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Our SEN strategy

2016/2019



achieving
for children



Content

Introduction	1
Vision	1
Strategic aims	2
Definition of SEN	3
Scope of SEN strategy	4
Inclusion and equality	6
Key principles and strategic programmes	7
Context National	8
Context Local	10
Involving parents and carers	16
Voice of the child or young person	18
Workforce development and training	22
Strategy contributors	23
Action plan	24
Appendix A: Multi-agency Transition Protocol	

Introduction

Achieving for Children's (AfC's) Special Educational Needs (SEN) Strategy outlines the values, principles and key priorities that will guide AfC's decision-making process over the next three years in supporting children and young people (and their families or carers) with special educational needs in the Royal Borough of Kingston upon Thames and the London Borough of Richmond upon Thames.

This is a partnership strategy that will be delivered across schools in Kingston and Richmond. AfC partnerships for SEN also include our colleagues across the health economy, voluntary sector, social care and adult services. We are committed to continue to work closely to secure high quality outcomes for children and young people with SEN.

This strategy sets out:

- Achieving for Children's strategic direction for meeting the needs of pupils with SEN;
- Achieving for Children's specialist provision in mainstream schools and specialist schools;
- the resources available to schools to enable them to meet their responsibilities for SEN through direct funding and centrally provided services; and
- the responsibilities of school governing bodies in relation to SEN.

This document is intended for everyone involved with special educational needs including headteachers, special educational needs coordinators (SENCoS), governors - particularly chairs and governors with responsibility for SEN, and partner agencies in health and the voluntary sectors. It should also be helpful for parents and carers.

Vision

It is the vision of AfC that all children and young people with special educational needs reach their potential. We are committed to ensuring that clear and realistic outcomes are achieved and that young people have the best possible opportunity to become as healthy and independent as possible.

Within this ambition is a clear commitment that all children and young people have the opportunity to access inclusive education in their local mainstream school and this strategy outlines how we will continue to increase local provision and ensure that the quality of experience is outstanding for the most vulnerable children in our community.

Strategic aims

- Children with special educational needs will be educated in the Kingston and Richmond boroughs wherever possible.
- We will develop strong partnerships with health and social care resulting in a more integrated offer.
- All children will have the opportunity to be educated in their local community.
- There will be equity and parity across all schools in relation to school placement.
- We will further develop provision in mainstream and special schools, as well as specialist resourced provisions within mainstream schools.
- We will maintain an approach based on early intervention, identification and intervention.
- Parents, carers and young people will be involved in all that we do.
- Decision making and responsibility will be delegated as far as possible and supported by the voluntary and community sectors.
- Parental and young person preference will be the starting point.
- To ensure as seamless a transition from primary to secondary school and transition to post-16 and adult services as possible.
- We will monitor and evaluate data detailing outcomes for children and young people with SEN to shape the development of linked policies, provision and procedures, and intelligence-led commissioning.
- To continue to develop and support in-borough provision to meet the needs of children and young people with SEN in Kingston and Richmond, including AfC's comprehensive training offer for the schools' workforce.
- To have comprehensive in-depth assessments leading to early identification and intervention.
- To increase places for specialist Autistic Spectrum Disorder (ASD) provision.
- Work with clinical commissioning groups (CCGs) to ensure health and therapy needs are funded and met.

Definition of SEN

Under Section 20 of the Children and Families Act 2014 and Section 312 of the 1996 Education Act, a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age;
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions; or
- are under compulsory school age and fall within one of the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- for children of 2 years or over, educational provision additional to, or different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area; or
- for children under 2, educational provision of any kind.

In addition, the SEND Code of Practice sets out four broad areas of need and support which may be helpful when reviewing and managing special educational provision. These are:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties; and
- sensory and/or physical needs.

Further information can be found within Section 6.28 - 6.35 of the 2015 SEND Code of Practice.

Scope of the SEN strategy

This strategy is for children and young people (and their families or carers) aged 0 to 25 years with SEN. Through this strategy, AfC is working to demonstrate it is effectively meeting the needs of children and young people with SEN to improve their outcomes in terms of:

- progress made towards high expectation targets;
- access to a full educational curriculum and experience;
- progress to higher education or employment;
- independent living;
- participating in society, and;
- being as healthy as possible in adult life.

AfC's Special Education Needs Team is responsible for producing the strategy in partnership with the following stakeholders who will assist in guiding areas of its development.

- Parents, carers, and young people, including Kingston and Richmond parent and carer groups
- Education providers, including mainstream and special schools
- Early education settings
- Post-16 education settings
- Special educational needs coordinators (SENCOs)
- Governors
- Specialist provision in mainstream schools
- Health service and third sector partners working to support education settings.

This strategy does not exist in isolation as it contributes towards AfC's wider business plan objective to 'implement the national special educational needs and disabilities (SEND) reforms, including streamlining our assessment and care planning, so that education, health and care needs of children with disabilities are responded to in an integrated and holistic way'.

Over the course of the three years, the strategy will be reviewed and updated to ensure that it remains relevant to the current local and national context, and operates in line with the wider national SEND reforms.

As part of the SEND reforms, September 2014 saw the introduction of the Children and Families Act. The reforms in the act are an integral element of this strategy and as such it is vital that they are monitored by the appropriate bodies. The Children and Families Act introduced:

- a new SEN Code of Practice;
- a requirement for local authorities and schools to publish a Local Offer;
- introduction of education health and care plans (EHCPs) in place of statements of special educational needs;
- enabling children, young people, parents and carers to be involved in influencing decisions made about their education;
- the ability for local authorities and health services to offer services through a personal budget to children and young people with an EHCP;
- involving children, young people, parents and carers in planning, commissioning and reviewing services; and
- a 0 to 25 service which prepares young people for adulthood, including independent living and employment.

Inclusion and equality

Achieving for Children's commitment to equality and diversity is enshrined in our values framework which states that 'Achieving for Children will champion inclusion and value diversity'.

We are committed to ensuring inclusive education of children and young people and the removal of barriers to learning. In producing this strategy, we have considered the impact its implementation may have on the equalities and needs of all those who might be affected. In addition, there is an expectation that educational settings will work to enable all children and young people to develop, learn, participate and achieve their best possible educational and other outcomes.

The SEN Code of Practice sets out that when early years settings, schools, colleges, local authorities and others, plan and review special educational provision and make decisions about children and young people with SEN, they should consider the reasonable adjustments and access arrangements required for the same child or young person under the Equality Act. They have a duty under the act to prepare an accessibility plan to:

- increase the extent to which disabled pupils can participate in the school's curriculum;
- improve the physical environment of the school, increasing the extent to which disabled pupils can take advantage of educational benefits, facilities and services; and
- improve the delivery of information to disabled pupils, their parents and carers which is readily accessible to pupils, their parents and carers who are not disabled.

In addition, schools should regularly review and evaluate the breadth and impact of the support they offer or can access to children and young people with special educational needs. They should collaborate with local education providers to explore how different needs can be met most effectively, and be must aware of general responsibilities to promote disability equality. AfC is able to offer support to schools and early years settings wishing to review their provision for pupils with SEND.

Key principles and strategic programmes

Achieving for Children's key principles are as follows.

- Encourage young people to be as independent as possible and to contribute to their local community
- Include children and young people with SEN within in-borough mainstream schools
- Maintain and develop the range of available local in-borough provision, including specialist resourced provisions within mainstream schools and special schools
- Ensure children and young people with SEN always achieve their full potential
- Children and young people with SEN have their needs promptly identified
- Involve children and young people with SEN and their parents or carers in discussions and decisions about individual support and local provision
- Ensure equality of access to services for children and young people with SEN

These principles will be furthered through the following key strategic programmes.

- Development of further in-borough respite provision
- Development of further in-borough special school provision
- Development of further unit-based provision in mainstream schools
- Deliver further jointly commissioned services for children with SEND and their families
- Further integrate services for children with disabilities

Context

National

The Children and Families Act 2014 represents the biggest reform to the special educational needs system for 30 years. The key changes to the SEN system cover the following areas.

- The introduction of a single assessment process that is coordinated across education, health and care that involves children, young people, carers and their families throughout the whole assessment process.
- The statutory assessment system that resulted in statements and learning difficulty assessments is now replaced by a 0 to 25 education, health and care plan.
- A responsibility on the local authority to publish and keep under review a local offer of services that has been developed with parents, carers and young people so that they can understand what services and support are available locally.
- The option of a personal budget for families and young people with an EHCP, with the aim of extending choice and control over their support.
- A stronger process for preparing for adulthood with a focus on achieving desired outcomes.
- Families (parents, young people, children and carers) are not only involved in the process but are, and must be, fundamentally central and the focus of it.

The national context

Nationally, there are 1.3 million school-aged children with identified SEN (236,165 with a statement or EHCP and 1,065,280 with SEN support). Since 2010, the number of children with SEN has been decreasing, from 18.3% to 12.6% (2015), and from 21.1% to 15.4% (2015) for SEN support. Although the proportion of school-aged children with a statement or EHCP has remained at 2.8% since 2007, the number of children has continued to increase. In 2015, 3,975 more children had a statement or EHCP than in 2014. SEN remains more prevalent in boys: 16% of boys, compared to 9.2% of girls have SEN support nationally, and 4.1% of boys and 1.6% of girls have statements or EHCPs.

The most common main presenting need for SEN children is moderate learning difficulty (MLD) (23.8%). Social, emotional and mental health accounts for 16.7% and ASD just 9%. However, for children with a statement or EHCP, ASD is the highest main presenting need at 24.5%.

Figures are taken from National Government statistics 2015.



Local

The local context

Kingston and Richmond have overall school populations of 28,451 and 34,857 respectively. Of this, 2.6% of children in Kingston have a recorded statement or EHCP and 11.5% have SEN (8.9% SEN support). In contrast in Richmond, 2.4% of children have a statement or EHCP and 12.1% have SEN (9.4% have SEN support). Within the borough's maintained schools, there is a greater proportion of primary school-aged children with SEN in Kingston than secondary. This differs to the national cohort, where the proportions remain relatively consistent across the phases. Conversely, Richmond has a far higher proportion of secondary school-aged SEN children, double Kingston's representation.

At a secondary level in 2015, 8% of pupils have SEN in Kingston. Richmond has a far higher proportion at 16.5%. Of these pupils with SEN, statements or EHCPs account for 1.7% of children in Kingston and 3.6% in Richmond. Although the proportion of children with a statement or EHCP has remained relatively consistent compared to last year, the actual number of children has increased in both boroughs.

There are two special schools in Richmond and three special schools in Kingston. All of these schools have undergone and continue to undergo expansion programmes in order to increase the number of special school places across both boroughs. Added to this, there are over 30 provisions attached to primary and mainstream schools.

SEN profile

Over the last year, the number of children with statements or EHCPs in Kingston schools has increased by 6.4%, and 4.6% in Richmond. The growth in both boroughs exceeds the national average of 1.7%. The number of children with statements or EHCPs maintained by each authority has also continued to increase over the last five years. Richmond has seen a striking growth over the last year, rising from 940 in 2014 to 1,040 in 2015, and Kingston seeing an increase from 770 in 2014 to 805. Whilst the national increase was only 1.3% (London 1.9%), Richmond saw a jump of 10.6% and Kingston 4.6% compared with last year.

Amongst pupils with statements or EHCPs, the top three areas of SEN across Kingston and Richmond are ASD, MLD and speech, language and communication needs (SLCN). This remains the same as 2014. Communication and interaction difficulties are the most common type of primary need in Kingston; 26% of pupils with SEN have speech and language and communication difficulties, compared with 13% in Richmond. Cognition and learning needs are more prevalent in Richmond, with the highest need being specific learning difficulty at 20%, compared with 11% in Kingston.

ASD is the most common need, with over 200 pupils in Kingston (32%) and 190 pupils in Richmond (24%). This is in line with national data where ASD is the largest identified need recorded with over 54,000 pupils (24.5%). This large cohort relates predominantly to much early identification and a greater awareness in the parent community of ASD. It should also be noted that 14.7% of Kingston's SEN children live outside the borough and 24.4% of Richmond's.

In both boroughs, SEN is far more prevalent in boys. Of the SEN children attending maintained schools, 70% are male in Kingston and 64% in Richmond. The gender differences remain similar when looking at children with statements or EHCPs. This corresponds with national trends, showing boys are around twice as likely to have SEN than girls, although this varies by type of need.

Figures are taken from National Government statistics for SEN and EHCPs 2015.

In line with national observations, both boroughs have seen the distribution of EHCPs weighted towards the younger age groups. Between September 2014 and June 2015, Richmond has finalised 90 EHCPs, 53% related to early years. Kingston has finalised 54, 28% related to early years.

The continued increase in the number of children with SEN relates to more children being born with difficulties that are identified and diagnosed more quickly. The impact of this is that more children meet the criteria for an EHCP.

The service has seen an increase in requests for additional support from schools and parents. These requests are not just for a statutory assessment to be undertaken, but also requests for additional support for those pupils with an existing statement.

Independent and non-maintained special schools

Although the number of children and young people with statements or EHCPs continues to rise each year, the proportion of pupils placed within the independent and non-maintained special school sector has remained fairly constant since 2012, at around 16 to 18% in Kingston and 24% in Richmond. Nearly a third of all these places are for ASD, in line with the continual increase in numbers of pupils with an ASD diagnosis, and relates to a greater awareness in the parent community of ASD.

Children and young people placed out of borough

Two hundred and thirty seven of Kingston's and 415 of Richmond's children and young people with a statement or EHCP are placed out of borough; 65% in Kingston and 78% are at secondary level in Richmond. The largest number of pupils have ASD (30% in Kingston and 24% in Richmond). Whilst we are expanding our provision in Richmond, including ASD, many of our provisions have been full and therefore we have not been able to place people locally.

Tribunal data

There were 14 appeals against Richmond registered in 2012/2013. This represents an increase of 27% on the previous year (11). Kingston saw a significant drop in the number of appeals to six in 2012/2013, compared with 13 in 2011/2012.

To October 2015, there have been 29 appeals against Kingston and Richmond registered in 2015/2016. This represents a marked increase over the previous year (seven) and can be linked to the escalation in requests for assessments of children and young people since the Children and Families Act came into force. However, 20 of these were withdrawn, 10 after successful mediation which jointly gave families and the SEN service the opportunity to further discuss decisions about individual support and local provision. Therefore, the number of hearings to date has increased by 50% (from six to nine). The appeals have also highlighted the need to better communicate locally available services and support, related to health as well as education.

Pupil progress and attainment

(Information from Annual Report, Standards of Attainment and Pupil Progress 2014 Part 2)

The attainment of pupils with SEN compared to those without SEN shows wide gaps at each of the key stages in 2014. The SEN gap continues to be significant at the Early Years Foundation Stage. The Kingston gap for those with a good level of development has widened by 8 percentage points to -56 points and in Richmond by 24 percentage points to -58 points. Both of these are wider than the national gap (-47 percentage points).

At Year 1 phonics, both boroughs had seen some improvement in 2013. Kingston has narrowed the gap from -42 percentage points to -40 points, and Richmond has also narrowed by two percentage points to -43 points, in line with the national gap at -43 points.

The Key Stage 1 gap stands at -54 percentage points in Kingston. This has not changed since last year and is slightly narrower than the equivalent national gap which has also remained static at -56 points. Although there has been a one point reduction in Richmond in 2014, a significant gap remains (-62 points).

At Key Stage 2, the SEN gap for reaching Level 4 continues to be significant across both boroughs. Although there was some improvement in Kingston, as the narrowing gap from -58 percentage points in 2013 to -53 points shows, this is still slightly wider than the national gap (-52 points). The 2014 gap reduction is due to an improvement in the performance of SEN pupils and a decline in the performance of their peers. The Richmond gap has widened by three points to -59 percentage points. This is due to a decline in the performance of SEN pupils and an improvement in the performance of their peers.

Pupils without SEN continue to significantly outperform those at Key Stage 4 achieving 5+ A*-C grades (including English and mathematics), causing a widening of the gap by 13 percentage points in Kingston to -57 points. This is wider than the national progress gap at -45 points. In Richmond, the gap has narrowed by eight points to -46 points.

SEN funding arrangements

Local authorities must make sure that the budget shares of schools and academies have an appropriate amount to contribute to the costs of the whole school's additional SEN support arrangements, up to the mandatory cost threshold of £6,000 per pupil with SEN. This is a notional amount of funding, and should not be regarded by schools and academies as a substitute for their own budget planning and decisions about how much they need to spend on SEN support, or as a fixed budget sum for spending by schools.

Schools should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEN. Not all pupils with SEN require special educational provision up to the amount of £6,000. If a pupil has needs that require support in excess of this delegated budget, then schools and parents can apply for a statutory assessment of the pupil's needs. After assessing the needs of the pupil concerned, demonstrating what is already in place, its impact and how the additional funding will be used to enable progress, the local authority will provide top-up funding if it is required.

There is also a range of financial funding available in post-16 education to support individual students, subject to criteria. Examples of these are bursaries, vulnerable students and hardship funds. Each provider will have details of what is available and which students can access the funding.

In relation to pre-school setting, early years financing options are in place, however these differ across Kingston and Richmond.

The Inclusion Grant in Kingston exists to enable early years settings to meet the needs of pre-school children with SEN. Effective early identification, support and intervention will enable the Early Years Service to achieve its Children and Young People's Plan 2013/2017 target. The purpose of the grant is to ensure inclusion for children aged 0 to 5 years for disabled children or children with SEN in childcare and early education places within the private and voluntary sector. The grant can be used for specialist equipment, resources or staffing to support inclusive practice.



In Richmond, the SEND Grant is available to the private, voluntary, independent and maintained nursery sectors, including childminders caring for children under 5, to support staff working with children with additional needs. This grant is designed to support staff working with children known to us through the Children's Disability Team (CDT) who require support. To be eligible, organisations must be registered with Ofsted, including those on the voluntary register. All childcare providers in the borough are required by the Equality Act 2010 to include children with additional needs, ensuring that children are not treated less favourably and that reasonable adjustments are made. It is designed to support staff working with children for up to three terms only. It can provide funding to train staff, tailored support from a member of the Early Years Team and in exceptional cases, funding up of to nine hours a week to enhance staff ratios. For children likely to have on-going complex needs, a multi-agency meeting will be held each term to discuss next steps.

Personal budgets

For those with an EHCP, there is now the option to obtain a personal budget following a statutory assessment. The funding for the education component of this comes from the AfC high needs budget. The other funding sources for personal budgets, dependent on eligibility, are for short breaks, which are funded by Social Care, and Continuing Care, which is funded by Health. [Click here for more information on Personal Budgets.](#)

Key strategic priorities

- Early years
- Children aged 5 to 16
- Young people aged 16 to 19
- Young people aged 19 to 25
- Special school provision and specialist resourced provisions
- Mainstream schools
- Primary school to secondary school transition
- Capacity building with schools

Involving parents and carers

SEND Family Voices

By ensuring families voices are heard and listened to, AfC works to empower parents and carers of children and young people with SEND to obtain the best possible care, services and support. We work with the Kingston and Richmond community group 'SEND Family Voices' to create opportunities for families to develop new examples of working with us and other statutory partners in developing and commissioning services in an arena of mutual respect and trust.

Communications

SEND Family Voices brings a proactive, solution-focused, and collaborative approach to discussing, amongst other things:

- partnership working
- issues raised by families
- partnership projects between the two groups, AfC, Healthwatch, Health, Social Care, commissioners and others
- implementation and development of the SEND reforms
- developing and professionalising parent participation
- SEND Ofsted implementation

We work with SEND Family Voices to actively engage with families in two-way discussions characterised by honesty and openness. This group uses the strength and resources of their steering group and partners (schools and service providers) to achieve good outcomes for parents and children. This combined with a collation of evidence and a partnership approach consistently feeds into the reviewing and subsequent improvement of services. SEND Family Voices actively engages with the local community with particular emphasis on hard-to-reach families. It is currently working to extend its partnership working with school nurses, health visitors to ensure inclusion of as many families as possible.

The voice of the family has been facilitated further by independent supporters, who have worked with individual families during the EHCP process and fed back to AfC, both for individual EHCPs and in the SEND Implementation strategy forum.

Examples of co-creation

Working collaboratively, all of the following have been co-created by AfC, community groups and family representatives of children with SEND.

Documentation

- Production of EHCP templates through hosting workshops
- A guide to SEND reforms: parents' guide (currently on fourth edition)
- Quick start guides to getting or transferring to EHCPs
- Advising AfC on accessible, non-local authority language in letters to parents

Processes

- Ongoing EHCP development, currently integrating health
- The Local Offer website, development and content
- Involvement in strategic decision-making meetings
- Development of governance and training for parent participation on the SEN Panel

Events

- Local Offer launch
- Open meetings with AfC's SEN Team
- Workshops to inform commissioning (for example, SENDIASS and transport)
- AfC SEND reforms launch event

Other

- Commissioning: advisors on new services such as SENDIASS, Advocacy and post-16 provision
- Recruitment: selection of parent representatives for recruitment panels
- CAMHS survey into services to inform new CAMHS strategy (with Tier 3 CAMHS, Healthwatch and schools)
- Training for professionals, for example, ASD and adolescence and challenging behaviour

For further information visit SEND Family Voices www.sendfamilyvoices.org

Voice of the child or young person

Methods of engagement

Achieving for Children works to ensure that young people with SEN have the platform to be heard and the opportunity to make a significant impact throughout AfC and beyond. Our five main methods of engagement are:

- working with organisations and services within AfC to improve their participatory practices;
- going into schools and meeting with young peoples' councils and other students within the schools;
- communication through email, the Local Offer website and social media;
- regular face-to-face focus groups and project groups with young people; and
- our virtual council of young people. This is a group of 30 or so young people who have expressed an interest in participation or who are engaged in our regular groups

This spread of methods means that AfC has a great mix of engaging with small groups of young people who are interested in having their say and who are well practised at giving feedback, as well as ensuring we reach as many young people as we can through schools, other organisations and virtual means.

Co-creation

Currently the main examples of co-creation in AfC are the SEND Champions. The SEND Champions have been working on the SEND reforms alongside partners in and outside AfC. They have co-created the Local Offer website, worked on EHCPs, attended sub-group meetings and implementation meetings, and been consulted with throughout.

There is another group of people, called the participation leads, that meet once a month. This involves a staff representative from each service meeting with young people's representatives to work together on that service's participation targets. So far this has included an inclusion team's Facebook page, rules around including young people at social work meetings, co-created resources for the Family Support Team and more.

How all children and young people are given a voice

Young people are given a voice in five main ways that we support.

- Through projects that we run and through our groups. These are projects such as our focus groups, SEND Champions and participation leads. These groups are targeted and focused platforms for small groups of young people to have a voice.
- Through designing feedback forms and working on building on the culture of consultation in activity groups. This gives young people the chance to feed back after activities they attend, including our own, and ensures they have a voice in the direction of those groups.
- Through running wider consultations including for the young people's forum, the SEND reforms, regarding Croft Cottage and more.
- Supporting other professionals to engage and listen to young people so that they can have a direct voice within the services they receive.
- Through the use of innovative practices and technology, AfC actively works with children to enable them to get across their preferences and viewpoints through initiatives such as the Wiki project. Wikis give children a voice and enable them to take control of their lives by empowering them to take a full and active role in their own education, health and care planning.

The voices of children and young people have also been facilitated by independent supporters, who have worked directly with children and young people on their individual EHCPs to ensure their voices are heard directly, verbatim, and are kept central to the process.

Communications across different needs and ages

By working in the way outlined, we try and meet as wide a population as possible. Through working with schools and services across AfC, as well as running more focused groups ourselves, we can support young people of a variety of ages and a spectrum of needs to have a voice, not just in the services they receive, but for AfC as a whole and at a national level.

Thoughts from children and young people involved with AfC

Joe: *'I've been involved in Champions for two years which has been very beneficial learning about SEND reforms and a good opportunity for young people with disabilities to have a voice on the reforms and they need to have a central role. I have also spoken at World Autism Day which was very beneficial to help the audience understand what young people have been through and an opportunity to help increase my confidence.'*

Michael: *'I first started with the Champions when the transition manager in Richmond invited me to the first meeting which became the Champions and thus my journey began! I had more opportunities when I was asked to join the Youth Council. Thanks to being involved in participation, I have got more confidence and had lots of opportunities. Launching the website was great, as well as meeting Ed Timpson!'*

Justin: *'The most important thing is being able to ask other young people what they want and what their worries are. And I get the chance to do this through AfC. We also got to change the website on the NHS, which was great and young people were really listened to. Overall, I think that young people have a massive say in Achieving for Children, which is great. There is still room to do more, but for now we are on the ladder and we will climb up.'*

Kirsty: *'I have enjoyed working with other young people and communicating with people and AfC and I think it has improved my independence and my communication.'*

Achieving for Children also engages in work around the social, emotional and mental health of children and young people. One young person who has received support in this area stated: 'What I found most useful about the service I received was that I got to know my counsellor quite well, who was friendly and understanding of my problems and issues that I had. It was a relaxed and comfortable environment and it helped to relieve my mind of stress, depression, and the anxiety that I felt at the time'.



Workforce development and training

Achieving for Children is committed to ensuring that training and development is available for all staff in the identification, assessment and support of SEN.

AfC currently offers a range of courses, examples of which follow.

- SEND, inclusion and behaviour (multi-agency courses)
- Excellence development projects with schools
- Emotional wellbeing and mental health (multi-agency courses)
- Autism and ADHD specialist programme (multi-agency training)
- Four day advanced dyslexia course (school-based practitioners)
- Early years SENCo training and network meetings

Training and development programmes are delivered by professionals and practitioners to equip staff with the knowledge, skills and techniques that can be applied in a variety of settings and which are relevant to children, young people and their families with a range of needs.

In addition to the above, AfC also hosts considerable training in the form of programmes addressing curriculum support, child development, attachment and transition, communication skills, and practitioner processes. These programmes are not specifically aimed at those who work with children and young people with SEN, but take into account SEN requirements when training practitioners in delivering care, learning and developmental support. This training is delivered by a range of education and health professionals, such as speech and language therapists, occupational therapists and other health staff.

[Click here for more information on Training Programmes.](#)

Monitoring, review and evaluation

This SEN strategy is owned by Achieving for Children. An SEN action plan has been developed that identifies priority areas, key actions, milestones, key performance indicators and targets, including responsible services and officers. The strategy will be regularly monitored by the SEND implementation group, comprised of statutory agencies, community providers, parents, carers, voluntary and community sector groups.

The strategy will be reviewed on an annual basis with a yearly report produced detailing progress made towards the key activities. The evaluation of the strategy will also be informed by regular consultation and engagement with children, young people carers and families, inspection feedback, feedback from key processes such as annual reviews and annual SEN data collection.

Strategy contributors

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Consultant Headteachers

John Kipps	Clarendon School
Ivan Pryce	Strathmore School
Ian Dickenson	Stanley Primary School
Elaine Ball	Orleans Park School
Julia James	Bedlesford School
Sean Maher	Richard Challoner School
Rachel Nye	The Federation of Tolworth Infant and Nursery School and Tolworth Junior School

Action plan

Key activity	Milestones	Who	By when
1. Develop the Local Offer	Refocus specialist provision in mainstream and special schools to meet the changing needs of children and young people	Sarah Herbert	April 2016
	Work with local early years providers, schools and colleges to develop and improve the quality and capacity of local provision for SEN and disabilities	Simon James Anna Chiva Eamonn Gilbert (Post-16)	Ongoing
	Ensure that specialist resourced provisions judged at risk (red or amber) move to green (providing at least good education in an inclusive school)	Charis Penfold Sarah Herbert	September 2016
	Develop more effective joint commissioning arrangements to ensure we can take timely and cost effective decisions when we procure placements from external providers and deliver good outcomes	Anna Chiva Eamonn Gilbert	Ongoing
	Improve information management systems for SEN provision with agreed common data sets that track learner outcomes, achievement and destinations, and enable the quality of provision to be evaluated	Anna Chiva Helen Underwood	September 2016
	Ensure the Local Offer website is informative, comprehensive, helpful and easily accessible for parents	Karen Lowry Eamonn Gilbert	Ongoing
	Continue to improve the progress rates and outcomes year-on-year for all children and young people with SEN and those who are disabled, narrowing the gap between those with SEND and other children and young people to better than the national average	Charis Penfold Sarah Herbert	Ongoing
	Ensure there is better supported and more effective transition from one educational provision to another, from early years through to post-16 and beyond, for example, by introducing a range of accessible documentation and specialist communication tools for young people to use to express their views	Anna Chiva Caroline Baxter	April 2016
	Collaboratively develop pooled budget arrangements between AfC and Clinical Commissioning Groups, to improve services and outcomes for children and young people, including speech and language therapy, occupational therapy and services for children with disabilities	Elizabeth Brandill Doreen Redwood	September 2017
Key performance indicators	Reduction in number of pupils whose educational placements are out of borough	Anna Chiva Eamonn Gilbert	5% year on year

Key activity	Milestones	Who	By when
2. Ensure young people aged 16 to 24 access an appropriate education, employment or training route	Develop and deliver high quality vocational programmes in the post-16 offer that lead to employment and support independent living for more young people, particularly for ASD and BESD learners, through vocational skills centres, FE colleges and special schools	Eamonn Gilbert	September 2016
	Develop high quality and appropriate post-16 provision, ensuring pathways for SEND learners aged 16 to 24 are coherent, offer appropriate choices and are clear about intended outcomes at ages 16, 19 and 24	Eamonn Gilbert Anna Chiva	April 2016
	Ensure learners with learning difficulties or disabilities (LDD) are offered support to take up apprenticeships, and increase their numbers in line with targets in the 14 to 24 learning, skills and employment strategy	Eamonn Gilbert	April 2016
	Develop progression agreements with FE colleges and work-based learning providers so that all young people aged 16 to 25 with a learning difficulty or disability can participate in learning, training and supported employment	Eamonn Gilbert	September 2016
	Survey young people transitioning to adult services to ensure we provide a consistent, coherent transition to adult services	Eamonn Gilbert Becky Powell	April 2016
	5% increase in independent travel of young people currently accessing SEN transport, through offers of fully funded one-to-one independent travel training	Eamonn Gilbert	September 2016
Key performance indicators	95% of young people with SEN and disabilities aged 16 to 19 will be engaged in learning or training	Eamonn Gilbert	September 2016
	100% of learners with LLD will be able to participate		September 2016
	Increase in the number of assisted employment opportunities for learners with SEND		September 2016
	More vulnerable learners with learning difficulties or disabilities, including those at Level 1, will be following and completing an apprenticeship		September 2016
	100% of young people who meet the eligibility criteria for adult social care have a seamless transition to adult services		September 2016

Action plan

Key activity	Milestones	Who	By When
3. Further developing and reviewing the effectiveness of the education, health and care needs assessment and planning pathway	Ensure all health professionals complete their advice for assessments within timescales and delays in placement decisions can be avoided	Anna Chiva	January 2016
	Ensure children, families and young people are at the centre of the assessment and planning process and are involved in making decisions throughout		January 2016
	Ensure that clear protocols and processes are in place for health, education and social care working together to provide integrated services and deliver the strategy		April 2016
	Further develop the multi-agency governance system for assessment and planning to ensure Clinical Commissioning Groups are able to meet their new statutory obligations to deliver integrated education, health and care plans		April 2016
	Provide a lead professional for all families with key working approaches to support complex cases and difficult transitional periods		September 2016
	Deliver more integrated services for disabled children and young people, and those with more complex special educational needs and their families in Kingston and Richmond, to successfully deliver the AfC approach to integrated education, health and care planning		September 2016
	Continue to develop the AfC personal budgets offer by considering potential extensions to the scope, which could include equipment, transport and widening the scope of the current short breaks personal budget offer		Ongoing
Key performance indicators	100% of professional advice provided within timescales and 95% of education, health and care needs assessments completed within the 20 week timescale	Anna Chiva	September 2016
	70% of transfers from statements to EHCPs completed by September 2017		September 2017
	100% of education, health and care needs assessments will follow a coordinated, multi-agency approach with protocols in place for information sharing, data protection and governance		September 2016
	Key working approaches will be embedded across all services working with families, with the local Health and Wellbeing Board having clear oversight of improvements and joint commissioning arrangements		April 2016
	Tribunal appeals to reduce year-on-year		Ongoing

Key activity	Milestones	Who	By when
4. Develop the wider workforce	Develop a professional development framework to influence, at a strategic level, the culture and practice across the whole workforce, including community providers, training and supporting staff to have the right skills to meet children's needs	Simon James	September 2016
	Ensure outreach work from special schools and specialist resourced provisions has a direct and positive impact on the support for pupils with SEN and disabilities and their progress in mainstream schools, evaluations of outreach indicate support is effective in improving outcomes for pupils	Charis Penfold Sarah Herbert	September 2016
	Provide training to ensure all early years providers and mainstream schools have skilled staff to support the needs of children and young people with ASD, behavioural, emotional and social needs, and speech and language needs	Charis Penfold Rob Dembrey Sarah Herbert	September 2017
	Ensure practitioners engaged in the single assessment process and carrying out a key worker function are trained in person-centred approaches for assessment	Simon James	September 2017
Key activity	Milestones	Who	By when
5. Support and engage parents, children and young people, and encourage participation of young people	Support parents by providing timely information and advice for them, increasing parents' confidence in the services we are providing by being clear about eligibility criteria and levels of entitlement, to ensure they can have a reasonable expectation and understanding of the choices available	Caroline Baxter Anna Chiva	September 2016
	Publish information about our criteria to access services and where help is available if children do not meet the criteria for an education, health and care plan	Caroline Baxter	Ongoing
	Ensure parents are fully engaged in developing services and making decisions about their child's education and care, to ensure support is personalised		Ongoing
	Provide direct support to parents through evidenced-based approaches such as Portage, Early Bird and those for speech, language and communication needs		Ongoing
	Ensure information is available in accessible formats for children and young people and support their meaningful participation whatever their method of communication. We aim to reflect the rights of the individual at 18 and as they move towards adulthood		April 2016

Action plan

Key performance indicators	Improved parental confidence and engagement	Caroline Baxter	April 2016
	85% of surveyed parents will report good or better advice and information services		April 2016.
	There will be clear information about what services are available, how to access them and the referral routes will be clear and simple. We will tell parents where help is available if children and young people not meet service criteria for a statutory plan		September 15 (to be reviewed annually)
Key activity	Milestones	Who	By when
6. Integrate education, health and social care services for disabled children and those with complex needs	Ensure that short breaks due for re-commissioning are completed for 1 April 2016 start and that they meet the needs of children and young people as identified through evidence-based consultation with parents, children and young people	Caroline Baxter	April 2016
	Ensure greater integration of our equipment and occupational therapy services	Elizabeth Brandill (Pepper) Doreen Redwood	April 2016
	Develop outcome-focused approaches to integrated working and joint strategic commissioning to develop and improve the quality and availability of provision 0 to 25, with good transition to adult services	Simon James	September 2016
Key performance indicators	Commissioning frameworks increase service activity and reductions in waiting times for groups of children, including those with speech and language needs and physical impairment	Simon James	September 2017
	75% of parents will express confidence in commissioned services		September 2017
	Adequate health provision is available in special schools and for SEND pupils in mainstream schools for 100% with EHCP		September 2016
	80% of primary schools will be able to use screening tools to support access to therapy services		September 2017
Key activity	Milestones	Who	By when

7. Ensure readiness for the Ofsted and CQC SEND inspection framework in relation to the local area from May 2016	Develop an overarching work plan covering all work streams: early years, schools, SEN, health, social care and preparing for adulthood	Paul Mowat	October 2015
	Oversee work stream delivery and progress on an ongoing basis to ensure that all settings are prepared and that AfC and its partners develop an evidence-base to illustrate best practice in the Ofsted focus areas of identifying needs and effectiveness in meeting needs	Simon James Anna Chiva Paul Mowat	October 2015 - May 2015
Key performance indicators	'Outstanding' or 'good' Ofsted readiness self-assessment result [Ofsted self-assessment tool anticipated to be released November to December 2015]	Simon James	January 2016
	Positive findings from peer review by the local authority that has participated in the SEND Ofsted Inspection Framework pilots		February 2016
Key activity	Milestones	Who	By when
8. Increase the provision of special schools within the boroughs	Lead arrangements with the DfE to set up a multi-academy trust	Simon James	September 2016
	Build and open two additional special free schools within the boroughs		September 2018 - September 2019
Key performance indicators	The two additional special free schools are open for admissions	Simon James	September 2018 - September 2019
	Decline in number of out-of-borough placements, and fall in overall cost of out-of-borough placements		September 2016
Key activity	Milestones	Who	By when
9. Increase the provision of respite of overnight and holiday support for children and young people with SEND	Build respite centre for overnight and holiday support for children and young people with SEND	Simon James	September 2017

Multi-agency Transition Protocol

For young people with
learning difficulties, disabilities,
additional needs or
mental health issues



THE ROYAL BOROUGH OF
KINGSTON
UPON THAMES

Content

Introduction	1
What does a good transition look like?	1
Governance	2
Responsibilities of partner agencies	3
Work flow.....	7
Time line for young people and families.....	8
Links to the adult social care pages for Kingston and Richmond	9
Glossary of terms:	9
Appendix 1: Background reading.....	10
Appendix 2: Eligibility threshold for Adult Social Care under the Care Act.....	11

Introduction

As a partnership, Achieving for Children (AfC), the Royal Borough of Kingston and the London Borough of Richmond Adult Services are committed to providing the best and most appropriate services to young people with learning difficulties, disabilities, additional needs and or mental health issues who are eligible for support from specialist adult services as they approach the transition to adulthood and beyond.

The purpose of this document is to provide a detailed statement of responsibilities for agencies involved in transition for young people meeting these criteria, as agreed locally within the Kingston and Richmond boroughs.

The purpose of a local protocol is to facilitate joint working, good quality transition planning and positive outcomes for these young people.

This protocol sets out the responsibilities of agencies including, the Integrated Service for Children with Disabilities, Special Education Needs Team (SEN), Leaving Care, schools, further education (FE) colleges, Kingston and Richmond's Clinical Commissioning Groups (CCG), community mental health, voluntary sector organisations and Adult Services.

This protocol is intended for statutory and voluntary sector agencies involved in transition. There is a separate accessible guidance document for young people and parents.

Partner agencies are fully committed to the safeguarding of children, young people and vulnerable adults.

What does a good transition look like?

Transition can be an exciting time of new opportunities, choices and increasing independence. It can also be a time of great anxiety, confusion and uncertainty for young people with disabilities and additional needs as they move from familiar arrangements, services and people who have provided support. For young people and their families, it is crucial time to think carefully about their life and prepare for what they want to do now and in the future.

The partners are committed to making sure that young people and their families play a central role in planning for transition, right from the very start of the process. Every agency involved is committed to working together.

Partner agencies will listen to the young person and their family about what is important to them. Delivering a person-centred approach makes a real difference to the outcomes that are achieved for a young person.

The partners are committed to working with all agencies around transition and there will be a strong collaboration between AfC and Adult Services from an early stage in the process.

The partners believe strongly that any young person, wherever possible, has the right to live in their own local community while having access to appropriate services that allow them to live fulfilling and productive lives.

Governance

AfC and its partners from Adult Services and Health Services are members of the Transition Strategic Board for Kingston and Richmond. The Board is co-chaired by the Deputy Chief Executive of AfC and lead officers from Adult Services for Kingston and Richmond.

The Strategic Board has a commitment to:

- meet as a multi-agency group of key professionals to oversee, monitor and review the procedures, policies and protocols for transition to adult services for AfC;
- provide critical challenge to proposals where appropriate, to balance the needs, aspirations, wishes and resources available across the commissioning spectrum;
- consider and resolve more complex decisions and proposals by the Transition's Team;
- consider proposals on strategic issues and emerging themes from the Transition's Team that require a more strategic response and resolution, formulating proposals to the appropriate governance board;
- ensure due diligence of the transitional pathway, ensuring proposals are person-centred and meet assessed, and where appropriate, eligible need;
- act as the appeals panel if there are concerns around process or individual cases; and
- review the protocol annually.

The term 'transition' in this document is used in a broad sense to include:

- transition from children's to adult specialist services;
- transition from school to FE college, higher education or employment, training or apprenticeship;
- transition from college or training to employment and or Adult Services;
- transition from paediatric to adult health services;
- transition from living at home to supported accommodation; and
- leaving care.

All agencies who are party to this protocol will agree to work as follows to:

- take a proactive approach to planning and managing transition to achieve best outcomes for young people;
- work collaboratively with other agencies to ensure a seamless and timely transition;
- provide good quality information to young people, parents and carers to support them successfully through the transition process;
- commit to working with a person-centred approach, involving young people, parents and carers fully in the decisions that are made for and about them;
- signpost young people and families to advocacy support as required;
- make decisions in a timely manner so that young people, parents and carers are advised appropriately of outcomes and plans; and
- always have high aspirations for young people to achieve good long term life outcomes including employment.

In responding to the needs of a young person moving into adulthood, services provided to that young person by Adult Services will be determined by assessed eligible need as set out in relevant legislation and policy guidance. Resources to support this will be proportionate to meet the assessed eligible needs only, balanced against choice, wishes and aspiration.

Responsibilities of partner agencies

Schools and colleges

- Schools, sixth form colleges, independent and maintained schools commissioned by AfC and Kingston and Richmond boroughs to provide education for individual students, will hold annual reviews of education and health care plans (EHCPs) or statements in accordance with the SEN code of Practice and AfC guidance.
- Reviews in Year 9 and above should pay particular attention to preparations for the transition to adulthood including employment, independent living and participation in the community.
- The young person and their parents or carers must be involved fully in the EHCP or statement review meeting.
- The young person must be supported to be able to take a full and active part in the review, using person-centred approaches, including advocacy, where required, for the young person.
- Following the review meetings an EHCP review or annual review report must be produced and circulated in accordance with the SEN Code of Practice.
- The implementation of the EHCP must be monitored, ensuring that actions are completed to enable young person to achieve prescribed outcomes.

Special Educational Needs and Disabilities (SEND) Team

- Attends transition planning and tracking meetings involving, schools, Integrated Service for Children with Disabilities (ISCD), Adult Services, Child and Adolescent Mental Health Services (CAMHS), housing, looked after children (LAC) and 14-19 teams. These meetings will track progress through transition, identify potential high cost learners, inform capacity building and ensure that relevant services are engaging in a timely manner.
- Manages data to inform the Transition Planning Team about young people with EHCP in Years 9 to 14.
- Ensures that FE colleges are carrying out EHCP reviews for young people.
- Amends all EHCPs following the review in Year 9 and above ensuring that transition planning is incorporated in the plan.
- Ensures the SEND Team prioritises EHCP reviews at schools and FE colleges that are potentially problematic or where there are concerns regarding the quality of the transition planning.
- The SEND Team collaborates with other teams and stakeholders where necessary.
- Supports the 14-19 Team to make timely decisions regarding additional funding requirements when a young person is moving from school to college, independent specialist provider (ISP or FE) in partnership with the young person and their parents or carers.
- For post-16 residential placements in independent specialist providers, decisions should be made in accordance with the commissioning funding principles agreed between the SEND and 14-19 teams, well in advance of the end of the summer term preceding the new academic year.
- Ensures that young people and their parents or carers are made aware of the support available from the Special Educational Needs Disability Information and Advice Support Service (SENDIASS).
- Contributes to the AfC Local Offer website to include information on the SEND processes. Ensures information is up-to-date.

Adult Services

- Adult Services allocate cases to appropriate social care support teams to determine eligibility for support. The Adult Learning Disability Service and community teams will assess young people identified on the tracking list with appropriate referrals from children's services according to the criteria set out in the Care Act 2014.
- Adult Services in partnership with Children's Services will take responsibility for safeguarding young adults over the age of 18 according to care and support statutory guidance
- Prioritise attendance at transition reviews from Year 12 (age 16) onwards for young people who meet the criteria for adult social care.
- Attends transition planning and tracking meetings involving schools, ISCD, Adult Services, CAMHS, housing, LAC and 14-19 services. These meetings will track progress through transition, identify potential high cost learners, inform capacity building and ensure that relevant services are engaging in a timely manner.
- Works with ISCD, Moving Forward, Social Care and LAC teams to ensure appropriate support plans are developed to meet the assessed need and take the case to relevant resource panels for agreement around funding.
- Aspires to ensure young people, parents and carers are informed 12 months before the young person's 18th birthday whether or not they will be eligible for support from Adult Social Care.
- Assumes financial responsibility for those eligible for social care provision to meet the eligible needs of the young person on their 18th birthday. Please note: as per the Care Act, a later date can be agreed between children's and adult services.
- Reviews provision six weeks after a young person's care transfers to Adult Services and arrange subsequent reviews as appropriate.
- Ensures carers' needs are appropriately assessed, services provided as appropriate and reviewed.
- Ensures that good quality, up-to-date information is available to young people, parents and carers about the services provided by Adult Social Care. Where appropriate this could be joint information provided with Children's Services.
- Contributes to the AfC Local Offer website regarding information on Adult Services. Ensures information is up-to-date.

Integrated Service for Children with Disabilities (ISCD)

- Ensures a young person is allocated to the appropriate professional within the ISCD. Young people meeting the criteria for the service aged 14 plus can be referred to the Moving Forward Team. Young people who require additional social work or family support intervention can receive co-working support from the Moving Forward Team and Social Care Team.
- ISCD staff ensure that all young people, parents and carers are provided with up-to-date information and advice around transition to adulthood processes.
- ISCD staff supporting young people and their families through the transition process to have robust links and communications with the 14-19 team, Adult Services, housing and health providers.
- Ensures timely referral to appropriate adult team.
- Attends transition planning and tracking meetings involving, schools, ISCD, Adult Services, CAHMS, housing, LAC and 14-19 services. These meetings will track progress through transition, identify potential high cost learners, inform capacity building and ensure that relevant services are engaging in a timely manner.

- The ISCD Participation and Engagement Team works with professionals to develop best practice to ensure the 'voice of the young person' is heard throughout the transition to adulthood processes.
- Keeps schools and the SEND Team up-to-date with details of social workers, family support Moving Forward workers involved with young people at their schools. Information on short break and support packages to be shared.
- Signposts young people, their parents and carers to appropriate information and advice services.
- Retains responsibility for all aspects of case management up to the age of 18 (other than specific work which will be carried out by Adult Services).
- Contributes to the AfC Local Offer website to include information on short breaks, participation and engagement, health services, social care and transition to adult services. Ensure information is up-to-date.

Looked After Children and Leaving Care Teams

- Attend transition planning and tracking meetings involving, schools, ISCD, Adult Services, CAHMS, housing, LAC and 14-19 services. These meetings will track progress through transition, identify potential high cost learners, inform capacity building and ensure that relevant services are engaging in a timely manner.
- Attend EHCP reviews from Year 10 onwards.
- Provide young people, their parents and carers with information on the process of transition to Adult Services.
- Retain responsibility for all aspects of case management up to the age of 18 (other than specific work which will be carried out by Adult Services).
- Monitor young people who have left care up to the age of 25.
- Maintain and manage data on all LAC young people attending independent and non-maintained special schools. Information to include current cost of placements, funding split between agencies and date for when responsibility passes to Adult Services.
- Contribute to the AfC Local Offer website, including information for LAC and care leavers. Ensures information is up- to- date.

14-19 Service

- Takes a proactive approach to monitoring need and develops appropriate local provision for young people via education, employment and training.
- Chairs and runs AfC's ISP panel, with representation from SEND, Adult Social Care and health. The prime purpose of this panel is to consider and make funding decisions on recommendations for ISP placements for young people aged 16 and over.
- Oversees and manages high needs education budgets and contracts with learning providers for funding packages for post-16 learners in ISPs and further education on behalf of AfC.
- Attends transition planning and tracking meetings involving, schools, ISCD, Adult Services, CAHMS, housing, LAC and 14-19 services. These meetings will track progress through transition, identify potential high cost learners, inform capacity building and ensure that relevant services are engaging in a timely manner.
- Track all young people aged 16-19 with emphasis on those in vulnerable groups to support them to positive post 16 destinations.
- Contribute to the AfC Local Offer website re include information on 14-19 provision. Ensure information is up-to-date.

Clinical Commissioning Groups

- Ensure that young people who have continuing health care (CHC) funding are considered by the Adult Continuing Care Panel in good time before their 18th birthday.
- Ensure that continuing health care checklist and plans are completed in a timely manner as set out in the guidance.
- Ensure that continuing health care services and plans are arranged and ready to commence on transfer.
- Ensure that all reports provided by relevant health professionals for Year 9 EHCP review (and subsequent reviews) where a young person has significant health needs are taken into account in transition planning.
- Ensure there is appropriate health representation on multi-agency resource panels so that timely decisions can be made about health resources in EHCPs.
- Contribute to the AfC Local Offer website regarding information on health services. Ensure information is up-to-date.

Mental Health Services - Children and Adolescent Mental Health Services (CAMHS) and Community Mental Health (CMH) teams

- Transition tracking of young people with mental health support requirements will highlight those who will require support from Adult Mental Health Services.
- Young people receiving support from CAMHS who will require continued support from Adult Mental Health Services, must have timely transfer of care arrangements agreed in writing.
- The referring team retains responsibility for providing and coordinating care until the transfer is complete.

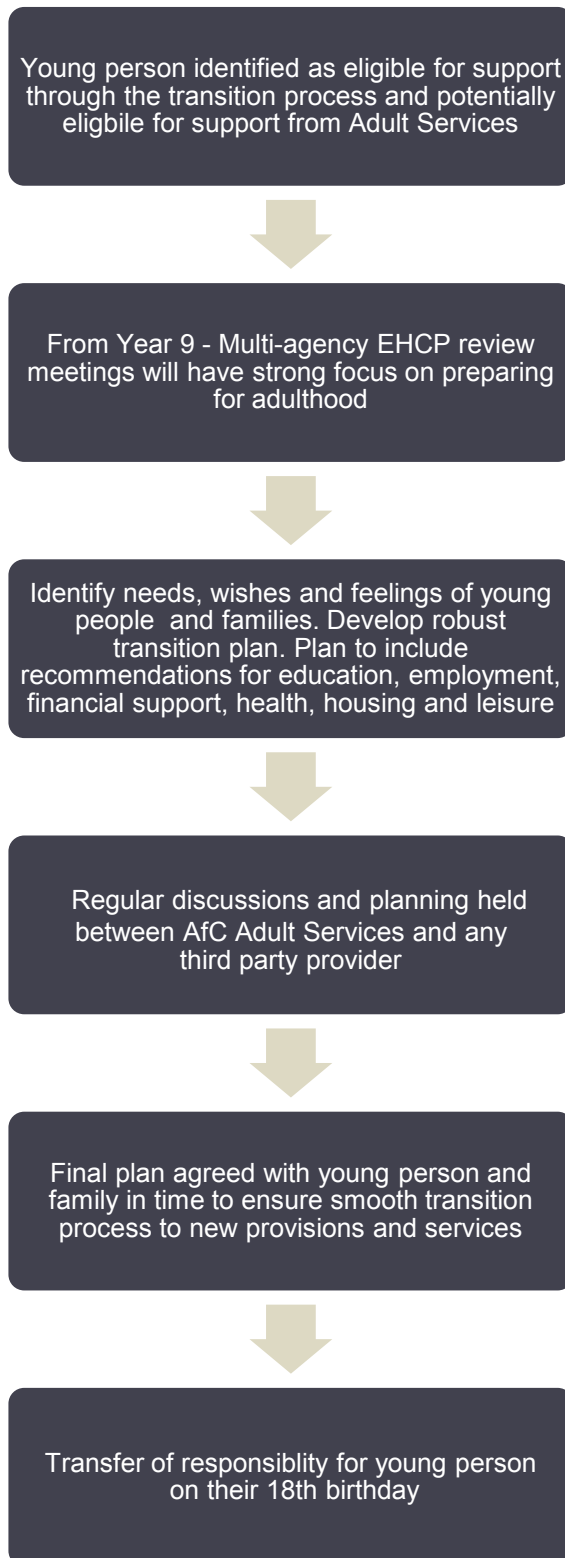
Housing

- Attends transition planning and tracking meetings involving, schools, ISCD, Adult Services, CAHMS, housing, LAC and 14-19 services. These meetings will track progress through transition, identify potential high cost learners, inform capacity building and ensure that relevant services are engaging in a timely manner.
- Ensures that young people with SEND who may need support with housing and their parents or carers are provided with good quality information and advice so they can understand what support is available and what they need to do to access support.
- Supports young people putting themselves on the housing register at 16 if appropriate.
- Contributes to the AfC Local Offer website re information on housing services. Ensures information is up-to-date.

Work flow

Timetable	Work flow	Children's Services involvement	Adult Service involvement	Health Involvement
From age 14 (Likely to need support in adulthood)	Careers service	✓		
	Annual reviews with transitions planning focus	✓		
	Transition tracking –sharing information about young people approaching transition	✓	✓	
From age 16	Team Around the Child meetings to discuss post-16 options and support	✓	✓	✓
	Appropriate potential placements identified	✓	✓	
From age 17	Continuing health care funded cases referred to the CCG	✓	✓	✓
	Continuing Health Care Plan presented to panel		✓	✓
	Adult services agree eligibility status		✓	
	Approximate personal budget identified		✓	
	Post-18 placements and funding agreed		✓	✓
From age 18	Transfer of young person to adult social care	✓	✓	✓
	Adult Continuing Health Care support commences			✓

Time line for young people and families



Links to the adult social care pages for Kingston and Richmond

Kingston:

www.kingston.gov.uk/info/200181/adult_social_care

Richmond:

www.richmond.gov.uk/adult_social_care

Glossary of terms

AfC	Achieving for Children
CAMHS	Child and Adolescent Mental Health Service
CHC	Continuing health care
EHCP	Education, health and care plans
FE	Further education
ISCD	Integrated Service for Children with Disabilities
ISP	Independent specialist provider
LAC	Looked after child
SEN	Special educational needs
SEND	Special educational needs disability
SENDIASS	Special Educational Needs Disability Information and Advice Support Service

Background reading

AfC Local offer website

Information about services, events and support for children, young people and families in Kingston and Richmond

www.afclocaloffer.org.uk

The Care Act

Guidance about care and support responsibilities for adults care and their unpaid carers.

www.gov.uk/government/publications/care-act-2014-statutory-guidance-for-implementation

Accessible version of the Care Act

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

Special Educational Needs and Disability (SEND)Reforms

Bringing together education, health and care for young people and families to age 25.

www.gov.uk/schools-colleges-childrens-services/special-educational-needs-disabilities

Special Education Needs Code of practice

Guidance on the SEND system for children and young people aged 0 to 25

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

Looked After Children and Leaving Care

Regulations and guidance for care leavers to help them move successfully in to adulthood

www.gov.uk/government/publications/children-act-1989-transition-to-adulthood-for-care-leavers

Transition

Useful information resources for young people in transition their families and professionals

www.preparingforadulthood.org.uk/who-we-are

Continuing Health Care

The National Framework for NHS Continuing Health Care and NHS funded nursing care.

www.gov.uk/government/publications/national-framework-for-nhs-continuing-healthcare-and-nhs-funded-nursing-care

Care and Support Statutory Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315993/Care-Act-Guidance.pdf

Eligibility threshold for Adult Social Care under the Care Act

Core duties

Key requirements

- The local authority must determine whether the individual has eligible needs as described in the national eligibility criteria of critical and substantial needs
- Do not take into consideration whether the adult has a carer or what needs can be met by the carer. The assessment of eligibility is made purely on the basis of individual needs.
- Establish whether there are needs that the local authority must ensure are met. Everyone will receive a written record of that decision, whether their needs are eligible or not.
- In cases where the adult with care needs or their carer does have eligible need, establish the adult's ordinary residence and carry out a financial assessment, as well as considering what support, in whatever form, could be provided to meet those needs.

To meet the minimum eligibility threshold three conditions need to be met.

1. The needs arise from or are related to a physical or mental impairment or illness.
2. As a result of those needs the adult is unable to achieve two or more of the specified outcomes:
 - managing and maintaining nutrition
 - maintaining personal hygiene
 - managing toilet needs
 - being appropriately clothed
 - being able to make use of the home safely
 - maintaining a habitable home environment
 - developing and maintaining family or other personal relationships
 - accessing and engaging in work, training, education or volunteering
 - making use of necessary facilities or services in the local community, including public transport and recreational facilities or services
 - carrying out any caring responsibilities the adult has for a child.
3. As a consequence of being unable to achieve these outcomes there is, or there is likely to be, a significant impact on the adult's wellbeing.

For an adult's needs to be considered eligible for support by the local authority they must meet all three criteria.

An adult is to be regarded as being unable to achieve an outcome if they:

- are unable to achieve it without assistance
- are able to achieve it without assistance but doing so causes the adult significant pain, distress or anxiety
- are able to achieve it without assistance, but doing so endangers or is likely to endanger the health or safety of the adult, or of others
- are able to achieve it without assistance, but take significantly longer than would normally be expected.

Similarly, a carer's needs are eligible where they meet three conditions:

1. The needs arise as a consequence of providing necessary care for an adult.

2. The effect of the needs is that:

The carer's physical or mental health is, or is at risk of, deteriorating the carer is unable to achieve any of the following outcomes:

- carrying out any caring responsibilities the carer has for a child
- providing care to other persons for whom the carer provides care
- maintaining a habitable home environment in the carer's home, whether or not this is also the home of the adult needing care
- Managing and maintaining nutrition
- Developing and maintaining family or other personal relationships
- Engaging in work, training, education or volunteering
- Making use of necessary facilities or services in the local community, including recreational facilities or services
- Engaging in recreational activities.

3. As a consequence of that fact there is, or there is likely to be, a significant impact on the carer's wellbeing.

