

Isle of Wight Multi Agency Transitions Protocol: Moving from Children's to Adult Education Health and Care Services

DRAFT



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Executive Summary

The Isle of Wight Local Authority, NHS and Voluntary Sector are committed to helping vulnerable young people with learning difficulties or disabilities and/or complex health needs to experience the same opportunities as other young people in their transition to adulthood. We have designed this protocol to clarify the role of each agency so we can both simplify and promote better understanding of the processes involved in accessing support. Our aim is to secure the best outcomes possible for young people and their parents and carers.

In developing this protocol we have paid close attention to the views of young people, their parents and carers. This protocol reflects our collective commitment to ensure that our resources, commissioning activities and quality assurance procedures provide personalised services and opportunities that promote independence and can support young people with learning disabilities and/or complex health needs to experience the same opportunities as other young people and to lead full and purposeful lives.

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1. Introduction

Effective person-centred transition planning is essential to help young people and their families prepare for adulthood. Transition to adult care and support comes at a time when a lot of change can take place in a young person's life. It can also mean changes to the care and support they receive from education, health and social care or involvement with agencies new to the young person like housing and further education.

The transition process needs to be carefully planned taking into account the wellbeing of the young person and, where relevant, their parents/carers. The process must take into account the young person's needs, wishes and the outcomes which matter to them. Early conversations provide an opportunity for young people and their families to reflect on their strengths, needs and desired outcomes and to start to plan ahead for how they will achieve their goals.

The duty to conduct a transition assessment applies when a young person is **likely** to have needs for care and support under the Care Act 2014 when they transition to the Adult system. A transition assessment therefore **must** be conducted for all those who have **likely** needs, however the timing of the assessment will depend on when it is of **significant benefit** to the young person. This will generally be at the point when their needs for care and support as an adult can be reasonably predicted. There is no set age when young people will reach this point as every young person and their family are different, and as such transition assessments should take place when it is most appropriate for them. It is the responsibility of the local authority to contact the young person or their parent/carer to agree the timing of the transition assessment. Transition assessments must be carried out early enough to ensure that the right support is in place when the young person moves to adult care and support.

This protocol has been developed by the Isle of Wight Strategic Transition Group through coproduction with Children, Young People their Parents and Carers and partners from Health, Education, Social Care and the Voluntary Sector, who have shared their knowledge and experience.



2. Aims & Objectives

The aim of this protocol is to clarify the role of each agency to simplify and promote better understanding of the processes involved in accessing support leading up to and during transition from children to adult services.

There is now a wealth of legislation and guidance that govern transition processes and the responsibilities of organisations in these. This protocol has been informed by these and an overview of national and local policy can be found in [Appendix 1](#).

Our aim is to secure the best outcomes possible for young people and their parents and carers by providing a clear pathway to support practitioners and to help parents, carers and young people to understand:

- what help they can expect
- when they will receive it
- who is responsible for each element of the services they receive

3. Purpose & Scope

The protocol is intended for everyone involved in transition planning including staff who support and deliver the process. It will help ensure that professionals, young people, and their families/carers are all clear about the specific roles and responsibilities of each agency at each stage of the process so that they can work together to support the young person at the centre of this process. It is intended to be the driving force for improving young people's experience of transition on the Isle of Wight, specifically it will:

- state our collective commitment to ensuring that vulnerable young people with learning difficulties or disabilities and/or complex health needs receive appropriate co-ordinated support to help them move from childhood to adulthood
- ensure effective partnership working between agencies and young people, their parents or carers and that transition is not seen as the core responsibility of one agency
- clarify which young people we should offer additional support to through the planning process
- set out outcomes, performance measures and standards to be achieved
- set up an effective planning and review process
- set out the roles and responsibilities of all the services working with young people through their transition
- inform our collective commissioning cycle to enable us to respond to the needs of the local population.

4. Who the Protocol is for

Children and young people experience many important transitions in their lives. This protocol applies to the transition from childhood to adulthood, usually commencing at the age of 13, or in school Year 9.

The protocol will apply to those young people who have:

- An Education Health and Care Plan, where there is a legal requirement for them to have annual reviews; or
- complex or long-term health or mental health difficulties where professionals agree that formal planning will be helpful to the young person; or
- significant sensory needs where professionals agree that formal planning will be helpful to the young person; or
- SEN support via the Special Educational Needs and Disability (SEND) Code of Practice, where professionals agree that formal support will be helpful to the young person.



5. What is Important to Children, Young People, Parents and Carers?

The following information has been gathered from consultation with parent carers and young people on the Isle of Wight as part of the development of this protocol:



Early preparation for transition with forewarning about what is going to be available on the journey ahead and to know what you can anticipate from adult services

To have access to early clear information regarding funding opportunities that are available so alternative funding streams can be identified if needed

For all involved to work as a team and for everyone to know what each other is doing. Services should actually work together and not just talk about it

To feel that our youngsters will survive when we have gone

Greater social media coverage of what employers can offer children and young people

Having someone who can be logical about sensible options. (Someone who know you enough to say—do you really think that is a sensible and do able choice)

Knowing who I need to see for my health needs and them knowing who I am and what I need

Single point of contact in the further education areas that can give the correct information

That all children and young people with additional needs follow an unbroken pathway through education, health and social care and into adulthood

Provision of careers advice and taster sessions at the college e.g. developing a career/ future opportunity meeting

That there is a joint understanding between education, health and social care on OUTCOMES

Better signposting of where to go and who to speak to

One point of contact would be helpful. If you don't know what is available you can't ask for it

Knowing who's who and how to contact them - To me as a parent I want to know where to go and what to expect from each service if I need support

Access to training to understand personal budgets, how they are implemented and how families can benefit



That there is a pathway for people at 18 when Shortbreaks and CAF end but they do not have an EHC plan. We (parents) need far more help when they are over 18 as mental health issues can kick in as they struggle to cope. Need one port of call for help

Early intervention when families have concerns, whether a diagnosis or not, so that it prevents problems escalating

Too many people being involved with too many opinions and advice, we call it 'everybody, nobody, anybody'

Having a single person as your transition worker who gets to know you and what you like and need and can advocate for you

Someone that knows me, that I can trust who could help me in meetings about my future being given every opportunity to achieve my ambitions instead of diverted through special needs route

Careers advice service in schools deals with all the students on a 10 minute each basis

One Person to speak to, confide in, and help to make logical decisions with

The care plan will need the contact names of each person who is involved in that part of care

Having a single source of information

Having the opportunity to find out that your career option or further education options isn't appropriate before you make that decision for real (or it does work for you!!)

Keyworkers—to co-ordinate the healthcare needs and education transition care plan that are kept by young adult and attached to hospital records so anyone who is caring for them is already aware of their needs".

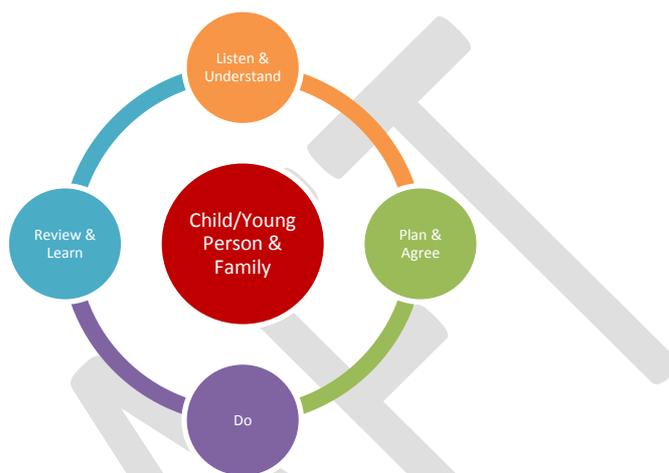
Health has the structure that could work if they worked together

someone who is on the end of the phone for any small questions



6. Principles in Supporting Disabled Children & Young People in Transition to Adulthood

This protocol is based on the expectation that planning for transition should be a continuous process which takes a person centred approach to planning and review and reflects the principles set out in the SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>, which can usefully be applied to others who do not fall within the SEND Framework <https://www.gov.uk/government/publications/send-supporting-local-and-national-accountability>.



Taking into consideration the SEND reforms and information gathered from consultation with parent carers and young people the principles underlying the Isle of Wight Multi Agency Transitions Protocol are as follows:

Principle 1: Effective Transition Planning & Comprehensive Multi-Agency Engagement-

Children and Young People have a timely, planned, co-ordinated and positive progression from childhood to adulthood with professionals from both adult and children's services working together with the child, young person and their family, this will be achieved through:

- Multi-agency transition protocol and pathway as contained within this document
- Opportunities for multi-agency working
- Clear key-working or lead professional arrangements
- Information and data sharing arrangements and procedures
- A Person Centred Approach

Children, young people parents and carers want professionals from different organisations to work together with a named key worker or lead professional for each family who is able to champion their aspirations, who has an overall picture of what happens at transition, supports the young person and follows them through the process.

Effective transition planning is an important part of the transition process and planning can only be effective if a person-centred approach is taken. Therefore it is essential that the young person is at the centre of the planning process, and that plans are made based on the needs and aspirations of the young person. A multi-agency approach to transition supports

person-centred approaches, as it means that all professionals work together to support the young person.

Principle 2: The Provision of High Quality Information - Children, Young People and their families will have access to accurate, high quality information about the transition process with clear accountability for who does what and when.

The provision of information at timely intervals and in a variety of formats is a tool that can empower both young people and their parents in the transition process. With clear information about what can be expected from the transition process, and with young people having access to information about the opportunities available to them, they are enabled to participate more effectively in the process. This will be achieved through:

- A Clear Transition Pathway
- Information Advice and Guidance services
- Timely and appropriate information

Principle 3: Full Participation of Children, Young People and Families - Consideration of the child or young person's views and that of their family on their concerns, their social or emotional development and their ongoing future health and support needs are considered when deciding which service best meets their needs. This will be achieved through:

- Involvement in the development of the protocol and pathway
- Clear lines of communication
- Advocacy support
- Learning and skills development opportunities

It is important to recognise that children, young people and parents have an important role in transition. In particular parents should be acknowledged both as experts about their children and as a key point of continuity. They want to be actively involved and supported in planning their child's future, informed about when the transitions process has begun and each step of the planning process, and invited to and involved in reviews.

Principle 4: An Array of Opportunities for Living Life - Information about the full range of possible options for young people (education, employment, social care, housing etc.) even where there is not yet certainty about choices or eligibility should be available. Children, Young People and their Families want to be able to consider the full range of options and eligibility criteria to know in good time what future provision will be provided and any funding implications made clear prior to transfer from child to adult services.

A young person's eligibility for services and the most appropriate adult service must be established prior to their 18th Birthday and where there is not going to be an ongoing service provided for the young person, this must be made clear and the young person signposted where appropriate to alternative means of support.

Disabled young people must have the chance to live a fulfilled life, with the same opportunities offered to them as their non-disabled peers. This means that local areas need to provide a range of opportunities for young people to access, including opportunities in education, employment, youth and leisure services, housing and transport. Personalised approaches enable young people to have an individualised programme that may take into account all of these areas.

7. Roles, Responsibilities & Local Provision

From the start of the transition process, all agencies have a responsibility to work together to ensure that information is shared to inform each other's assessments and that coherent planning is based on a real understanding of the young person's needs. The specific responsibilities of each agency contribute to the comprehensive support a young person requires. Roles and responsibilities are laid out below for each agencies as well as information on what local provision is currently in place.

a. Education

Schools/Colleges are individually responsible for enacting their responsibilities regarding transition. It is their responsibility to:

- ensure that the correct procedures are followed
- under the guidance of the Local Authority convene and chair annual review meetings for young people with Education Health and Care Plans (EHCPs)
- ensure that other agencies contribute to the review where appropriate
- ensure families receive a good quality of service
- identify further education needs that cannot be met locally to inform strategic planning.

Under the guidance of the Local Authority, the school Special Educational Needs Co-ordinator (SENCo), in conjunction with the head teacher, organises statutory annual reviews for all those young people with EHC plans, at a time, wherever possible, convenient for the young person and parent(s)/carer(s). Transition planning is incorporated in these reviews. Adequate notification is required to ensure that all relevant professionals can attend reviews and take responsibility for implementing actions agreed in the EHC plan. SENCos provide information to the SEN Education Service about who has an EHC Plan or is receiving "SEN Support" which will be reviewed regularly at least once a year.

Educational psychologists (EPs) offer psychological services to schools, young people and their families. EPs work in partnership with individuals, groups of children and other adults in the community to promote positive outcomes for children.

For children and young people educated at home it is the responsibility of the local education authority to convene the annual reviews. The guidance within this protocol should indicate whom the authority should invite to the reviews to ensure that a smooth transition process is achieved for these young people.

SEN Support – Hampshire County Council have produced a SEN Support Guidance handbook to help schools and other educational settings, including Early Years and Post 16 colleges identify children and young people's special educational needs including what level of support they are expected to offer and how to arrange and monitor the support given.

The handbook sets out expectations of what schools must offer for the funding they receive. It is intended to help all schools and settings have the same approach. It is also an assurance to parents that their Children and Young People will be given as much support as any other Child or Young People with a similar need in a school or setting elsewhere. Many parents find it helpful to understand what a school is basing decisions on. It can sometimes be

reassuring and also helps you to ask informed questions about your Children and Young People's support and progress.

In general funding for schools is based on any additional provision (this may be hours, provision, equipment etc.) as set out in the young person's Education Health and Care Plan To view and download the SEN Support Guidance handbook, please [click here](#) or for more information visit the IW Local Offer website <https://www.iwight.com/localoffer>

b. Health

Health professionals working with vulnerable young people with complex health needs (which might include mental health needs) are responsible for:

- Ensuring that reports are provided for the Year 9 annual review and subsequent reviews as required where a young person has significant health needs which need to be taken into account in transition planning.
- Ensuring that they attend annual reviews where a young person is likely to need health care support on leaving school, in order to advise on how the young person's health needs may impact on future placements.
- Offering to provide Health Action Plans which identify appropriate ways of meeting the health needs of the young person and ensure that these are developed in Years 10 and 11 and updated in subsequent years for young people who stay in education post 16.
- Facilitating the transfer to Adult Health Care Services and ensure that referrals to relevant services are made in good time so that there is no gap in service provision. Ensuring that young people and their parents/carers know when and how this transfer will take place and that sufficient warning is given. Ensuring that the young people and their parents/carers know who will co-ordinate their health care provision within the Adult Health Care Services.
- Working with the Clinical Commissioning Group to resolve any difficulties about responsibility for the provision of health services which may arise in the case of young people placed in off-Island non-maintained or independent special schools.
- Ensuring that health assessments are undertaken and referrals presented to the relevant learning disabilities, physical disabilities, sensory needs and/or mental health needs well in advance of the transfer to Adult Social Care Services, to the young person, their parents/carers, and inform Local Authority staff working with the young person of any decisions taken including joint funding arrangements.

Health pathways include-

- Child and Adolescent Mental Health to Adult Mental Health
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Acute Transition Pathway
- Palliative Care Act Pathway
- Continuing Care Transition Pathway

Planning transition from children's to adult health services should form an integral part of the broader transition planning and link closely with transitions in education and social care. [Appendix 2](#) sets out good practice principles of health transition planning from moving on

well.

School Nurses – have a key role to play in ensuring good co-ordination between Health Professionals and the Local authority in relation to transitions. In particular, they have a role in acting as a “gateway” or point of access in the review process with the wide range of health pathways including those set out above.

School nurses are the key liaison point for Health in transition planning: the school will work with the young person, family and school nurse to identify whether the young person is likely to continue to have health care needs when they leave school/turn 18 years old. School Nurses are responsible for identifying a health care plan for young people with complex needs.

Although they will not necessarily attend reviews, school nurses are a point of contact for all health issues, and should liaise with the young person’s lead professional in transition.

Where the young person has significant health needs the EHCP annual review will require attendance from the school nurse, or an Allied Health Professional (OTs, Physios and SLT’s) or a paediatrician. The following process ensures that health professionals are involved on a needs led basis, using the different levels of input set out below. Following this the Headteacher will arrange invitations accordingly.

- Universal – Health input by school nurse into transition process by sharing of core information (health promotion checklist, signposting to resources) with Headteacher to share with family
- Targeted – For those with health needs set out in health care plans, there will be direct liaison with school nurse who will input into the annual review meeting based on the current health care plan, to ensure smooth transition of healthcare
- Specialist – for the minority of young people with severe or complex health needs requiring additional health transition support, the most appropriate health professional will attend the young person’s review.
- Parents/Carers and young people are informed in advance of the meeting, who has been invited and who will be attending the end of year review

c. Children’s Services

Social workers are involved in undertaking assessments of children and young people in need and their families under the Children Act 1989. The assessment framework is used in a variety of ways to carry out assessments on a range of areas. This includes assessments for access to:

- Short breaks
- Safeguarding children and young people
- Family support services
- Aids and adaptation
- Any service provided by social care teams

Disabled children and young people with social care needs will be allocated a social worker from one of the childcare Teams – the Disabled Children’s Team, or a children’s locality team if they are subject to a child protection plan or are looked after. Team managers in

these teams should ensure that a social worker attends the year nine annual review meeting and contribute to transition planning where a young person is subject to a care order, accommodated by the local authority or is a child in need and is in receipt of a service. See [Appendix 3 Social care Transition Process](#)

If young people have a need for adult social care but do not meet the eligibility criteria for the Transitions Team they will be referred through to adult services.

Children's Services staff should undertake the following responsibilities throughout the transition process:

- Fully involve the young person and, where appropriate their family, in the transition process
- Consider the need for advocacy involvement if the young person has significant difficulty in being part of the transition process and has no other suitable person to support them
- Inform Adult Transitions Team of any potential safeguarding concerns that will be relevant and/or ongoing when the young person reaches adulthood.
- Inform Adult Services of any potential safeguarding concerns regarding vulnerable adults that may come to light during work with young people in transition.
- Notify the Transition Social Worker and appropriate Adult Transitions Services of all proposed placements / support packages that may require Adult Services funding post 18 (for example residential school placements) prior to making any formal agreements. This is due to the difference in eligibility criteria. Adult Services Eligibility Criteria is determined according to the National Eligibility Threshold. Ensure that no legally binding financial commitments or contractual agreements are made that will impact on Adult Services budgets when the person reaches eighteen without prior formal agreement from the relevant manager(s) within Adult Services.
- Participate in multi-disciplinary groups convened by the Transition Social Worker in order to ensure joined up approaches to meet support needs.
- Escalate disagreements through the Children's and Adult Services line management structures.

d. Adult Social Care Transitions Team

Transition Social Workers should fulfil the following responsibilities throughout the transition process:

- Fully involve the young person and, where appropriate their family, in the transition process
- Consider the need for advocacy involvement if the young person has significant difficulty in being part of the transition process and has no other suitable person to support hem
- Inform Children's Services of any potential safeguarding concerns relating to a young person under the age of 18.
- Engage in timely discussions with relevant Adult and Children's Services managers regarding all proposed placements / support packages funded by Children's Services that may require Adult Services funding post 18 (for example residential school placements) prior to any formal agreements being made.

- Liaise with Adult Services to assist them to ensure that that all necessary planning and funding agreements are completed in good time, enabling the transition from Child to Adult Services to be as seamless as possible for the young person and their family.
- Arrange regular multi-disciplinary meetings to discuss children in transition from child to adult services in order to ensure joined up approaches to meet care needs.
- Consider eligibility for Continuing Health Care panel.

e. Personal Budgets

Children who are in receipt of continuing healthcare and or who have been identified as needing services over and above universal services are entitled to a personal budget.

A personal budget for a child/young adult (up to 25 years) with special educational needs is:

- A sum of money made available for children/young people who require additional support above what is available to most children/young people through local services.
- A sum of money to allow you choice and control over your child's support.
- It can include funds from the Local Authority for education and social care and from the Clinical Commissioning Group (CCG) for health.

A Personal Budget is not

- The overall total of all the money that is available to support a child/young adult.
- For example, it does not include the cost of a child's school place or existing targeted support provided by the school, such as additional learning support.
- Some Head teachers have contributed some money from their own school budget, although there is no requirement for them to do this.

The main aim of a personal budget is to enable children, young adults and their families to take control and make choices about the support and services they receive. It is one way of achieving the outcomes specified in a child/young person's Education, Health and Care Plan (EHCP).

f. Eligibility

We first have to be sure that the young person meets the Care Act 2014 **Assessment and Eligibility Criteria**. This is a national framework by the Department of Health to help councils decide who is eligible for services. The council has a duty to provide services only to people who meet the criteria.

The first step is for the young person to meet with a social care practitioner to see if they are eligible. You can find out more information about eligibility either from the Department of Health please [click here](#) to view the NHS Constitution and Handbook, or via our First Response Team, Tel: (01983) 814980.

On the Isle of Wight, services are given to people who meet the Category 1 (Critical) level of risk and Category 2 (Substantial) level of risk. People with moderate and low bands do not

meet our eligibility criteria and so will not get a specific service, but we will still provide advice and information about other sources of help or ways of solving difficulties. Click [here](#) to see the Isle of Wight's eligibility criteria. For more information please [click here](#).

To view a copy of the new National Eligibility criteria, please [click here](#) - see section 13 on page 23. Or visit the Isle of Wight Council Adult Social Care [website www.iwight.com](#) which contains a link to the policy.

Helpful Documents - To view "Your needs assessment for care and support" form please [click here](#). This form is for you to tell us about yourself and the things you are seeking to do or change. To view "My independence plan" please [click here](#). Your plan is where your agreed outcomes, support and services will be set out.

You can find out more information about eligibility either from the [Social Care Institute for Excellence](#) website (search for "Eligibility Criteria") or locally by clicking [here](#).

g. Information, Advice & Guidance

Local authorities are no longer required, or funded, to provide a universal careers service but they retain their statutory duty to enable, encourage and assist young people's participation in education and training. The Isle of Wight Children's Services believe that it is good practice to support young people's progression onto further and higher education, training and work through a partnership approach and is supporting schools through production of a commissioning guide. This guide offers information and practical advice on how schools might go about identifying their needs and commissioning a careers guidance service for their students.

The IW Council provide Information Advice and Guidance on a commissioned basis to schools if requested and coordinate island activities such as careers/jobs fairs and apprentice events on an annual basis

For further information on the guide to support schools in their delivery of careers education, information advice and guidance on the island please [click here](#). To support this process the Local Authority has produced an operational plan for the independent careers advice and guidance service, to view this document please [click here](#).

Schools now have a statutory duty to secure access for pupils to careers education, information advice and guidance (CE IAG). The Department for Education published Statutory Guidance for headteachers, school staff, governing bodies and local authorities, and this can be found at: www.education.gov.uk/aboutdfe/statutory/g00205755/statutoryguidance-for-schools--careers-guidance-for-young-people. This guidance states that it is for schools to determine how best to fulfil their duty, based on the needs of their students. Costs should be met from their overall budgets, including the pupil premium.

The duty requires schools to secure access to independent and impartial careers guidance for students in years 8, 9, 10, 11, 12 and 13. The legislation applies to all maintained secondary schools, including special schools, and to pupil referral units (PRUs). Academies and free schools are subject to the same requirements, through their funding agreements.

The careers guidance provided must:

- be **independent** (defined as “from a source external to the school”)
- be presented in an **impartial** manner (i.e. promote the best interests of the students to whom it is given and show no bias towards any particular option)
- include **information** on all the options available, including apprenticeships

Continuity of support - Continuity of support is regarded as very important by parents and schools; however, it is unlikely that only one Careers Adviser will be involved over this time period and staff changes are also likely amongst other professionals. It is therefore crucial that current and comprehensive information about young people is recorded, securely stored and available to newly involved staff so that continuity of support is assured from the organisation rather than the individual.

Sometimes a change occurs because a young person’s placement alters and it is good practice for current professionals to introduce the new colleague to the young person and family and ensure they understand how to access the support.

Additional information is available on the IW Local Offer <https://www.iwight.com/localoffer>

h. Advocacy

The National Youth Service (NYAS) is a UK charity providing socio-legal services. They offer information, advice, advocacy and legal representation to children, young people and vulnerable adults through a network of dedicated paid workers and volunteers throughout England and Wales. On the island the NYAS base is in Newport and the contact is Alison Matthews email: Alison.matthews@nyas.net. For more information please [click here](#).

Southern Advocacy Trust - The Southern Advocacy Trust (formally Isle of Wight Advocacy Trust) is an independent charity which supports a diverse range of vulnerable people. They are based at Quay House, The Quay, Newport, Isle of Wight, PO30 2QR. Tel 01983 559299. For more information, please [click here](#).

Adult Advocacy and Advocates - For more information about Adult Advocacy and Advocates, please [click here](#).

POhWER - is a charity and membership organisation. They provide information, advice, support and advocacy to people who experience disability, vulnerability, distress and social exclusion. Whilst they do not work on the island they can offer on line support and their web pages provide clear advice. For more information [click here](#).

i. Post-16 Funding Arrangements

Post 16 Further Education providers are commissioned to work as inclusively as possible in offering and developing provision and support for SEND (Special Educational Needs and Disabilities) students, including those seeking to access higher level learning provision. There are a number of courses available to 16-24 year olds with additional needs, including at five secondary schools with sixth forms, a Studio School, St George’s special school sixth form, IW College, as well as a number of island work based learning providers and providers off island. Some examples of courses available on the island include:

- A wide range of academic and vocational programmes from Entry Level (pre GCSE) to Level 4 (Higher Education)
- The Insights course at the Isle of Wight College offers full and part time tailored

study programmes which are designed to support young people 16-18 years (19yrs in certain cases) who require a foundation course to progress in education. This may be because of a specific learning difficulty, or not engaged in education for a variety of reasons e.g. health, young carer. The courses are designed around individual needs and include development around English and maths, personal and social development, employability skills and, where appropriate, supported internships.

- Pathways at the Isle of Wight College are full and part time courses for students with learning/physical disabilities or profound and multiple learning disabilities and focus on individual achievements. The aims of the programme are person centred and around skills such as communication, building confidence, independent living and employability. The course is offered in a purpose built, specially adapted building which includes facilities such as a sensory room and a movement studio.
- Work Based Learning providers offer traineeships and apprenticeship pathways.
- The island is also developing supported internship pathways.

Additional information is available on the IW Local Offer <https://www.iwight.com/localoffer> under Growing up 16-15 - Preparation for Adulthood.

Island Futures which is run by the IW Council have designed a guide to help make education and training choices easier and to identify the many different opportunities available from 14 to 19. To find out more and to view the guide, please [click here](#).

Local authorities have lead responsibility for implementing the special educational needs and disabilities (SEND) reforms in local areas.

However, general further education (FE) colleges, sixth-form colleges, non-maintained special schools (NMSS), approved special post-16 institutions (SPIs) and 16 to 19 academies (including free schools) have taken on significant new legal duties. These include the duty to cooperate with the local authority on arrangements for children and young people with SEND (with a reciprocal duty on the local authority) and to admit a young person if, following consultation with the institution, the institution is named in an Education Health and Care (EHC) plan.

Collaboration between local authorities and institutions to agree a pupil's or student's support package and timely agreement of funding, placements and contracting will lead to more efficient ways of working and better outcomes for young people and their parents and carers.

Definition of a 16- to 25-year-old high needs student - For funding purposes, a high needs student is defined as:

- a young person aged 16 to 18 who requires additional support costing over £6,000
- any young person aged 19 to 25 subject to an EHC plan who requires additional support costing over £6,000

Learners aged 19 to 25 in schools - Students aged 19 to 25 with EHC plans who are continuing in education may have a range of options, including attending FE colleges.

Students aged 19 to 24 without an EHC plan - For students with SEND aged 19 to 24 without an EHC plan, the Skills Funding Agency (SFA) assumes the responsibility for commissioning

provision even when the support costs exceed £6,000. In this situation, learning support funding should be used and [more information](#) about this can be found on GOV.UK.

Students over 25 - For students with SEND over the age of 25 the Skills Funding Agency assumes the responsibility for commissioning provision even when the support costs exceed £6,000.

How high needs funding works - The funding system has two aspects which are:

- place funding known as elements 1 and 2 for post-16 institutions (except special schools and special academies)
- top-up funding (known as element 3 for post-16 institutions)

Place funding - cannot be reserved by a local authority for a specific pupil or student, or local authority area. Place funding includes the funding which pupils and students at an institution attract for their core education and basic programmes and funding to meet the first £6,000 of additional support costs. Place funding is not intended to align exactly with the number of pupils or students in an institution at any given time, but instead provides a base level of funding for institutions and financial stability for institutions to help with stability of provision and planning.

Place funding in special schools and special academies - In 2014 to 2015, Education Funding Agency (EFA) aligned the way it funds post-16 students in special schools with the way pre-16 places are funded. Since this time, all places within special schools, special academies and NMSS have been funded on a single flat rate of £10,000 per place.

Place funding in other post-16 institutions - This section applies to Further Education (FE) institutions, mainstream schools and academies, Independent Specialist Providers (SPIs) and Commercial and Charitable Providers (CCPs).

Top-up funding - is that which is required over and above place funding, to enable a pupil or student with high needs to participate in education and learning. Education Funding Agency (EFA) makes an allocation to local authorities for high needs as part of the Dedicated Schools Grant (DSG). Local authorities decide how much to set aside in their high needs budget, which they then use to pay top-up funding to institutions.

Element 1 - The first part of place funding (mentioned above) is element 1. This is paid to institutions and represents the funding that all students at the institution attract for their study programs. The national average figure for this for 2015 to 2016 is £5000. This applies to:

- FE institutions
- commercial and charitable providers (CCPs)
- maintained schools
- academies
- Independent Specialist Providers (SPIs)

Element 2 - Element 2 is the second component of place funding and provides £6,000 to help meet the additional support costs for high needs students. This element of place funding is not intended to meet the needs of students who need a lower level of support

costing less than £6,000, who should be supported through the institution's disadvantage funding pot..

Part-time students – Education Funding Agency [EFA funding rates and formula guidance](#) states part-time students whose additional support funding would total more than £6,000 if provided over the full academic year are also classed as high needs students.

Top-up funding: element 3 - Element 3, top-up funding, is the funding required over and above the place funding to enable a student with high needs to participate in education and learning. This is administered by the local authority in which the student is resident from their high needs budgets, in line with their commissioning of places for children and young people with high needs for whom they have responsibility.

j. Employment Support - There are organisations that can help young people with additional needs some are listed below:

No Barriers - The aim of 'No Barriers' is to empower people with a disability to achieve their goals in achieving meaningful work related activities. For some people that may be a few hours a week working as a volunteer and for others it means a part or full time job with a mainstream employer. This can also include supported work experience. For more information [click here](#) or for the website [click here](#)

Way Forward - The Way Forward Programme is part of the Isle of Wight based charity Osel Enterprises which was formed in 1988 to provide training and employment for people with disabilities living on the Island. For more information please [click here](#).

The Autism Centre for Employment (ACE) - The Isle of Wight Council in partnership with the University of Portsmouth is supporting "The Autism Centre for Employment" (ACE). It is a new service that provides people with Autism Spectrum Disorder (ASD) with the opportunity to undertake useful work experience. Their structured and supervised work placements help individuals with ASD to prepare for full time employment and to enhance their future career prospects. For more information please [click here](#).

Jobcentre Plus & Benefit Advice & Career Advice - The Isle of Wight has two Jobcentres, Ryde Jobcentre Plus, (150 High Street, Ryde, Isle of Wight, PO33 3RE) and one in Newport at Broadlands House, (Staplers Road, Newport, Isle of Wight, PO30 2HX). Both offices are wheelchair accessible. Each Jobcentre has a team of advisers dedicated to supporting people into work who have a health condition or disability. They can also help people remain in employment if they are having difficulties. If someone is unable to work then they ensure that the right benefit is paid to that person at the right time.

k. Housing

Housing managers are responsible for:

- Using data supplied by the Isle of Wight Strategic Transition Group to plan appropriate housing to meet demand.
- Ensuring the needs of disabled people are considered when making decisions through the Housing Panel and for adaptations to houses.
- Mapping what is available in terms of housing options for young people, to support a progression pathway with a menu of options.

When a young person is thinking of moving on from living with their family to independent living they will need to consider what type of accommodation would be suitable for their needs. The council provides free and impartial housing advice to anyone who requires this service, it does not matter whether the young person is already living independently, with a family or what their needs are. For more information about this Housing and Family Service please [click here](#).

Young people can apply to the Council to put their name on the Island HomeFinder scheme. Island HomeFinder aims to give customers choice in deciding where they want to live. For more information about the Island HomeFinder [click here](#). You can apply on line at: www.islandhomefinder.org.uk.

However, because of the number of people on the housing register, this should be considered a long term solution as some applications may not have a high priority. This means that other options such as renting in the private sector to resolve a housing problem or, depending on the needs of the young person, a residential home or supported accommodation may need to be considered.

A document has been produced to help find alternative accommodation. It provides advice on where to look, what to look for and what to avoid. To download the document, please [click here](#).

Housing Associations - There are three main housing associations on the island which may also be able to help in a variety of ways to find out how they can help please visit their websites.:

- **Vectis Housing Association**, <http://www.vectishousing.co.uk/> Chapel House, 30 Chapel St, Newport Tel: 01983 525985.
- **Spectrum Housing Group**, <http://www.spectrumhousing.co.uk/> Lugley House, Lugley, Newport Tel: 01983 822811.
- **Southern Housing Group**, <http://www.shgroup.org.uk/> The Courtyard, Monks Brook St Cross, Newport 0845 621 0021.

How to apply for additional support for your home:

Self-directed Support - Self-directed support means that you choose the services and support you need, instead of a care manager or someone else doing this for you. To make self-directed support a reality for people whose social care is funded by the Isle of Wight Council, we are offering people a personal budget. For more information about Personal Budgets and eligibility please [click here](#).

Personal Assistant - You may need a personal assistant to help you within your home. For more information on this please contact the First Response Team for an assessment or support on 01983 814980 or if you already receive a service from us then please call (01983) 823340. Other agencies such as People Matter IW can also provide help in this area for more information please [click here](#).

Recruiting a Personal Assistant - If you are going to employ someone using your personal budget, you will have legal responsibilities as an employer. For people who wish to employ their own Personal Assistant (PA), the first thing to work out is whether the person helping you is an employee, self-employed or employed through an agency. For more information

about this please [click here](#). Other agencies such as People Matter IW can also provide help in this area especially around recruitment of a personal assistant for more information please [click here](#).

Assistive Technology - For assistive technology e.g. handrails, bath lift etc. contact Occupational Therapy at St Marys on 01983 534520, or your landlord if they are a Registered Social Provider (Housing Association). The island also has the People Matter IW Independent Living Centre that can demonstrate equipment such as moving cupboards, worktops, ramps, stair lifts etc. For more information about this service please [click here](#).

Modifications to a Home - There are a number of grants that you may be eligible for to modify your house. Disabled Facilities Grants and Minor adaptations are ways that the Council may be able to help you remain in your own home. The types of works that can be considered under these adaptations are:

- To make it easier to get in and out of the dwelling by, for example, widening doors and installing ramps.
- To provide better access to the living room.
- To provide or improve access to the bedroom, kitchen, toilet, washbasin and bathing, for example by installing a stair lift or adapting a room to provide an easy access shower facility. For more information about these please [click here](#).

Homelessness Prevention - The Council has a duty to provide advice and assistance to households who are threatened with homelessness. If you are threatened with homelessness and require advice, you should contact the Homelessness Prevention Team who will inform you of the options available to you. You will first need to complete an initial enquiry form with the details of your current situation. This can be completed over the telephone or in person at the Council. Our contact details and open times can be found [here](#).

Social care and support - Whether you need care and support in your **own home** or you need residential or nursing care, the council can help you identify the most suitable type of care to meet your needs.

If you need help to live independently in your own home you may be able to receive care and support from the council. The council will discuss with you the most suitable type of care. The council charges for most social care services under the charging policy for non-residential care services. For more information about paying for care [click here](#).

Opportunities & Support - For learners with Special Educational Needs (SEN) up to 25 years. The Isle of Wight College can support the transition into adulthood and support independent living skills for the preparation for life and work. For more information on these programmes please [click here](#).

Sometimes all people need is the right help and support to enable them to live as independently as possible. The Isle of Wight council runs a number of services to help support this process. To find out more information about how we can help please [click here](#).

I. Youth and Leisure Services

The Youth Offer service on the Island provides various services for young people over the age of 11 up to age 25. The services include new youth cafes, creative arts, outdoor activities and social enterprises. To learn more about what is provided in your area and join in please [click here](#).

Youth and leisure service managers will:

- Use data supplied by the Isle of Wight Strategic Transition Group to plan appropriate activities to meet demand, enabling young people/adults to have access to social activities and to meet their friends.
- Consider transport and travel training needs to enable young people/adults to access these activities.

m. Transport

The Isle of Wight Council's Post 16 document explains in detail the Post 16 transport arrangements for free and subsidised transport for students who attend education institutions and training providers on the Isle of Wight which are funded by the taxpayer. **(Please note this policy applies only to students who live on the Isle of Wight).**

The document covers all aspects of Post 16 education transport, ranging from home-to-education transport to special arrangements which may apply to small groups of students only. It seeks to provide a comprehensive approach to all Post 16 home-to-education transport, including young people who have a Learning Disability Assessment (LDA) and those that are Not in Education Employment and Training (NEET). It also provides links to the main cross Solent carriers for students who are in education on the mainland including any discounts offered by these companies. To read the policy for the academic year 2014/15, please [click here](#). A post 16 transport statement which comes into effect from September 2015 can be read [here](#).

Education transport is provided jointly in partnership between the Schools and Learning Division and the School Transport Team within the Directorate of Economy and the Environment.

The Isle of Wight Council's Home to School Transport policy covers all aspects of education transport, ranging from home-to-education transport to special arrangements which may apply to small groups of pupils or students only. It seeks to provide a comprehensive approach to all home-to-education transport, including post-16 arrangements.

Transport service managers will:

- Use data supplied by the Isle of Wight Strategic Transition Group to plan appropriate transport to meet demand from disabled people in terms of accessing services.

n. Disagreements between Agencies about Responsibilities

In cases where young people or their parents or carers are dissatisfied with any element of their care they can first speak to the staff involved and share their concerns or if they are not happy to do this they can follow the individual agency's complaints procedure.

The Local Authority is responsible for non-compliance of any ECH Plan for those for whom there is a duty to provide, and parents are entitled to challenge via judicial review

o. Planning for Future Requirements and Commissioning Post 16 Provision

[Access to employment, education and training](#) - It is important that information about young people requiring future services as they come through transition is well co-ordinated and used for future service commissioning to ensure that provision is available to match need. Good quality information includes early identification of young people coming through transition, and clarity around thresholds.

The SEN Education Service is responsible for commissioning individual post 16 placements, and monitoring these contracts. As part of this, it has a responsibility for strategic planning to ensure there are sufficient appropriate placements to match need, and that any service gaps, particularly around local provision, are addressed.

The Local Authority has already started this process. In October 2013 the Local Authority invited the IW College to become a “centre of excellence” for Learners with Learning Difficulties and Disabilities (LLDD) post 16 and to set up a discrete building to include the specialist facilities required to meet their needs. The proposal was to bid for DGCF (Demographic Growth Capital Fund) funding for a discrete block for LLDD students to be built on the College campus in close proximity to the Learning Resources Centre, which houses the current LLDD department.

The Local Authority were notified at the end of 2013 of the successful bid which provided funding of £2.4m, for a building consisting of two storeys with a size of 1,180sqm based on forecast growth of 55 LLDD students by 2016/17. Numbers of young people with Profound and Multiple Learning Difficulties (PMLD) are growing on the island and the new centre would ensure that students have the option of staying on the Island near their families, rather than attending a residential facility on the mainland or remaining at school.

The new Pathways Centre opened in September 2015

8. Transition Planning Framework

Framework for Year 9		
What should happen?	Who should do it?	Timescale
<p>Education</p> <p>Provide information to SEN Service on who has an Education, Health and Care Plan (EHCP) or who is receiving “SEN support”.</p> <p>Provide independent information advice and guidance to allow the young people to consider what options there are post 16.</p> <p>The IW council will provide information, advice and guidance on a commissioned basis to schools if requested and will coordinate all island activities such as careers/jobs fairs and apprentice events on an annual basis.</p> <p>For further information on a guide to support schools in their delivery of careers education, information advice and guidance on the island please click click here.</p> <p>Young person, parents/carers given regular reminders before statutory EHCP reviews.</p> <p>Arrange review meetings, ensuring that parent carers and all relevant agencies are invited, with sufficient notices (minimum two months notice):</p> <ul style="list-style-type: none"> • Liaise with young person and family over who they would like to attend the review; • Young person is invited if they are able to participate • SEN advisor, appropriate health professions and social workers should be invited <p>Arrange for the young person to prepare their contribution to the review; participation and communication needs identified.</p> <p>Collate information before the review from those invited e.g. health action plan, young person’s and parent’s contribution, Career action plan.</p> <p>Circulation of copies of any reports written by agencies sent to</p>	<p>SENCoS in all schools (mainstream and special)</p> <p>School</p> <p>IW Council</p> <p>Headteacher or designated member of staff</p> <p>Schools</p>	<p>Beginning of Year 9</p>

<p>parent/carers and all other relevant agencies at least two weeks before the meeting.</p> <p>Hold annual review, ensuring it provides a relaxed and comfortable forum to support the young person and their parents/carers.</p> <p>Good practice identifies that person-centred approaches will guide the annual review meeting.</p> <p>Minutes should be circulated to all professionals named on the EHC plan and feedback on decisions taken at the review meetings provided to any other relevant professionals not attending.</p> <p>Following the annual review the school circulates a draft copy of the latest EHC plan to the young person/parent/carer and relevant agencies for approval</p> <p>The SEN service should liaise with the school and other agencies to progress the implementation of the EHC plan and make referrals to other agencies where relevant needs are identified.</p> <p>At the review meeting, young people, parents/carers should be given information on Island Futures which is run by the IW Council. They have designed a guide to help make education and training choices easier and to identify the many different opportunities available from 14 to 19. To find out more and to view the guide, please click here.</p> <p>Additional information is available on the IW local offer website https://www.iwight.com/localoffer</p>	<p>Chaired by Headteacher or Deputy Headteacher</p> <p>Headteacher</p> <p>SEN Team</p> <p>School Career/IAG Service</p>	
<p>Social Care Childrens Services</p> <p>Identify all young people including those with complex needs at school year 9, who are likely to have needs for care and support under the Care Act 2014. Provide Adult Transition Team with appropriate referral information regarding young people known to Children’s Services in school year 9, including information on needs, circumstances, current costs and any anticipated changes to their future packages of care.</p> <p>Ensure that a Lead Professional is nominated for each young</p>	<p>Childrens Services</p>	

<p>person.</p> <p>In conjunction with the multidisciplinary team (to include health, special educational needs and transition social worker) prioritise young people and their parents/carers considered to be most in need of support/advice re transition process.</p> <p>Ensure that Adult Transition Team and all other relevant professionals involved with the young person are kept up to date of changing needs and circumstances.</p> <p>In conjunction with Transition Social Worker ensure that each young person and their parents/carers are kept well informed of the transition process from child to adult social care services</p> <p>Support, in conjunction with the young person and other professionals, the creation of an 'Outcome focussed Person Centred Plan' for each young person where appropriate</p> <p>Support, where appropriate, the creation of a 'Health Action Plan' for each young person.</p> <p>Contribute to the formulation of Transition Planning with the young person during the annual review of the Education, Health and Care Plan (EHCP). Participate in reviews of support plans where appropriate.</p> <p>Ensure that the relevant Transition Social Worker is informed of scheduled reviews and the EHCP of young people known to Children's Services.</p> <p>Transitions Team</p> <p>Request and record details of all young people including those with complex needs at school year 9 that are known to Children's Services and who are likely to have needs for care and support under the Care Act 2014. Liaise with the nominated Lead Professional for each young person where appropriate.</p> <p>In conjunction with the multidisciplinary team (to include health, education and social care practitioners) prioritise young people and their parents/carers considered to be most in need of support, information and advice regarding the transition process.</p> <p>Provide the young person and their parents/carers with relevant information and advice on the transition process</p>	<p>Transitions Team</p>	
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<p>including access to personal budgets 'in preparation for reaching adulthood.</p> <p>Contribute to Transition Planning during the annual review of the EHC plan where appropriate</p> <p>Attend/provide information for reviews of support plans where appropriate</p> <p>Participate in discussions regarding the young person's transition between departments in reviews/planning meetings where appropriate</p> <p>Contribute to the completion of outcome focussed Person Centred Plans and Health Action Plans where appropriate</p>		
<p>Health</p> <p>Identify whether the young person is likely to continue to have health care needs when they leave school, and the appropriate ways of meeting the health needs of the young person. Once all health professionals named on a young person's EHC plan receive their invitation to a young person's review, they provide written information and will attend the review where appropriate.</p> <p>Health professionals work closely with other agencies to ensure that relevant sections of the health plan is shared and where appropriate incorporated into the young person's broader transition planning.</p> <p>Commissioners are informed about projected need for adult services so that strategic and clinical planning can start to take place.</p>	<p>School Nurse/ Health professional/ and Young Person and family as appropriate</p>	



Framework for Year 10 and Year 11

What should happen?	Who should do it?	Timescale
<p>Education</p> <p>Meet with the SEN case work officer at the beginning of the year to update them on young people with Special Educational Needs and thereafter as needed.</p> <p>Arrange for the young person to prepare their contribution to the annual review; participation and communication needs identified including future education pathway linked into the Raised Participation Age.</p> <p>Liaise with young person and family over who they would like to attend the review.</p> <p>Collect information e.g. health care plan, social care needs, young person and parent contribution.</p> <p>Arrange review meetings with sufficient notice (minimum two months notice). Review to be integrated with other statutory reviews where possible.</p> <p>Send invitation to review and request for written reports.</p> <p>Circulate copies of any reports written by agencies sent to parent/carers and all other agencies at least two weeks before the meeting.</p> <p>Hold annual review, ensuring it provides a relaxed and comfortable forum to support the young person and their parents/carers.</p> <p>Good practice identifies that person-centred approaches will guide the review meeting.</p> <p>Review plan, to include checking on progress, post 16 opportunities and review of any health needs, social care needs, future transport needs and long term plans.</p> <p>Ensure that the EHC plan records who has agreed to undertake each action.</p> <p>Where the school nurse has not attended the review, communicate relevant outcomes to the school nurse and GP.</p>	<p>School</p> <p>Headteacher or designated member of staff</p> <p>School SENCo</p>	<p>Year 10 & Year 11</p>

<p>A lead person is agreed to oversee the delivery of the plan. Following the review the school will circulate a copy of the latest plan to the young person/parent/carer and relevant agencies.</p> <p>Copies of plan to be distributed to young person/family/carers and relevant other agencies.</p> <p>Provide opportunities for young person to visit potential future educational provisions to enable the young person to make informed decisions and choices.</p> <p>Meet with the Special Educational Needs Co-ordinator (SENCo) and any other appropriate staff to agree the following year's programme of transition support.</p> <p>Ensure applications for options post year 11 are made and timed to meet deadlines. Applications for specialist residential colleges may need to be made in year 10.</p> <p>At the review meeting, young people, parents/carers should be given information on Island Futures which is run by the IW Council. They have designed a guide to help make education and training choices easier and to identify the many different opportunities available from 14 to 19. To find out more and to view the guide, please click here.</p> <p>Additional information is available on the IW local offer website https://www.iwight.com/localoffer</p>	<p>SEN Advisor</p> <p>School Career / IAG Service</p>	
<p>Social Care Childrens Services</p> <p>Contribute to Transition Planning with the young person during the annual review of the EHCP</p> <p>Participate in reviews of support plans where appropriate</p> <p>Ensure that Adult Transition Team are informed of scheduled reviews of support plans and EHCP of young people known to Children's Services.</p> <p>In conjunction with Choices and Transition Social Worker, where appropriate, ensure that the young person and their parents/carers are provided with information and advice about potential opportunities for education, training or work that may be available to them in the future</p>	<p>Childrens Services</p>	

<p>Ensure, where appropriate, that the young person's 'Outcome focussed Person Centred Plan' and the 'Health Action Plan' are up to date.</p> <p>Liaise with Transition Social Worker to ensure that the young person and their parents/carers have access to information and advice about future opportunities within Adult Social care including access to personal budgets in preparation for the young person reaching adulthood</p> <p>Liaise with Transition Social Worker to enable them to commence a Care Act Assessment' in preparation for the young person reaching adulthood.</p> <p>Where appropriate Liaise with the Transition Social Worker about the implications of the Mental Capacity Act 2005 which applies from the age of 16.</p> <p>Transition Team</p> <p>Participate in discussions regarding the young person's transition to adulthood in reviews/planning meetings where appropriate</p> <p>Contribute to Transition Planning during the annual review of the EHCP where appropriate</p> <p>Attend/provide information for reviews of support plans where appropriate</p> <p>Participate in discussions regarding the young person's transition in reviews/planning meetings where appropriate</p> <p>Contribute to the completion of outcome focussed Person Centred Plans and Health Action Plans where appropriate</p> <p>Consider the young person's eligibility for Continuing Healthcare under the Adult Framework</p> <p>Ensure the young person and their parents/carers have access to information and advice about future opportunities within adult social care including personal budgets 'in preparation for the young person reaching adulthood.</p> <p>Commence completion of a Transition Assessment with the young person and, where appropriate, family carers ' in preparation for reaching adulthood</p>	<p>Transition Team</p>	
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<p>Consider whether there are any capacity issues which may impact on the assessment or support planning, carry out capacity assessments for the relevant decisions, and make best interest assessments where required</p> <p>Liaise with Choices worker to provide information that will enable them to complete a 'Moving on Plan' for young people progressing to further education, training or employment at age sixteen if required</p>		
<p>Health</p> <p>Identify whether the young person is likely to continue to have health care needs when they leave school, and the appropriate ways of meeting the health needs of the young person. Once all health professionals named on a young person's EHC plan receive their invitation to a young person's review, they provide written information and will attend the review where appropriate.</p> <p>Provide feedback to all relevant Health professionals about decisions taken at the review meeting.</p> <p>Review and update the young person's health plan and ensure appropriate person co-ordinates the plan. Work closely with other agencies to ensure that the health plan is shared and where appropriate incorporated into the young person's broader transition planning.</p> <p>Begin putting in place arrangements to enable the young person's health needs to be met when they leave school/become 18.</p> <p>Inform GP and Adult consultants of the needs of the young person, as appropriate to implement health aspects of the transition.</p> <p>Inform commissioners where there is a strong possibility of significant input/funding packages from 16+.</p> <p>For young people with complex mental and physical health conditions, planning starts according to continuing health care guidance if continuing healthcare criteria are met.</p>	<p>School Nurse/ Health professional/ and Young Person and family as appropriate</p>	



Additional Framework for Year 11

What should happen?	Who should do it?	Timescale
<p>Education</p> <p>Annual review of EHC plan to include as appropriate- check on progress, transport, transition to college/social care services, health care, funding applications, long term plans.</p> <p>Agree who co-ordinates next review.</p> <p>Visit potential further education establishments, identify available support, liaise with families.</p> <p>Liaise with young person regarding applications to independent specialist residential colleges and inform SEN Education adviser.</p> <p>Send EHC plan to post 16 provider and other identified and relevant services, including health and social care, with young person's consent.</p> <p>Inform health and social care where strong possibility of significant input/funding packages for young people with a learning disability at age 18, along with any ongoing safeguarding concerns.</p> <p>Establish date when young person is likely to cease to receive full time education, either from school or from a further education establishment.</p> <p>EHC plan must establish support needs within further education or training and provision required to meet these.</p> <p>Ensure young person and/or parent/carer knows how to access support from SEN Service and other professionals in next placement.</p> <p>At the review meeting, young people, parents/carers should be given information on Island Futures which is run by the IW Council. They have designed a guide to help make education and training choices easier and to identify the many different</p>	<p>School SEN Service, health, other services post 16 provision (if young person leaving school)</p> <p>School Career/IAG Service</p>	<p>Schools prioritise reviews for those likely to need specialist placement ready for the transfer</p> <p>By the end of the spring term, in time for college interviews</p>

opportunities available from 14 to 19. To find out more and to view the guide, please click here .		
Additional information is available on the IW local offer website https://www.iwight.com/localoffer		

Framework for Year 12 onwards		
What should happen?	Who should do it?	Timescale
<p>Education</p> <p>Arrange annual review meeting as before; send invitations and requests for written reports.</p> <p>Circulate copies of any reports written by agencies sent to parent/carers and all other agencies at least two weeks before the meeting.</p> <p>Hold annual review, ensuring it provides a relaxed and comfortable forum to support the young person and their parents/carers.</p> <p>Good practice identifies that person-centred approaches will guide the review meeting.</p> <p>Review plan, to include checking on progress, post 16 opportunities and review of any health needs, social care needs, future transport needs and long term plans.</p> <p>Collate information e.g. health and social care action plan, young person's and parents contribution.</p> <p>Agree a lead person or key professional to oversee the delivery of the EHC plan</p> <p>Ensure that the plan records who has agreed to undertake each action.</p> <p>Where the school nurse or health professional has not attended the review, communicate relevant outcomes to the school nurse/health professional and GP.</p> <p>Following the annual review and via the local authority the school/college will circulate a copy of the latest EHC plan to the young person/parent/carer and relevant agencies.</p> <p>Facilitate the transfer of relevant information with the young person's consent to ensure that the young person receives</p>	<p>Education Provider/ School/ College/ Headteacher/ Principal or designated member of staff</p>	<p>Year 12 Onwards</p>

<p>help in their next placement, including training provider or college.</p> <p>Provide curriculum activities including work experience and other activities in accordance with individual needs and goals and to assist with planning.</p> <p>As set out in the additional framework for year 11 above, complete appropriate paperwork for any young person planning to leave school at the end of the current year for further education; consider options for FE, integrate with plans from professionals, identify available learning and development support, liaise with families.</p> <p>Meet with young person before their review.</p> <p>Attend final review and contribute to plan.</p> <p>At the review meeting, young people, parents/carers should be given information on Island Futures which is run by the IW Council. They have designed a guide to help make education and training choices easier and to identify the many different opportunities available from 14 to 19. To find out more and to view the guide, please click here.</p> <p>Additional information is available on the IW local offer website https://www.iwight.com/localoffer</p> <p>Support young person applying to FE/HE and liaise with social worker regarding care needs and direct payments if appropriate.</p>	<p>School/ College career/ IAG Service</p>	
<p>Social Care Childrens Services</p> <p>Contribute to the Transition Planning during the annual review of the EHCP</p> <p>Participate in reviews of support plans where appropriate</p> <p>Ensure that the relevant Transition Social Worker is informed of scheduled reviews of care plans and the EHCP for young people known to Children’s Services.</p> <p>There may be circumstances where the Transition Social Worker will refer the young person to the relevant adult services social care team, Childrens social worker will then liaise with the named worker to provide relevant information on needs, circumstance and costs when requested.</p>	<p>Childrens Services</p>	

<p>Liaise with relevant worker from the Transitions Service to provide information for the young person's independence Plan when requested.</p> <p>Transition Team</p> <p>Contribute to the Transition Planning during the annual review of the EHCP where appropriate</p> <p>Attend/provide information for reviews of support plans where appropriate</p> <p>Participate in discussions regarding the young person's transition in reviews/planning meetings where appropriate Contribute to the completion of outcome focussed Person Centred Plans and Health Action Plans where appropriate</p> <p>Ensure that a Care Act Assessment has been undertaken and that the young person and their parents/carers have been advised of the outcome. Ensure the young person and their family have advice and information about how to complete 'My independence Plan' to support them to make choices with regard to how their eligible needs will be met.</p> <p>Ensure young people and their carers have information regarding the councils charging policy</p> <p>Participate in discussions with adult services team managers to enable them to reach timely agreements on the most appropriate adult services team to work with the young person in adulthood.</p> <p>Work alongside Adult Care Managers, OT's and any other relevant Adult Services staff from age 17.</p> <p>Ensure a 'Carers Assessment' has been offered</p> <p>Reach timely agreement on most appropriate Adult Services team to work with the young person in adulthood. Ensure that relevant Adult Care Managers, OT's, and any other Adult Services staff work alongside the Transition Social worker from age 17.</p> <p>Confirm the name of the identified social care practitioner and team for the young person and create them as an 'involvement' on PARIS.</p> <p>Ensure that an 'Independence Plan' has been set up and</p>	<p>Transition Team</p>	
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<p>agreed by the Group Manager so that support is ready to start once the young person reaches 18</p> <p>Assume responsibility for carrying out necessary assessment and support planning after the young person reaches 17.5 years.</p>		
<p>Health</p> <p>Once all health professionals named on a young person's EHC plan receive their invitation to a young person's review, they provide written information and will attend the review where appropriate.</p> <p>Provide feedback to all relevant Health professionals about decisions taken at the review meeting.</p> <p>Review and update the young person's health plan and ensure appropriate person co-ordinates the plan. Work closely with other agencies to ensure that the health plan is shared and where appropriate incorporated into the young person's broader transition planning.</p> <p>Finalise arrangements to enable the young person's health needs to be met when they leave school / become 18.</p> <p>Inform GP and Adult consultants of the needs of the young person, as appropriate to implement health aspects of the transition.</p>	<p>School Nurse/ Health professional/ and Young Person and family as appropriate</p>	



Framework for Young People educated at out of area residential schools, including looked after children placed to meet learning needs

NB. The steps set out here are additional to those set out in the age related frameworks above

What should happen?	Who should do it?	Timescale
At the start of the autumn term, inform the appropriate Headteacher of all young people educated in out of area schools who will require a Year 9 review which must include a career plan.	SEN Service	
On behalf of the local authority the school requests the review dates. Commissioned career/IAG service staff introduce themselves and attend as appropriate.	School Careers/IAG Service commissioned by the school	
All statutory plans: EHCP review, PEP, Pathway Plan, Childcare Plan, are aligned and integrated attached together, making effectively just one plan.	SEN Service	
Alert relevant services in all agencies where a young person is likely to return to reside on the island.	SEN Service	

Framework for looked after Young People educated in out of area placements to meet care needs.

NB. The steps set out here are additional to those set out in the age related frameworks above

What should happen?	Who should do it?	Timescale
The Headteacher consults with the young person's social worker on who to invite to the annual review e.g. parent/carers, foster carers or residential workers and any involved health professional. EHCP reviews are aligned and integrated with other statutory reviews wherever possible. Liaise over joint SEN statement review and statutory childcare review.	School Headteacher and Area Team Social worker and or SCEP (Social Care Educational Professionals)	
Good practice identifies that person-centred approaches will guide the review meeting. All EHC plans: Transitions Review, PEP, Pathway Plan, Childcare Plan, are aligned and integrated together making effectively one plan.	School SEN Service	

9. Local Governance and Performance Monitoring Arrangements

This protocol cannot operate in isolation, and needs to be closely linked into all other local protocols and strategies that impact on the transition process. Accountability for the protocol is held by the Isle of Wight Strategic Transitions Group, which reports to the Isle of Wight Children's Trust Board. Performance monitoring arrangements will ensure that the Strategic Transitions Group is kept fully informed of compliance with the protocol and any issues that need to be addressed to enable the smooth running of multi-agency transitional arrangements.

We will make sure we deliver on our commitment to vulnerable young people in transition by setting and meeting targets in relation to the:

- number and percentage of vulnerable young people with transition planning centred around them
- number and percentage of young people who attend their EHCP annual review meetings
- number and percentage who are happy with the resulting transition
- number and percentage of young people with learning difficulties or disabilities not in education, employment or training
- number and percentage of vulnerable adults coming through transition who live in the community
- number and percentage of vulnerable adults coming through transition who are employed for 16 hours per week or more
- number and percentage of vulnerable adults who access individualised budgets
- number and percentage of vulnerable young people from age 14 who access direct payments
- National Indicator 54, which measures how satisfied or dissatisfied parents and carers of disabled children are with the services provided by Isle of Wight agencies for their children.

The protocol will be regularly monitored and updated to take account of any future changes, particularly in respect of legislation and/or departmental or cross -departmental policy developments in respect of transition planning.

10. Safeguarding

All agencies, their employees and partners have signed up to ensuring that all appropriate safeguarding checks are in place and taken into account when arranging a transfer between children's services and adult services. Partners will ensure that staff working with vulnerable young people and adults have the appropriate training (i.e. covering safeguarding for both children and adults) in order to minimise risks and provide a high level of safeguarding to the young people and adults going through transition.

11. Appendices

Appendix 1: National Legislation & Guidance

Children and Families Act 2014

Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years

Section 19 of the Children and Families Act 2014 sets out the principles underpinning the legislation and the guidance in the code of practice that relates to children and young people with special educational needs (SEN) and disabled children and young people. The principles underpinning the SEND code of practice make it clear that local authorities must have regard to:

- The views, wishes and feelings of the child or young person and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- The participation of children, their parents and young people in decision making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEN
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment.

To find out more information with regard to the Children and Families Act 2014, please [click here](#).

Care Act 2014

The Care Act 2014 is the biggest change to adult health and social care law in over 60 years.

In April 2015, the Government introduced:

- A new national level of eligibility criteria for accessing care and support from your council, to make care and support more consistent across the country.
- A new right for carers to receive support if they meet certain eligibility criteria.
- Changes to deferred payment agreements for people who want to use the value of their property to pay for residential care.

Future Changes - The Government plans to introduce more changes to the way people pay for care and support in 2016. These changes will protect people from facing unlimited care costs. Proposed changes include:

- A lifetime cap on care costs
- Extended financial support

Additional Information:

Easy Guide: The Government Department of Health (DoH) has written an easy guide about the care act 2014 to read it please [click here](#).

Government Care Act Guidance Documents: The government Department of Health (DoH) has produced a series of guidance documents to help with the introduction of the Care Act, these can all be viewed on the Gov.uk website by [clicking here](#).

Government Care Act Fact Sheets: Additionally you can find more information on how the changes to the Care Act will affect the local authorities duties and powers. To view these factsheets please visit the website Gov.uk by [clicking here](#).

Care Act Document: To view a copy of the Care Act 2014 please visit the National Archives, Legislation.gov.uk website by [clicking here](#).

United Nations Convention on the Rights of the Child

The convention changed the way children are viewed and treated – i.e. as human beings with a distinct set of rights instead of as passive objects of care and charity.

Mental Capacity Act 2007

Amended the 1983 Mental Health Act and the 2005 Mental Capacity Act. The Act redefined professional roles and introduced a new definition of mental disorder, abolishing previous categories.

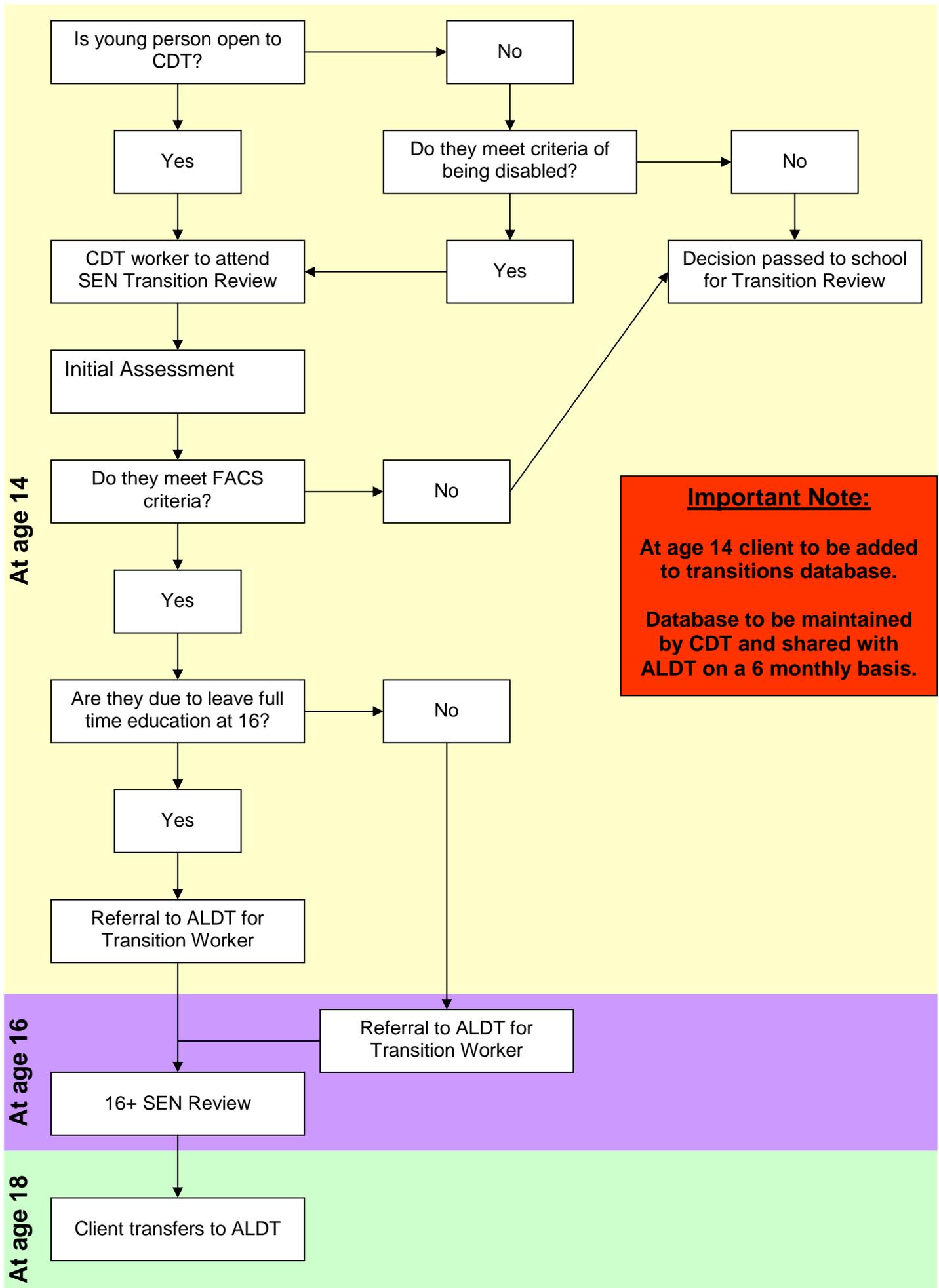
Equality Act 2010

The Equality Act brings together 9 big equality laws and about 100 smaller laws. Under the Equality Act, people with learning disability get protection.

Appendix 2: Characteristics of Good transition Services – Transition: Moving on Well, DH, 2008

- An agreed process for joint strategic planning between children's and adult health services.
- A clear transition care pathway.
- Clear identification of the key worker and key worker designate.
- A focus on person-centred planning.
- Excellent links across adult and children's services.
- A multi-agency model.
- A service responsive to the needs of young people and their families.
- Reduced risk of poor health outcomes.
- A reduction in health inequalities.
- Better long-term health and wellbeing, access to education/employment and improved social inclusion.
- Effective health contribution to strategic planning for transition service.
- Improved follow-up.
- Flexible, timely response: early intervention and prevention through individual health plans, avoiding hospital admission, where possible.
- Integrated multi-agency health transition plans and pathways which enhance a young person's ability to take appropriate responsibility for managing their own health needs, promoting choice and opportunities for independent living. Plans must take into account the young person's transition from school to college, training or employment.
- The opportunity to develop self-management and self-referral, as appropriate.
- Risk management procedures including effective follow-up for vulnerable young adults.
- Young people (and their families on their behalf) using primary care appropriately.
- Transition teams with core professionals who deliver a comprehensive service.
- A skill mix which ensures that adolescent health expertise, professional/ clinical leadership, key working (where required) and supervision of support staff are available.
- A joint planning and funding process within the PCT/primary care/local authority for multiple, ongoing needs.
- Specialist commissioning for needs, such as palliative care or rarer conditions, where evidence demonstrates the benefits of regional partnerships or more centralised tertiary services in conjunction with managed health networks.
- Identified quality standards to enable performance management.
- Measurable outcomes to ensure a value-for-money service.

Social Care Transition Process



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