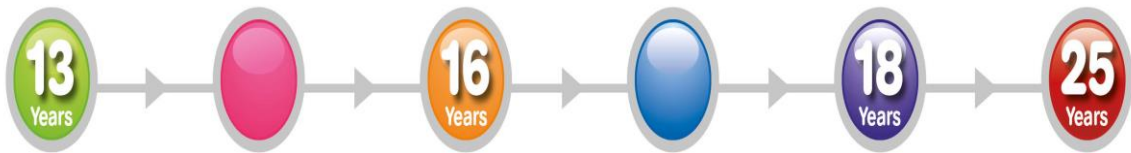


Nottinghamshire Multi-Agency Transitions Protocol

**(Supporting Young People with Special
Educational Needs and Disabilities from aged 13
years into Adulthood)**



**In Nottinghamshire we want you to have a good
start in life.**

**We want to understand your hopes and dreams
for your life, work and relationships.**

**We want to help you find the right support to
help you achieve them**

working in partnership



INTRODUCTION

Endorsements of the Transitions Pathway

This pathway is a reference outlining the vision, principles, roles and responsibilities of the agencies involved in the Transitions planning process for disabled young people living in Nottinghamshire.

The Transitions planning process requires support at strategic, management and operational levels to be effective and to ensure that the vision of a positive future for these young people in Nottinghamshire becomes a reality.

By signing this document the agencies below consent and give their commitment to implement this protocol within Nottinghamshire.



Colin Pettigrew

Corporate Director Children's, Families and Cultural Services. NCC



David Pearson

Corporate Director, Adult Social Care, Health and Public Protection NCC



Health



Schools/Colleges



Georgina Palmer

Chair – Nottinghamshire Participation Hub

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Transitions Protocol – Statement of Purpose

“Transition to adulthood should be one of the most exciting times for any young person as they leave school, consider employment or training, further education and maybe leaving home. Disabled young people hope for the same things as other young people, they want a voice, a leisure and social life, and to be involved as active, valued citizens” (ILCDP 2005).

Transition is the term that can be applied to all young people, at the stage in their lives when they are on the journey from adolescence into adulthood. In this protocol it is the process by which young people with disabilities or additional needs transfer from Children's Services to Adults Services in Education, Health and Social Care provision.

We know that this can be one of the most anxious, challenging and vulnerable times for young people with a disability and for their families, especially if there is a need for and/or reliance on significant support from health and/or social care services.

It's so confusing!!

During this time, young people and their families may be unsure about what to expect, what help may be available to them and where to get this help. They may be uncertain about the roles of all the different agencies, the support that they can receive and where to get this support from.

For the majority of young people, having access to timely, accessible information about options that help them understand the transition process, how to be involved, and how to make informed decisions about their future, may be enough to assist them through this stage. For others, especially those who have a lot of contact with agencies, services or support, this can be more difficult as they move between Children's and Adult's Services.

Don't forget!!

We must remember that Transitions planning is for the young person and should be about the things that are important to them. It might seem scary or hard for them, but it can also be very exciting. Planning should focus on the young person's strengths and capabilities and must include every opportunity for them to communicate their needs and to actively participate in whatever way they feel comfortable.

Danger!!

If this stage in a young person's life is not handled well it can have a negative impact on them and their families, as well as putting an extra strain on local authority and public sector services and budgets.

The Nottinghamshire Transitions Working Group has developed this Protocol and Transitions Visual Pathway in order to:

- Provide clarity around the Transitions process for disabled young people and supporting their families in Nottinghamshire.
- Gain the commitment of all key partners.

- Ensure that feedback from disabled young people and their families is at the centre of service improvement.

This protocol sets out:

- **what** should happen, from year 8 (12-13 years)
- **when** it should happen
- **who** should take responsibility
- **how** partners should work together to ensure a seamless transition to Adulthood

All in it together!!

Transition should be viewed as a process, not as a single event and should not be seen as the core responsibility of one agency. Rather all agencies should work closely together and professionals, young people and their families/carers should be clear about the specific responsibilities of each agency at each stage of the process.

Maximise potential!!

Nottinghamshire's aspiration is to put young people at the centre of its Transitions Pathway, and this document has been developed to support and improve this ensuring we are all working together for the benefit of young people, their parents and carers. It aims to outline the transition journey and to ensure everyone involved in this journey understands the specific roles and responsibilities of all the key agencies, so that they all work together effectively to support the young person to reach their maximum potential.



Paul Johnson

Paul Johnson
Group Manager Younger Adults
Nottinghamshire Transitions Working Group (Chair)

Acknowledgements

We are very grateful to the many people who took part in, and helped us with this protocol. In particular we would like to thank the parents, young people and the professionals who gave up their time, sharing their expertise and experiences with us.

And the members of the

Transitions Protocol Task and Finish Group

Paul Johnson - Group Adult Social Care
Fiona Simpson - Programme and Projects Team

Nicki Hodson - Designated Clinical Officer
 Sarah Mackintosh - SEND

SECTION ONE

This shared vision emerged from our multiagency Preparing for Adulthood planning day (June 2105)

Vision

**In Nottinghamshire we want you to have a good start in life.
We want to understand your hopes and dreams for your life, work and
relationships.
We want to help you find the right support to help you achieve them.**

Preparing for adulthood means preparing for:

- higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life

Principles

Nottinghamshire has adopted a multi-agency approach to Transition planning to ensure the process provides a consistent person centred experience for the young person and their family. Building on the key messages from the Preparing for Adulthood Programme (Department for Education); we have set out 13 clear principles to help us get transitions right.

1. Raising aspirations

Raising and supporting aspirations of young people is everyone's responsibility. Transition planning should be keep focussed on life outcomes, promoting independence and supporting young people by giving them the best opportunities and support to succeed, realise positive outcomes relating to their aspirations and reach their maximum potential.

2. Person-centred transition planning

Person centred planning must be centred around the young person and should explore all aspects of a person's life with them at the centre of the planning process This approach gives young people a chance to say what their hopes and dreams for the future are from a personal perspective, and should result in clear outcomes being agreed that are ambitious and are a benefit or make a difference to the individual. An advocate should be provided if the young person would have difficulty in taking part in the planning and review process.

http://base-uk.org/sites/base-uk.org/files/%5Buser-raw%5D/11-07/work_choice_easy_read.pdf

3. Aligning assessments

It is good practice for the transitions reviews to be integrated with other statutory reviews wherever possible e.g. Child in need, Looked after child or Young people with an EHC Plan.

4. Involvement and consultation with young people and their families.

Young people and their families should be actively involved in planning their future. Their real lived experiences should inform strategic planning and commissioning. The way in which people communicate should always be respected. Nottinghamshire Participation Hub (NPH) consists of a group of parents and carers of young people with additional needs or disabilities who are working together representing the whole of the county of Nottinghamshire. <http://www.apctoo.co.uk/news/79-nph.html>

5. Providing accessible and clear information

The information, advice and support young people and families receive has a significant effect on their aspirations for life. Clear information should be shared with young people to help raise aspirations by illustrating what has already worked for others and what options are available for them. Provision of appropriate and useful information, advice and support before and during the Transitions process, for young people, their parent/carer(s), provided at the most helpful times and in a format which is accessible to them.

http://www.ppsnotts.org.uk/docs/Nottinghamshire_The_Local_Offer.pdf

6. Partnership working across agencies

Partners must be committed to this protocol for CYP and to working collaboratively. Greater understanding of the specific roles and responsibilities of all the key agencies involved in transition will lead to better working relationships and help create good multiagency practice.

7. Developing the workforce

Appropriate training is available for all professionals, so that staff can engage with young people and families differently and develop person centred support. Carry out quality reviews conducted by people who are trained and have accessed appropriate training themselves.

8. Quality and monitoring

To drive improvement in service, monitoring and quality assurance need to be put in place and reviewed regularly to ensure the quality of provision maintains an appropriate standard and that the transition process is as effective as possible. Feedback from young people and their families should be reviewed regularly.

9. Relevant information sharing

Sharing information is a fundamental part of any job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time, prevent a need from becoming more acute and difficult to meet. Effective information-sharing must underpin integrated multi agency working and is a

vital element in improving outcomes for all. Staff will respect confidentiality and will adhere to local guidance related to sharing information.

10. Safeguarding

It is a fundamental principle that disabled children and young people have the same right as non-disabled children and young people that is to be protected from harm and abuse. However in order to ensure that the welfare of disabled children and young people is safeguarded and promoted, it needs to be recognised that additional action is required. This is because disabled children and young people have additional needs related to physical, sensory, cognitive and/or communication requirements and many of the problems they face are caused by negative attitudes, prejudice and unequal access to things necessary for a good quality of life (DCFS 2009) Staff will have access to up-to-date safeguarding protocols and training.

Safeguarding Children <http://www.nottinghamshire.gov.uk/nscb>

Safeguarding Adults

<http://www.nottinghamshire.gov.uk/care/adult-social-care/safeguarding-adults>

11. Advocacy

All children and young people have the right to have their views, wishes and feelings taken into account when decisions are made about their lives. To ensure the young people's involvement, we must ensure the young person's preferred method of communication is used and their support needs taken account of. Advocacy is one way to facilitate that the participation of disabled children and young people in decision making.

Independent representation/advocacy services should be made available to young people in this regard.

Nottinghamshire Help Yourself also lists a number of organisations who provide advocacy services.

<http://helpyourselfnotts.org.uk/kb5/nottinghamshire/directory/results.action?qt=advocacy&term=&sorttype=relevance&adultchannel=0>

POhWER is a charity and membership organisation, who provide information, advice, support and advocacy services in Nottinghamshire. <http://www.pohwer.net/>

12. Problem Solving

While recognising there might be different views amongst those involved, there is a commitment to partnership working to seek creative solutions which put the young person's benefit at the heart of the process to prepare them for adulthood.

13. Redress

We are aware that sometimes things go wrong, 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. All service users have the right to express their views and to make suggestions, complaints or compliments about the services they receive.

Section 2

Legislation

Transition to Adulthood raises a number of issues locally for service users, their families, commissioners and providers. These need to be considered in line with current national legislation and local initiatives that aim to enhance our understanding of the transition process and to improve experiences and outcomes for young people and their families. An array of legislation underpins the transition process.

As well as the **Mental Capacity Act (2005)** ⁽²⁾ three new pieces of legislation that have the greatest influence on support for disabled young people Transitions are **Part 3 of the Children and Families Act 2014** ⁽³⁾, which focuses on Special Educational Needs and Disability, and **Part 1 of the Care Act 2014** ⁽¹⁾, which focuses on the care and support of Adults with care and support needs.

http://www.preparingforadulthood.org.uk/media/412594/care_act_mar15.pdf and the new **National Institute for Health and Care Excellence (NICE) Guidance**, 'Transition from children's to adults services for young people using health or social care services'. Published Feb 2016.

The Children and Families Act

The Children and Families Act sets an important new legal framework of support from an early age right into Adulthood. It created a new birth to 25 years Education, Health and Care Plan (EHC) for children and young people with special educational needs and places a duty on statutory organisations to work together to align education health and social care arrangements.

As a legal document, the plans are specific to the needs of the individual and aim to facilitate a multi-agency approach to transition, because health, education and care services must all contribute.

The SEND reforms focus on the following themes:-

- Working towards clearly defined outcomes
- Engagement and participation of parents and young people (Co-production)
- Developing a Local Offer of support and Joint Commissioning
- Personalisation and personal budgets
- Coordinated assessments and EHC plans

The Care Act

Part 1 of The Care Act pulls together threads from over a dozen different Acts into a single, modern framework for care and support. It reforms how the law works, prioritising individual wellbeing for Adults with care and support needs over the age of 18, with a particular focus on person-centred practice and outcomes, putting people in control of their care and support.

The assessment and eligibility process is one of the most important elements of the care and support system. The assessment is one of the key interactions between a local authority and an individual, whether that is an Adult needing care or a Carer.

The Act says that if a child, young carer or an Adult caring for a child (a “child’s carer”) is likely to have needs when they, or the child they care for, turns 18, the local authority must assess them if it considers there is “significant benefit” to the individual in doing so. This is regardless of whether the child or individual currently receives any services (DoH 2015).

It also gives local authorities a legal responsibility to cooperate, and to ensure that all the correct people work together to get the transition right.

It makes clear that the local authority can combine any “transition” assessments with any other assessment being carried out for some other person (provided all parties agree).

The provisions in the Act relating to transition to Adult care and support are not only for those who are already receiving Children’s services, but for anyone who is likely to have needs for Adult care and support after turning 18. Equally for those without EHC plans, early conversations with local authorities on preparation for Adulthood are beneficial – when these conversations begin to take place will depend on individual circumstances

The Care Act states transitions must be provided using a co-ordinated multi agency approach by professionals from different agencies, the wider community, family and friends.

The Mental Capacity Act

The right of young people to make a decision is subject to their capacity to do so as set out in the Mental Capacity Act 2005. The underlying principle of the Act is to ensure that those who lack capacity are empowered to make as many decisions for themselves as possible and that any decisions made or actions taken on their behalf is done so in their Best Interests. Decisions about mental capacity should be made on an individual basis, and may vary according to the nature of the decision (Department of Health 2015) ⁽¹²⁾.

NICE Guidance (2016) ‘Transition from children’s to adult’s services for young people using health or social care services’.

This guidance covers the period before, during and after a young person’s moves from children’s to adults services. It aims to help young people and their carers have a better experience of transition by improving the way it is planned and carried out. It covers both Health and Social Care and is used by the Care Quality Commission (CQC) to inform their inspection process.

<https://www.nice.org.uk/guidance/ng43>

Section 3

Preparing and planning with a young person as they move towards and into Adulthood

Together with partners we have established key milestones in the Transitions process and described who is responsible for achieving these. It is set out in yearly sections, where the year refers to the school year (that is from 1st September to 31st August) being the equivalent to the system used in schools. The box at the top of the section summarises the core actions which should take place each year to ensure a smooth and seamless transition.

Year 8 12 – 13 years

What should happen?	Who should do it?	Guidance
Look at the Local offer Website	Young person, school, parents.	http://nottinghamshire.sendlocaloffer.org.uk
Identify the young people who may need a person-centred Transitions Plan.	School	Provision of careers advice and guidance is a school responsibility.
Start to talk to the young person to explain the Transitions process.	School	
Young person's participation and communication needs to be identified.	School	Link with Tutors, parent/carer(s), Speech and Language Specialists. Profile of Need These identified needs should be taken into consideration throughout the Transitions process e.g. written report formats.
Identify Young People with complex health needs	Health Care Professional	

What should happen?	Who should do it?	Guidance
Preliminary awareness of young people with high needs from SEN Co-ordinators	Adult Social Care, Health and Public Protection. SEN Coordinators (SENCO)	
Confirm consent for sharing of information between agencies.	Integrated Disability Service Assessment Team and or Children’s Social Care	
<p>If the young person would like to create a Wiki – information is available here:- http://nottinghamshire.family servicedirectory.org.uk/kb5/nottinghamshire/directory/site.page?id=IERQVtinWXo</p> <p>Your school will support you to use the Local Offer Website, it will include information about education, health and care provision. It should also tell you about training, employment and independent living for young people with special educational needs and/or disabilities.</p> <p>http://nottinghamshire.sendlocaloffer.org.uk</p>		

Preparation for the Transitions Review

What should happen?	Who should do it?	Guidance
Look at the Local offer Website	Young person, school, parents.	http://nottinghamshire.senlocaloffer.org.uk
Young Person. Parents and Carers to be consulted with about: - Date of Transitions Review - Identifying other professionals involved - Advocacy Services if required.	School	
Invite appropriate people working with and involved with the young person and their family, by making them aware of the Transitions review date at the beginning of the Autumn term. Invite Professionals to submit reports.	School/Home	Nottinghamshire Children and Young People's (aged 0-25) Special Education Needs and Disability Integrated Commissioning Strategy(2015-2017)
Pre-review meeting to explain review process to the young person and parent/carer(s). Arrange for young person/parents where appropriate to meet with others who have gone through the review process.	School – SEN Coordinator (SENCO)	Help with understanding change and making choices. Time needs to be set aside for peer support for Transitions preparation and to build on the circle of support.
Copies of any reports submitted by professionals to be sent to parent/carer(s) minimum of 2 weeks before the review date.	School	
It is good practice for the Transitions reviews to be integrated with other	Adult Social Care, Health and Public Protection.	If it's an integrated review, time allocation needs to

What should happen?	Who should do it?	Guidance
Statutory reviews e.g. CIN, LAC or EHCP (with permission of parent/carer(s)).		reflect this. Young person, parent/carer(s) have the right to ask for a change of date if unable to attend.
Information, Advice and Support must be provided for Young People around what Transitions means and future education, employment and training opportunities.	School, Ask Us T/n 0115 948 2888	Personal, Social, health and Education (PSHE) timetable could include the Transitions Planning. The 'Local Offer' must include information on Transitions and signpost young people to further support and guidance.
Transitions meetings (multi-agency) to identify young people who are likely to need services from Adult Social Care & Health.	Chaired by ASCHPP - Transition Coordinators	
<p>If the young person would like to create a Wiki – information is available here:-</p> <p>http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/directory/site.page?id=IERQVtinWXo</p> <p>Your school will support you to use the Local Offer Website, it will include information about education, health and care provision. It should also tell you about training, employment and independent living for young people with special educational needs and/or disabilities.</p> <p>http://nottinghamshire.sendlocaloffer.org.uk</p>		

Year 9 13 – 14 years

Creating the Transitions Plan

What should happen?	Who should do it?	Guidance
It is good practice for the Transitions reviews to be integrated with other Statutory reviews e.g. CIN, LAC or EHCP (with permission of parent/carer(s)).	Adult Social Care, Health and Public Protection.	If it's an integrated review, time allocation needs to reflect this. Young person, parent/carer(s) have the right to ask for a change of date if unable to attend.
Review to follow the 'important to/for, what's working/not working' format. Post 16 options discussed. Provision of Careers advice is the responsibility of schools.	School	
Transitions Coordinators will attend reviews where the young person is likely to benefit from support from their service. Transitions Coordinators to make links with other appropriate services e.g. the Supported Living Coordinators.	ASCHPP - Transition Coordinators	
10 working days after the Transitions review meeting, a copy of the Transitions Plan to be distributed to young person, parent/carer(s) and relevant partners.	School	
The nominated person will oversee delivery of Transitions Plan.	Nominated Person	Nominated person would normally be the person

What should happen?	Who should do it?	Guidance
<p>For those young people who are likely to be eligible for adult services, the Transitions Coordinator will take the role of ensuring the Transitions Plan progresses.</p>		<p>who is best placed to co-ordinate the delivery of the Transitions Plan, and they would act as a main point of contact. Parent/carer(s) and the young person must also be included when deciding who the nominated person should be.</p>
<p>If the young person would like to create a Wiki – information is available here:- http://nottinghamshire.family servicedirectory.org.uk/kb5/nottinghamshire/directory/site.page?id=IERQVtinWXo</p> <p>Your school will support you to use the Local Offer Website, it will include information about education, health and care provision. It should also tell you about training, employment and independent living for young people with special educational needs and/or disabilities.</p> <p>http://nottinghamshire.sendlocaloffer.org.uk</p>		

Year 10 14-15 years

The Year 10 review follows the same process as the Year 9 review, except for the differences noted below

Review of the Transitions Plan

What should happen?	Who should do it?	Guidance
Look at the Local offer Website	Young person, school, parents.	http://nottinghamshire.senlocaloffer.org.uk
It is good practice for the Transitions reviews to be integrated with other Statutory reviews e.g. CIN, LAC or EHCP (with permission of parent/carer(s)).	Adult Social Care, Health and Public Protection.	If it's an integrated review, time allocation needs to reflect this. Young person, parent/carer(s) have the right to ask for a change of date if unable to attend.
Year 10 Transitions Plan Review to follow 'important to/for, what's working/not working' format where appropriate.	School	Unless this is deemed to be not in the best interest of a particular young person.
Link up with the Integrated Disability Service Assessment Team to identify those known (at 6 monthly meetings).	Integrated Disability Service Assessment Team and or Children's Social Care Adult Social Care, Health and Public Protection.	Where strong possibility of significant input/funding packages e.g. supported living and housing, day service, voluntary and private sector, colleges, health, transport, employment.
At year 10 review, year 9 Transitions Plan is reviewed and actions agreed by all parties and the Transitions Plan is updated and expanded.	School	

What should happen?	Who should do it?	Guidance
<p>As appropriate provide opportunities for young person to visit potential future educational provisions to enable them to make informed decisions and choices.</p>	<p>School</p>	
<p>If the young person would like to create a Wiki – information is available here:- http://nottinghamshire.family servicedirectory.org.uk/kb5/nottinghamshire/directory/site.page?id=IERQVtinWXo</p> <p>Your school will support you to use the Local Offer Website, it will include information about education, health and care provision. It should also tell you about training, employment and independent living for young people with special educational needs and/or disabilities.</p> <p>http://nottinghamshire.sendlocaloffer.org.uk</p>		

Final for

Year 11 15-16 years

Review of the Transitions Plan

What should happen?	Who should do it?	Guidance
Look at the Local offer Website	Young person, school, parents.	http://nottinghamshire.sendlocaloffer.org.uk
Review to take place in Autumn term/first half of Spring term	School	
Check actions from year 10 review prior to year 11 review.	School	
Transitions Coordinators will select which reviews are appropriate to attend based upon previous decisions, information they have gathered and future planning needs.	ASCHPP - Transition Coordinators	There should be increasing involvement from adult services – Health, Social Care and Education.
As appropriate organise college visits/provider visits with young people and parent/carers. Complete application process.	School monitors these Transitions arrangements	
Transitions Coordinators will attend where appropriate, to make links with other appropriate services e.g. the Supported Living Coordinators.	ASCHPP - Transition Coordinators	Greater awareness of need Post- 18 especially if high cost funding is required
If the young person would like to create a Wiki – information is available here:- http://nottinghamshire.family servicedirectory.org.uk/kb5/nottinghamshire/directory/site.page?id=IERQVtinWXo		

What should happen?	Who should do it?	Guidance
<p>Your school will support you to use the Local Offer Website, it will include information about education, health and care provision. It should also tell you about training, employment and independent living for young people with special educational needs and/or disabilities.</p> <p>http://nottinghamshire.sendlocaloffer.org.uk</p>		

Final for endorsement

Years 12/13 16 – 19 years

Preparation for the ‘Transitions Plan Review’

What should happen?	Who should do it?	Guidance
Look at the Local offer Website	Young person, school, parents.	http://nottinghamshire.sendllocaloffer.org.uk
It is good practice for the Transitions reviews to be integrated with other Statutory reviews e.g. CIN, LAC or EHCP (with permission of parent/carer(s)).	Adult Social Care, Health and Public Protection.	If it's an integrated review, time allocation needs to reflect this. Young person, parent/carer(s) have the right to ask for a change of date if unable to attend.
Date of annual Transitions review to be agreed.	School or other Post 16 provider to liaise with young person, parent/ carer(s)	
Young person and parent/ carer(s) to be consulted about other professionals involved and informed of advocacy services.	School or other Post 16 provider	
2 months before review The school or other Post 16 provider sends out to relevant people: The invitation to attend Transitions Plan Review.	School or other Post 16 provider Relevant Health Provider involved with young persons care	
Organisation of the Transitions reviews meeting and collation of the responses from agencies and	School or other Post 16 provider	

What should happen?	Who should do it?	Guidance
parents (1 month before review).		
<p>Preparation by everyone involved for the Transitions review.</p> <p>Representatives appropriate to young person and parent/ carer(s) to contribute to the review. Either by attending the meeting or providing information in a way which is accessible to the young person.</p>	School, SEN Coordinator (SENCO) or Post 16 Provider	
GP and Adult consultant updated on the the needs of the young person.	Paediatric Consultant / Doctor	
17-17.5 years of age referrals to adult health services should be made and to Continuing Health Care (CHC) where appropriate.	Named Doctor	
Transitions Coordinators will select which reviews are appropriate to attend based upon previous decisions and information they have gathered and future planning needs.	ASCHPP - Transition Coordinators	
<p>If the young person would like to create a Wiki – information is available here:- http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/directory/site.page?id=IERQVtinWXo</p> <p>Your school will support you to use the Local Offer Website, it will include information about education, health and care provision. It should also tell you about training, employment and independent living for young people with special educational needs and/or disabilities.</p> <p>http://nottinghamshire.sendlocaloffer.org.uk</p>		

Years 12/13 16 – 19 years

Review of Transitions Plan

What should happen?	Who should do it?	Guidance
Look at the Local offer Website	Young person, school, parents.	http://nottinghamshire.sendllocaloffer.org.uk
<p>The previous year's Transitions Plan is reviewed and actions agreed by all parties.</p> <p>Transitions Plan is updated and extended.</p> <p>Agree who co-ordinates next review.</p> <p>Transitions Coordinator will attend appropriate reviews</p>	<p>School/Post 16 Provider</p> <p>ASCHPP - Transition Coordinators</p>	<p>There should be increasing involvement from Adult Services – Health, Social Care and Education – for those young people requiring adult services.</p> <p>At 18 the responsibility for the assessment of provision of social care services will transfer to Adult Social Care.</p>
Confirm consent for sharing of information between agencies.	School	
10 working days after review meeting, a copy of Transitions Plan to be distributed to young person, parent/carer(s) and relevant partners.	School or other Post 16 provider	
<p>Over-seeing delivery of Transitions Plan.</p> <p>Transitions Coordinators will have greater involvement with those selected for their service.</p>	<p>Nominated person</p> <p>ASCHPP - Transition Coordinators</p>	<p>Nominated person would normally be the person who is best placed to co-ordinate the delivery of the Transitions Plan, and they would act as a main point of contact.</p>

What should happen?	Who should do it?	Guidance
		<p>Parent/carer(s) and the young person must also be included when deciding who the nominated person should be.</p>
<p>Staff involved with identifying the needs of the young person to work with commissioners to secure the right specialist support.</p>	<p>ASCHPP - Transition Coordinators and Clinical Commissioning Groups (CCGs) who determine Continuing Health Care (CHC) eligibility.</p>	<p>Decision need to be made earlier, there is an increased emphasis on being pro-active and trying to prevent young people, parent/ carer(s) from receiving a decision too close to the 18th birthday.</p> <p>NICE guidance on CHC and Transitions</p>
<p>If appropriate, introduction to and awareness of Resource Allocation will occur prior to 18th Birthday.</p>	<p>Integrated Disability Service Assessment Team and or Children's Social Care</p>	
<p>Integrated Disability Service Assessment Team support ends at 18th birthday except Young people eligible for aftercare (i.e. Looked after Children)</p>	<p>Integrated Disability Service Assessment Team and or Children's Social Care</p>	<p>A Looked After Child may have an aftercare worker/PA to the age of 21.</p>
<p>Transitions review for young people in Independent schools or Young people at out of County schools.</p> <p>Transitions Plan reviewed and updated.</p>	<p>ASCHPP – Transitions Co-ordinators</p>	<p>Children's Integrated Disability Service Assessment Team</p>

What should happen?	Who should do it?	Guidance
<p>If the young person would like to create a Wiki – information is available here:- http://nottinghamshire.family servicedirectory.org.uk/kb5/nottinghamshire/directory/site.page?id=IERQVtinWXo</p> <p>Look for more information on the Local Offer Website, it will include information about education, health and care provision. It should also tell you about training, employment and independent living for young people with special educational needs and/or disabilities. http://nottinghamshire.sendlocaloffer.org.uk</p>		

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19 years + Young Adults in Continuing Education

Preparation for leaving education, moving on and achieving outcomes for adulthood.

What should happen?	Who should do it?	Guidance
Your college will support you to look at the Local offer Website	Young person, school, parents/college	http://nottinghamshire.sendlocaloffer.org.uk
Integrated Disability Service Assessment Team support ends at the 18th birthday except, young people eligible for aftercare (i.e. Looked after Children)	Integrated Disability Service Assessment Team and or Children's Social Care	A Looked After Child may have an aftercare worker/PA to the age of 21.
Staff involved with identifying the needs of the young person to work with Commissioners to secure the right specialist support for them.	Adult Social Care - Transition Coordinators and Clinical Commissioning Groups (CCGs) who determine Continuing Health Care (CHC) eligibility.	Decision need to be made earlier, there is an increased emphasis on being pro-active and trying to prevent young people, parent/ carer(s) from receiving a decision too close to the 18 th birthday.
School/college will need to assess early (in the Autumn term) to agree a plan which works towards positive outcomes for the young person. Adult Social Care, Health and Public Protection may need to assess early in year 13 so that a placement is identified if required.	School/ College Adult Social Care, Health and Public Protection.	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. Some young people will "transition" on to an adult service

For those Young People Continuing in Education

What should happen?	Who should do it?	Guidance
If you have an EHC plan it will continue to be reviewed yearly	Review to follow the 'important to/for, what's working/not working' format.	School/College
<p>Post education options discussed with young person, employment, supported employment opportunities or further education.</p> <p>Provision of Careers advice is the responsibility of School/College</p>	School/College	<p>Consideration should be given to appropriateness of independent travel training.</p> <p>Consider attendance at Careers Fair</p>
The plan will have an identified Lead who can regularly review actions that need to be undertaken so that a clear leaving plan is in place for the young person.	School/College	
Young person and parent/ carer(s) to be consulted about other professionals involved and informed of Advocacy services.	School/College	
Transitions Coordinators will select which reviews are appropriate to attend based upon previous decisions and information they have gathered and future planning needs.	Adult Social Care - Transition Coordinators	
For students no longer open to the transitions team, if necessary they will need to be re referred to Adult Social Care or Health services prior to leaving college	Young person/family/college /health	Planning needs to start early in the Autumn term
<p>If the young person would like to create a Wiki – information is available here:- http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/directory/site.page?id=IERQVtinWXo</p> <p>Look for more information on the Local Offer Website, it will include information about education, health and care provision. It should also tell you about training, employment and independent living for young people with special educational needs and/or disabilities. http://nottinghamshire.sendlocaloffer.org.uk</p>		

Glossary of terms/acronyms

Advocate	Someone who speaks up for you or supports you to speak up for yourself
Advocacy	The process of supporting and enabling people to: Express their views and concerns. Access information and services. Defend and promote their rights and responsibilities. All CYP have the right to have their views, wishes and feelings taken into account about decisions in their lives. Advocacy is one way to facilitate CYP's involvement in this decision making.
Annual review	The review of a statement of special educational needs or EHC plan which a local authority must make within 12 months of issuing the statement or EHC plan and within 12 months, and not less than 6 months, of the previous review.
ASCHPP	Adult Social Care, Health and Public Protection formerly Adult Social Care and Health
Ask Us	Nottinghamshire's Information, Advice and support Services network.
CAMHS	Child and Adolescent Mental Health Service
CCG	Clinical Commissioning Groups. (CCGs) are clinically-led statutory NHS bodies responsible for the planning and commissioning of health care services for their local area. They are the groups in charge of local health services.
CDC	Council for Disabled Children CCG'S
CHC	Continuing Health Care
DCO	Designated Medical/Clinical Officer (DMO/DCO) will support the CCG's in meeting their statutory responsibilities in relation to SEND. In Nottinghamshire we have a DCO.
Disability	The law defines disability in a number of different ways. For the purpose of this protocol, we have used the definition set out in the Disability Discrimination Act 2005. 'A person has a disability, for the purposes of this Act, if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities'.
DoH	Department of Health

EHC	Education Health and Care (plan) - has replaced SEN Statements from September 2014
NICE	National institute for Health and Care Excellence role is to improve outcomes for people using the NHS and other public health and social care services.
NPH	Nottinghamshire Participation Hub (NPH) consists of a group of parents and carers of young people with additional needs or disabilities who are working together with other parents and carers representing the whole of the county of Nottinghamshire. It is a way of making sure your voices are heard and that you influence services in your area, through Parent and Carer Participation steering group and local parent support groups. http://www.aptfoot.co.uk/news/79-nph.html
ICCYPH	Integrated Community Children's and Young People's Healthcare programme. Their role is to commission and provide co-ordinated, integrated community healthcare services for children and young people and their families within Mid and South Nott's, which improve their health and wellbeing and their life chances
LAC	Looked After Children. A child is looked after by a local authority if he or she has been provided with accommodation, for a continuous period of more than 24 hours, in the circumstances set out in Sections 20 and 21 of the Children Act 1989, or is placed in the care of a local authority by virtue of an order made under part IV of the Act (that is, under a care order).
SEND	Special Educational Needs and Disability - The Children and Families Act 2014 defines a child or young person as having special educational needs, if they have a learning difficulty or disability, which requires special educational provision to be made for them. A child or young person is defined as having a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of facilities provided for other children of the same age in mainstream schools or post-16 institutions. A child under compulsory school age may have learning difficulties or disability if they are likely to fall into the categories above when at compulsory school age.
SENCO	Special Educational Needs Coordinator have a critical role to play in ensuring that children with special educational needs and disabilities within a school receive the support they need.
PFA	Preparing for Adulthood
Transitions	The term that can be applied to all young people, at the stage in their lives when they are on the journey from adolescence into adulthood.

Local Offer

A Local Offer gives children and young people with special educational needs or disabilities and their families' information about what support services the local authority think will be available in their local area

WIKI

A Wiki Website is your very own website. You can add pictures, videos and sound clips to your Wiki Website to tell your story and share your successes, hopes and dreams.

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Useful documents

The Care Act (2014) <http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

Nottinghamshire County Council (2014) : Integrated Commissioning Strategy for Children and Young People aged 0-25 with Special Educational Needs and Disability
[http://www.bing.com/search?q=nottinghamshire+Integrated+Commissioning+Strategy+for+Children+and+Young+People+aged+0-25+with+Special+Educational+Needs+and+Disability+\(2014\)\(2\)&src=IE-TopResult&FORM=IETR02&conversationid](http://www.bing.com/search?q=nottinghamshire+Integrated+Commissioning+Strategy+for+Children+and+Young+People+aged+0-25+with+Special+Educational+Needs+and+Disability+(2014)(2)&src=IE-TopResult&FORM=IETR02&conversationid)

Children and Families Act (2014)
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Department for Education (2013) Draft SEN Code of Practice: for 0-25 year's olds
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251839/Draft_SEN_Code_of_Practice_-_statutory_guidance.pdf

From the Pond to the Sea: Children's Transition to adult health services (2014) (The Care Quality Commission
https://www.cqc.org.uk/sites/default/files/CQC_Transition%20Report.pdf

DfES (2007) Aiming High for Disabled Children: Better support for families
<https://www.education.gov.uk/publications/eOrderingDownload/PU213.pdf>

Morris. J (2012) Moving into adulthood: Young disabled people moving into adulthood
<http://www.jrf.org.uk/publications/moving-adulthood-young-disabled-people-moving-adulthood>

Nottinghamshire County Council: - the Nottinghamshire Transitions Protocol
Nottinghamshire's Multi-Agency Transition Protocol Supporting Young People with SEN and Disabilities from Aged 14 (year 9) Into Adulthood
<http://cms.nottinghamshire.gov.uk/transitionprotocol.pdf>

Council for Disabled Children (2014). Disability Digest:-Special edition SEND Reforms 2014
http://www.councilfordisabledchildren.org.uk/media/720548/digest-sept-2014_final.pdf

Preparing for Adulthood (2014) Engaging employers to find work experience for young people with learning difficulties and/or disabilities: a guide for post-16 providers
http://www.preparingforadulthood.org.uk/media/387941/guide_to_employer_engagement.pdf

The Mental Capacity Act Code of Practice (2005) Protecting the vulnerable
<http://www.legislation.gov.uk/ukpga/2005/9/contents>

NICE The National Institute for Health and Care excellence (2014) Transition from children's to adult services.

<http://www.nice.org.uk/guidance/gid-scwave0714/resources/transition-from-childrens-to-adult-services-final-scope2>

NICE Guidance (2016) 'Transition from children's to adult's services for young people using health or social care services'. <https://www.nice.org.uk/guidance/ng43>

DfES (2012) Support and aspiration: a new approach to special educational needs and disability - progress and next steps
<https://www.gov.uk/government/publications/support-and-aspiration-a-new-approach-to-special-educational-needs-and-disability-progress-and-next-steps>

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