

# *Multi-Agency Transition – Protocol for Services*



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# 1 Introduction

This protocol is intended to ensure that all agencies that have a role in supporting young people, as they move into adulthood, are able to make an effective contribution to the transition planning process. The protocol aims to ensure that relevant agencies are involved at the start of the process so that the young person, their parents / carers and the agencies themselves are clear what the specific responsibilities of each agency will be at each stage of the process and to ensure that the young person is actively involved in planning their future and that any transition is a smooth one.

The protocol explains the roles of Schools, Connexions Cumbria, Health, Children's Services and the Adult Social Care Directorate in working together to support young people with special educational or complex health needs in the transition to adulthood, this includes those with statements of special educational needs and others who will need support in reaching independence. The process of transition planning should start when the Young Person is in Year 9, approximately age 14.

The annual review of the statement in year 9 must also include the completion of a transition plan and it is this part of the meeting that is the focus of this protocol. The transition planning process involves the development of a multi-agency transition plan, which helps the young person to prepare to move on to the next phase of their life after school. The transition plan identifies: -

- the young person's aims and aspirations for the future;
- the options which are available to the young person after leaving school;
- the support the young person may need as they prepare to leave school and when they have left.

The aim is to ensure that the young person and their parents/carers have a central role in this process.

This protocol has been produced in partnership with the following organisations:

- Connexions Cumbria
- Learning Skills Council
- Cumbria Health Organisations
- Cumbria County Council – Children's Services – Cumbria Adult Social Care
- School partners
- Parents/carers of children with Learning Difficulties and or Disabilities
- Children with Learning Difficulties and or Disabilities

A glossary of key terminology used in the document is available as an appendix.

## **2 Background**

- The need for a multi agency Transition Protocol was highlighted in “Valuing People: A New Strategy for Learning Disability for the 21<sup>st</sup> Century”, the “National Service Framework for Children, Young People and Maternity Services – Transition: getting it right for young people”, and in the “Inspection of Social Care Services for people with learning disabilities, Cumbria County Council, September 2001 by the Inspectorate”.
- The legislation referred to within this document primarily relates to England and Wales.
- The need for a multi-agency Transitional protocol has been identified for people with disabilities, during the consultation process which is informing the development of Commissioning Strategies for Physical Disability and Sensory Impairment across Cumbria.
- Improving the Life Chances of Disabled People – Analytical Report by the Strategy Unit Disability Project 16 June 2004 clearly identifies key barriers and potential solutions in regard to the transition into adulthood.
- The Children Act 2005 and the Every Child Matters agenda highlight multi-agency partnership and co-ordination as a key to providing services to children & young people. Transition is identified as a key area for service development.

### **Progress So Far**

- Cumbria County Council and partners introduced a Transitions Protocol in 2004. This has been piloted since September 2005.
- Children and Adult Social Care have jointly funded 3 Transition Coordinators since Autumn 2005 to work with young people in transition to adult learning disability services and to signpost other young people in need of assessment to appropriate services.
- A transitions steering group was formed in March 2005.
- A CAMHS transition policy is in place for young people with mental health needs.
- Adult Social Care is piloting “In Control” with young people in transition.
- Transition Coordinators and Connexions Personal Advisers are taking part in the National programme around developing person centred approaches to transition.

### **Continuing Challenges**

- Disabled young people and their families experience multiple assessments and their involvement in making decisions about their future is still inconsistent in terms of the standard of involvement.

- Universal or mainstream support is not always designed or resourced to meet additional needs.

### **Potential Solutions**

- Improve integrated working at all levels, including between departments, in planning, commissioning, and delivery of services.
- To equip Connexions Cumbria to identify and meet the needs of all disabled young people.
- Provide young disabled people with appropriate work experience, training, apprenticeships, and further and higher education, to develop valid and valued activities for those where paid work is not an option.
- Empower young people and their parents to participate in planning, make decisions, and feel informed about choices and in control.
- Once implemented consistently in Cumbria, to use the Common Assessment Framework and Single Assessment Process as tools to enable the process.

The protocol developed will assist in removing some of these challenges and utilise some of the above potential solutions.

### **Purpose**

This Protocol explains what must happen, when it must happen and who will enable this to happen from each organisation.

For the purpose of this protocol a young person with a disability includes a person with learning and/or physical disability and/or a sensory impairment / people with autistic spectrum disorders.

The Protocol starts in year 9 when a young person is approximately 14 years of age and can continue until a person reaches their 25th birthday.

It is vital that young people and their families plan for their transition as early as possible. It is equally vital that Health, Adult Social Care Directorate, Children's Services and Connexions Cumbria fully support them in the work that is required.

An accessible guide for young people and their families is available.

### 3 Legal Context

The Special Educational Needs and Disability Rights in Education Bill (1991) have lead to a substantial change in the way the Transition process is carried out and who is involved.

A representative of the Adult Social Care Directorate must attend the review meetings to ensure that the parallel assessments under the Disabled Persons Act 1986, the NHS and Community Care Act 1990 and the Chronically Sick and Disabled Persons Act 1970, take place.

The law states under section 5/6 Disabled Persons Act 1986 a young person in Looked After Care Services has a right for a pathway plan under the Leaving Care Act. This act also gives the right to a school leaver assessment and says the education department should inform social services of young people with statements as decisions have to be taken to decide if a young person is disabled.

The Leaving Care Act 2000 gives the right to a Pathways Plan.

Other key legislation/guidance is contained in: -

- Education Act 1996
- Disability Discrimination Act 1999
- Transition: getting it right for young people (NSF for Children, Young People & Maternity Services), Department of Health March 2006
- ‘Our health, our care, our say: a new direction for community services’, Department of Health January 2006

The following new legislation, among others, may need to influence how this protocol is adapted in the future:

- The Children’s Bill 2003
- National Service Framework 2004
- Removing Barriers to Achievement, 2003 (DfES)
- The Children Act 2005 – Every Child Matters 2004
- The Disability Discrimination Act 2005
- The SEN Code of Practice 2001
- Mental Capacity Act 2007

## 4 Person Centred Planning and Transition

At a child's review from year 9 (13-14 yrs), there will be a discussion about whether a person centred plan (PCP) is needed/wanted/appropriate and who will make contact with the transition worker to identify a PCP facilitator.

The term '**Person Centred**' has been defined by Cumbria's Learning Disability Partnership Board as

"activities which are based upon what is important to a person *from their own* perspective and which contribute to their full inclusion in society".

'**Person Centred Planning**' is an on going process and not a one off approach. It is defined as,

"a process for continual listening and learning, focussed on what is important to someone now and for the future, and acting upon this in alliance with family and friends".

The listening and learning is used to understand a person's capabilities and choices. Person Centred Planning is a basis for problem solving and negotiation to mobilise the resources necessary to pursue the person's aspirations. These resources may be obtained from service agencies or from a range of non-specialist and non-service sources'.

There are a number of methods that can be used to support the Person Centred planning process for an individual. These include tools like Essential Lifestyle Planning, PATHS and MAPS.

There are some fundamental principles behind the process of Person Centred Planning. The most important of these is **that the person remains in control of and at the centre of the process at all times**. They should also choose how the person centred plan is to be developed, who will be involved, where people should meet, how things will be recorded etc.

The transition process is to support individuals through a period of significant change. This may include changes in, where a person lives, what they do in the day, their social and support networks and the services that they receive. Person Centred planning can provide a useful tool to start this planning process. Person Centred Planning is an on going process, not a one off process. Therefore planning through the transition period can form the basis for future planning that may go on throughout an individual's life. It should therefore not be seen as something that has an end, rather something that will continue beyond the transition period. In the future other people may be involved and it will be necessary to revisit some areas of the plan as the person's life and aspirations change.

## 5 Contributions to the Transition Plan

In the next section there are various people who, depending on particular circumstance, will need to be invited to the Transition meetings. The school is responsible for the coordination and invitations to transition meetings. They will include:

### Young People

It is very important that the young person has a chance to share their concerns and ideas – both inside and outside the family. Every effort must be made to ensure that the young person attends and participates in the Transition planning meetings.

‘**Person Centred Planning**’ is an on going process and not a one off approach. It is defined as,

“a process for continual listening and learning, focussed on what is important to someone now and for the future, and acting upon this in alliance with family and friends”.

The listening and learning is used to understand a person’s capabilities and choices. Person Centred Planning is a basis for problem solving and negotiation to mobilise the resources necessary to pursue the person’s aspirations. These resources may be obtained from service agencies or from a range of non-specialist and non-service sources’.

There are a number of methods that can be used to support the Person Centred planning process for an individual. These include tools like Essential Lifestyle Planning, PATHS and MAPS.

There are some fundamental principles behind the process of Person Centred Planning. The most important of these is **that the person remains in control of and at the centre of the process at all times**. They should also choose how the person centred plan is to be developed, who will be involved, where people should meet, how things will be recorded etc.

This approach to planning a young person’s transition can be used if the young person wishes to.

Information for young people and advice on who can support the young person through the process is available in the Accessible Guide to Transition.



## **Parents/Carers or other family Members**

Parents have a vital role in collecting relevant information because they know all the important people and activities in their child's life. They also know what they may be able to do to help in the future and to understand some of the choices available.

It is essential that we find out who is important to the parent/carer so we can ensure they are invited to the transition review and planning meetings. It is helpful if the parents are asked, prior to the transition meeting, to make a checklist of everyone who has been working with the young person.

Information on who can support parents and carers through this process is available in the Accessible Guide to Transition.



## **Responsibilities of the SEN Service and/or schools**

It is the responsibility of the SEN Service and school to:-

- ensure that the correct procedures are followed;
- ensure that other agencies contribute to the review where appropriate;
- ensure there is consistency in terms of the standard and quality of service families receive;
- identify unmet need to inform strategic planning.

The School will ensure a representative from the school attends all transition planning meetings.

### ***Action to be taken by the SEN Service***

Children's Services will arrange to notify other agencies of young people starting the transition planning process. This includes all young people in year 8 with a statement of SEN. This list will be sent to Transition Coordinators in Adult Social Care and the Inclusion Co-ordinator in Connexions Cumbria.

In addition, in order to comply with the requirements of the Disabled Persons Act 1986 Children's Services need to maintain a record of children and young people aged 14 and over who are physical or learning disabled. A separate list will be sent to the Adult Social Care Directorate Transition Coordinators and Connexions Cumbria Inclusion Co-ordinator for LDD each term.

- ensure that the year 9 review meeting focuses on establishing a transition plan
- make provision to meet the young person's special educational needs whilst the young person remains in statutory education

For young people educated outside of the area, the SEN Service will fulfill any functions that cannot be delegated to the school.

## Responsibilities of LSC

- It would be helpful to make clear the LSC's legal responsibilities for young people at age 16, 17 and 18 - i.e. to consider the needs of young people with learning difficulties and/or disabilities and, in the discharge of its duties, to secure a residential placement at a specialist college for a young person of up to 19 years only if it cannot secure the provision of facilities for education or training that are sufficient in quantity and adequate in quality unless it also secures the provision of boarding accommodation for him or her. In considering requests for such placements the LSC expects that agencies involved with the young person will, with the young person and his or her family or carers, have considered all appropriate options for his or her post-16 education during transition planning and through 140 assessments.
- It is important to stress that it is likely that for the majority of learners with learning difficulties and/or disabilities who do not stay at school, their learning and support needs could be met by general post-16 provision.
- Generally, where a learner is under the age of 19, has a statement of special educational needs and the most appropriate placement is within a special school, the learner remains the funding responsibility of the LA. All other children are the financial responsibility of LSC.

## **Responsibilities of schools (including Pupil Referral Units, Special Schools etc)**

*The following actions should be delegated to schools*

### *Arranging the year 9 review meeting and subsequent annual review meetings*

The school should check with the parents/carers whether there are any other agencies or individuals who they feel it would be helpful to involve in the review. The school will arrange the review meeting in consultation with the young person and will invite:-

- the young person and their parent(s)/carers;
- a SEN Children's Services representative;
- other agencies as indicated by Children's Services and the school's knowledge of the young person's needs and circumstances;
- the young person's advocate and the independent parental support as appropriate;
- Transition Co-ordinator;
- Voluntary Organisation involved in supporting the family/child in connection with their disability (e.g. Cumbria Deaf Association);
- Connexions;
- Health Service practitioner (where involved with the child/young person);
- local advocacy scheme representative if appropriate;
- arrange the year 9 review meeting and invite other agencies where appropriate;
- produce and update the Transition Plan in consultation with the young person, their family and other agencies where appropriate.

The school should organise the meetings with sufficient notice to facilitate interagency planning.

Following the year 9 review meeting and subsequent annual review meetings, the School will circulate a copy of the latest Transition Plan to all agencies involved with the young person and those who attended the meeting.

### *Collecting information for the year 9 review meeting*

The school will ask agencies who are invited to the review meeting to submit any relevant information about the young person.

### *Circulating information before the year 9 review meeting*

The school will circulate copies of any information provided to agencies invited to the review meeting at least 2 weeks before the meeting.

### ***Reviewing the Transition Plan***

The Transition Plan will be reviewed at subsequent annual review meetings. The school will amend the Plan where necessary

### ***Notifying the SEN Service of school leaving date***

The school will notify the SEN Service of the proposed school leaving date of all young people with statements of special educational needs.

### ***Preparing Young People***

The school will identify a member of staff who will work with the young person: -

- Using person-centred approaches;
- To help them identify their goals and aspirations;
- To prepare them to contribute to the transition planning process including participation in review meetings.

Connexions Cumbria will organise post school opportunity evenings for young people and their parents/carers and develop links with relevant local providers

### ***Connexions Cumbria***

Each young person has a Personal Advisor who will attend the Transition Meeting.

## Responsibilities of Connexions Cumbria

It is the responsibility of Connexions Cumbria to:

- Help young people and those working with them to decide on their next steps and future career path by exploring available options and enabling them to make informed and realistic decisions.
- In addition the Personal Advisor will consider any specific barriers to progression which may require referral to other agencies or personal development for the young person.
- There is a protocol with Cumbria Deaf Association relating to deaf young people.

### *Action*

- Each year the Personal Adviser, Special Educational Needs Coordinator (SENCO) and any other appropriate staff should meet to agree the following year's programme of careers and personal development activities.
- The Personal Adviser should send a letter of introduction to the parents prior to the review.
- Personal Advisors should normally contribute to reviews of all pupils in Years 9 and/or 10.
- Whether or not they attend they should provide an action planning document following a one-to-one meeting with the pupil.

### *The Year 9/10 review meeting*

- The review meeting forms part of the on-going guidance process. The Personal Advisor may contribute a written report to support this.
- the information for the report can be written **before** the meeting is held if: -
  - the Personal Advisor already knows the pupil and
  - information is available from previous reviews, statements, the schools own records and discussions with school staff.

*Additional information may be available from previous group work or guidance interviews and contact with parents.*

- the contribution to the report should be written **after** the review meeting if:
- the Personal Advisor has not met the pupil before and is, therefore, attending the meeting to gather information.

### *Personal Advisors Role from Year 11 onwards*

- every effort should be made to see pupils with statements before any review meetings.

- information from earlier Year 9 or 10 reviews should be used to inform subsequent guidance and personal development work and the Transition Plan should be updated at least annually with summaries of guidance activity.

If not attending in person, a written report must be submitted to contribute to the transition planning process, in agreement with the school.

- review arrangements for young people funded by the LEA in out of county schools will be agreed each year.
- the review planning for these pupils needs to take into account any home/host arrangements between Connexions Cumbria services.

It is good practice for the Personal Advisor to keep in touch with progress, especially as the pupil nears the end of the education provision, possibly attending final year reviews or seeing the pupil during school holidays.

## **Responsibilities of Health**

The responsibilities of Health include:-

- to identify whether the young person is likely to have continuing health care needs when he/she leaves school.
- to ensure that arrangements are put in place to enable the young person's health care needs to be met when he/she leaves school.
- to identify the appropriate way of meeting the health needs of the young person to include:
  - offer of a health record
  - identification of the appropriate health facilitator
  - contribution to the development of health action plan

### ***Action to be taken by Health***

#### ***Preparing a medical report***

As appropriate, the Health representative will prepare a medical report for young people in Year 9 who have a health need. In addition, young people, their parents or the school may request a health report if a medical problem is causing worry.

#### ***Attending the Year 10 review meeting and subsequent annual review meetings***

If the young person will require health care support as they prepare to leave school and beyond, the Designated Health Professional or a representative will attend the Year 10 review meeting if invited by the end of the preceding term by the school.

#### ***Children who are Looked After***

If the child is in the looked after system they should be referred to the Looked After Children's Nurse.

## **Responsibilities of Adult Social Care Directorate**

### ***Responsibilities***

It is the responsibility of Adult Social Care Directorate to:-

- identify whether the young person is likely to need support from the Adult Social Care Directorate now or in the future when he/she leaves school;
- decide at what stage Adult Social Care Directorate will become involved and indicate what support is likely to be available;
- inform the SEN Service whether the young person is eligible for adult services;
- ensure that all severely disabled young people are offered an assessment of their needs before finishing full-time education;
- make provision to meet the needs of young people in accordance with legislation;
- ensure there are robust procedures for the transfer of responsibility from Children's Services to the Adult Social Care Directorate;
- ensure the vulnerable adults policy is followed (see appendix 2).

### ***Action***

The Adult Social Care Directorate should designate a local transition worker. The worker is responsible for ensuring appropriate action is taken for all the young people due year 9 reviews in that area. He/she must also ensure that the young person's school is informed of the decisions made so that Adult Social Care Directorates' role can be included in the Transition Plan. Adult Social Care Directorates' contribution to the Transition Plan could be summarised in one of three ways:-

- Adult Social Care Directorate to have no involvement;
- Adult Social Care Directorate to take specified action now;
- Adult Social Care Directorate to make an assessment of need

All transition plans must clarify what the role of the Adult Social Care Directorate will be in planning for this young person.

### ***Identifying young people who are severely disabled***

The transition worker will need to decide which of the young people who are severely disabled by reference to the eligibility criteria. The eligibility criteria for people with a learning disability includes fair Access to Care and the criteria legally required for the Pooled Fund under the Health Act. For all other people with a disability it is the eligibility criteria set out under Fair Access to Care. The SEN Criteria (severe and above) for ASD, learning, physical disabilities is a guide to eligibility. For children with a severe sensory impairment a referral to Cumbria Deaf Association who are commissioned to provide a social care service is appropriate.

This would include any other young person who is known to be disabled through the Children with Disabilities team's previous contact with them or information from other agencies.

The transition worker will notify the SEN Service of all young people they plan to work with at the start of each academic year.

***Action – young people who are severely disabled***

For all young people who are severely disabled, the Transition Co-ordinator must ensure that the school is aware whether a representative will attend the review meeting. For all young people who are severely disabled, the Transition Co-ordinator will need to determine what level of involvement is needed at this stage. This should be done in consultation with the school. It is probable that contact will need to be made with parents of young people not previously known to the CWD Service.

There should be an annual meeting attended by:

- The Transition co-ordinators;
- The SEN Service;
- Connexions Cumbria;

to co-ordinate the actions required for all children who may be applying for a residential college placement.

***Adults***

As a final check that no disabled young people will leave full-time education without being offered an assessment of need, the Transition Co-ordinators will be sent a list of disabled young people due to leave school/college in a year's time from the Connexions Personal Advisers. If the Adult Social Care Directorate have not already been involved in the transition plan, the young person should be offered an assessment of need before leaving school/college.

***Action – young people who are not severely disabled***

Adult Social Care Directorate will send a representative to Year 9 review meetings for those children known to the Children with a Disability Team where it is clear that Adult Social Care Directorate will need to contribute to the Transition Plan.

Transition Coordinators must attend Year 9 reviews of all children who are:

- looked after by Children's Services and/or
- attending residential schools and/or
- The subject of serious concern as identified by safeguarding procedures.

## **Responsibilities of Children's Services Social Care department**

The social worker for Children with disabilities must provide a report and attend the Year 9 review meeting for those disabled young people who are:

- looked after by Children's Services; and/or
- attending residential schools; and/or
- likely to require Adult Social Care Directorate support in adult life.

For young people who are likely to require Adult Social Care Directorate support in Adult life, the Adult Team should be represented at the annual review preceding transfer of the case. All disabled young people must be offered an assessment of need by Adult Social Care Directorate before leaving full-time education if they meet the criteria specified earlier.

The transition coordinators should complete an assessment of need and liaise with the Adult Teams about who should undertake further assessments and inform the young person, his/her parents and the school, Connexions Cumbria or college of the decision.

### ***The Pathway Service***

If the young person has been placed within the Looked After Care Services then a member of the Pathway Service will be invited.

The Children with a Disability Social Care team will provide Adult Social Care with information about all young people who are open cases to them by the end of the young person's year 8.

### ***Action – young people who are not severely disabled***

The Children's Services Directorate, Children with a Disability Team will respond to the school's request for information before the year 9 review meeting by submitting details of relevant information held on the Children with a Disability Team's records or by informing the school that the young person is not known to them.

## **6 Transition Planning from the Age of 14 to 25**

The following section details the step-by-step process, which needs to take place to prepare and support young people approaching and experiencing transition.

In the summer term of Year 8, the SEN Service will inform the Transition Co-ordinators in Adult Social Services and the Connexions Service of all children with a statement of SEN (including the type & severity of their special needs) who will be in Year 9 in the following academic year.

Customer Services input the referral and automatically check their information system, Carefirst, for knowledge of young person.

Customer Services will inform the Transition Worker of the referral. They will complete the initial screening assessment to ascertain eligibility for adult services and Fair Access to Care.

Transition Worker will advise the young person, their family, LA, Connexions Cumbria and the school, the Children with Disabilities Team and The Pathway Service, as appropriate, of the outcome of the initial assessment for the Pooled Fund criteria (People with a learning disability), Adult Services Criteria (People with a Physical Disability) and Fair Access to Care Criteria (physical or sensory impairment).

### **6.1 Year 9 Approximate age 13/14**

The Children with Disabilities team will complete an initial referral form (contact 1) for each young person that is known to them and send to customer services.

Customer Services input the referral and automatically check their information system, Carefirst, for knowledge of young person.

Customer Services will inform the Transition Worker of the referral. They will complete the initial screening assessment to ascertain eligibility for adult services and Fair Access to Care.

The Transition Co-ordinator will make contact with the young person and their family (where appropriate) and advise them that they are entitled to an assessment of eligibility and, where appropriate, an assessment of need for Adult Services.

The school will organise a transition review meeting. They will invite the young person, their family, the SEN Service, Connexions Cumbria, Health, Adult Social Care Directorate, Transition Worker, and if appropriate the Children with Disability Social Worker and The Pathway Service also.

The School draws up a transition plan.

Connexions Cumbria, in partnership, are responsible for overseeing the delivery of the plan.

The Transition Worker will aggregate all transition plans in the July of each year. This is done from assessment and only done the October before the young person's 18<sup>th</sup> birthday so that financial projections can be done. This process starts at year 13. This will provide an indication

of the requirements for future commissioning arrangements. A meeting will be held with the Integrated Commissioning Team and the Transition Coordinator for young people with a learning disability to determine future needs. This should happen and would be useful but did not this year. A meeting will be held with the Adult Services Team and the Transition Worker for young people with a physically disability to determine future needs.

### **6.2 Year 10 Approximate age 14**

The Annual Review will be organised by the school. The transition plan will be reviewed at this time. They will invite the young person, their family, SEN Service, Connexions Cumbria, Health, Transition Co-ordinator and if appropriate the Children with Disability Social Worker and The Pathway Service.

The Person Centred Planning Process will be planned and started where appropriate.

The Transition Co-ordinator will continue to collate information and ensure that any further appropriate referrals are made.

The Transition Co-ordinator will continue to update the assessment of need where appropriate.

### **6.3 Year 11 Approximate age 15**

The Annual review will be organised by the school. The transition plan will be reviewed at this time. They will invite the young person, their family, SEN Service, Connexions Cumbria, Health, Transition Worker and if appropriate the Children with Disability Social Worker and The Pathway Service.

The Person Centred Planning Process will be planned and started where appropriate.

The Transition Co-ordinator will continue to collate information and ensure that any further appropriate referrals are made.

The Transition Co-ordinator will continue to update the assessment of need where appropriate.

The Transition Co-ordinator will aggregate all transition plans in the July of each year. This will indicate future commissioning requirements. A meeting will be held with the Integrated Commissioning team and the Transition to determine future needs.

A meeting will be held with the Adult Services Team and the Transition Worker for young people with a physical disabled to determine future needs 13.

If the young person is planning to leave school at the end of the academic year then Connexions Cumbria will complete a Section 140 assessment. This is a specific Connexions Cumbria assessment relating to the further education or training needs of the young person if they intend leaving school at the end of this academic year and entering college or work based learning programmes. This assessment will be used to communicate with the post 16 learning provider the support needs of the young person to enable them to be successful on the programme. The information in the s140 will also be shared with the Learning and Skills Council to inform their

provision planning for the following year it will help to identify any gaps in provision and also highlight particular issues around individual support needs. This will integrate as appropriate with any review and assessment process used by the learning provider.

The transition worker will complete financial planning by October of this school year. This will enable the Integrated Commissioning Team to complete the development of assessed services. This will be determined by the proposed date for leaving school.

#### **6.4 Year 12 Approximate age 16**

If the young person is at school the annual review will be organised by the school. The transition plan will be reviewed at this time. Invitations will be given to the young person, their family, SEN Service, Connexions Cumbria, Health, Transition Worker and if appropriate the Children with Disability Social Worker and Pathway Service.

In the circumstances when the young person has left school and moved into Health/and Adult Social Care Directorate funded long-term provision, the Transition Co-ordinator, Community Nurse or Social Worker (if allocated) will co-ordinate review arrangements until the young person reaches 19 years.

If the young person is planning to leave school at the end of the academic year then Connexions Cumbria will complete an assessment (s140).

If the young person has left school and moved to a college/work based learning programme, Connexions Cumbria will ensure that the Transition Plan continues to be reviewed and developed involving the young person, family, College, Health and Adult Social Care Directorate this will integrate as appropriate with any review process used by the learning provider.

The Person Centred Planning Process will be planned and started where appropriate.

The Transition Co-ordinator will continue to collate information and ensure that any further appropriate referrals are made.

The Transition Co-ordinator will continue to update the assessment of need where appropriate.

The Transition Co-ordinator will aggregate all transition plans in the July of each year. This will indicate future commissioning requirements. A meeting will be held with the Integrated Commissioning team and the Transition worker to determine future needs. A meeting will be held with the Adult Social Care Team and the Transition Coordinators for young people with a physical disability to determine future needs.

The transition worker will complete financial planning by October of this school year. This will enable the Integrated Commissioning Team to complete the development of assessed services. This will be determined by the proposed date for leaving school.

## **6.5 Year 13 Approximate age 17**

If the young person stays at school the annual review will be organised by the school. The transition plan will be reviewed at this time. The young person, their family, SEN Service, the Transition Workers, Connexions Cumbria, Health, and if appropriate the Children with a Disability Social Care Service and Pathway Service will also be invited.

In the circumstances when the young person has left school and moved into Health and/or Adult Social Care Directorate funded long term provision the Transition Co-ordinator, Social Worker or Community Nurse (if allocated) will co-ordinate review arrangements until the young person reaches 19 years.

If the young person is planning to leave school at the end of the academic year then Connexions Cumbria will complete an assessment (s140).

If the young person has left school and moved to a college/work based learning, Connexions Cumbria will ensure that the Transition Plan continues to be reviewed and developed involving the young person, family, college, Health and Adult Social Care Directorate this will integrate as appropriate with any review process used by the learning provider.

The Person Centred Planning Process will be planned and started where appropriate.

The Transition Co-ordinator will continue to collate information and ensure that any further appropriate referrals are made.

The Transition Co-ordinator will continue to update the assessment of need where appropriate.

The transition worker will aggregate all transition plans in the July of each year. This will indicate future commissioning and funding requirements. A meeting will be held with the Integrated Commissioning team and the Transition worker to determine future needs. A meeting will be held with the Adult Services Team and the Transition Worker for young people with a physical disability to determine future needs.

The transition worker will complete financial planning by October of this school year. This information will be passed onto the appropriate Commissioning Manager in the Learning Disability, Physical Disability and Vulnerable Adults Teams. This will enable the relevant commissioners to complete the development of assessed services.

If appropriate a referral will be made by the Transition Worker to the Integrated Learning Disabilities Team or the Physical Disability Team or the Vulnerable Adults Team (referred to jointly as District Support Team in the South of the county) to ensure co-working occurs with all Health and Adult Social Care Directorate personnel over a 12-month period. NB Children with Disabilities Social work team may not be involved in all cases.

## **6.6 Year 14 Approximate Age 18**

If the young person stays at school the annual review will be organised by the school. The transition plan will be reviewed at this time, the young person, their family, the SEN Service,

Connexions Cumbria, Health, Adult Social Care Directorate and as appropriate the Children with a Disability Service and Pathway Services will also be invited.

In the circumstances when the young person has left school and moved into Health/and Adult Social Care Directorate funded long term provision, the Transition Worker, Community Nurse or Social Worker (if allocated) will co-ordinate review arrangements until the young person reaches 19 years.

If the young person is planning to leave school at the end of the academic year then Connexions Cumbria will complete an assessment (s140).

If the young person has left school and moved to college/work based learning, Connexions Cumbria will ensure that the Transition Plan continues to be reviewed and developed involving the young person, family, college, Health and Adult Social Care Directorate this will integrate as appropriate with any review process used by the learning provider.

The Person Centred Planning Process will be planned and started where appropriate.

The Transition Co-ordinator will continue to collate information and ensure that any further appropriate referrals are made.

The Transition Co-ordinator will continue to update the assessment of need where appropriate.

The transition worker will aggregate all transition plans for all young people who remain in school or an educational setting, in the July of each year. This will indicate future commissioning and funding requirements. A meeting will be held with the Integrated Commissioning team and the Transition worker to determine future needs. A meeting will be held with the Adult Services Team and the Transition Worker for young people with a physical disability to determine future needs.

The transition worker will check that the complete financial planning is still correct and relevant by October of this school year. This information will be passed onto the appropriate Commissioning Manager in the Learning Disability, Physical Disability and Vulnerable Adults Teams. This will enable the relevant commissioners to complete the development of assessed services.

If appropriate a referral will be made by the Transition Co-ordinator to the Integrated Learning Disabilities Team or the Physical Disabilities Team to ensure co-working occurs with all health and SSD personnel over a 12-month period. NB Children with Disabilities Social work team may not be involved in all cases

## **6.7 Approximate age 19**

At the point where the young person leaves fulltime learning and enters what is seen as a permanent arrangement. The Integrated Learning Disability Team worker will co-work with the transition worker for a period of three months and the Connexions Cumbria Service will no longer have a responsibility.

The Connexions Cumbria Personal Advisor and Transition worker will jointly co-ordinate an annual review of transition plans with the young person and appropriate people from their family, Connexions, the SEN Service, Further Education Colleges, Health, Adult Social Care Directorate and any other appropriate personnel. This will link to the college review process where possible.

If the person has a physical disability the locality Commissioning Manager will need to be informed.

This review process will continue until it is determined that the services provision is a “permanent” arrangement up to 25 years of age.

As appropriate, information will be sent to the relevant Commissioning Manager to ensure that appropriate services are available for young people who attend residential colleges for any period of time. This information will also be sent to the Adult Services Team for people with a physical disability.

## **7 Financial Planning in Adult Social Care Directorate**

The primary aim of early assessment and transition planning is to ensure that the Adult Social Care Directorate works pro-actively with individuals to ensure smooth transition for those that need care and support as they move into adulthood.

Detailed projections for all severely disabled young people coming through transition who are likely to require support from the Directorate within the next financial year should be submitted in September of the preceding financial year i.e. September 2006 projections are for people who will require support to commence between 1<sup>st</sup> April 2007 and 31<sup>st</sup> March 2008.

- Early identification of need, and submission of estimate of Individual Budget via the transition database is an essential requirement of Transition Co-ordinators.
- The database is a key financial planning tool, and as such forms part of the Corporate and Partnership financial forecasting framework.
- Direct budgetary control of arrangements for individuals lies with appropriate Budget Managers within services for people with learning disabilities, and for service for people with disabilities. Transition Co-ordinators have a key role in facilitating good decision making around individuals.
- All transition plans should be developed using person centred methods.
- The Directorate has key responsibilities around increasing choice and independence. Self directed support, delivered through Individual Budgets and Direct Payments provide the primary funding method to achieve these aims.

## **8 Dispute Resolutions between Partners**

The Transition Subgroup consisting of membership from Cumbria Health, SEN Service, SSD - both Children and Adult representatives, LSC and Connexions Cumbria will receive any disputes regarding the application of this Transition Protocol. This data will be fed into the annual review of the protocol.

## 9 Compliments and Complaints from Parents/Carers/Young People

Where the compliment or complaint is about the services received from :-

**Adult Social Care or Children's Services**, these should be addressed to:

Representations and Complaints Officer  
Adult Social Care Directorate  
Cumbria County Council  
Civic Centre  
CARLISLE  
Cumbria  
CA3 8QQ

Phone: 01228 607140

Email: [socialcare.complaints@cumbriacc.gov.uk](mailto:socialcare.complaints@cumbriacc.gov.uk)

Further details available at <http://www.cumbria.gov.uk/adultsocialcare/rights/complaints.asp>.

### A School

This should be addressed to the school Governing Body via the Chair of Governors.

**The Connexions Service**, these should be addressed to:

Performance Manager  
Connexions Cumbria  
The South Range  
Hackthorpe Hall Business Centre  
Hackthorpe  
PENRITH  
Cumbria  
CA10 2HX

### The Health Service

Written complaints about services provided, contracted or commissioned by Cumbria PCT should be sent to the relevant complaints officer, details below, as soon as they are received. The PCT can then respond to complaints in accordance with the legislative timescales of the NHS complaints procedure.

Cumbria PCT  
Interim Complaints Manager  
Lisa Gibbons, Tenterfield, Brigsteer Road, Kendal LA9 5EA  
Telephone: 01539 797861  
[Lisa.Gibbons@cumbriapct.nhs.uk](mailto:Lisa.Gibbons@cumbriapct.nhs.uk)

North Cumbria

(The former Eden Valley PCT, West Cumbria PCT, Carlisle & District PCT)

Jen Lawson, Complaints Officer, Wavell Drive, Rosehill, Carlisle CA1 2SE

Direct Line: 01228 602732

[Jennifer.Lawson@cumbriapct.nhs.uk](mailto:Jennifer.Lawson@cumbriapct.nhs.uk)

South Cumbria

(South Lakes and Furness)

Christine Dixon, Complaints Officer, Tenterfield, Brigsteer Road, Kendal LA9 5EA

Telephone: 01539 797861

[Chris.Dixon@cumbriapct.nhs.uk](mailto:Chris.Dixon@cumbriapct.nhs.uk)

## **Transition Arrangements between Children's and Adult Services**

The following should be considered as part of the transition process if there are on going protection issues, and it is anticipated that on reaching 18, the young person will be likely to meet the definition of a "vulnerable adult".

- Formal handover of protection plan arrangements.
  - Where the young person is on the Child Protection Register their final child protection conference should be a joint child protection / adult protection conference.
  - Where the young person is not on the Child Protection Register but there are still concerns arrangements should be made to formally handover those concerns. This should be done at a multi-agency meeting or a case conference.
- Clarification of the legal status - seek legal advice as required.
- Arrangements for monitoring by the adult team.

A vulnerable adult is defined in 'No Secrets' as any person aged eighteen or over who:

Is or may be in need of community care services\* by reason of mental or other disability, age or illness;

And

Is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

\*'No Secrets' defines community care services as 'all care services provided in any setting or context'.