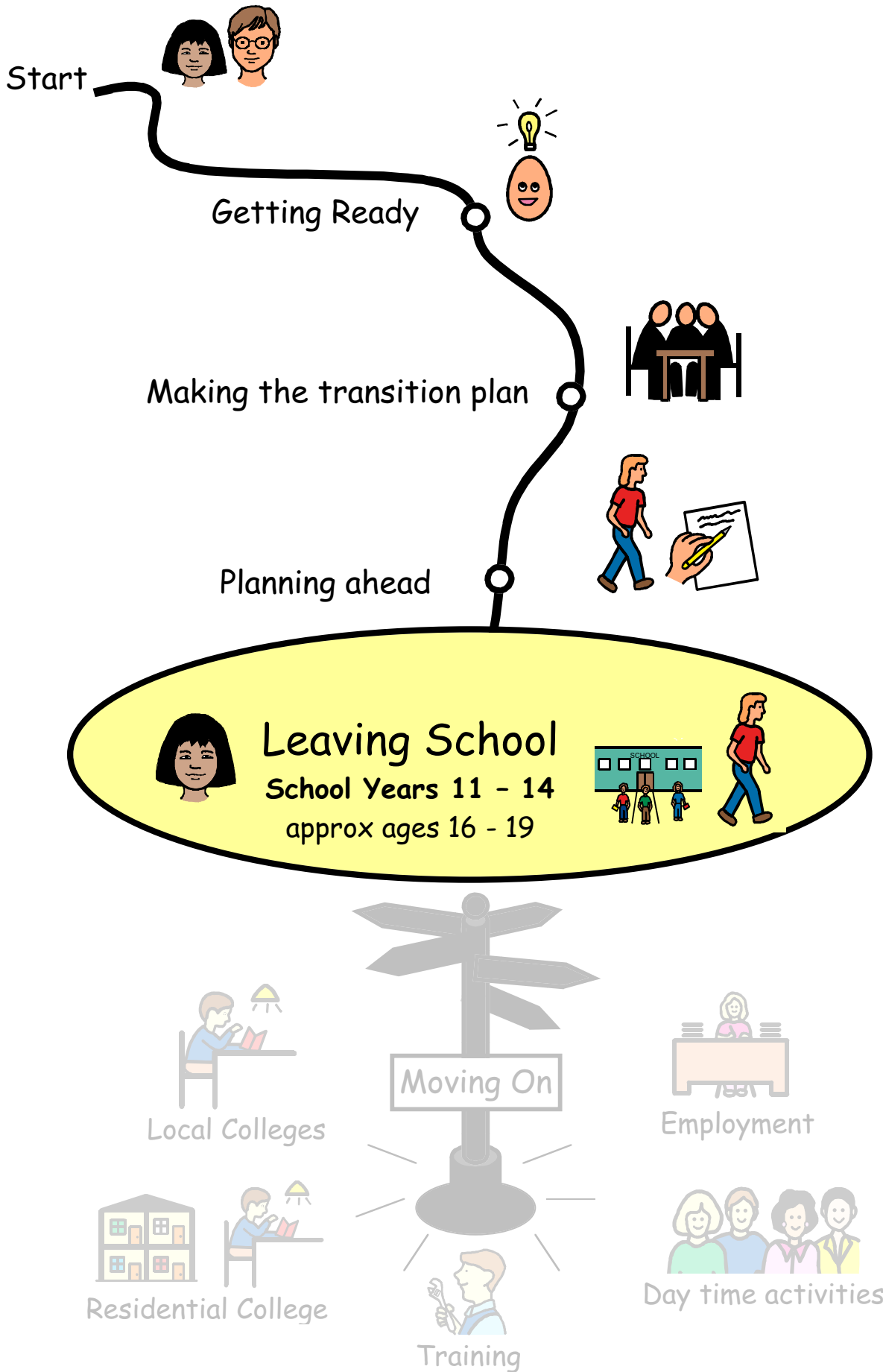
In lessons Suki carries on using the 'Big Picture' to update her workbook and to help her think about the future. She is also taking part in a leaver's programme which includes making visits and taster days to different training providers and colleges.

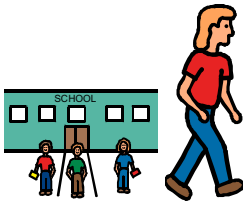
To get ready for the meeting to review her Transition Plan, Suki and her classroom assistant met the Connexions personal adviser using her workbook to help her to develop her plan.

The Head teacher sent a copy of the 'Leaving School' guidance notes to Suki's parents asking if there was anything they wanted to change or add to Suki's Transition Plan and to list any questions they may have ready for the 'Review of the Transition Plan' meeting

Suki's parents wrote down the changes and additions they felt should be made to Suki's plan, ready for the meeting. At the meeting the action points made in year 13 were checked, changes to the transition plan discussed and new action points agreed

What happens in Transition





Leaving School

The final year at school can be an anxious time for the young person and their parent/carers. To ensure a smooth transition it is very important that all plans for the future are in place and ready to go forward with the young person.

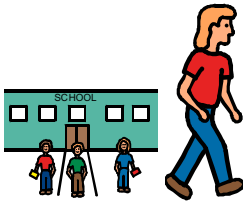
You can use these tools to help support young people with transition planning. They can be used by:

- Young people and their families
- Teachers
- Connexions personal advisers
- Social workers
- Health workers
- anyone else with an interest in transition

Good Ideas.....

Meet with the young person and their family before the meeting to discuss and update the current Transition Plan and think about how the young person can continue to plan when they leave school

With the consent of the young person a copy of the Transition Plan to be sent to any future provider



Leaving School

(What the Law says and Good Practice Guidance)

All young people are entitled to leave school at the end of year 11 (approx age 16) Disabled young people or young people with special educational needs may be able to remain in school until age of 19

The young person's Statement of Special Educational Needs (SSEN) ceases on leaving school

The Local Education Authority (LEA) must inform Social Care Services of those disabled young people who will be leaving school (to enable any assessment of needs to be offered)

[Disabled Persons \(Services, Consultation and Representation\) Act \(1986\)](#)

Social Care Services have responsibility for ensuring that any assessments of need are carried out, as required by: the [Children Act \(1989\)](#), [The NHS and Community Care Act \(1990\)](#), [The Carers and Disabled Children Act \(2000\)](#) and [The Direct Payments Act \(2000\)](#)

If a person has a Statement of Special Educational Needs, arrangements **must** be made for an assessment of the person to be conducted at some time during the person's last year of compulsory school (year 11) and **may** be made up to the age of 25.

[Section 140 of The Learning and Skills Act \(2000\)](#)

The Learning and Skills Council must have regard to the needs of persons with learning difficulties and/or disabilities, and in particular to any report of an assessment conducted under [Section 140 of the Learning and Skills Act \(2000\)](#)

It is unlawful for education and training providers and other related services to discriminate against disabled people

- Responsible bodies must not treat a disabled person 'less favourably' than a non-disabled person for reasons related to his/her disability without 'justification'
- Responsible bodies must make 'reasonable adjustments' to ensure that a disabled student is not placed at a 'substantial disadvantage'

Reasonable adjustments might include changing admissions and examination procedures, changing course content, changing physical features and premises (e.g. to allow for wheelchair access), providing additional teaching or offering information in alternative formats. (Where physical adjustments are needed, institutions had until October 2004 to put them in place)

[Disability Discrimination Act \(1995\)](#)

Any young person with a learning disability should be offered a [Health Action Plan](#) when leaving school. This can be done by a health worker or someone who knows the young person well

As young people with disabilities move into adulthood, to ensure continuity of care and support for the young person and their family and to provide equality of opportunities in order to enable as many disabled young people as possible to participate in education, training and employment

[Valuing People \(2001\)](#)

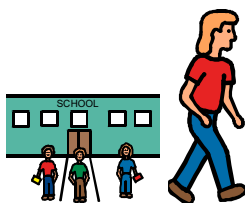
Good Practice

- The transition meeting, in this final year at school, should take place early in the school year to make sure the agreed action points happen in a timely manner
- Everyone invited to the meeting should be given as much notice as possible

- When preparing for the meeting, the young person and their family need to be clear of the changes that will happen when the young person leaves school
- With the agreement of the young person, the person centred transition plan is used to inform any statutory assessments required
- The Connexions personal adviser or the identified lead worker has the responsibility for ensuring the young person knows what will happen and where they are moving to when they leave school
- Check whether the young person has given consent for their transition plan to be shared with any future placement (young person should sign consent part of 'My Transition Plan' and 'My Action Plan')
- Check the progress of any referrals to other services
- The young person and their parent/carer to have a list of any contacts that they may need
- Give the young person information about the Connexions Service and how they can support future planning until they reach 25
- Discuss how continued planning will take place. Talk about how the 'Moving On' section could be used, copy and give to the young person

Remember.....

Professionals and others supporting the young person through transition, need to have a good understanding of each others working practice, be making links and sharing information to facilitate a holistic transition into adulthood



Leaving School

(Guidance Notes for 'Transition Plan')

Transition planning in the final year at school

Note - this section applies at any time from age 16

The meeting to review the Transition Plan during the final year at school needs to ensure everything that should happen, does happen before the young person leaves school. The young person and their parent/carers need to be clear what will happen and who to contact now and in the future.

Before the young person leaves school, assessments should have taken place or been offered to identify future support needs. The transition plan should inform any assessment as it is a person centred plan that shows what the young person wants for the future.

As the young person will often move on to places where they are not known, it is essential the plan includes all that is important to the young person in all areas of their life. The plan belongs to the young person and can be used to help them continue to plan beyond school.

The suggestions below will help ensure a smooth transition takes place for the young person and their family. Use them as a guide when updating the 'Transition Plan'




Who I am

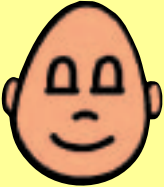








Are the good things about the young person recorded and up to date? Things like:



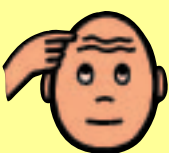
- having a great smile
- a good sense of humour
- being a caring person
- anything else?

It is important to ask the people who know them well what they think the young persons good points are

<p>My hopes and dreams for the future</p> 	<p>Check and record what the young person's hopes and dreams are. Things like:</p> <ul style="list-style-type: none"> • what they have always dreamed of • where they would like to go • who they would like to meet • what they want to be doing next year <p>Let the young person know it's OK if they haven't got much to say</p>
<p>How I communicate</p> 	<p>Make sure the young persons communication needs are up to date and recorded so that others will know how to communicate with the young person in the future</p> <p>Is there a system for updating and maintaining communication aids now and in the future? Who is the contact?</p> <p>Does the young person need support at interviews? If so how will it happen?</p> <p>Is there a need for ongoing specialist support? if so how will this be arranged?</p>
<p>Things that are important to me</p> 	<p>Check and record what has changed from the last meeting. Look at what needs to be added or taken out of the plan</p> <p>Find out from young person and people who know them well, what makes a good day and what makes a bad day</p> <p>It is important to record everything that needs to be shared with others in the future</p>

<p>Keeping Safe and Healthy</p> 	<p>Check all information relating to health and support needs are up to date and recorded ready to share with any relevant new people in the young persons life.</p> <p>Who will support the young person to receive health care? Has the young person been offered a health action plan?</p> <p>Has the young person been offered a leaving school assessment by social care services?</p> <p>Who will replace and maintain any aids and equipment?</p>
<p>My family</p> 	<p>Do the parents/carers know that once the young person becomes 18 they can no longer give consent on their behalf and how this will affect the way agencies will work with them?</p> <p>Do they have all the information they need, for example, how to get support, any changes in services?</p> <p>Do they know how to contact adult services?</p>
<p>School / College</p> 	<p>Record what the young person wants to do and where and what they want to study after leaving school. It is good to have more than one option.</p> <p>Check that the young person and family know the procedures for applying, selection and interviews.</p> <p>Record any support needed and how the college will be made aware of this.</p> <p>Has the Section 140 assessment been done or arranged by Connexions?</p>

<p>Transport/Travel</p> 	<p>Record travel arrangements for attending college, employment or training provider.</p> <p>Record how the young person will access leisure activities. Are there any arrangements to make?</p> <p>Does anything still need to be arranged?</p> <ul style="list-style-type: none"> • further travel training for new routes • applying for a bus pass • accessing college support funds • using a direct payment to support travel
<p>Money</p> 	<p>Confirm the young person and their family/carers have had information about financial changes and new benefits.</p> <p>Are there any funding issues outstanding?</p> <p>Does the young person need support to manage their money independently?</p>
<p>Having fun</p> 	<p>Record how the young person wants to spend their leisure time.</p> <p>How will the young person take part in leisure activities and meet other young people after leaving school?</p> <p>Does the young person have information about the different options and how to access them?</p>
<p>Friends</p> 	<p>Explore ways the young person can keep in touch with their friends from school and home.</p>

<p>Work / Training Day time Activities</p> 	<p>Record what the young person wants to do now. This could also be after college or training.</p> <p>Does the young person have information about work and training options, how they can be supported to prepare for work or supported in work?</p> <p>Have day time activities been explored? Has a referral been made for assessment by Health or Social Care services? How will progress be checked?</p>
<p>How I want to live</p> 	<p>Record how the young person wants to live now and in the future</p> <p>Are there any immediate concerns or wishes, any adaptations needed?</p> <p>What are the long term plans and who can help. Have the young person and their parent/carers got information on all the options?</p>
<p>Anything else?</p> 	<p>Check if there are any concerns about leaving school not covered.</p> <p>Is everybody clear how action points will happen and be shared?</p> <p>Do the young person and their family have a list of the contacts they will need when the young person leaves school, for example:</p> <ul style="list-style-type: none"> • Connexions Service • Social Care Service • Health Teams • Anyone else? <p>Is the young person happy with their Transition Plan?</p>

Transition Plan

School..... School Year

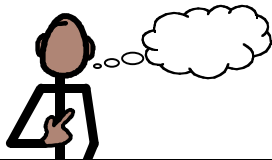
Name..... Age



Who I am

You will find examples of things to think about in each section to help you when completing this plan

Your gifts - what you are good at - good things people say about you - you can put a photo of yourself here



My hopes and dreams for the future

What you want to happen now and in the future - get a job - get married - go to the pub with friends - share a house with friends



Transition Plan

How I communicate



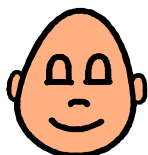
How should people communicate with you - creative communication methods - clear instructions more time

Things that are important to me



Friends and family - religion - cultural needs - what must happen to make a good day - dreams

Keeping Safe and Healthy



Health needs - medication - diet - personal safety - support - personal care - feeling good short breaks - sex education - Health Action Plan - any worries

My family



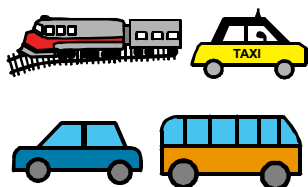
What do parents want now and in the future - how can they help - what do they need to know short breaks

School / College



Curriculum needs - where I am now - what do I need to learn - local, specialist, residential colleges
which courses - any support needs - travel - any funding needed

Transport / Travel



Independent travel - travel training - funding - support

Money

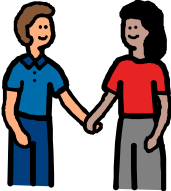


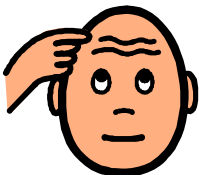


Coping with money - budgeting - opening a bank account - Direct Payments - Independent Living Fund
Education Maintenance Allowance - student loans - other benefits

Having fun



Leisure - hobbies - holidays - where to go - who to contact - support needs - how to get there

<p>Friends</p> 	
<p>Friends and Special friends - who are they - how to keep in touch - who can help - making friends</p>	
<p>Work / Training Day time Activities</p> 	
<p>What you want to do - interests - types of work - supported employment - work experience support in day and community activities</p>	
<p>How I want to live</p> 	
<p>Where and how you live - who you live with - how you are supported - who will support you - funding</p>	
<p>Anything else?</p> 	
<p>Do the young person and parents need more information - Independent advocacy - Assessments</p>	

Completed by

Date

Action Plan

Name	School year					
	What needs to happen	Name of person who will do this	By when	Actioned ✓		Any Comments
				Yes	No	
	Section 140 Assessment?					
	Community Care Assessment?					
	Health Action Plan?					

Person to contact if you have any questions about this plan:

Name Tele.....

Copies to be sent to all at the meeting and to those who could not attend

Copies to
.....
.....
.....
.....

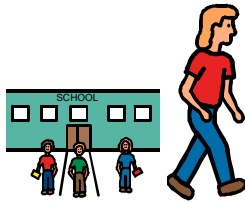
I agree / do not agree, that copies of my 'Transition Plan' and 'Action Plan' can be shared with those people involved in my transition planning and any future placement

Student's signature..... Date.....

Completed by..... Date.....

As your needs and choices change so this plan will change. The Plan will be reviewed at least once a year

Next meeting.....



Leaving School (The Checklist)

Checking what should be done has been done

The checklist shows everything that should be happening at each planning stage

Using a checklist makes a process easier to follow. It shows

- what should happen
- who will do what
- how it will be done
- date completed

It can be used by professionals and organisations to monitor the process of transition

Remember.....

Use this checklist to ensure all activities have been completed

Checklist for Transition Plan and Leaving School – School Years 11 – 14 (approx ages 16-19)

Name..... D.O.B.....
 Note – (this checklist applies to any young person leaving school anytime up to the end of the academic year when the young person reaches 19)

What should happen	Who will do this (Name and Contact details)	How will it be done	Date Completed
Before the meeting Important This 'Leaving School Transition Review' meeting should be held early in the school year to ensure there is enough time to action what needs to happen and for sharing information (More than one meeting may be needed)	Connexions Personal Adviser Head Teacher - SENCO	Discussed at previous review meeting and checked again at beginning of academic year	
Time is spent with the young person and their parent/carers looking at the last Transition Plan and recording any changes and additions ready for the meeting	Connexions Personal Adviser class teacher - other	In a meeting - through communication book	

What should happen	Who will do this (Name and contact details)	How will it be done	Date Completed
Young person, parents/ carers are asked about suitable times for the meeting and who they would like to invite	Connexions Personal Adviser - Head teacher SENCO - class teacher home school liaison officer - learning mentor	Verbally - letter - discussion with Connexions personal adviser - discussion with class teacher	
Letter sent to everyone invited to the meeting, including Health or Social worker if involved. Reports requested from those not able to attend	Head teacher - SENCO - Class teacher	Written	
Young person is asked if they want to go to their meeting and how they want to be supported or represented	Teacher - support worker - parent / carer SENCO	Discussion	

What should happen	Who will do this (Name and contact details)	How will it be done	Date Completed
<p>At the meeting</p> <p>Share how the Transition Plan has worked for the young person. Discuss any changes needed</p>	Everyone at meeting	discussion	
<p>Discuss young person's entitlement as a School leaver to a Section 140 Assessment the offer of a Health Action Plan and Community Care Assessment and how this will happen</p>	Chair of meeting - Social worker Connexions personal adviser - Health worker	Agree action points, record during meeting	
<p>Check that the person knows what they will be doing during the day when they leave school and how they will get there</p>	Chair of meeting - Social worker Connexions personal adviser - Health worker	Discussion at meeting	

What should happen	Who will do this (Name and contact details)	How will it be done	Date Completed
Discuss how the young person will continue to plan when they leave school. Talk about how the 'Moving On' section can be used and give a photocopy to the young person along with details of anyone who can help them	Chair of meeting - Social worker Connexions Personal Adviser - Health worker	Discussed at the meeting photocopy of 'Moving On' section given at the meeting or before the young person leaves school	
The updated Transition Plan to be sent to everyone at the meeting within an agreed time	School	Written	
Copy sent to LEA (Local Education Authority)	School	Written	

Tools for Transition

Stage 5

Moving On

Beyond School

True experience

Through person centred planning with his social worker Nick was able to plan for his future life. Nick and his family continue to plan and are taking the lead themselves to do this

Contents:

- Case study showing how Suki used the 'Leaving School' section
- Introduction
- What the Law says and Government Guidance
- Guidance notes for the 'My Plan'
- My Plan
- My Action Plan
- A list of things to talk about (agenda)
- Checklist
- Good Practice Guidance

A case study showing how Suki used the 'Moving On' section



Moving on

Suki is now in the final year of a 3 year course at a local college.

Before she started her college course, Suki took her leaving school transition plan to the college interview to share information about herself and her wishes for the future. Her personal tutor has helped her to keep this up to date.

Planning for the future was part of Suki's college course. This included visiting various places and finding out about different leisure, training and work opportunities. She has also done a work experience placement.

During tutorials, Suki and her tutor updated her plan using the Moving On Guidance Notes and Suki's course work to help them. They invited the Connexions personal adviser to join them and they used the Moving On checklist to help them organise a planning meeting.

Suki invited her mum and dad, her tutor and her friend Chris to her planning meeting. She wants to live with friends and needs to find out more about how she can get help to do this, so she sent an invitation to the local Adult Learning Disability team and the Housing service. Her Health Action Plan is out of date, so she invited someone from the local community nursing team too. She sent a copy of her plan and "a list of things to talk about" to everyone invited to the meeting.

These were used as the basis of the meeting and the agreed action points were added to the Action Plan.

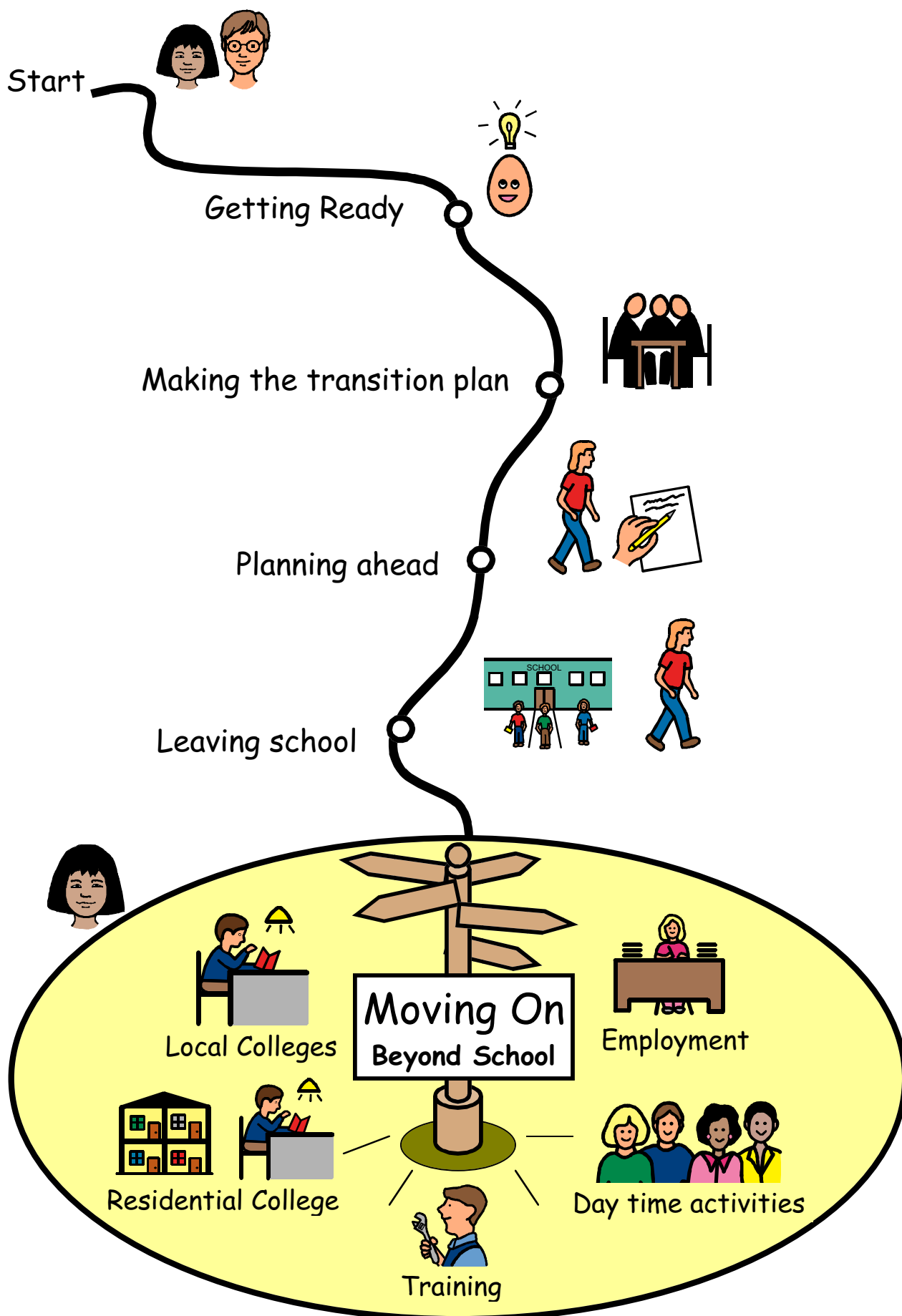
2 Years on

As a result of continued planning, Suki was able to make some informed choices. With support she is now living with friends and has a part time job which she enjoys.

What happens in Transition

2

MOVING ON





Moving On

The legislation supporting transition planning is less robust once a young person has left school. It is good practice for support organisations to continue their involvement with young people who may need their help. It is likely that young people and those supporting them will need to take more responsibility in planning for their future.

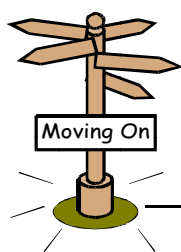
There are different ways to plan and different ways to record what is important to a young person. However you plan, it is essential to allow enough time and to cover all areas that are important to the young person.

The 'Moving On' section can help

- Young people who want to continue planning
- Young people planning for the first time

Good Idea.....

Find out who can help with planning where you are now (planning may also be called reviewing) and give the appropriate 'Good Practice Guidance' to them



Moving On

(What the Law says and Government Guidance)

These are some of the main laws and Government Guidance, relating to young people at the "Moving On" stage, and a brief outline of each:

- National Health Service and Community Care Act, 1990
- Disability Discrimination Act, 1995
- Housing Act, 1996
- Human Rights Act, 1998
- Disability Rights Commission (DRC) Act, 1999
- Carers and Disabled Children Act, 2000
- Direct Payments Act, 2000
- Learning and Skills Act, 2000
- Connexions Framework, 2001
- Valuing People: A New Strategy for Learning Disability for the 21st Century, 2001
- 21st Century Skills-Realising our Potential, 2003
- Children Act, 2004
- National Service Framework for Children, Young People and Maternity Services, 2004
- Improving the Life Chances of Disabled People, 2005
- Youth Green Paper-due in 2005

The NHS and Community Care Act 1990 states that where it appears to the local authority that a person may be in need of community care or residential services, they have a duty to carry out an assessment of the person's needs.

The Disability Discrimination Act 1995 aims to end the discrimination that many disabled people face. Key elements include:

- Treating a disabled person less favourably than a non-disabled person without a good reason is unlawful
- It is unlawful for education providers to discriminate against disabled pupils, students and adult learners

- Reasonable adjustments have to be made to any physical barriers that may prevent disabled people using services
- Reasonable adjustments must be made to working conditions or the workplace to enable or assist a disabled person to do a job

[The Housing Act 1996](#) expects local authorities to create either an inclusive housing strategy or a strategy for specific needs groups, including disabled people.

[The Human Rights Act 1998](#) Article 14 states that people have the right not to be treated differently and to have equal access to Convention rights, whatever their status.

[The Disability Rights Commission Act 1999](#) is an independent body which provides support and advice on a wide range of issues relating to disability.

[The Carers and Disabled Children Act 2000](#) gives family carers the right to have an assessment of their own needs, and to support or services for themselves in their caring role.

[The Direct Payments Act 2000](#) directs Local Authorities to make Direct Payments available to people who have been assessed as needing Community Care services, as an option to receiving direct services. This means that the individual can buy their services direct. Young people aged 16 and above can access direct payments in their own right.

[The Learning and Skills Act 2000](#) states that the Learning and Skills Council must have regard to the needs of persons with learning difficulties and/or disabilities, and in particular to any report of an assessment conducted under [Section 140](#)

[Connexions Framework, 2001](#)

Young people with a learning difficulty and/or disability up to the age of 25 may have an assessment under [Section 140](#) of the [Learning and Skills Act](#). The Connexions adviser is responsible for carrying this out

Valuing People: A New Strategy for Learning Disability for the 21st Century, 2001

Based upon four key principles:

- Civil rights
- Independence
- Choice
- Inclusion

Valuing People sets out a programme of action to improve services to people with learning disabilities, improving transition is one of the main priorities.

"As young people with disabilities move into adulthood, to ensure continuity of care and support for the young person and their family and to provide equality of opportunities to enable as many young disabled people as possible to participate in education, training and employment."

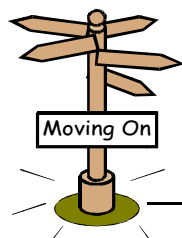
Valuing People also emphasises the importance of Person-Centred Planning and Person-centred approaches in transition planning.

The White Paper 21st Century Skills 2003 has led to the development of Information, Advice and Guidance services (IAGs), who can give free information and advice to all adults over 20 about all learning and work opportunities, including where to get specialist support if needed.

The Children Act, 2004 is the "legislative spine" on which the Government wants to build reforms of children's services. Local Authorities have a duty "to make arrangements to promote co-operation between agencies and other appropriate bodies (such as voluntary and community organisations) in order to improve children's well-being, and a duty on key partners to take part in the co-operation arrangements."

National Service Framework for Children, Young People and Maternity Services, 2004 states that: "Disabled young people need high quality multi-agency support to allow them to have choice and control over life decisions"

Improving the Life Chances of Disabled People, 2005 emphasises the importance of person centred transition planning to promote quality of life and improve opportunities for disabled people





Moving On

(Guidance Notes for 'My Plan')

Planning beyond school

Some young people will already have a Transition plan, while others will be planning for the first time. These guidance notes are designed to support planning and include people who may help.

The suggestions below will help when talking to the young person about what is important and what they want to do in the future. Use them as a guide when completing 'My Plan'.

<p>Who I am</p> 	<p>What are some good things about you? Things like:</p> <ul style="list-style-type: none"> • having a great smile • a good sense of humour • being a caring person • what else? <p>Ask people who know you well what they think your good points are.</p>
<p>My hopes and dreams for the future</p> 	<p>What have you always hoped for? Think about:</p> <ul style="list-style-type: none"> • what you have always dreamed of doing • where you would like to go • who you would like to meet • what do you want to be doing next year? <p>It's OK if you haven't got much to say.</p>

How I communicate



What do others need to know so they can communicate with you well?

Are any communication aids or systems used or needed?

If you are moving on can you take any equipment you are using with you when you go? Check out what needs to happen.

Are there any action points?

People who may help with planning

Speech and Language Therapist - Community Nurse - Family - Tutors - Support Staff - Advocate
Connexions Personal Adviser

Things that are important to me



What is important to you and important for others to know?

What things do you like? What don't you like?

Do you need help to carry on doing the things that are important to you?

Do you need help to fulfil your religious and cultural needs?

Are there any action points?

People who may help with planning

Family - Friends - Support Worker - Social Worker - Health Worker - Community Leader - Advocate
Connexions Personal Adviser

Keeping Safe and Healthy



Think about what needs to happen to keep you safe and well.

Do you have a health Action Plan? Is it up to date?

What information do you need about personal relationships?

- making relationships
- having a boyfriend or girlfriend
- safe sex

Are there any action points?

People who may help with planning

Family - Community nurse - Social Worker - Health worker - Doctor - Tutors - Support Staff
Advocate - Connexions Personal Adviser

My family



Can you keep in touch with everyone in your family who is important to you?

What extra help do you need to do this?

Are there any action points?

People who may help with planning

Family - Support Staff - Advocate - Social Worker - Connexions Personal Adviser

Local /Residential College



Are you happy with what you are doing?

Is there anything you want to change?

If you are planning to move on to another college course or training, ask for a Section 140 assessment.

If you are at residential college, check if you need more funding to continue your course.

What information and guidance do you need about what you could do next?

Are there any action points?

People who may help with planning

College tutor - Connexions Personal Adviser (at home and college) - Social Worker - Support Worker
Student services - Information Advice and Guidance

Transport/Travel



Are you able to get to where you want and need to go?

Do you know where to go if you have any problems or need to change your transport arrangements?

How can you find out about things like travel training, community transport, motability and funding options?

Are there any action points?

People who may help with planning

Family - Tutor - Support Staff - Advocate - Connexions Personal adviser - Social Worker
Learning Skills Council

Money



Check if you are getting all the benefits you are entitled to.

Do you know about Direct Payments?

What help do you need to manage your money?

Are there any action points?

People who may help with planning

Family - Benefits Adviser - Citizens Advice worker - Social Worker (Direct Payments) - Advocate
Connexions Personal Adviser - Student Services

Having fun



What do you like to do? Where do you like to go?

What support do you need to do this?

Is there anything you want to do but are not able to do at the moment?

How can you find out about the different local leisure opportunities and how you can take part?

If you are at a residential college how can you find things to do in the holidays? Who can you do them with?

Are there any action points?

People who may help with planning

Family - Friends - Connexions Personal Adviser - Local Community Groups - Social Worker
Support Staff - Advocate - Befriender - Youth Worker

Friends



How do you keep in touch with your friends?

What help do you need with this?

How can you meet new friends?

Are there any action points?

People who may help with planning

Family - Support Staff - Advocate - Social Worker - Connexions Personal Adviser - Befriender
Local Interest groups

Work / Training



Are you happy with what you are doing? Is there anything you would like to change?

How long does your training last?

What information and guidance do you need about what you could do next?

How can you find out about the different work options and the support you can get?

Are there any action points?

People who may help with planning

Personnel - Support Staff - Connexions Personal Adviser if under 25 - Social Worker - Advocate
Disability Employment Adviser - Voluntary Organisations - Information Advice and Guidance

Day time Activities



Are you happy with what you are doing? Is there anything you would like to change?

How are your activities/care plan reviewed and how often?

Find out about the different things you can do.

What help do you need to do them?

Where can you find out about direct payments and how they can help you do the things you want to do?

Are there any action points?

People who may help with planning

Family - Support Staff - Connexions Personal Adviser - Social Worker - Community Nurse - Advocate
Voluntary Organisations

How I want to live



Where can you find out about the different housing options?

How can you plan for future housing needs?

When should you start?

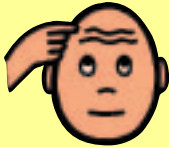
What support do you need?

Are there any action points?

People who may help with planning

Family - Local agencies like Housing Departments and Housing associations - Advocate
Social Worker - Personal Adviser

Anything else?



Is there anything else you want to know?

Is there anything else you want to tell people about?

Are there any action points?

My Plan

Name..... Date completed



Who I am

You will find examples of things to think about in each section to help you when completing this plan

Your gifts - what you are good at - good things people say about you - you can put a photo of yourself here



My hopes and dreams for the future

What you want to happen now and in the future - get a job - get married - go to the pub with friends - share a house with friends



My Plan

How I communicate



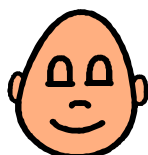
How should people communicate with you - creative communication methods - clear instructions more time

Things that are important to me



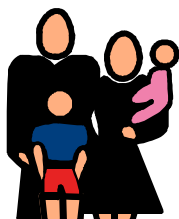
Friends and family - religion - cultural needs - what must happen to make a good day - dreams

Keeping Safe and Healthy


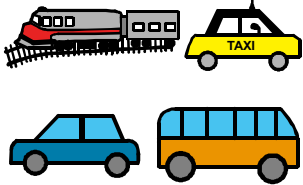




Health needs - medication - diet - personal safety - support - personal care - feeling good short breaks - sex education - Health Action Plan - any worries

My family



How can your family help you - what do they need to know - keeping in touch

<p>Local / Residential College</p> 	<p>Where I am now - what do I need to learn - work experience - any support needs - travel any funding needed - what happens next</p>
<p>Transport / Travel</p> 	<p>Independent travel - travel training - funding - support</p>
<p>Money</p> 	<p>Coping with money - budgeting - opening a bank account - Direct Payments - Independent Living Fund Education Maintenance Allowance - student loans - other benefits</p>
<p>Having fun</p> 	<p>Leisure - hobbies - holidays - where to go - who to contact - support needs - how to get there</p>

Friends



Friends and Special friends - who are they - how to keep in touch - who can help - making friends

Work / Training



What you want to do - interests - types of work - supported employment - voluntary work

Day time Activities



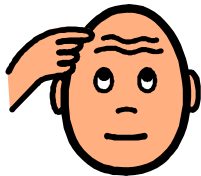
What you want to do - support needs - transport - advocate - direct payments - making changes

How I want to live



Where and how you live - who you live with - how you are supported - who will support you - funding

Anything else?



Do the young person and parents need more information - Independent advocacy - Assessments

Completed by

Date

My Action Plan

Name Date of meeting
Present at meeting
.....
.....

Any action points arising from 'My Plan' to be recorded below

What needs to happen	Name of person who will do this	By when	Actioned ✓		Any Comments
			Yes	No	

I agree / do not agree, that copies of 'My Plan' and 'My Action Plan' can be shared with those people involved in my planning and any future placement

Completed by..... Date.....

Copies sent to

..... Date sent

A list of things to talk about (Agenda) for Planning Meeting

Name..... Date of meeting

Time..... Venue.....

What I want to know more about use this sheet to remind you of any questions to ask at meeting	People who can help (see guidance notes)



Moving On (The Checklist)

At this stage, when planning for the future, the young person and those supporting them may need to take responsibility for organising a planning meeting

The following people may help with this:

- Young person
- Family
- Friend
- Advocate
- Person Centred Planner
- Tutor
- Trainer
- Connexions Person Adviser
- Social Worker
- Community Nurse
- anyone supporting the young person

Using this checklist will help the young person and those supporting them follow the process needed to arrange and take part in a successful meeting to plan for the future.

Remember.....

Before each meeting check if there are any changes to the plan since the last meeting and update

Checklist for Moving On and Organising a Planning Meeting

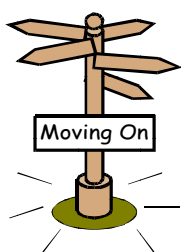
Name.....

Note - this checklist can be used by anyone who has left school

What should happen	Who will do this (Name and contact details)	How will it be done	Date completed
Preparing for the meeting When the young person is planning for the first time, allow enough time to cover all areas important to the young person. Record on 'My Plan' and prepare any questions.			
If the young person has an existing plan spend time looking to see if it needs updating. Make any changes ready to share at the meeting.			
Look at the plan and guidance notes and prepare a list of things to discuss at the meeting			

What should happen	Who will do this (Name and contact details)	How will it be done	Date completed
Decide where the meeting is to take place - home, college, workplace, training provider or somewhere else. If a room is needed, book in advance making sure it is private and big enough (if away at residential college think about whether it is best to hold the meetings at college or in the home area)			
Decide who to invite and give plenty of notice (some people will be more important than others to future planning. It may help to get a date from them first)			
Check with the young person if they want to lead the meeting or if they want someone else to do this.			

What should happen	Who will do this (Name and contact details)	How will it be done	Date completed
With permission from the young person, send a copy of 'My Plan', the 'List of things to talk about' and details of the meeting, to those invited.			
At the meeting Record and agree any new action points and how they will be taken forward.			
Agree how to check that the things on the Action Plan are happening. Is another meeting needed?			
Make sure everyone knows what has been agreed. Send copies of the Action Plan to the people involved in making it happen.			



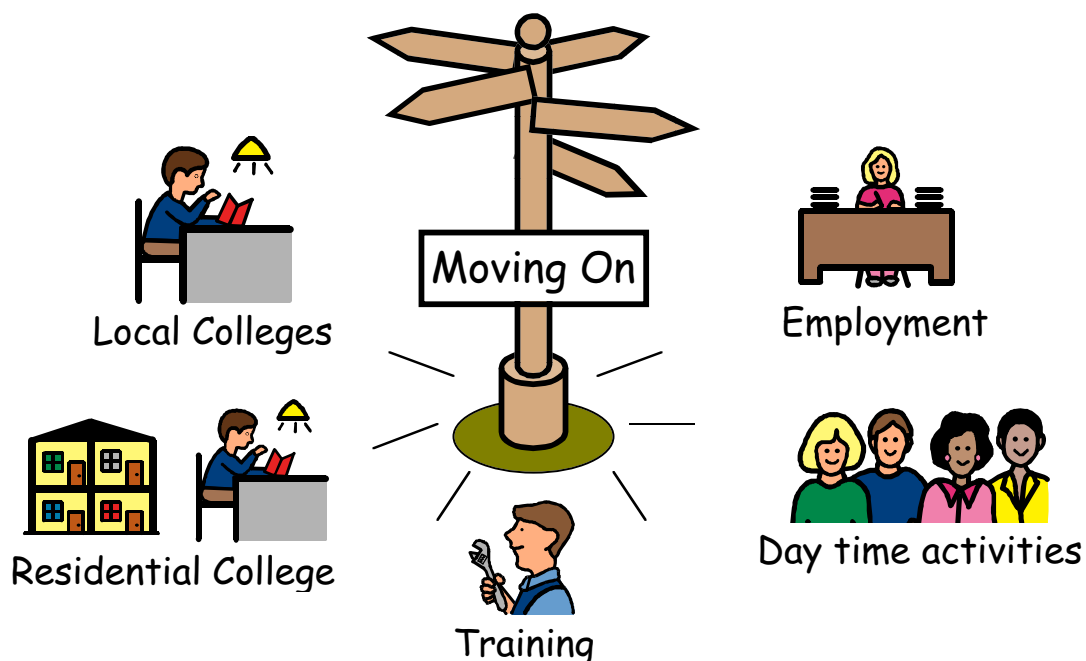
Moving On

(Good Practice Guidance)

This section gives good practice guidance to people working in

- Local colleges
- Residential colleges
- Training Providers
- Day time Activity Providers
- Employers

Give the appropriate Good Practice Guidance sheet to the place the young person moves on to



Good Practice Guidance for Local Colleges

Going to college is an important stage of the young person's life. During this time it is important the young person still has the opportunities to explore all areas of their life, develop skills and follow their dreams.

You can support the young person by:

- Checking if they have an existing Transition Plan
- Finding out from the plan what is important to the young person
- If the young person does not have a plan, you can use the tools in the 'Moving On' section to support the young person when planning for the future
- Using reviews to support the young person to keep their plan up to date and meaningful
- Finding out if the young person wants anyone else to support them in meetings
- Providing information about future options and give the opportunities to try them out

There are other people who can also support the young person. For example the Connexions personal adviser can help young people up to the age 25. Make sure the young person knows the name of their Connexions personal adviser, how they can help and how to contact them.

Make sure the young person knows how to contact Social Care and Health Services if they need their help.

Good Practice Guidance for Residential Colleges

Going to residential college is an important stage of the young person's life. During this time it is important the young person still has the opportunities to explore all areas of their life, develop skills and follow their dreams.

You can support the young person by:

- Checking if they have an existing Transition Plan
- Finding out from the plan what is important to the young person
- If the young person does not have a plan, you can use the tools in the 'Moving On' section to support the young person when planning for the future
- Using reviews to support the young person to keep their plan up to date and meaningful
- Finding out if the young person wants anyone else to support them in meetings
- Providing information about future options and give the opportunities to try them out at residential college and in their home area
- Supporting the young person to keep contact with the people important to them in their home area

There are other people who can also support the young person. For example the Connexions personal adviser can help young people up to the age 25. The Connexions personal adviser from the home area must attend the review meeting in the final year of their course

Makes sure the young person knows the name of their Connexions personal adviser both at the residential college and in the home area, how they can help and how to contact them

Make sure the young person knows how to contact Social Care and Health Services if they need their help

Good Practice Guidance for Training Providers

Doing a training course is an important stage of the young person's life. During this time it is important the young person still has the opportunities to explore all areas of their life, develop skills and follow their dreams.

You can support the young person by:

- Checking if they have an existing Transition Plan
- Finding out from the plan what is important to the young person
- If the young person does not have a plan, you can use the tools in the 'Moving On' section to support the young person when planning for the future
- Using reviews to support the young person to keep their plan up to date and meaningful
- Finding out if the young person wants anyone else to support them in meetings
- Providing information about future options and give the opportunities to try them out

There are other people who can also support the young person. For example the Connexions personal adviser can help young people up to the age 25. Make sure the young person knows the name of their Connexions personal adviser, how they can help and how to contact them

Make sure the young person knows how to contact Social Care and Health Services if they need their help

Good Practice Guidance for Day time Activity Providers

It is important the young person is involved in planning their life in a way that is meaningful to them.

You can support the young person by:

- Checking that the care plan includes information from the young person's Transition Plan
- Finding out from the plan what is important to the young person
- You can use the tools in the 'Moving On' section to support the young person when planning for the future
- Supporting the young person to keep their plan up to date and meaningful and to share this information at any planning meetings and statutory review meetings
- Find out who the young person wants to support them in meetings
- Providing information about future options and give the opportunities to try them out

Other people who can also support the young person:

- | | |
|-----------------------------|-------------------------------|
| ▪ Family | ▪ Person centred planner |
| ▪ Social worker | ▪ Community nurse |
| ▪ Day centre key worker | ▪ Advocate |
| ▪ Individual support worker | ▪ Connexions personal adviser |

Make sure the young person knows how they can help and how to contact them

Good Practice Guidance for Employers

For the young person, going to work opens the door to many new opportunities. It enables the young person to use the skills they already have, learn new ones, meet other people, make friends, gain social skills and increase independence.

Some young people may need more support in employment than others. It is important to ask the young person what sort of help they need. The young person may only need a small amount of help but this could make a big difference.

There are different ways of getting support for the young person in work. For example:

- Disability Employment Adviser at Job Centre Plus
- Connexions Personal Adviser for people under 25
- Information Advice and Guidance for people over 25

As well as the support which is provided in your own organisation or business, there are organisations that can also help, such as:

- Connexions Service
- Information Advice and Guidance
- Citizens Advice Bureau
- Council Offices
for example: Neighbourhood Offices / One-Stop Shops
- Advocacy organisations
- Voluntary organisations
for example: Mencap; Scope
- Job Centre Plus

Section 3

Additional guidance
for young people who
are looked after
or
who have after care support

- Additional guidance
- Some key terms
- What the law says and good practice
- Reminders of good practice at each stage of the pathway

Additional Guidance for Young People who are Looked After or who have After Care Support

The transition to adult life is a complex process for all young people. For young disabled people who are also looked after by the Local Authority, there are additional legal requirements and entitlements which can support or complicate their transition journey.

This additional guidance is designed to complement the main Transition Pathway guidance and tools, and to assist anyone who is involved in supporting young people who are looked after and those who are care leavers to ensure that transition planning is an integrated process, combining all legal requirements and good practice guidance.

The Transition Pathway format is holistic and person-centred, therefore it is suitable for use as a pathway plan as well as a transition plan.

"As a planning process, transition is complex and involves numerous service providers. It is important that the pathway planning incorporates, rather than duplicates the Year 9 review process, making use of existing assessment information and building upon existing support networks, without duplication of the Connexions role and Personal Adviser role under the Children (Leaving Care) Act". (Future Positive, 2004)

Some Key Terms

Aftercare: The service provided by or on behalf of Local Authorities to care leavers.

After care personal adviser: the person who coordinates the Pathway Plan. This should be a consistent adult figure in the young person's life and likely to keep in contact with the young person until at least 21.

Care leaver: A young person aged 16 and above who leaves the care of the Local Authority and has an entitlement to support under the Children (Leaving Care) Act 2000.

Eligible: A young person aged 16 or 17 who has been looked after for a period of 13 weeks since the age of 14, and is still looked after. The Local Authority has a duty to provide them with a Needs Assessment, Pathway Plan and after care personal adviser to help plan the transition to adulthood.

Former relevant: A young person who is 18 and therefore no longer looked after, but has either been eligible, relevant or both. They are not entitled to maintenance and accommodation, but are entitled to a Pathway Plan and after care personal adviser to at least 21 and beyond if in Further Education or training that has been agreed in the Pathway Plan.

Looked After: A child or young person who is in the care of the Local Authority, whether by means of a court order or by voluntary agreement.

Pathway Plan: A person-centred plan that sets out the young person's goals, hopes and dreams and the steps needed to achieve them. It should be combined with the transition plan.

Qualifying: A young person who is not eligible for the support described above, but who has been looked after on or after their 16th birthday. They are entitled to advice and assistance under Section 24 of the Children Act 1989

Relevant: A young person aged 16 or 17 who has been looked after for a period of 13 weeks since the age of 14, but is no longer looked after. They are entitled to maintenance and accommodation from the Local Authority. They are also entitled to a Needs Assessment, Pathway Plan and after care personal adviser.

What the Law Says and Good Practice Guidance for young people who are looked after or who have after care support

In addition to the legal and good practice guidance in the main body of the Transition Pathway, the following guidance is also relevant to young people who are looked after or who have after care support.

Children (Leaving Care) Act 2000

"It is the duty of the Local Authority looking after a child to advise, assist and befriend him with a view to promoting his welfare when they have ceased to look after him."

"Social Service Departments should take account of any transition plan drawn up under the SEN Code of Practice. They will need to take any steps necessary to fulfil their statutory obligations to ensure that the views of these young people about their needs, and the ways in which these can be met, are taken into account."

A Local Authority shall arrange for each eligible child to have an after care personal adviser. The Act introduced the Pathway Plan for young people aged 16 and 17 in or leaving care. The responsibility for ensuring the completion of the Pathway Plan lies with the after care personal adviser.

All eligible young people should have a comprehensive needs assessment. This assessment provides the foundation of the first Pathway Plan.

"Disabled young people may well face more barriers than other young people who are being cared for or leaving care, and may also have needs specifically related to impairment. It is essential that these needs are met when preparing these young people for leaving care and subsequently providing aftercare."

"It is important to note that the needs of young people with disabilities will not cease when they leave care and it is essential to provide a smooth transition from Children's to Adult services."

Guidance on the Education of Children in Public Care (2000)

Every child and young person in care should have a Personal Education Plan (PEP) completed by the social worker. The PEP should include an achievement record, development and educational needs, short-term targets and long-term plans and aspirations.

It also reminds us that the 1989 Children Act and the United Nations Convention of Rights of the Child require those with responsibility for children to ascertain their wishes and feelings.

SEN Code of Practice (2001)

"A small but significant number of disabled young people with statements of special educational needs are "looked after". For all children living away from home the year 9 review will be particularly important as an opportunity to begin to identify adult placements, relevant networks and possibly supported living networks. Social workers will have to work closely with a range of other professionals in drawing up long-term care plans".

"Local Education Authorities and Social Service Departments may therefore wish to link the annual review of statement with a review of the Child Care Plan to provide a holistic approach to meeting the child's needs. The advice collected before the meeting, the meeting itself and the consequent notes of the meeting should help social workers update the child's Personal Education Plan."

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

"Disabled young people who are looked after have the same entitlement to care when leaving services as other looked after young people. They need a Pathway Plan setting out the services they will require to achieve their potential as young adults".

"Transition planning has as its main focus the fulfilment of hopes, dreams and potential of the disabled young person."

"Specific arrangements are made for managing the transition of those with high levels of need, those in residential schools/living away from home, looked after young people leaving care and those with rare conditions."

Good Practice:

- Looked after (LAC) review meetings should be combined with annual review meetings of statement of special educational needs. From year 9, this includes transition planning.
- The Headteacher should ensure that the Connexions personal adviser has information about all young people who will have transition review meetings. For looked after children this should also include the name of their social worker. The social worker should also be informed of the name of Connexions personal adviser linked to the school.
- One person needs to be identified as taking a lead role in coordinating the Pathway/Transition Plan. This may be a social worker, after care personal adviser or possibly a Connexions personal adviser.
- The Transition Plan, Personal Education Plan and Pathway Plan should be combined to make one plan that is owned by the young person, and signed up to by all concerned. The young person has only one life!
- The Pathway/Transition Plan is a person centred plan made by the young person and their supporters. It should inform any other assessments that are required.
- Planning ahead for looked after children will involve the introduction of new people and places as the young person gets older. Sharing the Transition Plan (with the consent of the young person) with new people gives important information about the young person without duplication of questions.
- The needs of young disabled people will not cease when they leave care, timely planning is essential to ensure a smooth transition from children's to adult services.

Reminders of Good Practice

At each stage of the Transition Pathway

Stage 1

Getting Ready

How is the Connexions personal adviser informed of those young people who are looked after and the name of the social worker involved? How does the social worker know who the Connexions Personal Adviser is?

Who is the lead person to support the young person to share their views, hopes and dreams about their life now and in the future? **Remember the Getting Ready sheets can be used.**

How will the LAC review and transition review be combined? Who will arrange this?

How are other key people in the young person's life involved?

Stage 2

Making the Transition Plan

Are the LAC review and the annual review of the Statement of Special Educational Needs combined in one meeting? How is transition planning included? **Remember the Transition Pathway format can be used.**

At the review meeting how will the young person be supported to share their ideas?

Who is taking the lead in coordinating the actions agreed in the transition plan? Does the young person know who this is?

How will the information in the transition plan be incorporated into the Personal Education Plan and any necessary assessments?

Stage 3

Planning Ahead

From age 16, young people who are looked after should have a Pathway Plan, which sets out their goals and aspirations for the future.

How are the pathway plan and transition plan combined into one person-centred transition/pathway plan? Is it owned by the young person and in a meaningful format? **Remember the Transition Pathway format can be used.**

Who is the lead person supporting the young person and coordinating the plan? How is the young person supported to update their ideas and views?

How is the transition/pathway plan reviewed and updated? How are review meetings still combined?

What information does the young person have about the rights and entitlements of a young person who is looked after? Is it in accessible format?

Have new people such as the after care service, transition workers or adult services and new support providers been given a copy of the Transition Plan with the young persons consent?

Is everyone aware of the role of the after care personal adviser and how it fits with the role of other professionals?

If the young person is going to need the continued support of adult services, is it clear what the role of the after care personal adviser and Connexions personal adviser will be?

How is information from the transition/pathway plan combined with other necessary assessments?

Stage 4

Leaving School

When is the young person leaving school? What plans are in place for when this happens?

Who is the lead worker supporting the young person? Has this changed from the lead worker supporting them while at school? How does the young person know their contact details?

How has the young person shared information from their transition/pathway plan with any new people or service providers?

What support is the young person entitled to up to the age of 21 or beyond if in further education and training? Are they aware of this right?

Stage 5

Moving On

Who is the named lead person supporting the young person? Has this changed? How does the young person know their contact details?

How will the young person get any support and advice needed when Connexions and aftercare services are no longer involved?

Who will support the young person to continue person-centred planning if desired?

How are adult health and social care services involved?

How can the young person access independent advocacy services?

Section 4

Samples

- Suki's Transition Plan
- Suki's Action Plan
- Suki's Checklist
- Transition Plan without pictures
- Question Sheet
- Sample letters

Transition Plan

School..... School Year9.....

Name.....Suki B.....Age.....13.....



Who I am

You will find examples of things to think about in each section to help you when completing this plan

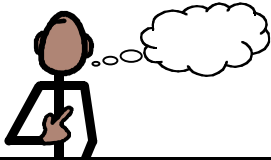
I am a happy person with a nice smile and a good sense of humour, I cheer people up

I have lots of friends and 2 younger brothers

I am good at singing, drama and computers and drawing.

My teacher said I am a hard worker with a good imagination

Your gifts - what you are good at - good things people say about you - you can put a photo of yourself here



My hopes and dreams for the future

I may want to be a singer. My Mom and Dad say they just want me to be happy



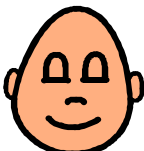
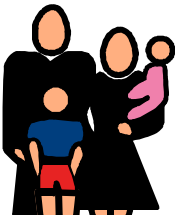
I dream about going to Disneyland in Paris and I want to go on more trips with school


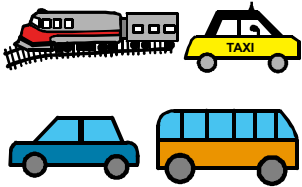


I want to have lots of friends

What you want to happen now and in the future - get a job - get married - go to the pub with friends - share a house with friends



Transition Plan

<p>How I communicate</p> 	<p>I talk to people to say what I want</p> <p>I can read and I like pictures and photos</p> <p>I like to be told in easy words what is happening when and why</p> <p>I sometimes need someone to help explain what I have read</p>
<p>How should people communicate with you - creative communication methods - clear instructions more time</p>	
<p>Things that are important to me</p> 	<p>I like to do lots of different things</p> <p>I like music, books and colouring</p> <p>I love being outside and like to go to the park</p> <p>I like going to the temple with my family</p>
<p>Friends and family - religion - cultural needs - what must happen to make a good day - dreams</p>	
<p>Keeping Safe and Healthy</p> 	<p>I don't like loud noises they can make me have a fit. My mom and dad give me my tablets every morning and evening</p> <p>Sometimes I feel funny before a fit. The physio shows me how to do breathing exercises. This sometimes stops me having a fit</p> <p>My mom and dad keep me safe they make sure I don't go near the cooker or sharp knives</p>
<p>Health needs - medication - diet - personal safety - support - personal care - feeling good Short breaks - sex education - Health Action Plan - any worries</p>	
<p>My family</p> 	<p>I live with my mom and dad and 2 younger brothers PJ and Ravi</p> <p>I go to respite for 1 weekend and 2 overnight stays each month</p> <p>I want my mom to come to my meeting</p>
<p>What do parents want now and in the future - how can they help - what do they need to know Short breaks</p>	

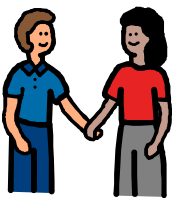


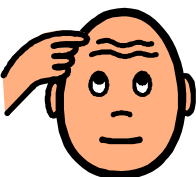
<p>School / College</p> 	<p>I like school. I don't know anything about college. I've never been</p> <p>I want to learn more about computers</p>
<p>Transport / Travel</p> 	<p>I come to school in a taxi. When I go on trips I go in the minibus</p> <p>I don't go out on my own its not safe</p> <p>I need my frame when I go out</p>
<p>Money</p> 	<p>I like to buy CD's with my pocket money</p> <p>I need help with understanding money</p>
<p>Having fun</p> 	<p>I like going out with my family and staying at my cousins</p> <p>I have fun when I go to the summer playscheme</p> <p>I like going to the shop</p> <p>I like TV. I like casualty and Holby City and CD UK</p>

Curriculum needs - where I am now - what do I need to learn - local, specialist, residential colleges
which courses - any support needs - travel - any funding needed

Independent travel - travel training - funding - support

Coping with money - budgeting - opening a bank account - Direct Payments - Independent Living Fund
Education Maintenance Allowance - student loans - other benefits

Leisure - hobbies - holidays - where to go - who to contact - support needs - how to get there

<p>Friends</p> 	<p>My best friend at school is Sonia I only see her at school. I want her to come to tea</p> <p>I like everyone in my class. I have a photo of my friends in my workbook</p> <p>I see my cousins at the weekend</p>
<p>Friends and Special friends - who are they - how to keep in touch - who can help - making friends</p>	
<p>Work / Training Day time Activities</p> 	<p>I want to be a teacher</p>
<p>What you want to do - interests - types of work - supported employment - work experience support in day and community activities</p>	
<p>How I want to live</p> 	<p>I live with my family and have my own bedroom</p> <p>I want to live in a castle. I have a picture in my workbook</p> <p>My mom and dad want me to live with them</p>
<p>Where and how you live - who you live with - how you are supported - who will support you - funding</p>	
<p>Anything else?</p> 	<p>I want to know what will happen at my meeting</p>
<p>Do the young person and parents need more information - Independent advocacy - Assessments</p>	

Completed by ...Suki (with support)Date.....

Action Plan

Name Suki B

School year 9

What needs to happen	Name of person who will do this	By when	Actioned ✓		Any Comments
			Yes	No	
Suki will do more numeracy and literacy, using IT programme (IEP targets)	Teacher	All year 9	✓		
Suki will take more reading books home	Teacher and Mr and Mrs B	All year 9	✓		
Give Suki and parents information about local and residential colleges	Connexions personal adviser	November	✓		
Colleges to visit school to give more information	Connexions personal adviser and teacher	Year 10		✓	not enough time to visit possibly in year 11

Family want more information about options, including direct payments and carers assessment	Family to contact social worker in children's disability team	November	✓	CDT social worker gave information and visited family to do assessments. Awaiting outcome
suki will take part in a road safety awareness programme at school	teacher	All year 9	✓	see below
A risk assessment will be carried out before suki does this as Mr and Mrs B expressed concern about suki going out on her own	Teacher/support assistant Mrs B	November	✓	Risk assessment showed suki needs someone with her when out suki is going out with her class every week
suki will open a bank account	suki and Mrs B	January	✓	

Explore holiday schemes and other leisure opportunities that Suki can attend from age 16 when play scheme finishes	Connexions Personal adviser and Mrs B	November	✓	✓	Contact given of a Mencap gateway club but nothing yet found to replace holiday scheme
Ask Sonia's family if they would be willing to give Suki and family their contact details, so Sonia can be invited to tea with Suki	Classroom assistant Jo	October	✓		

Person to contact if you have any questions about this plan:

Name Deputy Head teacher Tele... 0100 1234567.....

Copies to be sent to all at the meeting and to those who could not attend

Copies to Suki Sam - Connexions personal adviser Social worker

Mr and Mrs B Jo - Classroom assistant Teacher

Deputy Head teacher..

I agree / ~~do not agree~~, that copies of my 'Transition Plan' and 'Action Plan' can be shared with those people involved in my transition planning and any future placement

Student's signature..... Suki B..... Date.....

Completed by Suki and Connexions personal adviser..... Date.....

As your needs and choices change so this plan will change. The Plan will be reviewed at least once a year
Next meeting.....

Name..... Suki B..... D.O.B.

What should happen	Who will do this (Name and Contact details)	How will it be done	Date Completed
<p>Before the meeting</p> <p>Young person, parents/ carers are asked about suitable times for their transition meeting and who they would like to invite.</p>	<p>Connexions personal adviser - Head teacher SENCO - class teacher home school liaison officer - learning mentor</p> <p>Connexions personal adviser</p>	<p>Verbally - letter - discussion with Connexions personal adviser - discussion with class teacher</p> <p>Getting ready sheets</p> <p>Mrs B given 1 months notice as requested</p>	10 sept
<p>Availability of Connexions personal adviser to attend transition meeting is checked before confirming date and time.</p>	<p>Head teacher - SENCO teacher arranging planning meeting</p> <p>Head teacher</p>	<p>Discussion with Connexions personal adviser - liaison with other schools where personal advisor works</p> <p>Discussion (plenty of time allowed)</p>	10 sept
<p>Date and time of transition meeting confirmed.</p>	<p>Head teacher - SENCO - Class teacher</p> <p>Head teacher</p>	<p>Written - Verbally</p> <p>Letter</p>	12 sept

What should happen	Who will do this (Name and contact details)	How will it be done	Date Completed
Letter sent to everyone invited to the transition meeting, including Health or Social worker, if involved with the young person. Reports requested from those not able to attend	Head teacher - SENCO - Class teacher Head teacher	Written Letter	12 Sept
Young person is asked if they want to go to their transition meeting and how they want to be supported or represented	Teacher - support worker - parent / carer SENCO Teacher	Discussion Suki wants mom to be there	Sept
Use the guidance in the 'Getting Ready' section to make sure that what is important to the young person and their family is recorded to share at the meeting.	Young person - Connexions personal adviser Teacher - family - support worker Home school liaison officer - learning mentor Connexions personal adviser	Using 'Getting Ready Sheets' - Written Electronically on blank forms taken from CD written	5 Oct

What should happen	Who will do this (Name and contact details)	How will it be done	Date Completed
At the meeting Young person and their family to be told what the roles and responsibilities are of the people invited to the meeting	Head Teacher - Teacher - SENCO Connexions personal adviser Chair of meeting <i>chair of meeting</i>	Verbally <i>verbally</i>	At the meeting
The young person, parent/ carers or agreed person, shares information from the 'Getting Ready Sheets'	Young person - family - advocate / supporter Connexions personal adviser - Class teacher Chair of meeting <i>Deputy Head teacher (chair of meeting)</i>	In an appropriate format for the young person <i>Copies of Suki's plan given to everyone at the meeting and each heading discussed</i>	At the meeting
Other people at the meeting share advice and information	Everyone at meeting	Discussion at meeting <i>no reports available</i>	At the meeting
Agree and inform the young person who will be their lead worker in transition planning	Chair of meeting <i>Connexions personal adviser</i>	Discussion at meeting <i>Suki and family informed at the meeting</i>	At the meeting

What should happen	Who will do this (Name and contact details)	How will it be done	Date Completed
Transition Plan and Action Plan drawn up in or soon after the meeting and copies given to the young person and others involved	Head teacher - SENCO Class teacher - Connexions personal adviser <i>Connexions personal adviser</i>	Written <i>Copies posted out within 1 month</i>	<i>27 Oct</i>
Copies sent to LEA (Local Education Authority)	Head teacher - SENCO Class teacher - Connexions personal adviser <i>School</i>	Written	<i>27 Oct</i>

Transition Plan

School..... School Year

Name..... Age.....

Who I am

You will find examples of things to think about in each section to help you when completing this plan

Your gifts - what you are good at - good things people say about you - you can put a photo of yourself here

My hopes and dreams for the future

What you want to happen now and in the future - get a job - get married - go to the pub with friends - share a house with friends

Transition Plan

<p>How I communicate</p>	<p>How should people communicate with you - creative communication methods - clear instructions more time</p>
<p>Things that are important to me</p>	<p>Friends and family - religion - cultural needs - what must happen to make a good day - dreams</p>
<p>Keeping Safe and Healthy</p>	<p>Health needs - medication - diet - personal safety - support - personal care - feeling good Short breaks - sex education - Health Action Plan - any worries</p>
<p>My family</p>	<p>What do parents want now and in the future - how can they help - what do they need to know Short breaks</p>

<p>School and College</p>	<p>Curriculum needs - where I am now - what do I need to learn - local, specialist, residential colleges which courses - any support needs - travel - any funding needed</p>
<p>Transport and Travel</p>	<p>Independent travel -travel training - funding - support</p>
<p>Money</p>	<p>Coping with money - budgeting - opening a bank account - Direct Payments - Independent Living Fund Education Maintenance Allowance - student loans - other benefits</p>
<p>Having fun</p>	<p>Leisure - hobbies - holidays - where to go - who to contact - support needs - how to get there</p>

<p>Friends</p>	
<p>Friends and Special friends - who are they - how to keep in touch - who can help - making friends</p>	
<p>Work Training Day time Activities</p>	
<p>What you want to do - interests - types of work - supported employment - work experience support in day and community activities</p>	
<p>How I want to live</p>	
<p>Where and how you live - who you live with - how you are supported - who will support you - funding</p>	
<p>Anything else?</p>	
<p>Do the young person and parents need more information - Independent advocacy - Assessments</p>	

Completed byDate.....

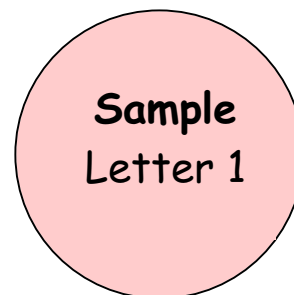
Question Sheet for Transition Planning Meeting

Name.....Date.....

What I want to know more about

(Use this sheet to remind you of any questions to ask at the meeting)

Your Name
Address
E:mail
Phone number



Dear

I am writing to invite you to a transition planning meeting for
----- (name) ----- (date of birth)
----- (address).

The meeting will be held on -----
(date) at ----- (time) at----- (place).

I very much hope that you can attend, as your contribution to
----- (name) transition planning is very important.

If you are not able to attend, please send a brief report about
your current involvement with ----- (name) and how
you can help in the future.

Yours sincerely

A N Other

**Sample
Letter 2**

Your Name
Address
E:mail
Phone number

Re: ----- (name) ----- (date of
birth)
----- (address)

Dear

Following a recent transition planning meeting, it was identified that ----- (name) will need support from your agency now and in the future.

With the agreement of ----- (name) and her parents, I enclose a copy of her Transition Plan with Action Plan for your information. It has been suggested that your agency is the most appropriate to take the lead in transition planning with -----(name).

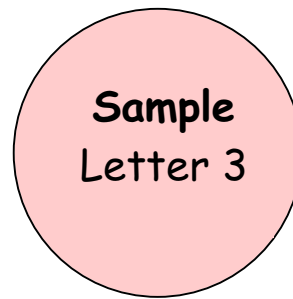
Can you please make contact with ----- (name) and her family to ensure that planning for her future happens in a timely way.

If you wish to discuss this referral for service or need any additional information, please contact me at the above address.

Yours sincerely

A Body

Your name
Address
E: mail
Phone number



Dear

I am having a meeting to help me plan for my future. The meeting will be held on ----- (date) at -----
--- (time) at ----- (place).

I would like you to come because you can help me plan for my future.

I enclose a copy of my transition plan and the agenda for the meeting.

Please let me know if you are coming. If you can't come, please let me know how I can get help from your organisation.

Yours sincerely

Section 5

Other Useful Resources and Useful Websites

Other useful resources

A Lot to Say: A guide for social workers, personal advisers and others working with disabled children and young people. (2002) Jenny Morris. Scope publication. www.scope.org.uk

All Change. Transition into Adult Life: An information pack for young people with learning difficulties, family carers and professionals. (2003) Robina Mallett, Margaret Power and Pauline Heslop. Pavilion Publishing www.pavpub.com

Bridging the Divide: The experiences of young people with learning difficulties and their families at transition. (2001) Pauline Heslop, Robina Mallett, Ken Simons and Linda Ward. BILD publications. www.bild.org.uk

Family Matters: Counting families in. (2001) Dept of Health. www.valuingpeople.gov.uk

Hello! Are you listening? Disabled teenagers' experience of access to inclusive leisure. (2002) Pippa Murray. Joseph Rowntree Foundation. www.jrf.org.uk

Hurtling into a Void: Transition to adulthood for young people with complex health and support needs. (1999) Jenny Morris. Joseph Rowntree Foundation. www.jrf.org.uk

Future Positive: A resource guide for people working with disabled care leavers. (2004) Dept for Education and Skills. dfes@prolog.uk.com

Useful websites

After 16

A website developed by the **Useful websites**

Family Fund for young people and families. It has information about opportunities and services after school, benefits, transport, employment, friends, health and more.

www.after16.org.uk

Connexions Service

A national support service for all young people aged 13 - 19 to help to prepare them for adult life. Connexions can support people with learning difficulties and disabilities until they are 25

www.connexions.gov.uk

Contact a Family

A UK-wide charity which provides support, advice and information for families with disabled children, including information on transition.

www.cafamily.org.uk

Council for Disabled Children

The Council for Disabled Children provides a national forum for the discussion and development of a wide range of policy and practice issues relating to service provision and support for disabled children and young people and those with special educational needs

www.ncb.org.uk/cdc

Department for Education and Skills (DFES)

The website has information about the department, including departmental records and strategy.

www.dfes.gov.uk

Department of Health

The website has information about strategy, policy, guidance, publications and more.

www.doh.gov.uk

Disability Rights Commission

Gives advice and information to disabled people, employers and service providers. It also supports disabled people in getting their rights under the Disability Discrimination Act.

www.drc-gb.org

Her Majesty's Stationery Office (HMSO)

Full text of Acts of Parliament

www.legislation.hmso.gov.uk/acts.htm

Mencap

Provide a range of information and support for people with learning disabilities and their families

www.mencap.org.uk

Moving on up

A website for young disabled people from minority ethnic communities

www.movingonup.info

National Centre for Independent Living

Advice on independent living, direct payments and personal assistants.

www.ncil.org.uk

Royal National Institute for the Blind (RNIB)

Provides information, support and advice to people with visual impairments.

www.rnib.org.uk

Royal National Institute for the Deaf (RNID)

Provides information about hearing loss. It also campaigns and lobbies government to change policies.

www.rnid.org.uk

Scope

Provides information and advice about cerebral palsy. It also campaigns and undertakes research projects.

www.scope.org.uk

SEN Regional Partnerships

Set up to help local authorities and providers work together to share experience and knowledge and to plan services as a region rather than individually.

www.teachernet.gov.uk/wholeschool/sen/regional

SKILL

A national charity that promote opportunities for young people and adults with any kind of disability in post-16 education, training and employment in the UK.

www.skill.org.uk

TransActive

A Mencap website for young people with learning disabilities.

www.trans-active.org.uk

Transition Information Network

An alliance of organizations and individuals with the aim of improving young disabled people's transition to adulthood. It produces a magazine "My Future Choices" for young people.

www.myfuturechoices.org.uk

Valuing People

The website of the Valuing People support team. It includes information, resources to download and links to regional pages.

www.valuingpeople.gov.uk

Acknowledgements

There are so many people to whom thanks are owed for their support and enthusiasm during the development of the Transition Pathway. The specific people mentioned here are "the tip of the iceberg". For every one of them, there are at least 10 more who have also helped in some way. We are grateful to all of them.

The initial idea came from colleagues at the West Midlands Partnership for Developing Quality. Thanks to Farooq Ahmed, Stephanie Belgeonne, Susan Brady, Linda Dunn, Jenny Pitts and Ashok Roy for having the initial vision and for setting the ball rolling. Also to Kathryn de Luc and to Lydia Bailey for their support.

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Dave Kennedy, Dawn Mc Cracken and Antoinette Smallman from Birmingham and Solihull Learning and Skills Council, Mike Boyle and Alison Thompson from Birmingham Social Care and Health and Sonia Francis from South Birmingham Primary Care Trust ensured the creation of the project team.

Thanks to Claire Bradley, Brenda Calvin, Jo Durrant, Ruth Eaton, Claire Lanigan, Nita McKenzie, Cath Round and Wendy Wallis for their contributions, and to Cally Ward, Alison Giraud Saunders and Jackie Robinson from the Valuing People Support Team for their help and enthusiasm.

Above all, many thanks to the young people and their families who have been our inspiration. We hope we have done justice to your ideas, and that the Transition Pathway can help to make a difference to the lives of young disabled people everywhere.



The Transition Pathway is a practical tool which can be used by anyone who has an interest in or responsibility for supporting young disabled people in transition to adult life.

It can also be used by managers and commissioners to help plan resources needed now and in the future.

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