



Partnership with Parents
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INFORMATION SHEET: 17A

TRANSITION FROM SCHOOL TO ADULT LIFE

For more information about transition, see *Options for the Future* which is available on the websites of Partnership with Parents and Surrey County Council

Leaving school and moving on to adult life and services can be a worrying time for all young people and their families. For pupils who have statements of special educational needs, a planning system and a transition protocol is available to help to make that transition as smooth as possible.

This information sheet is for parents/carers of pupils who have statements of special educational needs. Some of these young people may be on Surrey's Children's Disability Register - but this does not affect the planning process.

What is the Children's Disability Register?

The Surrey Children's Disability Register is jointly owned by Surrey County Council County Council and Surrey Health. Its purpose is to enable Surrey Children's Services, health and the voluntary services to work more closely together to identify and plan for children and young people with a disability, and their parents/carers.

The register also forms the basis of a mailing list to inform and consult children/young people and parents/carers about new and existing services, benefits, playgroups, holiday schemes etc.

Any child aged up to 18 years, resident in Surrey and who meets the registration criteria and who can be registered under one of the primary categories, is eligible to be registered. Registration is voluntary and does not give any entitlement to services.

For more information telephone the Contact Centre on 03456 009009 and ask to speak to the Register Co-ordinator, or see the Surrey County Council website at www.surreycc.gov.uk

Planning Early

Parents and carers are likely to be familiar with Annual Reviews of Statements, but the Transition Review which takes place in Year 9 has particular significance as it begins to prepare for the time when the young person leaves school. Whatever the age of leaving (for some this will be at 16 while others may leave at 18 or 19), the planning process is very important. Transition planning should be seen as an evolving process, beginning in Year 9 and continuing until the young person leaves school.

The Transition Plan is the document resulting from the Transition Review, which sets out the appropriate plans for a young person during the period of transition to adult life and should include arrangements for any special educational provision and for any other necessary provision (health, employment, leisure etc.) which will lead to a smooth transition from childhood to adulthood.

The Education Act 1996 places certain duties on the Local Education Authority (LA) in relation to the assessment and provision for children with Special Educational Needs. The Annual Review in Year 9 is used to produce the Transition Plan. This requires the LA to work in partnership with the Connexions Service, Social Services and Health Services in order to plan for the young person's transition to adult life.

The Transition Review Meeting (Year 9)

Plenty of notice about the date of the meeting should be given, and any written reports should be circulated to all those invited to the review at least two weeks before the meeting. Responsibility for issuing invitations to the review lies with the school. The Headteacher (or teacher to whom this task has been delegated) must invite:

- the parent/s or person/s responsible for the young person
- a relevant member of staff
- any people specified by the head teacher
- Social Services
- Connexions Personal Adviser

Social Services will only attend if the child is an 'open case' ie an active case at that time. If they are an open case to the Children with Disabilities Team, a member of the Transition Team may attend the review meeting, and all subsequent reviews, to assist in the planning for the future.

If there are other people you would like to attend, you can ask the head teacher to invite them.

The Connexions Service must be invited to the Transition Review and all subsequent reviews, as they are an essential agency involved in the transition process. They will ensure that all future options are considered in view of the needs and wishes of the young person.

The **Special Educational Needs Code of Practice 2001** contains practical advice and guidance for schools in relation to special educational needs. Schools **must** have regard to it. It can be downloaded from www.dfe.gov.uk or a (free) copy can be obtained by ringing 0845 60 222 60. Section 9 covers all Annual Reviews, and Section 9:45 deals specifically with the Year 9 review meeting.

Good practice dictates that this review, and subsequent ones, should be conducted with a person-centred approach – in other words, centred around the young person. Ask your son's/daughter's school for more information about this. A separate leaflet is available if required.

Making your views heard

The views of the young person should be sought and recorded wherever possible. The young person may need support to contribute to the review and express his/her views. Ways in which this can happen should be fully explored.

Parents can bring an advocate with them, such as an Independent Parental Supporter. The young person may also wish to bring an advocate with him/her. It is advisable that parents think about some of the issues they will want to discuss prior to the Review and perhaps write them down. It can be a difficult time, so memory aides such as notes can be useful.

If the review is to be conducted in a person-centred way, you will have had information sent home beforehand, and you will be asked to think about certain specific questions in advance of the review, and bring your thoughts to the meeting.

What issues should be discussed?

As above, it is vital that the Transition Review considers all relevant information. The following are points that could be discussed as part of the review or beforehand in preparation for the meeting:

The Young Person:

- What are the young person's hopes and aspirations for the future? How can these be met?
- How can the young person be encouraged to contribute to the Plan? Alternative methods of communication should be considered, if necessary.
- What is working well and what is not working well for them at the moment?



The Parents:

- What are the parental expectations for their son's or daughter's adult life?
- How can they help to contribute to the development of their son's or daughter's skills?

The Professionals:

- How can information be made available at the right time (and in the appropriate format) to ensure that the young person and his/her parents can make as informed a choice as possible?
- Should other professionals be involved?

Following the review meeting, the **Transition Plan** should be drawn up. There may also be an Action Plan, detailing who is going to do what and by what date - this needs to be overseen by a named person to ensure that all actions are completed in time.

A report from the review should be prepared by the Headteacher and submitted to the LA no later than ten school days after the review has taken place (or the end of the school term, whichever is the earlier). Any recommendations made in the report should be clear and any relevant professional reports should be appended to the review report. The Headteacher must ensure that the Transition Plan is drawn up; its delivery is then overseen by Connexions (Code of Practice 9:53).

What should happen at each subsequent Annual Review?

The school will convene all subsequent Annual Reviews which will be similar to previous reviews. The Transition Plan will also need to be reviewed each time.

Year 10 (15+)

At this, and at all subsequent Annual Reviews, parents/carers and the young person will be notified of the review and asked if they want to make any changes to the Transition Plan. The Connexions Personal Adviser may attend.

The Connexions Service may visit the school and should interview the young person concerning their hopes for the future if they are leaving school at 16.

The young person and their parents/carers should visit local college/s to find out if these are suitable for their needs and also think about work experience.

For young people with greater needs it will be essential to find out about what choices there are as these are more limited.

For all parents and young people it will be helpful to talk to others who have been through the process.

Contact the Benefits Enquiry Line in order to find out about the benefits the young person will be entitled to at 16. Claims for some benefits can be started before the young person's 16th birthday.

Tel (freephone): 0800 882200

Mon-Fri 08:30-18:30

Textphone : 0800 243355

Sat 09:00-13:00

Email: BEL-Customer-Services@dwp.gsi.gov.uk

Year 11 (16+)

Are there any changes to the Plan?

Is the young person's name on the Housing Register?

Contact the District Council about this.

If leaving school and transferring to a local college or a specialist college outside the county, either at 16 or 19, Connexions will need to be involved (in relation to arranging funding if needed). The involvement of the Connexions Service is essential at this stage - see page 6 for more information about Connexions

Some young people may not feel that college is appropriate for them. It will be important to involve the relevant people where other choices need to be made, i.e. social services, health professionals, supported employment via Employability etc.

Year 12 (17+)

Is the Plan still relevant and do any changes need to be made?

16+ AND 17+

If the young person has a Social Worker from the Children with Disabilities Team, contact the worker to confirm the name of the Care Manager in the Transition Team, if they do not already know this. If they do not have a Social Worker at the time of this review, contact the local Social Services Team or the County Transition Team for guidance (via the Surrey County Council Contact Centre on 0300 200 1005).

Year 13 (18+)

On the young person's 18th birthday, responsibility transfers from a Social Worker from the Children's Social Services Team to an Adult Care Manager, if Adult Social Care are involved. This may be someone from the Transition Team.

Try to involve those agencies and individuals who are likely to support the young person when they leave school. This may include someone from a local supported employment scheme.

Employability provide a supported employment service which enables and supports people with learning disabilities to enter into meaningful part time or full time, paid employment.

Tel: 010483 519690

Once the young person is 18 they are covered by various pieces of legislation in relation to the services and information they should receive.

If the young person has continuing health needs, paediatric consultants may remain involved until the young person's 19th birthday, but the transfer to adult health services must be planned. A Health Action Plan is a good tool to aid this transfer.

Year 14 (19+)

The Connexions Service should attend this Annual Review meeting, together with any other relevant parties.

The Connexions Service

Connexions provide a single point of access for all young people with a Statement of special educational needs aged 13-19 (or 13-25 where they have a learning difficulty and/or disability and have had a Statement) to help them prepare for the transition to adult life.

Connexions should ensure that they are aware of all young people with a Statement of special educational needs in Year 8 and a representative of Connexions must be invited to the Year 9 review and, as a condition of their grant, **must** attend.

Connexions should assist the young person and their parents to identify the most appropriate post-16 provision and provide support. The service has responsibility for overseeing the delivery of the Transition Plan once it has been drawn up at the Year 9 review and the Connexions Personal Adviser should co-ordinate its delivery.

Connexions also has a responsibility for ensuring that an assessment of needs is undertaken in the young person's final years of school - this is the **s139a assessment** or Moving On plan. It will be started in Year 9. They will also arrange for this information to be transferred from school to the continuing education provision (FE college). They should seek permission for this from parents and the student.

If Social Care are involved, a copy of the Transition Plan, the most recent annual review report and a copy of the statement should be passed to them on leaving school.

USEFUL CONTACT DETAILS

Surrey County Council Contact Centre: 03456 009 009

Website: www.surreycc.gov.uk

Connexions: 2 administrative offices in Surrey:

Epsom - 01372 722291

Godalming - 01483 413207

Website: www.connexionssurrey.co.uk