

Isle of Wight Multi Agency Transitions Protocol

Moving from Children's to Adult Education Health and Care Services



Contents

Welcome	3
Aims & Objectives	4
Who the Protocol is for	5
What is Important to Young People, Parents and Carers?	6
Principles in Supporting Disabled Young People in Transition to Adulthood	8
Eligibility	11
Roles and Responsibilities of the Agencies	12
Funding	21
Local Governance and Performance Monitoring Arrangements.....	22
Appendices.....	23

Welcome

The Isle of Wight Council, the NHS and the Voluntary Sector are all committed to helping 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. Transition is the period of time when a person moves from childhood into adulthood and therefore moves from the support of Child Services into Adult Services, this usually commences at the age of 13, or in school Year 9.

This Protocol has been developed by the Isle of Wight Strategic Transition Group through collaboration with young people their parents/carers and partners in Health, Education, Social Care and the Voluntary Sector. Our aim in developing the Protocol has been to clarify the roles and responsibilities of each agency so that young people and their families can better understand and follow the transition process and know who they can go to for support. Our goal is to secure the best outcomes possible for young people and their parents and carers by putting the young person at the centre of the decision making process. The protocol will be continuously monitored and updated to take account of any future changes, particularly in respect of legislation, best practice and/or departmental or cross -departmental policy developments in respect of transition planning.

In developing the Protocol we have paid close attention to the views of young people, their parents and carers. It reflects our collective commitment to ensure that young people with learning disabilities and/or complex health needs experience the same opportunities as other young people and go onto lead full and purposeful lives. We will do this by ensuring that our resources, commissioning and quality assurance activities collaborate to provide 'person-centred' services and opportunities that promote greater independence and support for the young person, their parents and carers.



Aims & Objectives

Transition planning is essential to help the young person and their family/carer prepare for adulthood. Transition to adult care comes at a time when a lot of change can be taking place in the young person's life, which can be very unsettling for them and their families/carers. It can also mean changes to the care and support the young person receives from education, health and social care or involvement with agencies that are new to the young person and their family/carer, e.g. housing and further education. By having in place a clear process it is hoped that the transition into adult care is as comfortable as possible, causing the young person the least distress and upheaval.

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 planning ahead for how they will achieve their goals.

There is now a wealth of national legislation and local guidance that govern the transition process and clearly set out the responsibilities of the organisations involved. An overview of national and local policies can be found in [Appendix 2](#).

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 young people 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; they 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 at age 18. There is no set age when young people will reach this point as each young person and their family are different. Transition assessments should take place when it is most appropriate for the individual. It is the responsibility of the Isle of Wight Council to contact the young person or their parent/carer to agree the timing of the transition assessment once they are known by adult social care.

Our aims are to make the transition journey as easy and comfortable as possible for all parties involved and to ensure that we secure the best outcomes possible for the young person and their family/carer. The Protocol sets out the role of each agency involved, with the aim to simplify and promote a better understanding of the processes involved in accessing support leading up to and during transition from children's to adult services.

The protocol sets out a clear pathway to support all parties involved and to ensure everyone has a clear understanding of:

- what help the young person and their parent/carer can expect,
- when and how the young person and their parent/carer can expect to receive it, and
- who is responsible for each element of the services the young person and their parent/carer receives

Who the Protocol is for

The Protocol is intended for everyone involved in the transition journey and planning; 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 every stage of the process so that they can work together to support the young person at the centre of this process.

It is intended that this Protocol will be the driving force for improving the transition experience for young people on the Isle of Wight, specifically it will:

- State our collective commitment to ensuring that vulnerable young people with eligible 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
- Ensure 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

The Protocol will apply to those young people who:

- Have been identified that they would get significant benefit from support
- Have an Education Health and Care Plan (EHCP), where there is a legal requirement for them to have annual reviews
- Have complex or long-term health or mental health difficulties where professionals agree that formal planning will be helpful to the young person
- Have significant sensory needs where professionals agree that formal planning will be helpful to the young person
- Have 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
- Are a young carer, under the Care Act there is a duty on local authorities to ensure they consider the needs of young carers to ensure they are able to take up the same opportunities as their peers



What is Important to Young People, Parents and Carers?

The following information has been gathered from young people, their parents and carers on the Isle of Wight to help us understand what is important to them.

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 knows 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

To have a good quality of life, no matter what conditions they may have

To know what is available from both statutory and voluntary agencies and that appropriate timely referrals and signposting between these are made

Both the young person and the parent should know what is available, from the age of 14, in every educational setting

For everybody in the process to have a voice and feel valued particularly the child or young person

To acknowledge Strengths

For professionals to give families info and skills to help support their child/ young person through each stage of their development and transitions

To be happy and content with positive input and consistent support to enable our children to have as good a future as is possible

That no one child, young person or parent ends up in a crisis

To be listened to not just told you are doing a good job

Young carers to have a choice regarding further education or employment

For people to turn up when they say they will

To be communicated with openly and honestly with realistic expectations e.g. acknowledge waiting times, what is available and what isn't

For professionals to respect the capability of the parents

To know what the eligibility criteria is for services

Schools should be allowed to provide education which is relevant to individual students, allowing every student to reach their potential; for courses other than GCSE's to 'count'

That parent carers do not have to lose or change jobs and miss out financially as well as affecting their well being

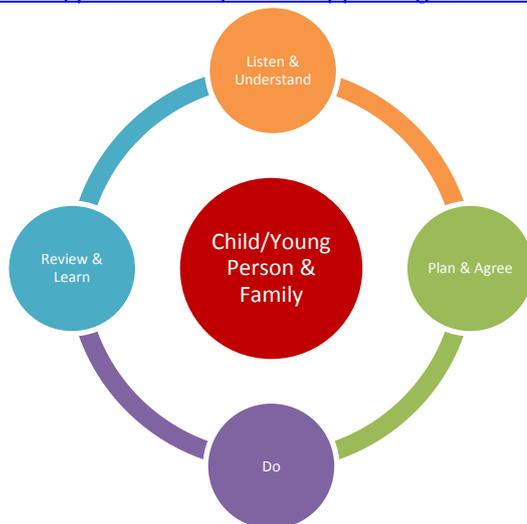
To ensure information sharing happens across services and between child and adult services

Principles in Supporting Disabled Young People in Transition to Adulthood

The 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 that it reflects the principles set out in the SEND [Code of Practice](#), which can usefully be applied to others who do not fall within the SEND [Framework](#).

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/publications/send-supporting-local-and-national-accountability>.



Taking into consideration the SEND reforms and information gathered from consultation with parents, carers and young people the following Principles form the bedrock of the Isle of Wight Multi Agency Transition Protocol:

PRINCIPLE 1: EFFECTIVE TRANSITION PLANNING & COMPREHENSIVE MULTI-AGENCY ENGAGEMENT

Young people have a timely, planned, co-ordinated and positive progression from childhood to adulthood with professionals from children's and adult services working together with the child, young person and their family to ensure that the transition is carried out appropriately. This will be achieved through:

- A person centred approach
- 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

Young people, their parents and carers want professionals from different organisations to work together with a single named key worker or lead professional assigned to each family. This key worker or lead professional should be able to champion the young person's, family/carer's aspirations; they must have a good understanding of what happens at transition, they must support the young person and help them through the process.

Effective planning is an important part of the transition process and 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 their needs and aspirations. A multi-agency approach to transition supports this person-centred approach, as it means that all professionals are working together to support the young person.

PRINCIPLE 2: THE PROVISION OF HIGH QUALITY INFORMATION

Young people and their families will have access to accurate, high quality information throughout the transition process with clear accountability for who does what and when.

The provision of high quality information at timely intervals and in a variety of formats can empower both young people and their parents/carers in the transition process. With clear, accurate and readily accessible information about what can be expected from the transition process and the opportunities available to them, the young person is more likely to be fully engaged and actively participate in the transition process. This will be achieved through:

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

PRINCIPLE 3: FULL PARTICIPATION OF YOUNG PEOPLE AND THEIR FAMILIES

It is important that the views of the young person and their family about their aspirations, their social or emotional development and their ongoing future health and support needs are fully considered when discussing and deciding with them how best to meet their needs. This will be achieved through:

- Clear lines of communication
- Advocacy support
- Learning and skills development opportunities

It is important to recognise that young people and their parents have a vital role in the transition process. In particular parents should be acknowledged both as experts about their young person and as a key point of continuity. They want to be actively involved and supported in assisting in the planning of their young person's future, informed about when the transitions process has begun, what the process involves and who is involved in the process. They want to be advised on and engaged in each step of the process and should be invited to and involved in all relevant reviews. If a young person does not have any support to engage in the transition process they will be entitled to an independent advocate.

PRINCIPLE 4: AN ARRAY OF OPPORTUNITIES FOR LIVING LIFE

Information about the full range of options available for the young person (education, employment, social care, housing etc.) should be provided, even when they may not yet be certain about choices or eligibility. Young people and their families want to be able to consider and understand the full range of options available and the eligibility criteria relevant to be able to make informed decisions on what future provision will be provided and any funding implications there may be, once transition to adult services has taken place.

A young person's eligibility for support must be established prior to their 18th birthday. For young people already known to agencies a referral should be made by the time they reach 16 to allow sufficient time for planning. Where young people are not known to services, professionals and parents are able to refer by contacting the adult social care transition team for advice (<https://www.iwight.com/localoffer/View/Social-Care-and-Leisure/Transition1>). In those instances where there is not going to be an ongoing service provided for the young person into adulthood, this must be made clear to the young person and their family/carer and they must be provided with advice and information and signposted, where appropriate, to alternative means of support.

Disabled young people must be given the same opportunities as their non-disabled peers. This means that we, as an Island community, need to provide a range of opportunities for young people to access including in education, in employment, in youth and leisure services, in housing and in transport. A person centred, personalised approach enables a young person to have an individualised programme that can, where appropriate, take into account all of these areas.

SAFEGUARDING

It is important to acknowledge that all four principles are underpinned by all agencies commitment to safeguarding children, young people and adults. 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.

Eligibility

The Care Act 2014 sets out in one place, the IW Council's duties in relation to assessing people's needs and their eligibility for publicly funded care and support.

Under the Care Act 2014, the IW Council must:

- At the start of the assessment ensure the young person meets the Care Act eligibility.
- Carry out an assessment of anyone who appears to require care and support, regardless of their likely eligibility for state-funded care
- Focus the assessment on the person's needs and how they impact on their wellbeing, and the outcomes they want to achieve
- Involve the person in the assessment and, where appropriate, their carer or someone else they nominate
- Provide access to an independent advocate to support the person's involvement in the assessment if required
- Consider other things besides care services that can contribute to the desired outcomes (e.g. preventive services, community support)
- Use the new national minimum threshold to judge eligibility for publicly funded care and support.

Where eligibility for support has been established the Transition Team will carry out an assessment that identifies the areas where support is needed and then with the young person and their family or carers assist in the development of a support plan that clearly sets out how these needs will be met.

Once the support plan is in place it will be reviewed after 6 weeks to make sure that it is working effectively and thereafter it will be reviewed a minimum of yearly or earlier should things change.

The funding will be provided through a personal budget which is the agreed amount of money to pay for the support that has been agreed. The young person or their family can manage the funds themselves or have the assistance of a Broker who can assist with managing the funds.

The IW Council have to be sure that the young person meets the Care Act 2014 [Assessment and Eligibility Criteria](http://www.scie.org.uk/care-act-2014/assessment-and-eligibility/) <http://www.scie.org.uk/care-act-2014/assessment-and-eligibility/>. The IW Council has a duty to provide services to those 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 <https://www.gov.uk/government/organisations/department-of-health> to view the NHS Constitution and Handbook, or via the IW Council First Response Team, Tel: (01983) 814980.

To view a copy of the new National Eligibility criteria:

http://www.legislation.gov.uk/ukpga/2014/23/pdfs/ukpga_20140023_en.pdf - see section 13 on page 23. Or visit the IW Council Adult Social Care www.iwight.com which contains a link to the policy.

Helpful Documents - To view "Your needs assessment for care and support" form <https://www.iwight.com/azservices/documents/2906-Your-Needs-Assessment-for-Care-and-Support.pdf>. 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" <https://www.iwight.com/azservices/documents/2906-MY-INDEPENDENCE-PLAN.pdf>. Your independence plan is where your agreed outcomes and support are set out.

You can find out more information about eligibility either from the [Social Care Institute for Excellence](http://www.scie.org.uk/) website <http://www.scie.org.uk/> (search for "Eligibility Criteria") or locally at <https://www.iwight.com/Residents/Care-and-Support/Adults-Services/>

Roles and Responsibilities of the Agencies

It is essential that all agencies involved in the transition process work closely together to ensure that information is shared, enabling aligned planning and qualitative assessments based on a real understanding of the young person's needs. Each agency has specific responsibilities in terms of supporting a young person and providing information on what the opportunities are and what provision is available. The responsibilities for each agency are detailed below:

EDUCATION

Schools/Colleges are responsible for:

- Ensuring that the correct transition procedures are followed as described in the framework (see Appendix 1)
- Under the guidance of the IW Council convene and chair annual review meetings for young people with an Education Health and Care Plan
- Ensuring that other agencies contribute to the review where appropriate
- Ensuring that families receive a good quality of service
- Identifying further education needs that cannot be met locally to inform strategic planning by the IW Council and IW Clinical Commissioning Group

Under the guidance of IW Council, the school's Special Educational Needs Co-ordinator (SENCo), in conjunction with the Headteacher, organises statutory annual reviews for all those young people with EHCPs, at a time, wherever possible, convenient for the young person and their parent(s)/carer(s). Transition planning is incorporated into these reviews and adequate notification must be given to participants to ensure that all relevant professionals can attend and take ownership for implementing actions agreed in the EHCP. SENCos provide information to the SEN Education Service on who has an EHCP or is receiving "SEN Support" this information will be reviewed at least once a year.

Educational Psychologists (EPs) offer psychological services to schools, young people and their families and work in partnership to promote positive outcomes for young people.

For those young people educated at home it is the responsibility of the local education authority (LEA) to convene the annual reviews. The framework within this protocol provides guidance on who the LEA should invite to the reviews to ensure that a smooth transition process is achieved for these young people.

Continuity of support - Continuity of support is regarded as being very important by parents and schools; however it is unlikely that only one person will be involved over the transition time period, with staffing changes likely amongst the professionals. It is therefore crucial that current and comprehensive information about the young people is recorded, securely stored in line with data protection requirements and available to newly involved staff so that continuity of support is assured from the organisations 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.

SEN Support – Hampshire and Isle of Wight Councils have a SEN Support Guidance handbook to help schools and other educational settings, including Early Years and Post 16 colleges, identify young people's special educational needs. The handbook sets out expectations of what schools must offer in return for the funding they receive; this includes what level of support the education settings are expected to offer and how they are to arrange and monitor the support given, it is intended that all schools and educational settings adopt the same approach.

By ensuring that the education settings follow an aligned approach to support, a level of assurance is given to parents that their child will be given the same support as any other young person with a similar need in an educational setting elsewhere in Hampshire (including the Isle of Wight). Many parents find it helpful to understand what a school is basing its decisions on; this can be reassuring and may help a parent to ask informed questions about their child's support and progress.

In general, funding for schools is based on additional provision (this may be hours, provision, equipment etc.) as set out in the young person's Education Health and Care Plan (EHCP).

Commissioning Post 16 Provision – 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.

To view and download the SEN Support Guidance handbook:

(<https://www.iwight.com/azservices/documents/2908-Grey-Book.pdf>) or for more information visit the IW Local Offer website <https://www.iwight.com/localoffer>

Opportunities and support – For individuals with SEN up to 25 years of age the IW College can support the transition into adulthood and support independent living skills for preparation for life and work. For more information on these programmes: <https://www.iwcollege.ac.uk/course-areas/pathways/>

Career Services -The IW Council is no longer required, or funded, to provide a universal careers service but they retain their statutory duty to secure independent careers guidance for all pupils in years 8-13. Its intention is to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts within the world of work can help them understand where different choices can take them in the future. A link to this guidance is attached below:

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>.

This guidance states that it is for schools to determine how best to fulfil their duty, based on the needs of their students with costs being 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

The IW Council's children's services have published a guide which offers information and practical advice on how schools might go about identifying their needs and how to commission a careers guidance service for their students. Further information on the guide can be found on the website below:

<https://www.iwight.com/azservices/documents/2904-IG-Commissioning-Guide.pdf>

HEALTH

Health professionals working with vulnerable children/young people with complex health needs (which may well include mental health needs) are responsible for:

- Ensuring that where a young person has significant health needs, which need to be taken into account in transition planning, reports are provided for the Year 9 annual review and subsequent reviews
- Establishing Continuing Health Care eligibility
- Ensuring that they attend annual reviews where a young person is likely to need health care support on leaving school, so that they can advise on how the young person needs to be supported in any future placements.
- Offering to provide Health Action Plans (HAPs) which identify appropriate ways of meeting the health needs of the child/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 ensuring that referrals to relevant services are made in good time so that there is no gap in service provision.
- Ensuring that the young people and their parents/carers know when and how this transfer will take place and that sufficient notice is given.
- Ensuring that the young people and their parents/carers know who will co-ordinate their health care provision within Adult Health Care Services.
- Working with the IW Clinical Commissioning Group (IW CCG) to resolve any difficulties regarding the 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 with any referral requirements shared with the relevant areas – e.g. Learning Disabilities, Sensory Needs etc. These requirements must be identified, communicated to all parties and acted upon prior to the transfer to Adult Social Care services so that decisions can be made in respect to any joint funding arrangements.
- Ensuring that Health pathways are established; as listed below,
 - 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
 - Continence Pathway

School Nurses – have a key role to play in ensuring good co-ordination between other health professionals and the IW Council, in particular, they act as a “gateway” or point of access in the review process with the wide range of health pathways. 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 after they leave school/turn 18 years old, they are responsible for identifying a health care plan for those young people with complex health 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 during transition. In those instances where the young person has significant health needs the school nurse, or an Allied Health Professional (Occupational Therapists, Physiotherapists and Speech and Language Therapists) or a paediatrician is required to attend, on a needs led basis, the EHCP annual review. The level of need is set out below:

- 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 or allied health professional 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

Planning transition from children's to adult health services is an integral part of the broader transition planning and there should be close links with the transition activity in education and social care.

SOCIAL CARE

Children's Services

Under the Children Act 1989, social workers are required to undertake assessments of children and young people in need and their families. The assessment framework sets out how to undertake the assessments and covers a variety of areas, including, but not limited to:

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

In those instances where the young person has a disability or social care needs, a social worker will be allocated from one of the childcare teams (the Disabled Children's team or Children's Locality team if they are subject to a child protection plan or are a looked after child). The aim would be for this social worker to be familiar with the young person's needs and those of their family. Team managers should ensure that the appointed social worker attends the year nine annual review meeting and contributes to the transition planning where a young person is subject to a care order, or accommodated by the IW Council or is a child in need and is in receipt of a service. For details and a flowchart see [Appendix 4](#) Social Care Transition process.

Children's services staff are responsible for the following activities throughout the transition process:

- Responsible for ensuring timely transition referrals are made to the adult transition team. When already known to the service this should be by the age of 16 or as early thereafter once the young person is known to the service (in exceptional circumstances where individual commissioning is required referral can be made as early as needed e.g. typically at age 14)
- Fully involving the young person and, where appropriate their family, in the transition process
- Consider the need for advocacy involvement if the young person/family 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 18 without prior formal agreement from the relevant manager(s) within Adult Services
- Participate in multi-disciplinary meetings convened by the Transition Social Worker in order to ensure joined up approaches to aid planning

- Escalate disagreements through the Children's and Adult Services line management structures
- Ensure the commissioned young carers support service enables children who are young carers or directly affected by caring responsibilities in their families are well supported, receive respite, opportunities for counselling and other interventions to reduce the impact of caring responsibilities on them. This should include supporting them and their family during transition to adult services and enabling them to access the education, training and work that other young people their age can access to enable them to reach their full potential.
- Children's services will encourage strong, effective links with the carers support service targeted at 16-24 year olds commissioned by adult social care to support young people who are carers, during the transition of their support from child to adult services.

Adult Social Care Transitions Team

Transition social workers are responsible for the following throughout the transition process:

- Undertake timely assessments to establish eligibility fully involving the young person and, where appropriate their family, in the transition process
- Considering 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
- Helping develop support plans that promote independence as a key aspect to reduce reliance on statutory services, carers and families
- Informing Children's services of any potential safeguarding concerns relating to a young person under the age of 18
- Engaging 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
- Liaising 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 relevant 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 the Continuing Health Care panel
- Provide information and advice to assist the young person and families and carers to understand available options
- Advise families of the IW council's requirements to charge for services post 18 when in receipt of relevant benefits

YOUTH OFFENDING TEAM

The Isle of Wight Youth Offending Team (IOW YOT) works with a range of children and young people who have offended and are aged between 10 and 17. This includes young people who are approaching their 18th birthday, and may extend to those who have reached the age of 18. In those cases, the Youth Offending Team will identify needs relating to transition to adulthood, and confirm whether a transfer to Probation services should be considered, alongside an assessment of likelihood of re-offending, risk of harm to others and safety and wellbeing.

To support this, a Youth to Adult Transition Protocol has been agreed between Youth Offending Teams and Probation services in the Hampshire and Isle of Wight area, which outlines to workers the framework for decision making, including gaining the views of young people and their parents/carers on options available, and timescales involved. Additionally, a specific Youth To Adult (Y2A) Transitions Programme has been developed to explore with young people what changes can take place when they reach the age of 18, and identify what support needs they have in relation to these.

As a result, IOW YOT will:

- Identify young people who are approaching the age of 18, or who have already reached it, at the earliest possible stage of their involvement with the YOT.
- Complete assessments of risk and needs in relation to likelihood of offending, risk of harm to others and safety and wellbeing, including the potential impact of transition to adulthood and support needs in relation to it.
- Involve the young person and their parent/carer in transition planning, and confirm whether a transfer to Probation services will be considered (which depends on the type and length of YOT involvement as well as the age of the young person).
- Liaise with other agencies who are working with the young person, to inform our assessments and identify whether any other age-related changes will take place during the period of YOT involvement (e.g. changes in care arrangements, or access to support) which could inform decision making.
- Link closely with Probation services to identify potential transfers-in, and agree what arrangements will be put into place (including provision of information to the Courts).

Further information can be obtained from the young person's allocated Case Manager, the YOT Parenting Officer and/or the YOT Management Team.

<https://www.iwight.com/localoffer/View/zzLocal-Offer-Support-for-Parents/Youth-Offending-Team-YOT>

HOUSING

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 IW Council provides free and impartial housing advice to anyone who requires it, irrespective of 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:

<https://www.iwight.com/Residents/Care-and-Support/Housing/Housing-Options-and-Homelessness-Prevention-Advice/Housing-Options-and-Advice>

Young people can apply to the IW Council to put their name on Island HomeFinder's choice based lettings scheme to be considered for social housing; the aim is to give customers choice in deciding where they want to live. For more information regarding Island HomeFinder visit www.islandhomefinder.org.uk. Because of the number of people on the Island HomeFinder register, this should be considered as a longer term solution as some applications may not be deemed to have a high priority and the waiting list is quite long. As a result other options need to be considered when reviewing housing options e.g. renting in the private sector or, depending on the needs of the young person, a residential home or supported accommodation.

A guide has been produced to help find alternative accommodation, it provides advice on where to look, what to look for and what to avoid. To access the document go to:

<https://www.iwight.com/azservices/documents/2461-findingYourOwnAccommodationJune2015.pdf>

How to apply for additional support for your home:

Self-directed support – this 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 IW Council, we are offering people a personal budget. For more information about Personal Budgets and eligibility:

<https://www.iwight.com/council/OtherServices/Personal-Budgets/Self-Directed-Support1>

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:

<http://www.peoplematteriw.org/personal-assistants/4577164359>

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/contracted through an agency. Agencies such as People Matter IW can also provide help in this area especially around recruitment of a personal assistant for more information: <http://www.peoplesmatteriw.org/personal-assistants/4577164359>

Aids and Adaptations - e.g. handrails, bath lift, ramps, hoists etc. contact Occupational Therapy at St Marys Hospital on 01983 534520, or your landlord if they are a Registered Social Provider (Housing Association). If your landlord is a private landlord you will need to contact them directly to discuss any adaptations that might be required. 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:

<http://www.peoplesmatteriw.org/independent-living-centre/4576855932>

Modifications to a Home - There are a number of grants that you may be eligible for to modify your home. Disabled Facilities Grants and Minor Adaptations are ways that the IW 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:

<https://www.iwight.com/Residents/Care-and-Support/Housing/Housing-Renewals/Disabled-Facilities-Grants>

Homelessness Prevention - The IW 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 on line at the IW Council's website. The contact details, open times and on line initial enquiry form can be found at: <https://www.iwight.com/Residents/care-and-Support/Housing/Housing-Options-and-Homelessness-Prevention-Advice/Homelessness-Prevention>

The target youth support service works with 16 and 17 year olds vulnerable to becoming homeless by supporting them and their families to develop support and plans which will prevent relationships breaking down and the young person leaving the family home. They have been very effective in their approach and either enable the existing arrangements to continue or to arrange other suitable arrangements either with family or friends or supported lodgings.

Social care and support - Whether you need care and support in your own home or you need residential or nursing care, the IW 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 IW Council, they will discuss with you the most suitable type of care. The IW Council charges for most social care services under the charging policy for non-residential care services. For more information about paying for care: <https://www.iwight.com/Residents/care-and-Support/Housing/Housing-Options-and-Homelessness-Prevention-Advice/Homelessness-Prevention>

Sometimes all people need is the right help and support to enable them to live as independently as possible. The IW Council runs a number of services to help support this process. To find out more information about how we can help: <https://www.iwight.com/Residents/Care-and-Support/Adults-Services/Home-Support-Services/Council-Run-Adult-Services>

EMPLOYMENT SUPPORT

There are a number of organisations that can help and support young people with additional needs, a couple of examples of these are listed below:

No Barriers - The aim of 'No Barriers' is to empower people with a disability to achieve their goals in undertaking meaningful work related activities. For some people this may be a few hours a week working as a volunteer or through supported work experience, for others it may mean a part or full time job with a mainstream employer. For more information:

<https://www.iwight.com/azservices/documents/1571-No-Barriers-Brochure-Online-Version.pdf> or for the website: <https://www.iwight.com/Council/OtherServices/No-Barriers/Overview1>

Jobcentre Plus & Benefit Advice & Career Advice – There are two job centres on the Island: Ryde Jobcentre Plus, 150 High Street, Ryde, PO33 3RE and Newport job centre at Broadlands House, Staplers Road, Newport, PO30 2HX. Both are wheelchair accessible. Each job centre has a team of advisers dedicated to supporting people into work whether or not they have a health condition and/or disability. They can also help people remain in employment if they are having difficulties. If someone is unable to work then they are able to ensure that the right benefit is paid to that person.

YOUTH AND LEISURE SERVICES

The Youth Offer service on the Island provides various services for young people between the ages of 11 years to 25 years; the services include youth cafes, creative arts, outdoor activities and social enterprises. To learn more about what is provided in your area and join in:

<https://www.iwight.com/Residents/Schools-and-Learning/Isle-of-Wight-YouthTube/Youth-Offer/Provider-Localities>

Youth and leisure service managers will:

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

Short Breaks - A range of providers are supported to offer activities for children which are adapted to meet their needs either by using specialist equipment, offering closed sessions, relaxed sessions, additional staff, staff with specific training or the types of activities which may not be of interest to most families and therefore not sustainable without additional investment. Families still pay a fee to access activities as any family would and the fees are required to be at a similar rate to usual, therefore the activities are not subsidised but the funding enables them to be sustainable by the provider. As part of the programme there is also the lodge for short breaks on a holiday park and the Landeez all terrain wheelchairs.

TRANSPORT

The IW Council's Post 16 guide explains in detail the arrangements for free and subsidised transport for Island students who attend taxpayer funded education institutions and training providers on the Island. Education transport is provided jointly in partnership between the schools, learning division and the School Transport Team within the IW Council's Directorate of Economy and the Environment.

The guide covers all aspects of Post 16 education transport and 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 carriers. A post 16 transport statement which came into effect from September 2015 can be read: (<https://www.iwight.com/azservices/documents/1380-Post-16-Transport-statement-September-2016.pdf>) and must be read in conjunction with the current policy:

<https://www.iwight.com/documentlibrary/view/post-16-transport-policy>.

Transport service managers will:

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

ADVOCACY

The **National Youth Service (NYAS)** is a UK charity providing support to and building skills of young people to help them prepare for their futures. 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. For more information: <https://www.nyas.net/>

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:

<http://www.southernadvocacyservices.co.uk/>

Adult Advocacy and Advocates - For more information about Adult Advocacy and Advocates

<https://www.iwight.com/Residents/Care-and-Support/Adults-Services/Adult-Social-Care-Advocacy/Advocacy-and-Advocates>

POhWER - is a charity and membership organisation that provides 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 <http://www.pohwer.net/>

MAKING A COMPLIMENT OR COMPLAINT

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.

For any compliments, please contact your service provider and for any complaints in the first instance try to resolve any issues with your service provider. 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:

- For the Isle of Wight Council - Social Care Services - Children Complaints [click here](#).
- For Isle of Wight Council - Social Care Services – Adult Complaints [click here](#).
- For the Isle of Wight Council - General Complaints (Corporate) [click here](#).
- For the Isle of Wight NHS trust, please [click here](#).
- For the Isle of Wight Clinical Commissioning Group, please [click here](#).

If you need help making a complaint about health or social care on the Isle of Wight then contact Healthwatch Isle of Wight. Healthwatch is **an independent consumer champion** created to gather and represent the views of the public on health and social care. For more information about this service please [click here](#).

The IW Council is responsible for non-compliance of any ECHPs for those for whom there is a statutory duty to provide one, parents are entitled to challenge via Judicial Review.

Funding

PERSONAL BUDGETS

Young people who may be eligible for care and support under the Care Act 2014, those who have been identified as needing support over and above universal services (see the Local Offer website) can access a personal budget to meet their eligible needs in respect of Education, Health and Social Care.

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

- An assessed sum of money made available for young people who require additional support above what is available to young people through local services.
- A sum of money to enable you to have choice and control over how your specified outcomes are met.

It can include funds from the IW Council for education and social care and from the IW Clinical Commissioning Group (IW CCG) for support with your health care.

A Personal Budget is not:

- The overall total of all the money that is available to support a young person.
- It does not include the cost of a young person's school place or existing targeted support provided by the school, such as additional learning support.

Personal budgets aim to enable young people and their families to take control and make choices about the support they receive. It can be one way of achieving the outcomes specified in a young person's Education Health and Care Plan (EHCP).

For more information about personal budgets for those with an EHCP:
<https://www.iwight.com/azservices/documents/2890-PROCESS-FOR-PERSONALISED-PLANNING-AND-PERSONAL-BUDGETS-V7.2-19.05.2015.pdf>

Personal Budgets are also a means of meeting a young person's outcomes as specified in their adult social care support plan or their eligible needs under continuing health care by a personal health budget. Personal budgets place the young person and their family in control by enabling them to choose how their identified outcomes can be met.

Support to access personal budgets within adult social care will be provided by the transitions team or in the case of a personal health budget your nurse assessor.

The Care Act places personal budgets into law for the first time, making them the norm for people with care and support needs. For information go to: <https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance>

For further information about funding availability and eligibility see appendix 5 (post 16 funding arrangements). Please also take a look at the government web sites as follows:

- <https://www.gov.uk/guidance/16-to-19-education-funding-allocations>
- <https://www.gov.uk/guidance/16-to-25-young-people-with-high-needs-funding-principles-for-2015-to-2016>

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 of vulnerable young people with a transition plan in place
- Number of young people who have an EHCP that includes transition planning
- Number 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 of vulnerable adults (18 to 25yr olds) who have transitioned and are living in the local community
- Number and percentage of vulnerable adults (18 to 25yr olds) coming through transition who are employed for 16 hours per week or more
- Number and percentage of vulnerable adults (18 to 25yr olds) who access direct payment/personal budget
- Number and percentage of vulnerable young people from age 14 who access direct payments/personal budget

Appendices

APPENDIX 1: The Protocol Framework

The Protocol Framework: Year 9

What should happen?	Who should do it?	When?
<p>Education</p> <p>Provide information to SEN Service on who has an EHCP or who is receiving “SEN support”</p>	<p>SENCoS in all schools (mainstream and special)</p>	<p>Beginning of Year 9</p>
<p>Provide independent information advice and guidance to allow the young people to consider what options there are, post 16</p>	<p>School</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>Isle of Wight Council Island Futures</p>	
<p>For further information on a guide to support schools in their delivery of careers education, information advice and guidance on the island https://www.iwight.com/azservices/documents/2904-IG-Operational-Plan.pdf</p>	<p>School on behalf of the Isle of Wight Council</p>	
<p>Young person, parents/carers given regular reminders before statutory EHCP reviews meeting to include, date & time, location and who will be attending the meeting</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>Headteacher or designated member of staff on behalf</p>	
<p>Arrange for the young person to prepare their contribution to the review; participation and communication needs identified</p>	<p>Schools</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 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 EHCP 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 EHCP 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 EHCP 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 a service run by the IWC. 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</p> <p>Headteacher or Deputy</p> <p>SEN Team</p> <p>School Career/IAG Service</p>	
<p>Social Care <u>Children's Services</u> 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>Where there is significant benefit to the young person, liaise with Transition Social Worker to enable them to commence a Care Act 2014 Assessment in preparation for the young person reaching adulthood.</p>	<p>Children's Services</p>	<p>Beginning of Year 9</p>

<p>Ensure that a Lead Professional is nominated for each young person</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 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><u>Transitions Team</u> Request and record details of all young people including those with complex needs at school year 9 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>Provide the young person and their parents/carers with relevant information and advice on the transition process including access to personal budgets 'in preparation for reaching adulthood</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 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>Transitions Team</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 EHCP 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 ECHP or 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/ Young Person and family as appropriate</p>	<p>Beginning of Year 9</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 IWC. 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: https://www.iwight.com/Residents/Schools-and-Learning/Isle-of-Wight-YouthTube/Island-futures/Info-and-Resources</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 <u>Children's Services</u></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 the Adult Transition Team is informed of scheduled reviews of support plans and EHCP of young people known to Children's Services.</p> <p>Where appropriate and in conjunction with Island Futures and the Transition Social Worker, 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>Where appropriate ensure that the young person's ECHP or Care plan is up to date.</p> <p>Liaise with Transition Social Worker to ensure that the young person and their parents/carers have access to information</p>	<p>Children's Services</p>	<p>Years 10 & 11</p>

<p>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 2014 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><u>Transition Team</u> 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>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 Island Futures 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>Transition Team</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 EHCP 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 EHCP or health action plan and ensure appropriate person co-ordinates the plan. Work closely with other agencies to ensure that the ECHP or health action 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 Hospital consultants of the needs of the young person, as appropriate to implement health aspects of the transition</p> <p>Inform commissioners, as soon as practically possible, 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 who meet continuing health care criteria, planning starts according to continuing health care guidance</p>	<p>School Nurse/ Health professional/ Young Person and family as appropriate</p>	<p>Years 10 & 11</p>
--	--	--------------------------



The Protocol Framework: Additional information for Year 11

What should happen?	Who should do it?	When?
<p>Education</p> <p>Annual review of EHCP 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>Investigate potential further education establishments, identify available support and liaise with families.</p> <p>Liaise with young person regarding applications to independent specialist residential colleges and inform SEN Education adviser.</p> <p>Send EHCP 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 well in advance of their 18 birthday, 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>EHCP 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 Isle of Wight 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: https://www.iwight.com/Residents/Schools-and-Learning/Isle-of-Wight-YouthTube/Island-futures/Info-and-Resources</p> <p>Additional information is available on the IW Local Offer website https://www.iwight.com/localoffer</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>

The Protocol Framework: Year 12 onwards

What should happen?	Who should do it?	When?
<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 that the meeting 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 and parents' contribution.</p> <p>Agree a lead person or key professional to oversee the delivery of the EHCP</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 IW Council the school/college will circulate a copy of the latest EHCP to the young person/parent/carer and relevant agencies for approval</p> <p>Facilitate the transfer of relevant information with the young person's consent to ensure that the young person receives help in their next placement, including training provider or college.</p>	<p>Education Provider/ School/ College/ Headteacher/ Principal or designated member of staff</p>	<p>Year 12 Onwards</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 the 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: https://www.iwight.com/Residents/Schools-and-Learning/Isle-of-Wight-YouthTube/Island-futures/Info-and-Resources</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/Personal Budget if appropriate.</p>		
<p>Social Care <u>Children's Services</u></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, Children's social worker will then liaise with the named worker to provide relevant information on needs, circumstance and costs when requested.</p> <p>Liaise with relevant worker from the Transitions Service to provide information for the young person's 'My Independence Plan'</p>	<p>Children's Services</p>	<p>Year 12 Onwards</p>

<p>when requested.</p> <p><u>Transition Team</u> 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</p> <p>Contribute to the completion of outcome focussed Person Centred Plans and Health Action Plans where appropriate</p> <p>Ensure that a Care Act 2014 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 and how it may relate to them</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>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, OTs, and any other Adult Services staff work alongside the Transition Social worker from 17 years.</p> <p>Confirm the name of the identified social care practitioner and team for the young person.</p> <p>Ensure that a ‘My Independence Plan’ has been set up and agreed by the Group Manager so that support is ready to start once the young person reaches 18 years</p>	<p>Transition Team</p>	
<p>Health Once all health professionals named on a young person’s EHCP receive their invitation to the review, they will provide written information and attend the review where appropriate.</p>	<p>School Nurse/ Health professional/ and Young Person and family as</p>	<p>Year 12 Onwards</p>

<p>Lead Health Professional to ensure all relevant Health professionals are aware of decisions taken at the review meeting.</p> <p>Review and update the young person's ECHP/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 Hospital consultants of the needs of the young person, as appropriate to implement health aspects of the transition.</p>	<p>appropriate</p>	
--	--------------------	--



The Protocol Framework: For Young People Electively Home Educated Years 9, 10 and 11.

What should happen?	Who should do it?	When?
<p>Education</p> <p>Young people who receive Elective Home Education (EHE) are offered a visit by an EHE Officer within 3 months of becoming home educated, after a further 6 months and then annually</p> <p>An EHE Officer will also attend Statement/EHCP reviews and support home educating parents/carers in applying for an EHCP or with documentation to support the transfer of Statements to EHCPs</p> <p>The Isle of Wight Council has a duty to maintain a Statement/EHCP whilst a young person is home educated and this will be amended to reflect their EHE status</p> <p>Liaison with Lead Officer for Elective Home Education regarding young people who have Statements/EHCPs</p> <p>Provide independent information advice and guidance to allow the young people to consider what options there are, post 16:</p> <ul style="list-style-type: none"> • Information sent out when a young person becomes EHE • Annual EHE Newsletter • Letter to Year 11 EHE students • During EHE visits <p>The IW Council will provide information, advice and guidance to individual young people who are EHE, if requested, and will coordinate all island activities such as careers/jobs fairs and apprentice events on an annual basis</p> <p>Young person, parents/carers given regular reminders before statutory EHCP reviews meeting to include, date & time, location and who will be attending the meeting</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 • EHE Officer, appropriate health professions and social workers should be invited 	<p>Isle of Wight Council EHE Officers</p> <p>Isle of Wight Council EHE Officers</p> <p>Isle of Wight Council SEN Case Worker</p> <p>Isle of Wight Council SEN Case Worker</p> <p>Parents/carers Isle of Wight Council EHE Officers</p> <p>Isle of Wight Council Island Futures</p> <p>Isle of Wight Council SEN Case Worker</p> <p>Isle of Wight Council SEN Case Worker</p>	<p>Within 3 months of EHE starting</p> <p>Within 3 months of EHE starting</p> <p>Initially; September; March; At least annually</p>

<p>Arrange for the young person to prepare their contribution to the review; participation and communication needs identified</p>	<p>Parents/carers</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>Isle of Wight Council SEN Case Worker</p>	
<p>Circulation of copies of any reports written by agencies sent to parent/carers and all other relevant agencies at least two weeks before the meeting</p>	<p>Isle of Wight Council SEN Case Worker</p>	
<p>Hold annual review, ensuring it provides a relaxed and comfortable forum to support the young person and their parents/carers</p>	<p>Isle of Wight Council SEN Case Worker</p>	
<p>Good practice identifies that person-centred approaches will guide the annual review meeting</p>	<p>Chaired by Isle of Wight Council SEN Case Worker</p>	
<p>Minutes should be circulated to all professionals named on the EHCP and feedback on decisions taken at the review meetings provided to any other relevant professionals not attending</p>	<p>Isle of Wight Council SEN Case Worker</p>	
<p>Following the annual review a draft copy of the latest EHCP will be circulated to the young person/parent/carers and relevant agencies for approval</p>	<p>Isle of Wight Council SEN Case Worker</p>	
<p>The SEN service should make referrals to other agencies where relevant needs are identified</p>	<p>Isle of Wight Council SEN Case Worker</p>	



The Protocol 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?	When?
<p>Education</p> <p>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 long term plan.</p> <p>On behalf of the IW Council the school requests the review dates.</p> <p>Commissioned career/IAG service staff to introduce themselves and attend as appropriate.</p> <p>All statutory plans: Annual EHCP review, Personal Education Plan (PEP), Pathway Plan, Childcare Plan, are aligned and integrated attached together, making effectively just one plan.</p> <p>Alert relevant services in all agencies where a young person is likely to return to reside on the island.</p>	<p>SEN Service</p> <p>School</p> <p>Careers / IAG Service commissioned by the school</p> <p>SEN Service</p> <p>SEN Service</p>	

The Protocol 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?	When?
<p>Education</p> <p>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.</p> <p>EHCP reviews are aligned and integrated with other statutory reviews wherever possible. Liaise over joint SEN statement review and statutory childcare review.</p> <p>Good practice identifies that person-centred approaches will guide the review meeting.</p> <p>All EHCP, Transitions Review, PEP, Pathway Plan, Childcare Plan, are aligned and integrated together making effectively one plan.</p>	<p>Headteacher and Area Team Social worker and or SCEP (Social Care Educational Professionals)</p> <p>School</p> <p>SEN Service</p>	

APPENDIX 2: 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:

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

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.

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

Planning transition from children's to adult health services is an integral part of the broader transition planning and there should be close links with the transition activity in education and social care.

Transition from Children's to adults'; services for young people using health or social care services – NICE Guideline 43 Published 24 February 2016 nice.org.uk/guidance/ng43

For more policy and guidance please see Care Act 2014: Transition from Children's to Adults' Services Key Resources. <https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance>

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:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365345/Making_Sure_the_Care_Act_Works_EASY_READ.pdf

Government Care Act Guidance Documents: The Department of Health (DoH) has produced a series of guidance documents to help with the introduction of the Care Act 2014 these can all be viewed on the Gov.uk website by:

<https://www.gov.uk/guidance/care-and-support-statutory-guidance>

Government Care Act Fact Sheets: Additionally you can find more information on how the changes to the Care Act 2014 will affect the Isle of Wight Councils duties and powers. To view these factsheets please visit the website Gov.uk by:

<https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets>

Care Act Document: To view a copy of the Care Act 2014 please visit the National Archives, Legislation.gov.uk website by:

http://www.legislation.gov.uk/ukpga/2014/23/pdfs/ukpga_20140023_en.pdf

United Nations Convention on the Rights of the Child

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

Mental Capacity Act 2007

The 2007 Act amended the Mental Health Act 1983 and the Mental Capacity Act 2015. The Act redefined professional roles and introduced a new definition of mental disorder, abolishing previous categories.

Equality Act 2010

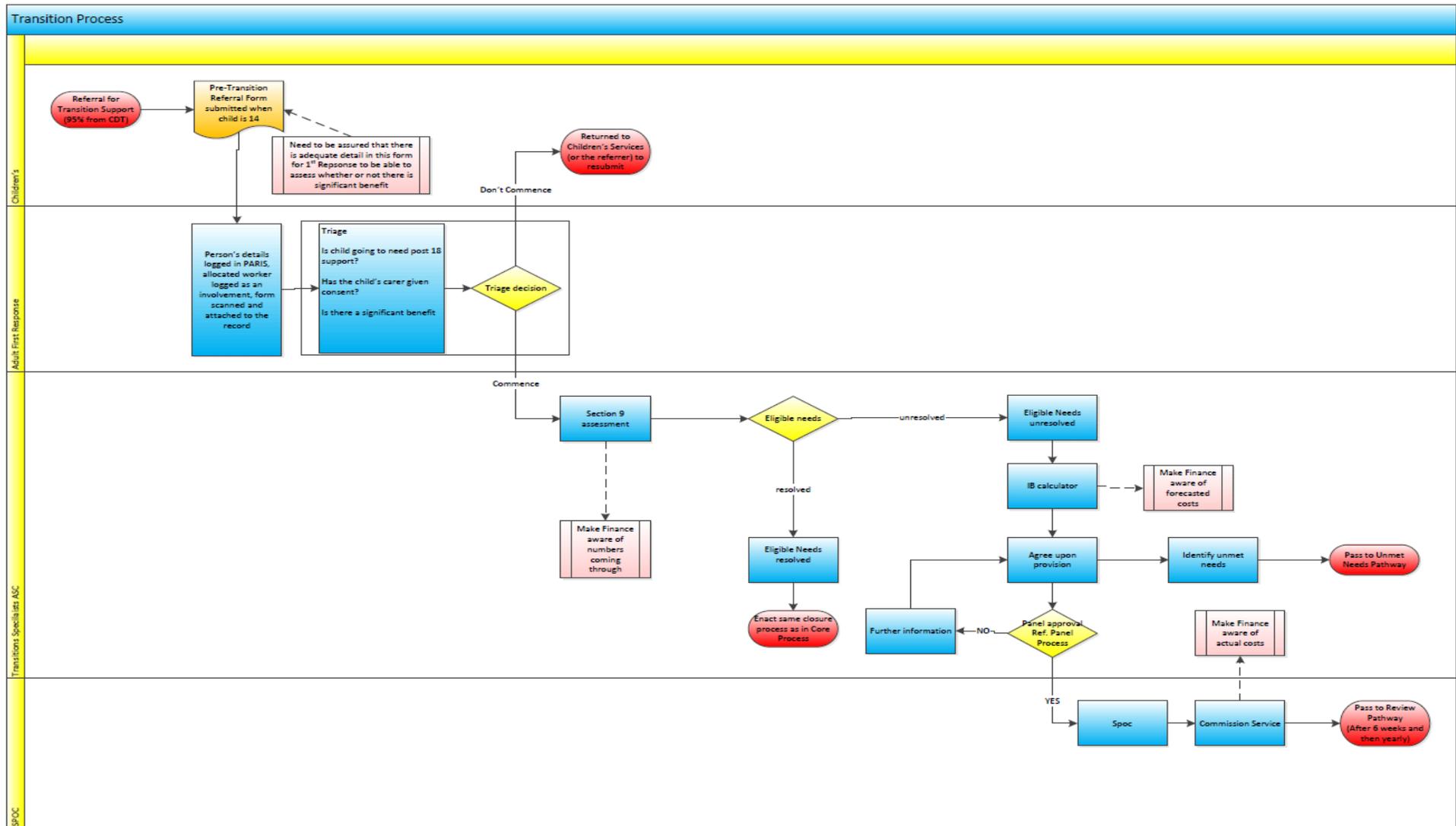
The Equality Act brings together 9 big equality laws and about 100 smaller laws. Under the Equality Act, people with learning disability get protection.

APPENDIX 3: Glossary of Terms

A SEND reforms glossary of terms guide has been produced which explains the language and terms used in the Special Educational Needs and Disability Reforms. This can be accessed from the local offer website via the following link:

<https://www.iwight.com/azservices/documents/2915-EHCP-Glossary-October-2015-v1.pdf>

APPENDIX 4: Social Care Transition Process



APPENDIX 5: Post – 16 Further Education Funding Arrangements

Post 16/Further Education providers 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 of the 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 IW 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 if the young person is 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.
- The IW College offers full and part time courses for students with learning/physical disabilities or profound and multiple learning disabilities with a focus on individual achievements. The aims of the courses are person centred and around skills such as communication, building confidence, independent living and employability. The courses are offered in a purpose built, specially adapted building which includes facilities such as a sensory room and a movement studio which was opened in September 2015 as a centre of excellence for post-16 learners with learning difficulties and disabilities (LLDD).
- 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, has 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: <https://iwight.com/Residents/Schools-and-Learning/Isle-of-Wight-YouthTube/Island-futures/Island-Futures1>

The IW Council has lead responsibility for implementing the special educational needs and disabilities (SEND) reforms for the Island. However, general further education (FE) colleges, sixth-form colleges, non-maintained special schools (NMSS), approved Independent Specialist Providers (ISPs) and 16 to 19 academies (including free schools) have a legal duty under the Children & Families Act. These include the duty to cooperate with the IW Council on arrangements for young people with SEND (with a reciprocal duty on the IW Council) and to admit a young person if, following consultation with the institution, the institution is named in an Education Health and Care Plan (EHCP).

Collaboration between the IW Council and educational 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 EHCP who requires additional support costing over £6,000

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

Students aged 19 to 24 without an Education Health and Care Plan (EHCP) - For students with SEND aged 19 to 24 without an EHCP, 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.

<https://www.gov.uk/guidance/sfa-funding-rules-2014-to-2015-v2-section-2-part-4-the-adult-skills-budget-learners-with-learning-difficulties-or-disabilities>

Students over 25 - For students with SEND over the age of 25 the SFA 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 as set out below:

- *Place funding* known as elements 1 and 2 for post-16 institutions (except in the situation of special schools and special academies)
- *Top-up funding* (known as element 3 for post-16 institutions)

Place funding – This cannot be reserved by the IW Council for a specific pupil or student, or area. Place funding includes the funding which pupils and students within an institution attract for their core education and basic programmes and the 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; instead it provides a base level of funding and financial stability for institutions to help with provision and planning.

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 during 2015/2016 was £5000. This applies to:

- FE institutions
- Commercial and Charitable Providers (CCPs)
- Maintained schools
- Academies
- Independent Specialist Providers (ISPs)

Element 2 – This is paid to institutions to help meet the additional support costs for high needs students, the figure for this is £6,000. This element of funding is not to be used for students who need a lower level of support, where the cost of that support is less than £6,000. In these instances the institution should be using their disadvantage funding pot to support the needs of the young person.

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.

Place funding in special schools and special academies - during 2014 and 2015, the Education Funding Agency (EFA) aligned the way in which 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 Non Maintained Special School (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 in other post-16 institutions – is the amount that 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.

Part-time students – Education Funding Agency [EFA funding rates and formula guidance \(https://www.gov.uk/government/publications/funding-rates-and-formula\)](https://www.gov.uk/government/publications/funding-rates-and-formula) 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.