

Cardiff Transition Protocol

(Protocol for the transition of
young people with a disability
ages 14 -21)

JUNE 2008



Contributors

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Version 2

01/06/2008

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1. Introduction

1.1 This Transition Protocol draws together information from a range of individuals within and beyond school in order to plan coherently for the young person's transition to adult life. Transition plans when they are first drawn up in Year 9, are not simply about post-school arrangements, they should plan for on-going school provision, under the Statement of Special Educational Needs as overseen by the Local Education Authority. (Special Needs Code of Practice 9.51).

2. Aim of the Transition Protocol

2.1 The Protocol has been developed to assist inter-agency working, specifically between DCELLS, Careers Wales, LHB, Local Authority Social Services and Education Departments, Cardiff & Vale and Abertawe Bro Morgannwg University NHS Trusts to facilitate a more effective transitions process for young people and to assist in developing criteria and planning future resource requirements.

3. Legal Framework

3.1 This protocol has been developed in accordance with the legal framework of all the agencies concerned. Each agency works within the legislative framework of their respective roles, and in conjunction with policies and procedures. This is to ensure that any legislative changes that could have an impact on the staff or young person is taken into account. Individual practitioners will adhere to their recognised codes of practice.

4. Scope

4.1 The protocol applies to young people aged 14 to 25 who have a disability and encompasses young people with disabilities who are in the Looked After system.

4.2 The protocol does not apply for Looked After Children (LAC) unless they meet the disability criteria.

4.3 The protocol will ensure that all young people with a Statement of Special Educational Need (or those at School Action Plus who have complex needs and are likely to require multi agency support at transition) are identified in year 9, whether attending an educational establishment or not. This protocol does not cover transition arrangements for young people who are looked after by the Local Authority or children on the Child Protection Register, unless they have Special Educational Needs as above. Transition arrangements for young people looked after by the Local Authority are set out in Cardiff Council's Internal Transition Planning Guidance.

4.4 This Protocol covers the transition process from the annual review in Year 9 (the academic year in which the 14th birthday is achieved) and subsequent school years.

4.6 The Special Educational Needs Code of Practice Wales 2002 makes it clear that transition planning must include:

- what a young person is assessed as needing to become more independent and confident?
- what practical help or adaptations may be needed at home?
- what special health needs require on-going support?

4.5 The starting point is that all schools have a duty under the Education Act 1996 to have a Special Educational Needs Policy that takes account of transition plan arrangements.

5. The Role of Individual Agencies / Services

5.1 Involvement of the young person

The protocol will establish a framework for joint working with disabled young people, at an appropriate and acceptable level of intervention, over the period of transition from Childhood to Adulthood. This is recognised as a period of significant development of change in the life of a young person. Every year, in September, Children's Services will meet with Career Wales to discuss children who are statemented.

5.1.1 It is imperative to seek the views of the young person and record them in any assessment, re-assessment or review from Year 9 onwards. This should be an ongoing process; parental involvement is an important contribution.

5.1.2 Representatives from Careers Wales, advocates and advisors, teachers and other school staff, social worker, health worker or peer support may be needed to support the young person in the process.

5.2 Education

5.2.1 The Education Act 1996 places duties on the Schools and Lifelong Learning Service in relation to assessment and provision for children with special educational needs. The Schools and Lifelong Learning Service and providers of further/higher education should work in partnership with Careers Wales, Social Services (Children's Services and Adult Services), Local Health Board, Health Trusts, DCELLS and other appropriate agencies/organisations in order to plan for the young person's transition to adult life. Before the end of the academic year the school will need to notify A+IS (Achievement and Inclusion Services) of a year 8 pupil at school action plus for whom a transition review may be required in year 9.

5.2.2 The Careers Wales SEN Adviser will meet with the SENCo (Special Educational Needs Coordinator) at the beginning of the year, to discuss all year 9 pupils requiring a transition review (including those who may be at School Action Plus).

5.2.3 The responsibility for ensuring all agencies deliver the actions at the Transition Planning meeting lies with Careers Wales.

5.2.4 The LEA must send Careers Wales a list of all pupils in their area that will require a Year 9 transition review prior to the end of Year 8 (9.48 SEN Code of Practice 2002).

5.2.5 The head teacher must invite Careers Wales and the social services department to attend the review meeting and should ensure that other partner organisations e.g. Health authorities and trusts, are aware of the annual review and the procedures to be followed in Year 9. (9.50).

5.2.6 At the end of the academic year in which the young person is 16 years of age, they reach the end of compulsory schooling. This does not mean that they have reached the end of their education. All young people have the right to full time education provided by the Local Education Authority until the end of the academic year in which they are 19 years of age.

5.2.7 Many young people will attend courses of further education at their local college. For some people this may not be a straightforward process due to their support needs. For these individuals, the post 16 provider will need to apply for funding in order to make mainstream provision more accessible for learners with learning difficulties and/or any disability that affects their ability to learn. If specialist residential provision is deemed appropriate, an application for funding must be made to DCELLS by Careers Wales. The relevant case management team in Children's Services and/or the NHS must be notified prior to recommendations being processed to DCELLS by Careers Wales if there are social or health funding implications.

5.2.8 For an individual wishing to access a place in Higher Education or University, the Careers Wales will be able to assist and advise the young person and their parents/carers about the process.

5.2.9 The statement of Special Educational Need is no longer legally binding once the young person has left school but can be used as guidance by Further Education Colleges to consider what the young person will require in the educational setting that they are moving to.

5.2.10 Should a young person with a Statement terminate education unexpectedly between annual reviews, Achievement & Inclusion Support Services will inform Careers Wales, the LHB and/or Social Services.

5.3 DCELLS (Department for Children, Education, Lifelong Learning and Skills)

5.3.1 DCELLS considers funding residential college placements only if the young person's needs are such that they cannot be met by a local college. The application for funding for a young person must be made by a special needs careers adviser. Normally, applications will only be considered for institutions classed as Further Education Colleges who have been through a positive inspection.

5.3.2 Within the application, DCELLS looks for evidence of a multi-agency review. Where a young person has a Statement of Special Educational Need, Note in Lieu of Statement or those at School Action Plus (where appropriate) the possibility of a residential placement should be raised at the transitional review if appropriate.

5.3.3 As a matter of good practice the school may organise a meeting involving a special needs careers adviser at the beginning of Year 9 to familiarise services with identified pupils. (See 5.2.2 and 5.4.1).

5.3.4 The applications for funding must be submitted to DCELLS by January 31st for a student wishing to start the following September. By that time, the special needs careers adviser must have ensured that the relevant parties, the young person, parents/carers, Education, Children's and Adult Services, and the appropriate NHS Trust are aware of the application. Discussion should take place at the annual review preferably in the autumn term before the pupil leaves school although in many cases this will have commenced in Year 9. The young person and their parent/carer should also have visited their chosen college for a formal assessment. The applications should also include reasons for not applying to a local college. Late applications will be considered by DCELLS, but a funding decision may be delayed.

5.3.5 Where DCELLS is considering fully funding the placement, they will make a decision by the end of May. In cases where young people have significant care needs, DCELLS will seek joint funding from Children's Services/ Adult Services and/or Health as identified in the application submitted by Careers Wales.

5.3.6 In the case of a dispute where the educational needs of the individual are not being met DCELLS has the power to direct a local college to admit a student under the Further and Higher Education Act 1992.

5.4 Careers Wales

5.4.1 Careers Wales is responsible for overseeing the delivery of the elements of the transition plan that relate to the young person's transitions into further learning or employment. A representative from Careers Wales should ensure that they are aware of all young people with special educational needs at the outset of Year 9. A representative from Careers Wales must be invited to attend Year 9 annual review meeting. The careers advisor will also make every effort to interview each young person prior to the review.

5.4.2 If a representative from Careers Wales is not able to attend, then the young person and their parents/carers should be offered the opportunity to have a careers guidance interview before the Year 9 annual review. Notes from the careers guidance meeting should be made available to the Year 9 annual review meeting so that they can inform the development of the transition plan.

5.4.3 A representative from Careers Wales must be invited to all following annual review meetings, and will be expected to attend where appropriate. In particular, a representative from Careers Wales will make every effort to attend the review in the pupil's final year of school.

5.4.4 Section 140 of the Learning and Skills Act 2000 requires Careers Wales to conduct assessments of young people with a statement of special educational needs in their last year of education, or School Action Plus and undergoing the transitional planning process. This assessment, with the young person's permission, will be passed on to the new learning provider. It should be noted that this assessment by CareersWales for the purposes of Section 140 is defined as the process of:

- drawing together information about a young person from a range of sources
- meeting with him/her to establish their view and perspective of the situation in order to identify their strengths and any barriers to participation in learning.

This in turn will inform the development of a report which outlines educational and training needs and the provision required to meet them. Or school action plus and undergoing the transitional planning process.

5.4.5 Where a need for specialist college provision is identified, Careers Wales has lead responsibility for preparing and submitting application for placements to DCELLS. This should be done in partnership with the young person, parents/carers, and the Local Education Services, Special Educational Needs Co-ordinators, Children's and Adult Services (Social Workers), Health Services and those professionals who know the young person well.

5.4.6 Careers Wales Cardiff and Vale will also aim to attend reviews for clients who do not have statements of Special Educational Needs where the school holds transitional planning reviews. These would include young people with Notes in Lieu of statement and those at School Action Plus for whom annual reviews are held (See Appendix 1 for a summary of the Transitional Planning process.).

5.4.7 Careers Wales Cardiff and Vale will forward a letter to the Service Manager of the relevant Children's or Adult Social Services Care Management Team and to the Deputy Nurse Director, Cardiff Local Health Board to identify any young person whose assessment may indicate a specialist college placement so that the possibility of joint funding is notified at the earliest possible stage following Year 9 Annual Review. This will assist future planning.

5.4.8 Careers Wales Cardiff and Vale must notify the same identified named persons at Social Services and at the Local Health Board by letter when a funding application is submitted to DCELLS. This will highlight any potential imminent joint funding issues. If joint funding is to be sought, the extent to which each agency is expected to contribute is not the remit of Careers Wales to decide or negotiate, but rather DCELLS will co-ordinate as described in 5.3.5.

5.5 Health Services

5.5.1 The young person's GP or Primary Care Services is the first point of contact for primary and some secondary health care services. Care of the young person will be transferred sensitively from the relevant child health care professionals to the relevant Adult Services Department to ensure that it does not cause confusion or distress for the young person and their parents/carers.

5.5.2 If a proposed residential college placement contains an element of health needs, the intensity of the need for therapy will have to be identified by a relevant health professional as part of the 24-hour curriculum. An assessment of health needs by the Care Co-ordinator would have to be passed to the LHB who would be able to consider funding part of the placement fees relating to the Health need.

5.5.3 Health professionals involved in the management and care of the young person should provide advice towards transition planning and if possible attend annual review meetings in Year 9. They will advise on the services that are likely to be required and should discuss arrangements for transfer to adult secondary health care services with the young person, their parents/carers and GP. They will facilitate any referrals and transfer of records, which may be necessary, subject to the informed consent of the young person their parents/carers. This input is in no way an agreement for funding by LHB. These individual health professionals will make Cardiff Local Health Board aware of any funding implications for LHB identified at the transitional reviews.

5.5.4 If the service of a physiotherapist, speech and language therapist, occupational therapist, or other secondary health care professionals is required, access will be via the young person's GP, or via the relevant specialist multi-agency team. The services provided by these professionals must be included in the transition plan.

6. Children's & Adult Social Services

The purpose of the protocol is to be a working document that facilitates a young person's transition from childhood to adulthood, providing a framework of actions that enable them to make this transition seamlessly. To support this process a guidance document has been developed to guide operational practice and process to be adhered to; this guidance document is referred to as Cardiff Council Internal Transition Planning Guidance.

6.6.1 The Child Health and Disability Team works with children and young people who are physically disabled, have a severe learning disability, or have a sensory loss between the ages of 5 and 18 years, and their families where the child meets the eligibility criteria. Younger children are generally supported by Special Needs Health Visitors. Under the Children Act 1989 all children with a disability are entitled to an assessment of their needs. Social workers in Child Health and Disability (CHAD) carry out the assessment and arrange care plans as appropriate. CHAD will accept referrals for children who meet their eligibility criteria. In order to meet this, the child must have a severe and permanent disability, sensory loss or a combination of less severe disabilities or conditions that impact significantly on the Child's welfare.

6.6.2 Responsibility for those children who are statemented and meet the need for Children's Services eligibility criteria, but do NOT meet the criteria for the Child Health and Disability team, will be the responsibility of other case management teams. The relevant Team Manager, will identify during the month of September all children known to the team, who will have their 14th birthday during that academic year and inform Adult Services via written information on a spread sheet to the internal transitions planning meeting.

6.6.3 For those children who DO meet the eligibility criteria for the Child Health and Disability team, the Team Manager of that service will identify during the month of September all children known to the team, who will have their 14th birthday during that academic year and inform Adult Services via written information on a spread sheet to the internal transitions planning meeting.

6.6.4 Where a child is known to the Child Health and Disability Team, the Social Worker, or representative, must attend the annual transition review, Year 9 at the school.

6.6.5 At the internal transitions planning meeting, all young persons who are 16 years of age, whose information that has been on the spread sheet at 14 yrs old, will now transfer as a transfer summary with an initial assessment of the young person's current situation and future aspirations. A case manager will be appointed in Adult Services to be available for discussion and planning of services for which Adult Services take responsibility at the age of 18 years.

6.6.6 If a young person, who has been assessed as requiring support from the Child Health and Disability Team leaves full time education before he/she is

18 years of age, it is the responsibility of that team to provide a Social Worker to take the lead in continuing to assess and review the young person's need.

6.6.7 Case and funding responsibility remains with the Child Health and Disability Team up to the young person's 18th birthday when responsibility transfers to the relevant Adult service in Health and/or Social Services (as identified in the previously prepared assessment information).

6.6.8 Child Protection issues will need to be taken up by, and linked with, the Protection of Vulnerable Adults procedures post 18 years.

6.6.9 The needs of young people with a disability, Looked After Children (LAC) and leaving care will be dealt with within this transition protocol in the same way as all young people.

6.6.10 A young person who transfers to Adults Services will have a pathway plans and/or a care plans. A Unified Assessment is undertaken with the young person, family/carer's and other agencies involved in the young person's life.

6.6.11 The unified assessment is used to determine the young person's eligibility for services under the 'Fair Access to Care Services'. This document is based on determining risk to young person's independence. The risks are divided into four bands: Critical, Substantial, Moderate and Low. Cardiff Council currently provides care services to those whose risks are assessed as Critical or Substantial.

6.6.12 If the Unified Assessment results in a care package and a service being coordinated within Adult Services, there will be a financial assessment to work out the cost an individual has to contribute to the cost of their care (Leaflets are available to inform services users and families of these processes).

6.6.13 When the young person reaches the age of 18 years old, Case Management responsibility will transfer to a team within Adult Services for ongoing case management.

6.7 Financial Responsibility

6.7.1 The expectation is that needs for further education will be met locally. Access to funding for residential college will be subject to an examination of the adequacy of local provision, and the application of criteria for such 24-hour provision. Cardiff Local Health Board and Social Services Commissioning financial responsibility will relate to assessed need and application of eligibility.

Specific resources will need to be identified at each review, in order to ensure that the young person's transition plan is maintained. It will be important to make clear who has responsibility for delivering these resources and at what stage in the process.

At any stage in the process, potential funding agencies: DCELLS, Child Health and Disability Team/Adult Services, and the Local Health Board must be informed of the details of individuals.

An annual meeting in June with the Operational Managers of Child Health and Disability Service, Adult Services, Deputy Nurse Director of Cardiff Local Health Board, NHS Trusts, and Senior Representative of DCELLS and Careers Wales will be held to discuss strategic/forward planning, funding requirements for each organisation and to review the working of this protocol. Quarterly meetings may be used for the discussion of complex situations involving 2 or more of these organisations.

7.0 Reviewing the Protocol

This Transitions Protocol 2008 will be reviewed in June 2010 by senior representatives of the signatory agencies, to both learn from its implementation and to take account of any changes in Legislation or policy that have occurred during the previous years.

APPENDIX 1

Summary of Transitional Planning Process Year by Year:

Year 9: (Academic year of 14th birthday)

- Prior to the start of term Achievement & Inclusion Support Services provides written details of the young people requiring annual review during that term. The schools then convene and co-ordinate the reviews for young people, notifying Achievement & Inclusion Support Services of the date on which the review is to be held.
- The young person's school writes to parents /carers invite them to attend the 14+ Transition review.
- The young person's school notifies Child Health and Disability Team, Careers Wales, Community Health Services and relevant educational professionals. Career Wales to advise School Action plus.
- Reports are requested from all the above contributors to the review, which should be sent to the school at least two weeks in advance of the review.
- The 14+ Transition Review meeting takes place.
- Schools then complete the Annual Review Documents and the attached Transition Plans issued by the Achievement & Inclusion Support Services 2 weeks prior to the meeting and circulate to all contributors and attendees at the review meeting.
- The Child Health and Disability Team will undertake an assessment with partner agencies to identify need.
- Joint funding arrangements should be explored. Where there is a possibility of a request for a specialist residential college in the future, it will be highlighted at this stage by Careers Wales.
- Consideration of the need for an assessment for Continuing NHS Care should be made at the end of each academic year.

Year 10: (Academic year of 15th birthday)

- The Annual Review process is repeated as above and the Year 9 Transition Plan is reviewed and any changes or additions incorporated on the forms provided for the review by Achievement & Inclusion Support Services.

- The Special Needs Careers Advisor will contribute where appropriate with guidance regarding future career options.
Young person should begin visiting colleges or other post-16 provision.
- Confirm that joint funding arrangements are being acted on with relevant agencies.
- Consideration of the need for an assessment for Continuing NHS Care should be made at the end of each academic year.

Year 11: (Academic year of 16th birthday)

- The Annual Review process is repeated as above and the Year 9/10 Transition Plan is reviewed to ensure it remains relevant and any changes or additions incorporated on the forms provided for the review by Achievement & Inclusion Support Services.
- The Special Needs Careers Advisor will provide guidance regarding future options for work training, education and community experience.
- The Annual Review should also make firm plans about what actual provision needs to be made.
- The Transition Plan will be reviewed and updated as appropriate, and will be shared with the young person and parent/carer and all relevant partner organisations.
- If the young person is leaving school and going on to Further Education College outside the area, joint funding arrangements should already be in process. The Special Needs Careers Advisor will take lead responsibility for preparing and submitting the applications to DCELLS.
- Cardiff Council's Departmental Transition Protocol will inform the process of appropriate co-working, transfer of case and planning meeting with the leaving care team, Child Health and Disability Team and Adult Team. Transfer summaries take place for young people aged 16 to adult services for allocation of a co-worker.
- Consideration of the need for an assessment for Continuing NHS Care should be made at the end of each academic year.

Year 12: (Academic year of 17th birthday)

- The Annual Review process is repeated as above and the Year 9, 10 and 11 Transition Plan is reviewed to ensure its ongoing relevance and any changes or additions incorporated on the forms provided for the review by the Achievement & Inclusion Support Services
- At 18, the transfer of case responsibility to Adult Services takes place.

- Where appropriate a Case Manager for Adult Services will attend the Annual Review, along with the Social Worker for the Child Health and Disability Team and follow the Cardiff Council Internal Transition Planning Guidance.
- Consideration of the need for an assessment for Continuing NHS Care should be made at the end of each academic year.

Year 13: (Academic year of 18th birthday)

- The Annual Review process is repeated as above and the Year 9, 10, 11 and 12 Transition Plan is reviewed to ensure it remains relevant and any changes or additions incorporated on the forms provided for the review by Achievement & Inclusion Support Services.
- At 18, the transfer of case responsibility to Adult Services takes place.
- Where appropriate a Case Manager for Adult Services will attend the Annual Review, along with the Social Worker for the Child Health and Disability Team and follow the Cardiff Council Internal Transition Planning Guidance.
- Consideration of the need for an assessment for Continuing NHS Care should be made at the end of each academic year.

Year 14: (Academic year of 19th birthday)

- The Annual Review Process is repeated as above and the Year 9, 10, 11,12 and 13 Transition Plan is reviewed to ensure it remains relevant and any changes or additions incorporated on the forms provided for the review by Achievement & Inclusion Support Services.
- Adult Services will coordinate the review of the Unified Assessment/ care plan in conjunction with other agencies, partners e.g. education provisions, commissioners, and health to ensure the young persons needs are being met.
- Consideration of the need for an assessment for Continuing NHS Care should be made at the end of each academic year.

APPENDIX 2

Contact details of Partners and useful contacts:

Name	Title	Organisation	Tel. No.	Email
Isabel Bull	Service Manager Assessment & Care Management	Cardiff Council	(029) 20873645	ibull@ cardiff.gov.uk
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