

Barnet Multi-Agency Preparation for Adulthood (PfA) Protocol 2018-2021

The planning process to support transition from adolescence into adulthood for young people with complex learning difficulties, disabilities, additional needs or mental health needs to support their transition from adolescence into adulthood

Endorsement of the Transitions Partnership Protocol

The Transitions planning process requires support at strategic, management and operational levels to be effective and to ensure a positive future for young people with complex needs in Barnet.

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

- have high aspirations for young people to achieve good long term life outcomes including employment, well-being, independence, living in their own local community
- take a proactive approach to planning and managing timely transition to achieve the best outcomes for young people
- 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
- 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
- fully commit to the safeguarding of children and vulnerable adults

The SEND Partnership Board consent give their commitment to implementing this protocol within Barnet.

Chair - Assistant Director SEND and Inclusion, Simon James

Education and Skills Director, Ian Harrison

Commissioning Director - Children and Young People, Chris Munday

Medical Advisor and DMO for SEND Barnet Katalin Schneider

Head of Assessment and Placements, SEND and Inclusion, Mike Connolly

Head of Specialist Inclusion Services and Principal Educational psychologist, Philip Stock

Head of Children's Joint Commissioning (Barnet CCG), Richard Tipping

Head of Service, Permanence, Transitions and Corporate Parenting (0-25), Brigitte Jordaan

Special School HT Representatives, Steve Carroll (Mapledown), Ruth Harding, Oakleigh

Mainstream Primary Head teacher Representative, Robin Archibald (Broadfields)

Mainstream Secondary Head teacher Representative, Lucy Harrison (Archer)

The remit of SEND Partnership Board in relation to this protocol is as follows:

- Develop, monitor and drive the Barnet Local Area SEF and associated Action Plan
- Provide a forum for the Local Area to share updates on the delivery of the SEND Reform
- Consider and prioritise any emerging themes arising from Ofsted published Inspection Reports
- Maintain an overview of development activity and receive highlight reports on progress;
- Hold to account work stream leads in ensuring the Action Plan is delivered to time and to budget
- Manage and resolve risks and issues; escalating to the SEN Board where necessary
- Manage dependencies and where necessary, make decisions about resource allocation

To be reviewed annually by the SEND board with review, ratings and update feedback by the SEND Development groups responsible.

Review Date April 2019

Introduction

This Protocol details the responsibilities of the agencies involved in the Transition planning process for young people with complex learning difficulties, disabilities, additional needs and/or mental health needs in Barnet.

Preparing for Adulthood means preparing for:

Employment – this includes exploring different education and employment options, such as support for becoming self-employed, apprenticeships, internships and college courses.

Independent living - young people having choices, rights and control over their lives, their support, and their accommodation and living arrangements, including supported living, educational and residential settings.

Participating in society - having friends, supportive relationships and opportunities for participating in and contributing to the local community.

Being healthy - Being as healthy as possible in adult life.

Further resources can be found at the Preparing for Adulthood Website: - <http://www.preparingforadulthood.org.uk/>

What is a good transition?

Young people making decisions and taking the lead or being supported by people who can advocate for them;

Young people knowing what the criteria are to get support from different agencies

Young people being able to access services that help them;

Young people being able to try things out and being free to change their mind;

Young people and their carers having known points of contact through the transition process and receiving consistent messages;

Young people and their carers supported and having access to understandable information;

Transition includes:

- transition from children's to adult services;
- transition from school to FE college, higher education or employment, training or apprenticeship;
- transition from residential schools to semi / independent living, 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;
- leaving care
- transition from living at home

Who does the protocol apply to?

This protocol describes how services of health, education and care work together to support the transition of children and young people between the ages of 14 and 25 who have disabilities and/or complex needs, including:

- Those young people who have an Education, Health & Care (EHC) Plan
- Those eligible for Children's social care services
- Those who are likely to meet the eligibility criteria for Adult social care services (in line with the Care Act 2014);
- Those with Continuing Healthcare needs;
- Those who would benefit from support in planning for adult life but do not have an EHC Plan (for example those leaving care or with high-functioning autism or social/emotional/mental health difficulties/ill health);
- Carers and parents of young people preparing for adulthood and young carers who are themselves preparing for adulthood.

Preparing for Adulthood Transition Planning and Support

What should happen and when – Year 9 (young person aged 13 to 14 years)

What should happen?	How will it happen?	Who should do it?
<p>Preparation for young people with additional needs without an EHC Plan</p> <p>Identify young people with an EHCP who are likely to have health, care and support needs.</p>	<p>Review of transition support in school for those with additional needs but no EHC Plan. This review has a focus on preparation for adulthood. Use of 'My SEN Support Plan'.</p> <p>Use the school support plans and the ordinarily available provision</p> <p>Parent and young person fact find about post 16 provision, referring to Local Offer</p> <p>Access information and advice from social services early help provision</p> <p>Children's SEND services will notify adult's services of all young people with an EHCP during the September Tracking Meeting so that those who are likely to require adult services are identified at this meeting. This Transition Tracking Meeting must be held no later than two weeks after the start of the School year.</p> <p>The SEND transition officer will then share this summary list with the relevant transition manager in each of the service directorate areas within one week of the September Transition Tracking Meeting</p> <p>Children's social care will be invited to attend the SEND reviews.</p> <p>Children's social care will confirm attendance on receipt of the invitation from SEND</p> <p>For those receiving Continuing Care, at 14 years of age, the young person</p>	<p>SENCo/Head of Inclusion of school/college/alternative provisions</p> <p>Parent/carers supporting young person</p> <p>September Transition Tracking Meeting</p> <p>SEND 0-25 Family Services Social Care Clinical Commissioning Group</p> <p>Continuing Care Nurse</p>

<p>Prepare for Adulthood EHCP Review coordinated by the school</p> <p>Young person's participation and communication needs to be identified.</p> <p>Put the young person at the centre of the Transitions process</p>	<p>should be brought to the attention of the Adult Continuing Health Care Team (Clinical Commissioning Group) as likely to need an assessment for NHS Continuing Healthcare.</p> <p>Children's SEND services will notify adult's services of young people (year 9) with an EHCP during the September Tracking Meeting so that those who are likely to require adult health services are identified at this meeting. Children's health services will confirm prioritisation of attendance No later than two weeks after the September Tracking Meeting.</p> <p>Schools/provision identify and invite the relevant professionals and people to be involved in the first transition review at the annual EHC Review, in year 9. SEND, health and care will have agreed their priorities and will be proactive to attend to plan for transition.</p> <p>Statutory requirement to have careers advice/support as part of the review process</p> <p>The young person's involvement in the EHC plan process needs to be evidenced throughout the assessments and relevant professional involved. For example when considering formats of written reports, representation and participation in meetings, decisions etc.</p> <p>Carers / parents and professionals to be a part of the supportive network around the young person</p> <p>Parents/carers and Young Person integral to transition planning process & support available</p> <p>Prepare the young person to consider the need to think about alternative scenarios as part of their resilience and ability to respond to difficulties/changes.</p>	<p>Community Matron 0 -25 Service</p> <p>SENCo/Head of Inclusion</p> <p>Virtual School</p>
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<p>EHC Plan reviewed and new outcomes recorded</p>	<p>The Looked After Children and Leaving Care Teams to attend EHCP reviews from Year 9 onwards.</p> <p>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 at year 9 is the start of the transition process and must be monitored, ensuring that actions are completed to enable young person to achieve agreed outcomes.</p> <p>Parent and young person fact find about post 16 provision, referring to Local Offer</p> <p>Transitions Reviews to be integrated with other Statutory reviews, for example CIN or LAC (with permission of parent/carer(s))</p>	<p>Head Teacher/Principal</p>
<p>Health care involvement with the Preparing for Adulthood (PfA) transition Review</p>	<p>Clinical Commissioning Group(considering whether to) 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 (available to be) taken into account in transition planning.</p>	<p>Clinical Commissioning Group and Social Care</p>
<p>Barnet Council track cohort progress through transition to support planning</p>	<p>Transition planning and tracking meetings involving Children’s Services, Special Educational Needs and Disabilities (SEND) Team 0-25 Service, Child and Adolescent Mental Health Services (CAMHS), housing, looked after children (LAC) and 14-19 teams to identify learner needs, inform capacity building and ensure that relevant services are engaging in a timely manner.</p>	<p>SEND</p>

		Assistant director for Children's services co-ordinates Transition Tracking meetings attended by Health, Education and Social care teams
PfA key outcomes		
Support young person to develop and keep friendships	<p>Think about young person's friendship group, closest friend(s) and other key people in their network (circle of support), promoting social inclusion</p> <p>Think about any out of school activities the young person does or would like to access Think about the time that the young person spends away from home/family that will support building friendships. Support young person to develop and keep friendships – identify how the curriculum can help</p> <p>Ensure support for the needs of vulnerable pupils is included in PHSE programmes, for example with use of social media.</p>	<p>Led by SENCo/Head of Inclusion Parents/carers</p> <p>Family to access information</p>
Preparing for and Finding Employment	<p>Family is supported to access information about support they can access</p> <p>Start discussion at school – interests, favourite subjects, emerging aspirations about work in the future etc.</p> <p>Careers advice leading to Career Plan</p> <p>School identify how the curriculum will provide opportunities to explore the world of work and explain the school support to gain work experience</p>	Led by SENCo/Head of Inclusion
Developing Independence	Identify skills needed for independence in the future e.g. travel training, money/budgeting, domestic skills and plan next steps. Explore wider curriculum opportunities that might be appropriate to develop identified independence skills	

<p>Good Health</p>	<p>Local offer provides information about Family Services from Social care/ Education/Health including information about the process of transition.</p> <p>Ensure young people and family know how to access information about a range of potential housing options for the future</p> <p>Plan next steps for independent travel</p> <p>Make plans to be a healthy adult, for example diet and exercise sexual health etc.</p> <p>Annual Health Check</p>	<p>SEND 0-25 Family Services Social Care Clinical Commissioning Groups</p> <p>Barnet Independent Travel support?</p> <p>Local offer clearly details general information including eligibility for housing</p> <p>School</p> <p>Parent/carer to organise with GP/Paediatrician</p>
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Preparing for Adulthood Transition Planning and Support

What should happen and when – Year 11 (young person aged 15 to 16 years)

What should happen?	How will it happen?	Who should do it?
<p>Review of support in school for those with additional needs but no EHC Plan</p> <p>Parents and young person discuss post 16 options with their school</p> <p>For those with an EHCP the Annual review looks at progress and the implementation of the preparing for adulthood plan</p>	<p>School continue support in school for those with additional needs but no EHC Plan. Use of 'My SEN Support Plan'.</p> <p>Involvement of the relevant professionals and people.</p> <p>Use the school support plans and the ordinarily available provision</p> <p>Parent and young person visit post 16 provision when relevant, referring to Local Offer</p> <p>Year 10 and 11 reviews to provide information and ensure transition plan is implemented and updated to include independent travel outcomes.</p> <p>EHC PfA Plan reviewed and outcomes updated Decision about whether school will re-engage careers support</p> <p>Young person and parents/carers provided with general information about adult services, and about the process of transition including signposting to the Local offer. Agencies also providing their general information.</p> <p>Nominated person would normally be the person who is best placed to coordinate the delivery of the Transitions Plan, and they would act as a main point of contact.</p>	<p>SENCo/Head of Inclusion Head teacher/Principal</p> <p>Parent/carers supporting young person</p> <p>SENCo/Head of Inclusion</p> <p>School notify SEND of their nominated person if not the SENCo</p>

<p>If the young person is likely to have a change of environment post 16, for example a move from school to college, plan what is necessary for a smooth transition.</p> <p>Young people in care will have a Looked After Child plan and from the age of 16 will have a Pathway Plan that contributes to Transition planning.</p>	<p>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.</p> <p>Opportunities for young person to visit potential future educational provisions to enable them to make informed decisions and choices. Complete application process as appropriate.</p> <p>If CYP has a social worker, pathway plans in place with CLD Team.</p> <p>Transition planning meetings used to help determine possible range of post-16 options available and notes any service requirements. This is fed into the service planning process of the agency responsible for the provision of the service.</p> <p>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.</p> <p>Pathway Plan that contributes to Transition planning for a young person in care</p> <p>At age 16+ years, there is a formal written notification from SEND, Children's Services to 0-25 Service confirming that a Care Act Assessment will be undertaken and CYP brought to the attention to Adults Community Learning Disability (CLD) Team (by lead professional).</p> <p>CLD Team meeting with Mapledown School to discuss CYP transitioning to adult services¹.</p> <p>Locality Teams informed of CYP with physical disabilities.</p>	<p>Head teacher/Principal</p> <p>Transition Tracking Meeting</p> <p>SEND</p> <p>School working in partnership with the Virtual school</p> <p>SEND 0-25 Family Services Social Care</p>
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<p>Timely Adult service assessment.</p>	<p>On receipt of such formal notification the 0-25 Service will provide written acknowledgement of their request to assess within 14 days.</p> <p>Appropriate health representative to attend if appropriate where there is complex health involvement.)</p>	<p>Clinical Commissioning Groups 0-25 Family Services</p>
<p>PfA key outcomes</p> <p>Support young person to develop and keep friendships</p> <p>Preparing for and Finding Employment</p>	<p>Discuss what is important to the young person about friends/ social life in the future and how this might be achieved</p> <p>How often is young person going out with friends? Is this enough? Is more advice or support needed?</p> <p>Family is accessing any information or support they may need</p> <p>School support includes discussions about ‘what can I offer’, ‘what I like doing’, ‘what support I need’ and support for understanding how to apply for a job/CVs/interviews</p> <p>Agree how the young person will access the schools ‘World of Work’ programme, which can include work experience, learning about supported employment and apprenticeships/ traineeships and preparation for making applications.</p> <p>Update Career Plan ensuring outcomes are related to Preparing for and Finding Employment</p>	<p>SENCo/Head of Inclusion</p> <p>Parent/carers supporting young person</p> <p>SENCo/Head of Inclusion Parent/carers supporting young person</p>

Developing Independence	<p>Make sure skills for travelling as independently as possible are being practiced, thinking about what young people might need for the future for college, for work, and getting out and about</p> <p>Housing supports young people putting themselves on the housing register at 16 if appropriate and made known to them by the Virtual school/Social care involvement.</p> <p>Housing Local Offer website providing information on housing services and eligibility, ensuring that information is up-to-date to ensure that young people and families are accessing information about potential housing options for the future</p>	Housing
Good Health	<p>Ensure health professionals (e.g. Practice Nurse and Community Nurse) share information</p> <p>Ensure bespoke PHSE programmes focusing on areas of health, for example , sexual health,</p> <p>Annual Health Check via GP if eligible & participating GP surgeries.</p>	<p>Practice Nurse and Community Nurse</p> <p>PHSE programmes in school/provision.</p> <p>Parent/carer to organise with Paediatrician/General Practitioner</p>

Preparing for Adulthood Transition Planning and Support

What should happen and when – Year 12 to 14 (young person aged 17 to 19 years)

What should happen?	How will it happen?	Who should do it?
Review of support in school for those with additional needs but no EHC Plan	School, college or training provider supports young people in their plans for transition.	School, college or training provider SENCo/Head of Inclusion/ Named person in the college with oversight of SEN provision
For young people going to university evidence for DSA funding can be considered.	<p>EHCP funding stops for students going to University and applications for financial support need to be made to the Skills Funding agency. A 'diagnostic assessment' from a psychologist or suitably qualified specialist teacher is needed for a Specific learning difficulty and there needs to be a re-assessment if the last report was for an under 16-year-old.</p> <p>All university student support teams offer confidential support and advice, and many have specialist mental health advisers</p>	Young person, parents/carers/SENCo
For young people with an EHC Plan this is reviewed, updated and focused on plans for preparation for adulthood by	<p>The school or other post 16 provider sends out the invitation to attend the Transitions Plan Review to relevant people.</p> <p>The previous year's Transition Plan is reviewed and actions agreed by all parties. Transitions Plan is updated and extended with agreement about who co-ordinates next</p>	<p>Head teacher/Principal</p> <p>Parent/carers supporting young person</p> <p>0-25 Family Services Social Care</p>
Young person reviews preferred post 16 options	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.	As agreed in Transition Planning Meeting

<p>Health & Social Care continue with transition planning</p> <p>A Transition Plan will be carried out if a young person is likely to have needs deemed eligible under the Care Act 2014.</p>	<p>School, college or training provider supports young people in their plans for transition.</p> <p>The Complex Needs panel is involved if there is a request for a specialist placement at college</p> <p>For CYP receiving Continuing Care: At 17 years of age, screening for NHS Continuing Healthcare should be undertaken using the adult screening tool, and an agreement in principle that the young person has a primary health need, and is therefore likely to need NHS Continuing Healthcare.</p> <p>At 18 years of age, full transition to adult NHS Continuing Healthcare or to universal and specialist health services should have been made. If young person is educated out of area, check the arrangements for accessing Barnet health services on their return</p> <p>Family Services will assess young people identified with appropriate referrals from children’s services according to the criteria set out in the Care Act 2014. A full assessment of social care for eligible young people to determine the appropriate package of support into adulthood to consider:</p> <ul style="list-style-type: none"> • Support with budgets and resources • Access to leisure and social activities • Work experience, training, supported employment • Housing, supported housing, housing advice, adaptations • Transport, including independent travel training • Assistance with personal care and independent living skills • Short breaks • information and advice in relation to benefit entitlement 	<p>Adults Continuing Healthcare</p> <p>SEND team working with 0-25 Family Services Social Care</p>
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<p>Young people who are</p>	<p>Any adult social care provision required to meet eligible needs for young people over 18, as set out in an adult care and support plan, should be included in section H2 of an EHC plan. Where a young person's EHC plan comes to an end their care and support plan will remain as the statutory plan for care and support from adult services.</p> <p>Family Services to prioritise attendance at transition reviews from Year 12 onwards for young people who meet the criteria for adult social care and aspire 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 the 0-25 Service. The 0-25 Service will assume financial responsibility for those eligible for social care provision to meet the eligible needs of the young person on their 18th birthday. As per the Care Act, a later date can be agreed between children's and adult services.</p> <p>The young person will be provided with a named professional/ link to the services they will be using as adults. The young person will be informed of the person within each adult service who will be their lead professional when they transfer to adult services and they will have an opportunity to meet them prior to transfer.</p> <p>If leaving school or college (year 11/14), the young person's final School Health Review (to incorporate the Health Action Plan) should be completed by the school nurse or paediatrician and a copy given to the young person/their family and shared with their GP (if consent given). It should also be made available to adult services to inform future health needs.</p> <p>For CYP with learning disabilities; at 18 CLD team become responsible for the young person's health.</p> <p>The Clinical Commissioning Group will ensure there is appropriate health representation on multi-agency resource panels so that timely decisions can be made about health resources in EHCPs.</p> <p>The Looked After Children and Leaving Care Teams provide young people,</p>	<p>SEND 0-25 Family Services Social Care Clinical Commissioning Groups Family Services</p> <p>Looked After Children and Leaving Care Teams</p> <p>Looked After Children and Leaving</p>
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<p>looked after are supported in the transition to Adult services.</p> <p>Young people with need for mental health support will receive continuous care.</p> <p>Safeguarding concerns are addressed.</p>	<p>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).</p> <p>Barnet Transitions Meeting Group will have discussed young people in the cohort and looked at their on-going support requirements</p> <p>CAMHS and CLD Team meet quarterly to discuss active CAMHS cases (17 year olds) to plan for transition. Cases transfer at 18 years old.</p> <p>Children and Adolescent Mental Health Services (CAMHS) and Community Mental Health (CMH) teams will track young people with mental health support requirements and will highlight those who will require support from Adult Mental Health Services.</p> <p>Young people receiving support from CAMHS who require continued support from Adult Mental Health Services will have timely transfer of care arrangements. The referring team retains responsibility for providing and coordinating care until the transfer is complete.</p> <p>If there are current safeguarding concerns consideration to be given to whether a referral under Safeguarding Adults procedure is appropriate when the young person reaches age 18.</p>	<p>Care Teams</p> <p>CAMHs</p> <p>Clinical Commissioning Group</p> <p>Barnet Transitions Meeting Group SEND Assistant director for Children’s services co-ordinates Transition Tracking Planning</p> <p>CAMHS CLD Team</p> <p>The University Mental Health Advisers Network (UMHAN) has a list of mental health support teams for course providers in the UK, along with their contact details.</p> <p>All Services will take responsibility for safeguarding young adults over the age of 18 according to care and support statutory guidance.</p>
<p>PfA key outcomes</p> <p>Support young person to</p>	<p>Think about how to make sure friendships will be maintained after school ends</p>	<p>SENCo/Head of Inclusion</p>

develop and keep friendships	<p>Support young person to plan how to keep in touch with others and vice versa Check that, if possible, the young person can use a mobile phone, email and social networking sites to support their ability to maintain friendships Can/ does the young person access local services such as sports centres, libraries, cinemas, restaurants, shopping centres etc.?</p> <p>Confirm the family is accessing any information or support they may need.</p> <p>When eligible for Short breaks this provision continues up to the young person's 19th birthday</p>	Parent/carers supporting young person
Preparing for and Finding Employment	<p>Continue to explore with the training provider all possible options including supported employment, apprenticeships, work based learning, work related learning at college, paid work, self-employment, higher education as detailed in the 14+ Pathways on the Local Offer.</p> <p>Check the Career Plan continues to be updated. Plan for the young person to spend progressively more time in work related learning or employment that they are interested in</p> <p>Some young people may be able to access Employment and Support Allowance and/or Income Support.</p>	<p>Parent/carers supporting young person</p> <p>SENCo/Head of Inclusion/training provider</p>
Developing Independence	<p>If a case is open to Children's Social Care it may be necessary for a referral to be made to the Department of Work and Pensions in relation to income and housing needs as the young person approaches age 16. Support will be needed when a young person reaches age 16 if their financial position changes (depending on individual circumstances)</p> <p>0-25 Family Services Social Care/ lead agency will provide information to access DWP in order to ensure that the young person is in receipt of the correct benefits given the possible changes in income at this time and the fact</p>	Relevant Lead Agency 0-25 Family Services Social Care or school as agreed in the review.

<p>Good Health</p>	<p>that they may be required to make a financial contribution to the services they receive from adult social care.</p> <p>Where there are particular difficulties with travelling independently, consider assistance available as outlined under independence and transport in the local offer pages</p> <p>If the young person has a Communication Passport check that it is up to date available for the relevant professionals, with consent</p> <p>Confirm the young person and family know when they will be discharged from each of the services they use and who will take over responsibility</p> <p>Housing 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.</p> <p>Ensure the young person/family knows how their health needs will be met.</p> <p>Young person/family knows how to support young person to access healthcare: May access healthcare independently May access healthcare with support from specialist care settings May attend annual GP Health Check</p> <p>Clinical Commissioning Groups are to 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. responsibility to be transferred then).</p>	<p>SENCo/Head of Inclusion</p> <p>Parent/carers supporting young person</p> <p>Housing</p> <p>Assessments required by Family Services and health will have been completed by the relevant professionals by the end of year 12</p> <p>Clinical Commissioning Groups</p>
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	<p>If young person is educated out of area, check the arrangements for accessing Barnet Health Services on their return</p> <p>At 18 years of age, full transition to adult NHS Continuing Healthcare or to universal and specialist services will usually have been made,</p> <p>The Clinical Commissioning Groups will ensure there is appropriate health representation on multi-agency resource panels so that timely decisions can be made about health resources in EHCPs.</p> <p>If a young person who receives children's Continuing Care has been determined as not being eligible for a package of adult NHS Continuing Healthcare in respect of when they reach the age of 18, they should be advised of their non-eligibility and of their right to request an independent review, on the same basis as NHS Continuing Healthcare eligibility decisions regarding adults.</p> <p>Barnet Health providers should continue to participate in the transition process, in order to ensure an appropriate transfer of responsibilities, including consideration of whether they should be commissioning, funding or providing services towards a joint package of care (for example, to deliver an EHC Plan).</p>	
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Preparing for Adulthood Transition Planning and Support

What should happen and when – Young person aged 19 to 25

What should happen?	How will it happen?	Who should do it?
<p>EHC plans will be reviewed annually until there is no longer any need for an EHC Plan</p> <p>Education up to the age of 25 years is not an entitlement, it is a recognition that for a small number of young people with more complex needs they will need longer to learn and then to consolidate that learning.</p> <p>Where a young person has</p>	<p>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.</p> <p>Some young people will continue in education after year 13, as they continue to progress towards employment, supported employment, further education or independent living in line with their aspirations and outcomes. The EHC Plan may continue if agreed it is appropriate, when young person is accessing Further Education (mainstream or specialist), a training programme, an Apprenticeship or Traineeship.</p> <p>The EHC Plan will stop if the young person moves on to higher education. Other grants/benefits may be available (DSA, Student Finance Agency).</p> <p>A clear education leaving plan will need to be in place for the young person. Job applications, work experience, or further study are planned as required</p> <p>The EHC Plan will continues where young person is in a supported internship.</p> <p>The EHC Plan will cease where young person is in paid work, volunteering or social care services (without education). An EHCP generally stops where a young person is in an Apprenticeship except for supported apprenticeships where there is mentoring and/or job coaches.</p>	<p>Head Teacher/Principal</p> <p>SENCo/Head of Inclusion</p> <p>Parent/carers supporting young person</p> <p>Where appropriate the plan will have an identified Social Care Lead who can regularly review actions that need to be undertaken</p> <p>Family Services</p> <p>0 – 25 Service CLD Team</p>

<p>an EHC Plan and leaves education but then decides they wish to return (and are still under 25 years),</p> <p>Review of provision six weeks after a young person's care transfers to Adult Services</p> <p>Young people who are looked after are monitored for an extended period.</p> <p>Meeting carers' needs</p>	<p>The local authority is asked to consider whether the previous EHC Plan can be revived and reviewed. It is possible however that a young person will have to go through the full EHC needs assessment.</p> <p>Adult 0-25 Family Services review supported living and residential placements within six to eight weeks after a young person is placed in the setting or young person's care transfers to Adult Services. Other reviews would be carried out annually unless triggered by a change in need or a request for review.</p> <p>For CYP with a social worker, transition meeting will take place at 23 years six months years to prepare for the social care responsibility to move from 0 – 25 service to the CLD Team.</p> <p>The Looked After Children and Leaving Care young people are reviewed under statutory arrangements. This will include ensure information on the Local Offer website is up- to- date.</p> <p>0-25 Family Services will ensure carers' needs are appropriately assessed under the Care Act under the carers' eligibility criteria, services are provided as appropriate and reviewed. Up-to-date information is available to young people, parents and carers about the services provided by Adult Social Care on the Local Offer website.</p>	<p>The Looked After Children and Leaving Care Teams</p> <p>Adult Social care</p>
<p>PfA key outcomes</p> <p>Support young person to develop and keep friendships</p>	<p>May access mainstream activities and social setting (with or without support)</p> <p>May access specialist social clubs and activities via voluntary sector and family support to help young person continue to develop social skills</p> <p>Check the young person's social group is being maintained make sure they are able to remain in touch with friends and make arrangements for socialising</p>	<p>SENCo/Head of Inclusion of provision</p> <p>Parent/carers supporting young person</p>

<p>Preparing for and Finding Employment</p>	<p>Check if there is any additional advice or support required to develop or maintained friendships.</p> <p>The young person is developing skills to access local services, focusing on travel and communication. Social care to participate in the assessments and reviews where attendance has been agreed.</p> <p>Employment options could include job share, job carve, micro enterprise or self-employment, or volunteering role with or without support.</p> <p>Young person may be accessing social care support if not in employment or to complement employment options</p> <p>Check family has information about support they can access including Carer's Assessment to review needs</p> <p>Ensure the Career Plan continues to be updated</p> <p>Plan for the young person to spend progressively more time in job/ activity/further education that they are interested in. Continue to explore all possible options including supported employment, apprenticeships, work based learning, work related learning at college, paid work, self-employment, higher education</p>	<p>Family Services 0-25 Social Care lead</p>
<p>Developing Independence</p>	<p>Think about personal budgets and how these might be used to personalise a young person's support</p> <p>Where a young person is unable to travel independently, consider support that might be necessary to develop their independent travel skills and/or assistance that might be available</p> <p>As assessment under the Care Act 2014 and Mental Capacity Act 2005 ensure access to an advocate to support decision making and young person's views</p>	<p>Post-16 Education and Skills manager</p> <p>SENCo/Head of Inclusion</p> <p>Parent/carers supporting young person</p> <p>0-25 Service</p> <p>Identified 0-25 Family Services Social Care</p>

<p>Good Health</p>	<p>and aspirations.</p> <p>Depending upon assessment under the Care Act the young person may: Live at home with their family Live independently away from family home (and possibly receive housing benefit) Access the Shared Lives housing Scheme Live in a residential setting</p> <p>Ensure statutory arrangements are in place, Looked After Children, Leaving Care, CCG Funding</p> <p>Ensure the young person/family knows how their health needs will be met.</p> <p>Young person/family knows how to support young person to access healthcare: May access healthcare independently May access healthcare with support from specialist care settings May attend annual GP Health Check</p>	<p>Housing</p> <p>Looked After Children, Leaving Care team</p> <p>Adult Services in partnership with Children and Adolescent Mental Health Services (CAMHS) and Community Mental Health (CMH) teams</p> <p>Transition Tracking meeting supports co-ordination and prioritisation for panel decision making.</p>
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Complaints/disputes procedure

Each agency has a complaints procedure that should be followed if the young person, parents or carers are unhappy with the contribution of a particular agency. However, if the complaint is more general, it will be coordinated by the professional key worker who is taking the lead for that young person's Transition planning.

Appendices- Relevant policies and protocols

Eligibility threshold for Adult Social Care under the Care Act (2014)

Framework for transition from children's and adolescent mental health services to adult mental health services from the person being 17 years old - policy in process, March 2018

Charging for Social Care – policy in process, March 2018

Direct payments – SEND Development Group -policy in process, March 2018

Housing Eligibility threshold, Barnet Homes

Children's Continuing Care National Framework

Policy and Arrangements for the Provision of Transport for 16-25 Year Olds to Access Appropriate Education and Training for 2017/18

The policy is available on the Barnet Council website at <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/transport-in-the-local-offer.html>

Glossary

Annual review

A meeting that happens every year to review an Education, Health and Care Plan

Care Act 2014

The Care Act helps to improve people's independence and wellbeing. It makes clear that local authorities must provide or arrange services that help prevent people developing needs for care and support or delay people deteriorating such that they would need ongoing care and support.

The national eligibility criteria set a minimum threshold for adult care and support and carer support. All local authorities must at a minimum meet needs at this level.

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

Benefit Assessment Officer

For people who have a Transition Needs Assessment the social worker will ask a benefits and assessments officer to visit. The social worker will explain the documents you will need to provide. The officer will also make sure that you are receiving all the welfare benefits you are entitled to. You will also be told if you will have to contribute to the cost of your care package after you are 18.

CAMHS

Child and Adolescent Mental Health Service

Clinical Commissioning Groups

Clinical Commissioning Groups (CCGs) are clinically-led statutory NHS groups responsible for the planning and commissioning of health care services for their local area.

Continuing Health Care (CHC)

There are different eligibility assessments for children and adults to access CHC funding.

CV (Curriculum Vitae)

A document used to list qualifications, skills and achievements when applying for jobs.

Complex needs Panel

The Complex Needs Panel usually meets weekly to consider:

- Requests for statutory assessment
- Decisions to issue an EHC Plan
- Requests for exceptional funding

The panel is made up of professionals from the SEN Team, 0 – 25 Children and Adults Disabilities Team, Educational Psychology Team, Speech and language Service and head teachers / SENCOs from local schools.

Before the panel meeting, representatives consider the paperwork / evidence provided for any request made. The panel members then meet as a group and discuss the information provided and make a decision as to the next steps. The SEN Team will communicate any decisions to the relevant parties (e.g. parents / carers, schools).

The Disabled Children's Team

The Disabled Children's Team is placed within the 0 - 25 Service. They offer a service to children or young people from 0 - 18 years of age, who have a disability or chronic condition which prevents them from developing or performing everyday tasks in the same way as children of similar ages and backgrounds.

After the age of 16 years they undertake joint work with the transition's workers within the 0 - 25 Service and cases are re-allocated at 18 and remain within the service until 25 years supporting young people to move into adulthood

Disabled Students Allowances (DSA)

Disabled Students Allowances are grants to help meet the extra course costs students at university can face as a direct result of a disability or specific learning difficulty.

Eligible students can apply for Disabled Students' Allowances.

Disabled Students' Allowances are paid on top of the standard student finance package, and don't have to be paid back.

Educational, health and care plan (EHCP)

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

Health Action Plan (HAP)

It has been recommended by the government that a Health Action Plan be developed for people with learning disabilities.

The plan is based on a full health check. A person with a learning disability can get a Health Action Plan through a health facilitator to support them to develop it, act on it and keep it under review. 0-25 Family Services Social Care

0 – 25 Children and Adults Disabilities Team

Barnet's 0 - 25 Service coordinates the statutory support for children and young people up to 25 years old with disabilities including:

- the timely completion of statutory assessments for children and young people who have disabilities
- contribute to the annual reviews of education, health and care plans
- support strategic planning and joint working with parents, schools, health and social care to meet the needs of children and young people with disabilities in mainstream schools wherever possible
- manage transition to adult social care, where appropriate
- deliver Occupational Therapy assessments and provision of equipment for children with disabilities
- lead on safeguarding for disabled children and young adults

Looked After Child (LAC)

A child is 'looked after' if they are in the care of the local authority for more than 24 hours. Legally, this could be when they are: living in accommodation provided by the local authority with the parents' agreement or the subject of an interim or full care order.

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

Local Offer

A Local Offer gives children and young people with special educational needs or disabilities, and their families, on-line information about what support services the local authority thinks should be available in their local area.

Personal Budget

A personal budget is a sum of money made available for children and young people who require additional support over and above what is available to most children and young people through local services.

Personal Budget resources may come from education, health or social care which families can use to support their disabled child or young person's assessed needs.

More information is available on the Local Offer.

The Mental Capacity Act 2005

The Mental Capacity Act 2005 provides a statutory framework to empower and protect vulnerable people who are not able to make their own decisions. It makes it clear who can take decisions, in which situations, and how they should go about this. It enables people to plan ahead for a time when they may lose capacity.

Guidance on the Act is provided in a Code of Practice. People who are placed under a duty to have regard to the Code include those working in a professional capacity e.g. doctors and social workers.

Ordinarily available

The ordinarily available document provides a shared set of expectations about what provision should be made for the most children and young people with Special Educational Needs in early education settings, schools, academies, free schools and colleges of further education.

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/education-in-the-local-offer/SEN-Support.html>

PfA

The Preparing for Adulthood programme is delivered by the National Development Team for inclusion and provides expertise and support to local authorities and their partners to embed preparing for adulthood from the earliest years. The PfA programme brings together a wide range of expertise and experience of working with young people with special educational needs and disabilities and their families, at a local and national level and across government, to support young people into adulthood with paid employment, good health, independent living and friends, relationships and community inclusion.

<https://www.preparingforadulthood.org.uk/>

SEN Code of Practice

Statutory guidance for organisations which work with and support children and young people aged 0 to 25 who have special educational needs or disabilities

Guidance on the SEND system for children and young people <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SENCo

A special educational needs coordinator is a teacher who is responsible for special educational needs at school.

All schools have a SENCo or a head of Inclusion and they work with other teachers and with parents to make sure that pupils with special educational needs get the right support and help they need at school.

SEND

Special Educational Needs and Disabilities

SENDIASS

Special Educational Needs Disability Information and Advice Support Service: provides confidential and impartial information, advice and support to parents and carers of children who have special educational needs, learning difficulties or disabilities. The service also provides support for young people with special educational needs and disabilities. The service aims to start building a relationship with young people from year 9 onwards (with parental consent). From 16 young people can contact the service directly for advice, support and access to a caseworker. SENDIASS contact details 02083597637, Sendiass@barnet.gov.uk

Short break eligibility Criteria

Short breaks are provided to give disabled children and young people enjoyable and stimulating experiences which contribute to their social and personal development while also offering their parents, carers and families a break from their caring responsibilities.

These breaks can include day, evening, overnight and weekend activities and can take place in the child's own home, in a community or residential setting. They come in a range of formats and each one can last just a few hours to a few days, and occasionally longer, depending on the type of provision and the needs of the child and their family.

Access to the Short Break service is currently via an online application which can be accessed at www.barnet.gov.uk/shortbreaks.

Applications can be made by families, keyworkers, professionals or schools.

Transition Tracking Group

This is a multi-agency group of managers from Health, Education and Social care teams that meet on a monthly basis to view and track the pathways and provision for all pupils with an EHCP from year 9 upwards.

Virtual School

The Virtual School does not exist in real terms as a building, and children and young people do not attend. It is a service provided by dedicated professionals whose work is to promote and co-ordinate educational support for Looked After Children and Care Leavers to succeed at nursery, school, college and university; wherever their place of learning.