

**WEST
BERKSHIRE
MULTI AGENCY
TRANSITION
PROTOCOL**

**FOR YOUNG PEOPLE WITH SEN AND
DISABILITIES (SEND)**

1. Introduction

1.1 The purpose of this document is to provide a detailed statement of the responsibilities of agencies involved in transition, as agreed locally within West Berkshire. The purpose of a local protocol is to facilitate joint working, good quality transition planning and positive outcomes for young people with learning difficulties and disabilities, physical & sensory disabilities and mental health issues in West Berkshire.

1.2 The West Berkshire Multi Agency Transition Protocol sets out the responsibilities of schools, Children's Services (SEN and Disabled Children's Team, Locality Teams, Leaving Care Team), Adult Services (the Community Team for People with Learning Disabilities, the PD and Sensory Team and the Community Mental Health Team), Adviza, schools, the local FE colleges, the voluntary sector, the local Clinical Commissioning Groups, the Berkshire Healthcare Foundation Trust and the Royal Berkshire Hospital NHS Trust, in ensuring effective, person centred transition planning.

1.3 This protocol is intended for statutory and voluntary agencies involved in transition, it is not intended to be a guide for young people or parents.

1.4 The term "transition" in this document is used in a broad sense to encompass transition from school to FE College, higher education or employment; transition from FE College to employment and / or Adult Services; transition from Children's Social Care to Adult Social Care; transition from paediatric Health services to adult Health services; transition from living at home / with carers to living independently (or as independently as possible). These transitions may happen at different stages in the young person's life or concurrently.

1.5 The key principles to which all agencies who are party to this agreement agree to work are as follows. All agencies will:

- Take a **proactive** approach to managing transition in order to get the best outcomes for young people
- Work in a **collaborative** way with other agencies
- Provide good quality **information** to parents and young people to support them through the transition process
- Work in a **person centred** way, involving young people and parents fully in decisions which are made about them

- Make decisions in a **timely** way so that young people and parents know in good time what is going to happen
- Have **high aspirations** for young people to achieve good long term life outcomes
- **Jointly commission** services for young people with SEND where this is likely to improve the services they receive during transition and their life outcomes

2. Schools

Maintained West Berkshire schools, Academies (subject to agreement with each academy) and independent and non maintained schools which are commissioned by West Berkshire to provide education for individual students will:

2.1 Hold Annual Reviews of Statements or Education Health and Care Plans in accordance with the SEN Code of Practice and West Berkshire Guidance. Reviews in Year 9 (age 14) and above should pay particular attention to preparation for adulthood, including employment, independent living and participation in society. Dates of review meetings should be negotiated in advance with professionals whose attendance is essential, ensuring that all agencies are given adequate notice. All professionals involved with the young person should be invited, including the social worker from the Disabled Children's Team or Locality Team if the young person has Social Care involvement. Where a young person is likely to be eligible for services from Adult Social Care, the Transition Social Worker from the relevant adult team should be invited to Year 9, 10, 11, 12, 13 and 14 reviews. This could be the Community Team for People with Learning Disabilities (CTPLD), the Physical Disability/Sensory Team or the Community Mental Health Team (CMHT). Adult Social Care will undertake any assessments which are required for transition as part of one of the annual statutory reviews of the Statement or EHC Plan. The timing of the Adult Social Care assessment will depend on a number of factors including when it is considered to be of most benefit to the young person. Where appropriate, representatives from post 16 institutions should be invited to annual reviews.

2.2 Involve the young person and their parents/carers fully in the Statement or EHC Plan review meeting and ensure the young person is supported to take a full and active part in the review, using person centred approaches.

2.3 Following the review meeting, produce and circulate an Annual Review Report (for young people whose Statement has not yet been converted to an EHC Plan) or an EHC Review Report, in accordance with the SEN Code of Practice and West Berkshire's guidance. The report should include recommendations for amendments to the Statement or EHC Plan, with a particular focus on preparation for adulthood. The report should be sent to the young person, their parents/carers, the Local Authority and to all agencies who were invited to the review, including those who were unable to attend.

2.4 Oversee the implementation of the EHC Plan, ensuring that actions are followed up to enable the young person to achieve their outcomes. Liaise with other agencies as required to ensure the Plan is effectively implemented by all parties.

2.5 Provide information on request to the Local Authority (SEN Assessment Team) of all young people with SEND leaving at the end of the academic year with details of intended destinations.

2.6 Where the young person is moving on to college or another educational placement, pass on relevant information including the most recent Statement or EHC Review Report and arrange an appropriate transition programme with the receiving institution, including arrangements for the transfer of equipment where necessary.

2.7 Special schools should ensure representation at the Virtual Transition Team Meetings convened by the Local Authority.

2.8 Provide good quality up to date information to parents and young people about SEND provision in the school, including how transition is handled. Contribute information to the Local Authority's SEND Local Offer website and keep it up to date.

3. SEN Assessment Team

The SEN Assessment Team will:

3.1 Convene and attend termly Virtual Transition Meetings involving SEN, DCT, CTPLD, PD and Sensory teams, Leaving Care Team, Adviza, Housing, FE colleges and special schools in order to maintain an overview of all young people going through transition, share information,

identify potential high cost learners, inform capacity building, ensure relevant services are engaging and to address problematic cases.

3.2 Send a spreadsheet of all West Berkshire young people with a statement or EHC Plan in Years 9 to 14 (the transition spreadsheet) to relevant managers in CTPLD, the PD/Sensory Service and CMHT on a termly basis. The list will include name, date of birth, home address, National Curriculum year group, primary SEN, school, type of school (mainstream, resourced or special), cost of placement, name of social worker, likely destinations both post 16 and 19, housing needs (where a clear preference has been stated), whether or not Continuing Health Care funding is in place or indicated.

3.3 Provide access to the transition spreadsheet for all relevant Council teams, subject to compliance with the Council's data security policy. Send an updated copy of the spreadsheet to members of the Virtual Transition Team by secure email (subject to data sharing agreements), both prior to and post Virtual Transition Meetings.

3.4 Maintain a spreadsheet of all West Berkshire statemented pupils attending independent and non maintained special schools to include the annual cost of the placement, the funding split between agencies and date when the funding responsibility passes to Adult Services. Provide access to this spreadsheet for identified members of CTPLD, PD/Sensory Team and CMHT in order to support planning by Adult Social Care, including budget planning.

3.5 Advise all newly commissioned independent and non maintained residential schools of the Local Authority's policies on provision for children and adults with disabilities, so that assumptions are not made that children will automatically remain in residential provision at phase transfer, although this may be appropriate in some cases.

3.6 Send Statement / EHC Plan review trigger letters to all schools, and ensure schools are addressing preparation for adulthood in reviews at Year 9 and above.

3.7 Ensure FE Colleges are carrying out Annual Reviews of young people who have a Learning Difficulty Assessment or EHC Plan.

3.8 Amend EHC Plans following reviews in Year 9 and above, where appropriate, ensuring that transition planning is incorporated in to the EHC Plan.

3.9 Complete an autumn term census to collate details of all anticipated leavers who have a Statement or EHC Plan and ensure that an appropriate destination / provider is named on the EHC Plan of any leaver by March of year.

3.10 Record intended destinations for all young people with Statements / EHC Plans on the Virtual Transition spreadsheet (for young people in their final year of school).

3.11 Send a representative to any Statement or EHC Plan review meetings (at schools and FE Colleges) which are problematic or where there are concerns about the quality of transition planning, giving particular priority to pupils in independent or non maintained school placements.

3.12 Provide support and training for schools and FE Colleges on effective person centred transition planning.

3.13 Ensure that the category of SEN (primary need and secondary need) is correctly recorded on the Capita ONE system for every young person with a Statement / EHC Plan and that this is checked at annual review and updated/amended where necessary.

3.14 Ensure that Statements / EHC Plans are sent to all professionals involved in a young person's case, and that where a Statement or EHC Plan is amended, the up to date amended version is sent to all relevant professionals as well as the young person and parents / carers.

3.15 Make timely decisions about additional support / funding which may be required by young people moving from school to college, including applications for places in Independent Specialist Providers (independent FE colleges), in partnership with the young person, parents/carers and professionals involved in the case.

3.16 Maintain records of all young people in FE Colleges who have a Learning Difficulty Assessment or EHC Plan and are receiving High Needs Funding from the Local Authority, including costs, and share this information with CTPLD, PD/Sensory Team and CMHT (as appropriate) to support planning by Adult Social Care.

3.17 Provide good quality up to date information to parents and young people about SEND processes, including how to request an Education

Health and Care Plan and the Annual Review processes for EHC Plans. Contribute information to the Local Authority's SEND Local Offer website and keep it up to date.

4. Disabled Children's Team/ Locality Team / Leaving Care Team

The Disabled Children's Team / Locality Team / Leaving Care Team will:

4.1 Keep schools updated with details of social workers involved with young people at their schools and any short break and support packages etc for those young people.

4.2 Hold monthly surgeries with special schools to discuss cases causing concern and invite Adult Social Care Teams to attend these meetings as appropriate. (DCT only).

4.3 Attend Annual Reviews/ EHC Plan Reviews of young people known to DCT in Years 11 and above. Locality / Leaving Care Teams will also attend Annual Reviews / EHC Plan Reviews of young people known to their teams in Year 11 and above if those young people may require a service from Adult Social Care.

4.4 Produce a new Core Assessment / Single Assessment in Year 11 for young people known to DCT. Produce a new Core Assessment / Single Assessment in Year 11 for young people known to Locality / Leaving Care Teams who may require a service from Adult Social Care. If a full Core Assessment / Single Assessment has been done within the previous 12 months, an update to the Core Assessment / Single Assessment may be adequate. If appropriate a referral to Continuing Health Care will be made at the same time.

4.5 During Year 11 DCT, Locality / Leaving Care Teams will make a formal referral to the relevant Adult Team, either CTPLD, PD/Sensory or CMHT. The referral will include the Core Assessment / Single Assessment completed during Year 11.

4.6 Provide information to the young person and their parents/carers on the process of transition to Adult Services.

4.7 Retain responsibility for all aspects of case management up to the age of 18, other than transition work which will be carried out by the relevant

Adult Team. Liaise with Adult Social Care as necessary re transition arrangements.

4.8 Maintain a spreadsheet of all young people in receipt of care packages, including Direct Payments, and provide access to this data by Adult Social Care teams for planning purposes, including budget planning (DCT only).

4.9 Transfer the case to the Adult Team on the young person's 18th birthday and close down the case to DCT, provided Adult Services provision has been put in place.

4.10 Attend Virtual Transition Team meetings to provide information and to discuss cases known to DCT / Locality / Leaving Care Teams.

4.11 Provide good quality up to date information to parents and young people about the service provided by DCT / Locality / Leaving Care Teams including how transition to Adult Social Care is handled. Contribute information to the Local Authority's SEND Local Offer website and keep it up to date.

5. The Community Team for People with Learning Disabilities (CTPLD) the Sensory/PD Team and the Community Mental Health Team (CMHT)

5.1 The Community Team for people with Learning Disabilities/the Sensory and PD Team /the Community Mental Health Team (as appropriate) will:

5.2 Attend Transition reviews from Year 9 onwards for young people who appear to have a need for care and support.

5.3 Provide information on West Berkshire's Policy statement for Adult Learning Disability Services and provide information regarding the Care Act eligibility criteria and the Council's Charging Policy to parents/carers, young people and schools. This should include information about Personal Budgets.

5.4 Liaise with other Adult Services teams where necessary to determine which team the case will be most appropriately allocated to; CTPLD, PD and Sensory Team or CMHT. The prominent diagnosis of the young person will be taken into account and the team that works with the

prominent diagnosis should be the lead. If there is any difficulty in determining which team a case will be allocated to, the matter will be resolved at Service Manager level.

5.5 Send Self Assessment forms to families in Year 9. Start the Adult Social Care Assessment in Year 9 for those young people who are likely to meet Care Act eligibility criteria. The Adult Social Care Assessment will identify all areas of need with focus on the promotion of the young person's wellbeing and clarify those areas where the individual will be eligible for ongoing support from Adult Social Care as defined in the Care Act 2014. The assessment will also outline measures to prevent, reduce or delay needs. The assessment will be conducted in line with the requirements of the Care Act 2014 and will be undertaken as part of one of the annual statutory reviews of the Statement or EHC Plan. Consideration will also be given as to whether a carer's assessment needs to be undertaken.

5.6 Having assessed need, work with the family and young person to develop a support plan to meet the assessed need and take the case to the relevant Adult Services Resource Panel for agreement of resources.

5.7 Inform parents and the young person at least 12 months before the young person's 18th birthday whether or not the young person will be eligible for a service from Adult Social Care.

5.8 Inform parents and the young person, at least 6 months before the young person's 18th birthday, what the final agreed support plan will be, what resources will be allocated, and how services are to be provided, for example, commissioned by West Berkshire Council, Direct Payments or both. Make the necessary arrangements for implementation of the support plan at least 6 months before the young person's 18th birthday.

5.9 Liaise with Adviza and the SEN & Disabled Children's Team to provide information on the young person's level of social care needs and make relevant information available to the Adviza staff member responsible for working with that young person.

5.10 Liaise with the SEN & Disabled Children's Team to ensure that holistic planning for the young person takes place, including consideration of FE college placements and how the young person's educational and care needs will most appropriately be met. In some cases, joint funding of residential college placements may be appropriate.

5.11 Keep relevant agencies – schools, SEN& DCT and Adviza informed of plans for the young person and progress of discussions with parents.

5.12 Assume financial responsibility for social care provision from the young person's 18th birthday.

5.13 Review provision six weeks after the young person's care transfers to Adult Services and arrange subsequent reviews, as a minimum on a yearly basis. These reviews should coincide with and be undertaken as part of the statutory annual review of the Education, Health and Care Plan. Monitor progress and suitability of placement for a young person placed in an independent specialist provider where there is a funding contribution from Adult Services, including attendance at reviews as required.

5.14 Liaise with Newbury College, Reading Colleges (and other local colleges where young people are placed) with regard to young people who are receiving a service from CTPLD, to ensure a balanced and appropriate programme is achieved, (subject to an appropriate data sharing agreement being in place), and attend college reviews where appropriate.

5.15 Attend Virtual Transition Team Meetings and make use of data provided for budget planning purposes.

5.16 Attend Leaving Care Life Chances Team meetings.

5.17 Attend SEN Panel when applications for independent specialist providers are being considered.

5.18 Monitor young people up to the age of 25 who remain in education to ensure social care support is regularly reviewed and amended if necessary, if assessment highlights that additional or different services are needed upon completion of education (at whatever stage this may be). These reviews of adult social care support should coincide with statutory annual reviews of the Statement or Education, Health and Care Plan.

5.20 Provide good quality up to date information to parents and young people about the services provided by Adult Social Care, including how transition from Children's Services is handled. Contribute information to the Local Authority's SEND Local Offer website and keep it up to date.

6. Adviza

Adviza is commissioned by West Berkshire Council and as part of the contract with the Council Adviza will:

6.1 Negotiate Partnership Agreements/Service Level Agreements with schools.

6.2 Meet all young people who have a Statement or EHC Plan prior to their Year 9 Statement / EHC Plan review and produce a report.

6.3 Attend Reviews for all young people in Year 9 who have a Statement or EHC Plan and attend reviews in subsequent years where possible, giving priority to reviews in the final year of schooling.

6.4 Provide timely and impartial information, advice and guidance to young people and their parents/carers on all options available post 16 including the criteria for attendance at an independent specialist provider and the processes and time line for applications.

6.5 Liaise with the host Careers service where it exists, for young people placed in out of authority schools and agree which service will attend reviews. If there is no host Careers Service, inform the school who will take responsibility from Adviza.

6.6 Provide information on the destinations of young people finishing school in July of each year.

6.7 Provide information to the Local Authority on participation of young people with learning difficulties and disabilities in education, employment and training.

6.8 Attend the Resource Panel where potential applications to independent specialist providers are discussed.

6.9 Attend the Virtual Transition Team meetings.

6.10 Provide good quality up to date information to parents and young people about the service provided by Adviza including their role in supporting transition. Contribute information to the Local Authority's SEND Local Offer website and keep it up to date.

7. Clinical Commissioning Groups

The CCGs will:

7.1 Ensure that those children/young people that may be deemed eligible for NHS Continuing Health Care proceed to CHC assessment supported by WBC Children's Services and that appropriate resources are allocated where young people meet CHC criteria.

7.2 Ensure that young people who have Continuing Health Care funding are considered by the Adult Continuing Care Panel in good time prior to reaching their 18th birthday.

7.3 Ensure that reports are provided by relevant Health professionals for the Year 9 Statement / Education Health and Care (EHC) Plan review (and subsequent reviews as required) where a young person has significant health needs which need to be taken into account in transition planning / amendment of the EHC Plan.

7.4 Ensure that relevant Health professionals attend Statement / EHC Plan reviews where a young person is likely to need health care support on leaving school, if attendance is necessary in order to advise on how the young person's health needs may impact on future placements.

7.5 Offer to provide Health Plans for young people with significant health needs who want them and ensure that these are developed in Years 10 and 11, and updated in subsequent years for young people who stay in school post 16.

7.6 Facilitate the transfer to Adult Health Care Services for children with significant health needs and ensure that referrals to relevant services are made in good time so that there is no gap in service provision.

7.7 Provide a Designated Health Officer to ensure that Health responsibilities in relation to the SEN Code of Practice are met and to act as a key contact point for other agencies.

7.8 Ensure there is appropriate Health representation on the Multi Agency Resource Panel so that timely decisions can be made about health resources in EHC Plans.

7.9 Liaise with the host CCG to resolve any difficulties about responsibility for the provision of health services which may arise in the case of young people placed in out of authority schools.

7.10 Provide good quality up to date information to parents and young people about the services provided by Health including how transition from paediatric to adult health services is handled.

7.11 Contribute information to the Local Authority's SEND Local Offer website and keep it up to date.

8. Newbury College, Reading College, Sparsholt College, Berkshire College of Agriculture, Basingstoke College of Technology, New College Swindon & West Berkshire Training Consortium

Newbury College, Reading College, Sparsholt College and Berkshire College of Agriculture will:

8.1 Comply with the SEN Code of Practice as it applies to FE Colleges and ensure that the needs of the majority of students with SEND are met utilising Element 1 and Element 2 funding, only calling upon the Local Authority to provide Element 3 "top up" funding where there is a high level need which cannot be made from resources routinely available to the College.

8.2 Ensure that as wide a range of SEND needs can be met within the College as possible, developing expertise within the College and drawing on external agencies when required.

8.3 Provide an appropriate range of courses, subject to available funding, to meet as wide as possible a range of needs for local young people with SEN and keep this provision under constant review. Use data supplied on the Transition spreadsheet to predict demand and work with the Local Authority to plan resources accordingly.

8.4 Ensure that information is made available to young people, parents, schools, Adviza and relevant local authority staff on courses which are available.

8.5 Respond in detail to requests for placements, setting out in detail how the young person's needs as set out in their Learning Difficulty Assessment, Statement or EHC Plan can or cannot be met, and where

there are some aspects of needs which cannot be met, whether arrangements could be put in place which would enable the College to meet the young person's needs.

8.6 Work with schools to ensure appropriate arrangements are in place for the successful transition of young people beginning a course. Arrange transition visits/programmes for young people who require a supported introduction to the college.

8.7 Liaise with CTPLD, PD/Sensory Team or CMHT for young people who qualify for a service to ensure that a programme which is balanced and appropriate to the young person's individual needs is jointly devised.

8.8 Ensure that any equipment needs a young person may have are met prior to a young person beginning a course.

8.9 Arrange annual reviews for High Needs Students to include the young person and their parents/carers and invite representatives from the SEN Team, the relevant Social Care Team and any other professionals involved in the young person's case. Produce a report of the review meeting which provides adequate information and evidence for production / amendment of EHC Plans and also to allow decisions to be made about any further access to FE in future years. This should include clear evidence of academic progress.

8.10 Attend Virtual Transition Team meetings (Newbury and Reading Colleges only).

8.11 Provide good quality up to date information to parents and young people about the SEN support and specialist SEN courses provided by the College including how transition in to College and from College to employment / Adult Services is handled. Contribute information to the Local Authority's SEND Local Offer website and keep it up to date.

9. Housing

The Housing Team will:

9.1 Ensure that young people with SEND who may need support with housing, and their parents, are provided with good quality information and advice so they understand what support may be available to them.

9.2 Provide information for the Local Authority's SEND Local Offer and keep it up to date.

9.3 Use data provided by the SEN & Disabled Children's Team and Adult Social Care to project future needs for housing for young people with SEND.