

**SLOUGH**  
**MULTI AGENCY PROTOCOLS FOR**  
**TRANSITION FROM CHILDHOOD TO**  
**ADULTHOOD**

FOR VULNERABLE YOUNG PEOPLE  
INCLUDING THOSE WITH  
LEARNING DIFFICULTIES AND/OR DISABILITIES  
AND/OR COMPLEX HEALTH NEEDS

## Foreword

On behalf of Slough Borough Council and partner agencies we are pleased to present Slough's multi-agency transition protocols supporting vulnerable young people from childhood to adulthood.

Helping vulnerable young people to experience the same opportunities in the move to adulthood as other young people is a challenge for all agencies because of the nature of the challenges involved in matching up responsibilities and services with aspirations. We have designed these protocols to clarify the role of each agency so we can promote a better understanding and simplify processes wherever possible, for the benefit of young people and their parents/carers.

In developing and reviewing these protocols we have paid close attention to the views of young people, their parents/carers and others with an interest in this process both nationally and locally. We have also considered the implications of the Children & Families Bill which is due to be implemented in September 2014 and relates to young people up to the ages of 25.

Slough's transition protocols set out our commitment to vulnerable young people, including those with disabilities, to make sure that our resources, commissioning activities and quality assurance procedures provide new and more personalised services; give opportunities that promote independence so that we can support young people to lead full and purposeful lives.



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|-----------------------------|---------------|
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## Contents

|  |         |
|--|---------|
| • Foreword                               | Page 2  |
| • Contents                               | Page 3  |
| • Induction                              | Page 4  |
| • Purpose of the protocols               | Page 4  |
| • Definitions                            | Page 4  |
| • Principles                             | Page 5  |
| • Outcomes                               | Page 6  |
| • Safeguarding                           | Page 6  |
| • Performance measures                   | Page 7  |
| • Standards                              | Page 7  |
| • Roles and Responsibilities of Agencies | Page 8  |
| • Schools                                | Page 8  |
| • SEN Case Officers                      | Page 9  |
| • SEN Careers Advisers                   | Page 10 |
| • Children's Services Social Workers     | Page 11 |
| • Adult Social Care Services             | Page 12 |
| • The Primary Care Trust                 | Page 13 |
| • Voluntary Agencies                     | Page 14 |
| • Local Colleges                         | Page 14 |
| • Housing                                | Page 15 |
| • Integrated Youth Support Service       | Page 15 |
| • Leisure Service                        | Page 15 |
| • Youth Offending Service                | Page 16 |
| • Monitoring and Review                  | Page 17 |

## Introduction

Being supported towards greater independence and employability can be life transforming for children and young people with special educational needs and disabilities. The support needs to start early, and should centre around the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of support enabling children and young people to achieve their ambitions. We have developed and reviewed the protocols, based on acts of parliament and national policy guidance, through partnership with:

- Parents/carers;
- Young people with special educational needs and disabilities (SEND);
- Slough Borough Council, Wellbeing Directorate;
- Berkshire Healthcare Foundation Trust;
- Slough schools;
- Local college;
- Voluntary agencies;
- Housing services;
- Leisure services.

The protocols will continue to be supported by a clear pathway to support practitioners and to help parents/carers and young people to understand what they can expect when and who is responsible for each activity. A range of information will also be made available to parents/carers and young people and we are committed to ensuring this is kept up-to-date and is easily accessible. Information can be found on the Slough Services Guide which is being developed to include the Local Offer.

## Purpose of the protocols

The purpose of the protocols is to:

- make clear our commitment to ensure that vulnerable young people with complex needs receive appropriate co-ordinated support to help them move from childhood to adulthood;
- clarify which young people we should offer additional support to throughout the planning process;
- set out outcomes, performance measures and standards to be achieved;
- set up an effective planning and review process;
- set out the roles and responsibilities of all the services working with young people at the transition stage;
- support the local joint commissioning enabling us to respond to the needs of the local population with our aim of enabling as many young people as possible to have access to local opportunities.

## Definitions

Children and young people experience many important transitions in their lives. These protocols apply solely to the transition from childhood to adulthood, usually commencing at age 14 years or in school year 9 and up to age 25 years for some young people. In light of the new Children and Families Act replacing Statements of SEN with Education, Health and Care Plans (EHC Plan) and extending the age range to 25<sup>th</sup> birthday if the young person remains in education, these revised protocols will apply up to the age of 26. This will ensure that the transition to the end of an EHC Plan is well planned and managed.

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 healthy as possible in adult life

The protocols will apply to those vulnerable young people who have:

- a statement of special educational needs or from September 2014, an Education, Health and Care Plan, where there is a legal requirement for them to have transition reviews.

The protocols will also apply to those vulnerable young people identified below where the professionals involved agree that formal planning will be helpful to the young person. This agreement should be reached through the Team Around the Family process at the Early Help stage of targeted interventions:

- young people with learning difficulties and/or disabilities but not meeting the criteria for a statutory EHC Plan;
- complex or long-term physical health needs;
- mental health difficulties;
- alcohol or substance misuse;
- significant sensory needs;
- 'children looked after' by Slough Borough Council or care leavers;
- a young carer;
- subject of a Special Guardianship Order;
- subject of a recent child protection plan;
- young offenders or otherwise supported by the youth offending service;
- unaccompanied asylum seekers;
- non-attendees at school including those who have been excluded and those who attend a Pupil Referral Unit.

## Principles

The protocols are based on the belief that planning for transition should be a continuous process reflecting the principles set out in the SEN Code of Practice (2001), which can usefully be applied to others who do not fall within the SEN Framework. It is anticipated that the new SEN Code of Practice to be finalised in 2014, will set out similar principles.

These are:

- early transition planning should take place focussing on outcomes for the young people;
- to involve the young person in a meaningful way i.e. planning should be 'person centred';
- to consider all the young person's needs;
- that the young person should be at the centre of all decisions and feel that the process supports them in achieving their ambitions and needs;
- that we should see each part of the process as steps in the move towards adulthood and increasing independence;
- that young people and their families should be able to access services and information and both providers and LAs should give advice to young people to help them understand what support is available to them;
- that the confidentiality of the young person is respected and wherever possible information shared between agencies is in accordance with the young person's wishes and;
- that teaching staff, **parents/carers** and professionals from other agencies must work closely together and should receive appropriate training;
- that this protocol and the operational pathway will be disseminated to all key staff;
- planning should consider the appropriate education and training provider for the young person to help them to meet their outcomes such as:
  - employment
  - independent living
  - good health
  - community participation.
- the reviews must consider what provision is required to assist in preparing the young person for adulthood and independent living;
- to help prepare for employment support, will include finding a job, job coach and welfare benefits available;
- to help prepare for independent living information will be provided about local housing options, finding accommodation and other housing support;
- to promote good health, they will be informed which health professionals will work with them when discharged from children's services.
- for participating in society this means information will be provided about mobility and transport support and how to find out about social and community activities;
- information about personal budgets will be provided.

## Outcomes

The following five outcomes are set by the Government for children and young people:

- **Being healthy** – enjoying good physical and mental health and living a healthy lifestyle.
- **Staying safe** – being protected from harm and neglect and growing up able to look after themselves.
- **Enjoying and achieving** – getting the most out of life and developing broad skills for adulthood.
- **Making a positive contribution** – to the community and to society and not getting involved in antisocial or offending behaviour.
- **Economic well being** – overcoming socio-economic disadvantages to achieve their potential in life.

The following seven outcomes are set by the Government for adults:

- **Improved health** – enjoying good physical and mental health (including protection from abuse and exploitation). Access to appropriate treatment and support in managing long-term conditions independently. Opportunities for physical activity.
- **Improved quality of life** – access to leisure, social activities and lifelong learning and to public and commercial services. Security at home, access to transport and confidence in feeling safe outside the home.
- **Making a positive contribution** – being actively involved in the community through employment or voluntary opportunities, keeping involved in local activities and being involved in developing policy decision making.
- **Choice and control** – providing as much independence as possible and access to information. Being able to choose and control services and manage risk in personal life.
- **Freedom from discrimination or harassment** – equal access to service and not being abused.
- **Economic well being** – access to enough income and resources for a good diet, accommodation and involvement in family and community life. Ability to meet costs arising from specific needs.
- **Personal dignity** – keeping clean and comfortable. Enjoying a clean and tidy environment. Having personal care available.

## Safeguarding

Slough Borough Council employees and partners will ensure that all appropriate safeguarding checks are in place and taken in to account when arranging a transfer between children's services and adult services. We will also ensure that

all staff working with vulnerable young people and adults have the appropriate training and supervision in order to minimise risks and provide a high level of protection to the young people, adults and also professional staff. Staff will respect confidentiality and will adhere to local guidance related to sharing information. Staff will have access to up-to-date safeguarding protocols.

### **Performance measures**

We will measure our performance in implementing these protocols and responding to person centred review findings by collecting and evaluating:

- number of young people in year 9 and upwards at school with statement of SEN or EHC Plan;
- percentage of the above who are educated in Slough Schools;
- number of young people at college with a LDA or EHC Plan;
- percentage of the above who are educated on local colleges (attending on a daily basis);
- percentage of young people who attend their review meetings from year 9 upwards;
- number of young people recorded on the Transition Database as requiring this level of planning;
- number of young people with a Transition Plan (as recorded on Capita One);
- number/percent of young people with SEND who are NEET;
- number/percent of young people with statements or EHC Plan with a personal budget for elements of their provision and number/percent who have taken this as a direct payment;
- number of young people on the database up to age 26 who are placed in residential provision (full time) and percent placed outside of Slough;
- number of young people on the database who have a continuing health care budget.

### **Care Act 2014**

**The Care Bill aims to improve transition for young people to adult care and support, in particular:**

- To aid planning for young people and their carers;
- To provide information about whether they are likely to be eligible for support;
- To allow flexibility for assessments to take place at the best time for each individual and for them to take place jointly;
- To provide continuity so where a young person is receiving support from children's services those services will not stop abruptly at age of 18, but will continue until adult services have a plan in place;
- To support cooperation within and between local authorities to aid transition between services.

A local authority **must** involve the young person (or young persons's carer, where relevant) in the assessment and the assessment **must** consider:

- the outcomes that the young person wants to achieve;
- whether the provision of care and support could help to achieve those outcomes;
- whether there are matters other than formal care and support that might help a young person achieve those outcomes.

## **Health Outcomes**

The Children and Young People's Health Outcomes Forum reported in July 2012 with recommendation which apply specifically to transition

The Forum recommended that the Health Outcomes that matter the most are:

- effective transition from services for children and young people to those for adults;
- age appropriate services with particular reference to teenagers.

The Government published their response in February 2013 indicating that:

- all data in the NHS Outcomes Framework 2013-2014 will be presented in 5 year age bands up to 25 to enable effective transition to be monitored.

## **Roles and responsibilities of agencies**

### **The Children and Young People's Partnership Board and Learning Disability Partnership Board.**

The LA, in partnership with health will establish and maintain a group with responsibility for overseeing the strategic work related to transition between childhood and adulthood for vulnerable young people. This group will meet on a regular basis to plan and commission appropriate local provision and services to meet identified demand and aspirations. As at 2014 this group will be the SEND Strategic Group which will be a sub-group of the CYPPB.

### **Schools**

Schools in Slough including Academies and out of authority schools which are commissioned by Slough LA to provide education to Slough children and young people will:

- 1) Arrange Transition Reviews for pupils with statements or EHC Plans in Years 9 and above in accordance with Slough Annual Review Guidance and the SEN Code of Practice, ensuring that dates are negotiated in advance with professionals whose

attendance is essential e.g. SEN Careers Advisers at the Year 9 review and ensuring that parents/carers and other agencies are given adequate notice.

- 2) Arrange Transition Reviews for other vulnerable young people who are identified as meeting the criteria for this protocol with involvement of the SEN Careers Advisers and other agencies such as the Young people's Service involved in supporting the young person.
- 3) Conduct Transition Reviews in a person centred way to ensure meaningful involvement of the young person and their parents/carers.
- 4) Produce a Transition Plan following the Transition Review meeting in Year 9, based on the input of the young person, their parents/carers and all other agencies involved. The Transition Plan should follow the Slough Borough Council format and must clearly set out actions, responsible persons and timescales.
- 5) Provide an updated Transition Plan following Transition Reviews in years 10 and 11 (and in subsequent years where young people remain in school post 16). From September 2014, person centred review to include services for the Phase Transfer process from school to the young person's next step and amend/convert the statement to EHCP to include planning for Adulthood.
- 6) Distribute the Transition Plan to the young person and his/her parents/carers, the Service for Children with Learning Difficulties and Disabilities, the social worker if involved and any other agency involved with the young person, including an Adult Social Care team where appropriate.
- 7) Ensure actions on Transition Plans which are the responsibility of the school are carried out.
- 8) Arrange Year 11, 12,13 and 14, Transition Reviews for the autumn term where possible to facilitate the process of completion of the Learning Difficulties Assessment (LDA) (Section 139 assessment) for young people leaving school to continue with their further education at college. From September 2014, the LDA ( Section 139 assessment) will be replaced by the EHCP for young people leaving school to continue with their education at further education college.
- 9) Inform the Early Years, School Services and Special Needs Service of all young people with LDD leaving at the end of the academic year, with details of intended destinations.
- 10) Where the young person is moving on to college or another educational placement, pass on relevant information including the most recent Annual Review and Transition Plan and ensure appropriate transition arrangements are in place.

**SEN Case Officers within Early Years, School Services and Special Needs will:**

- 1) Ensure that the category of SEN (primary need and secondary need) is correctly recorded on Capita ONE for every statemented child and that this is checked at each annual review and updated / amended where necessary.
- 2) Provide a complete list of young people with a statement and EHCP aged 14 plus to the Transition Forum at the start of each academic year and maintain this list as an accurate record of all Slough young people. This list will ultimately capture information related to young people to the age of 25 who remain in educational provision and where a LDA (sec139 assessment) is in place or EHCP from September 2014.
- 3) Send a list of all Slough pupils with a statement / EHCP in years 8 to 14 to relevant managers in Adult Social Care teams on an annual basis. The list will include name, date of birth, National Curriculum Year Group, primary SEN, school, home address and type of school (mainstream, resourced or special).
- 4) Send "trigger" letters to schools to action annual review meetings and pass on all relevant information about annual review dates to relevant managers within the service, Adult Social Care Teams, Sensory Consortium and SEN Careers Advisers as appropriate.
- 5) Record on Capita ONE whether a Transition Plan has been completed, with the date, and update for each subsequent Transition Plan Review. Record attendance of professionals and parents/carers and young people at this meeting.
- 6) Advise all newly commissioned out of authority schools of the Local Authority's policies on provision for children and young people with disabilities, so that assumptions are not made that children will remain in out of authority provision post 16.
- 7) Provide and regularly update guidance for schools on Transition Planning.

**SEN Careers Advisers within Early Years, School Services and Special Needs will:**

- 1) Negotiate Partnership Agreements with schools.
- 2) Meet all young people with statement/EHCP prior to their Year 9 Transition Review and produce a report for inclusion in the Transition Plan, using a person centred approach in accordance with the local guidelines.
- 3) Attend transition reviews for all Year 9 statemented pupils (mandatory) and in subsequent years where possible, giving priority to leavers in year 11,12,13 and 14 reviews.
- 4) Provide impartial information, advice and guidance to young people and

their parents/carers on all options available post 16.

- 5) Oversee implementation of Transition Plans and check that actions are carried out by relevant parties.
- 6) Liaise with the host Connexions/Careers Service where applicable for young people placed in out of authority schools and agree which service will take responsibility for the young person, including completion of the LDA (Sec 139 assessment). From September 2014 all leavers will become part of the Phased Transfer process for EHC plan a year before leaving school if the young person is planning to continue in further education
- 7) Complete LDA (Sec 139 assessments) for young people in their final year in local authority provision and arrange approval/sign off in accordance with current guidelines. From September 2014 all post 16 leavers will become part of the Phased Transfer process for EHC plan a year before leaving school if the young person is planning to continue in further education. Therefore the young person's statement will be converted to an EHC plan including consultation with colleges as appropriate, and finalise the EHC plan naming an appropriate college by 31<sup>st</sup> March in the year the young person leaves school.
- 8) Complete funding applications for the Independent Specialist Colleges (ISP) as appropriate, in liaison with the appropriate Adult Social Care team and other agencies. From September 2014 all post 16 leavers will become part of the Phased Transfer process for EHC plan a year before leaving school if the young person is planning to continue in further education. Therefore the young person's statement will be converted to EHC plan. Therefore the young person's statement will be converted to EHC plan including consultation with colleges as appropriate and finalise the EHC plan naming an appropriate college by 31<sup>st</sup> March in the year the young person leaves school.
- 9) Send completed LDA (Sec139 assessments) to receiving institutions, e.g. college and to other agencies as appropriate, e.g. Adult Social Care teams with the young person's permission. From September 2014 all leavers will be part of the Phased Transfer process for EHC plan if the young person is planning to continue with further education.
- 10) Supply data to the local colleges on an annual basis, subject to an appropriate data sharing agreement being in place. This may be through the Transition Forum and the SEND Strategy Group.
- 11) Provide data on destinations of young people finishing school in year 11. record intended destinations for all young people with a statement/EHCP during Year11 and confirm details after the young person has left school.
- 12) Attend the Transition Forum and provide information to the Transition Forum on the participation of young people with learning difficulties and disabilities in education, employment and training.
- 13) Inform Adult Social Care Teams of destinations of all statemented /EHCP children who

have left school.

- 14) Provide information to young people and their families on housing and how they can register for individual housing with the Local Authority.
- 15) For exceptional cases negotiate with schools and consider local guidance to agree when to undertake LDA (Sec 139 assessments), EHC plan for young people who do not have a statement of SEN but who nevertheless can be classified as disabled within the terms of the DDA or are considered vulnerable and in need of additional support.

**Children's Services Social Workers, including those in the Looked After, Leaving Care team and Early Years, School Services and Special Needs and other teams, will:**

- 1) Complete a written report in advance of the Transition Review Meeting (for young people in Years 9 and above who are known to the team) and distribute it to parents/carers, school and other relevant agencies, including the SEN Case Officer and the SEN Careers Advisers.
- 2) Attend Transition Reviews of young people known to the team in Years 9 and above.
- 3) Provide information to the young person and their parents/carers on the eligibility criteria for accessing services from Adult Social Care teams.
- 4) Signpost parents, carers and young people to information on transition, including the Slough Services Guide and provide information on services and options available, including self directed support.
- 5) Refer a young person with medical needs to the Continuing Health Care Panel in accordance with the current procedures for children, where necessary.
- 6) Make a joint home visit, as necessary, with an Adult Social Care representative when the young person is in Year 11 (aged approx 16 years) to provide information on eligibility for adult services.
- 7) Agree with the Adult Social Care team at what point the case will be handed over and arrange handover.
- 8) Provide information to young people and their families on housing and how they can register for individual housing with the Local Authority.
- 9) Share information from ICS/ files with the Adult Social Care team within 2 weeks of the young person's 18<sup>th</sup> birthday.
- 10) Discuss with the appropriate Adult Social Care manager any proposed out of area placements before final decisions are made for young people aged 14 years onwards. Arrange joint visits where appropriate and ensure that

longer term planning and decision making processes are made clear to the school / placement, the parents / carers and the young person. Any arrangements for an out of authority placement must follow the relevant Slough procedures which include sign off by Assistant Directors.

- 11) Where appropriate follow the Leaving Care Protocols for young people with Early Years, School Services and Special Needs Service who are entitled to leaving care services.

### **Adult Social Care Services**

All social care teams working with adults with learning disabilities, physical disabilities, sensory needs, mental health needs will:

- 1) Take an active role in the planning and preparation of a young person to adulthood, enabling transition of formal statutory support within the framework of adult service eligibility criteria and fair access to Care Guidance.
- 2) Work with all agencies to identify the most appropriate support interventions that meet needs, wishes and aspirations in the context of eligibility and available resources.
- 3) Attend Transition Reviews from Year 9 onwards, as prioritised, for young people with profound and complex needs and from Year 11 onwards for young people who may be eligible for a service. Prioritisation will take place within the Transition Forum each term.
- 4) Attend the final Child Looked After (CLA) review for young people who meet the eligibility criteria for Adult Social Care.
- 5) Signpost parents, carers and young people to information on transition including the Slough Services Guide and provide information on services and options available, including self directed support.
- 6) Liaise with other Adult Social Care Teams where necessary where a young person has more than one disability. Agree which team will take lead responsibility for the provision/commissioning of services and financial responsibility.
- 7) Refer a young person with medical needs to the Continuing Health Care Panel in accordance with the current procedures for adults in advance of the transfer from children's services.
- 8) Undertake assessments as necessary when the young person is in Year 9 (profound and complex needs) and Year 11 (other young people) as identified by the Transition Forum.
- 9) Make a joint home visit with the Children's Social Care representative when young person is in Year 11 to provide information on eligibility for Adult Services.

- 10) Work jointly with the Children's Social Care team and arrange the hand over of the case from their 18<sup>th</sup> birthday when they become the responsibility of the Adult Social Care Service.
- 11) Financial responsibility for the care package to be agreed from the young person's 18<sup>th</sup> birthday. (Further guidance from September 2014 from the new Children and Families Bill).
- 12) Liaise with the SEN Careers Advisers to explore local options to meet the young person's needs. If the young person's needs cannot be met locally, liaise with the SEN Careers Advisers regarding applications for specialist colleges as appropriate.
- 13) Once the SEN Careers Advisers have identified college placements and the young person is eligible for Adult Social Care the social care team will liaise with the college in order to ensure that their social care needs are met.
- 14) Review provision six weeks after the young person's care transfers to an Adult Social Care team and arrange subsequent reviews.
- 15) Provide information to young people and their families on housing and how they can register for individual housing with the Local Authority.
- 16) Data exchange with the local college on young people who may need a college placement will be via the Transition Forum, subject to an appropriate data sharing agreement being in place or the SEN Careers Advisers with agreement from the young person.

### **Berkshire Healthcare Foundation Trust (Provider for the Primary Care Trust) and Child and Adolescent Mental Health Services**

Health professionals working with vulnerable young people with complex health needs, including mental health needs, will:

- 1) Ensure that reports are provided by relevant health professionals for the Year 9 transition review and subsequent reviews as required where a young person has significant health needs which need to be taken into account in transition planning. (from September 2014, the Clinical Commissioning Group to agree continuity and provision for young people continuing with further education up to age 25 years).
- 2) Ensure that relevant health professionals attend transition reviews from Year 9 where a young person is likely to need health care support on leaving school, in order to advise on how the young person's health needs may impact on future placements. ( from September 2014, the Clinical Commissioning Group (CCG) to agree EHC plan for young people continuing with further education up to age 25 years).

- 3) Offer to provide Health Action Plans for young people who want them and ensure that these are developed in Years 10 and 11 and updated in subsequent years for young people who stay in school post 16.
- 4) Facilitate the transfer to Adult Health Care Services and ensure that referrals to relevant services are made in good time so that there is no gap in service provision. Ensure that young people and their parents/carers know when and how this transfer will take place and that sufficient warning is given. Ensure that the young people and their parents/carers know who will co-ordinate their health care provision within the Adult Health Care Services. Generally teenagers remain under paediatric care until 18 years of age or until they complete their secondary education. Whether transferring to primary care or to an adult hospital team, a detailed handover is required with letters copied to the patient and the GP.
- 5) Liaise with the CCG to resolve any difficulties about responsibility for the provision of health services which may arise in the case of young people placed in out of authority schools.
- 6) Ensure that health assessments are undertaken and referrals presented to the relevant Continuing Health Care Panel well in advance of the transfer to adult services and the young person, their parents/carers and the Local Authority staff working with the young person are informed of any decisions taken including joint funding arrangements.

### **Voluntary Agencies**

Voluntary agencies have an important role to play in supporting the transition process for young people with disabilities. There are several well established voluntary sector organisations that support young people and parents/carers with the transition process and can provide advice and guidance and in some cases can provide advocacy support.

### **Local Colleges**

Staff working in local colleges will:

- 1) Use data supplied by the Transition Forum and sub-regionally to predict demand for courses/provision that is being commissioned and plan accordingly, allowing time to ensure information can be disseminated to professionals working with young people. Courses should respond to demand and consider the whole range of a young person's needs with the Local Authority.
- 2) Provide an appropriate variety of courses to meet a wide range of needs for local young people with LDD and/or complex health needs and keep this provision under constant review with Local Authority.
- 3) Ensure that information is made available to schools, the Early Years, School Services

and Special Needs Service, the Young People Service and any other relevant Local Authority staff on courses which are available.

- 4) Attend school open evenings to ensure that information is disseminated as widely as possible.
- 5) Work with schools and Local Authority to ensure appropriate arrangements are in place for the successful transition of young people from school to college placements.
- 6) Ensure that college staff receive appropriate training to develop their skills at including young people with disabilities and increase their confidence at implementing appropriate inclusive strategies.
- 7) Ensure sufficient experienced staff are employed to provide specialist courses to develop the range of skills necessary for adult life.
- 8) Arrange Year Annual Reviews for the autumn term to plan ongoing support and transition from college to the young person's next steps. From September 2014, the LDA (Section 139 assessment) will be replaced by the EHC plan within 2 years if the young person is continuing with their education at further education college.

## **Housing**

Housing managers will:

- 1) Use data supplied by the Transition Forum to plan appropriate housing to meet demand.
- 2) Ensure the needs of people with disabilities are considered when making decisions through the Housing Panel and for adaptations to houses.

## **Young People's Service**

Young People Service managers will:

- 1) Use data supplied by the Transition Forum when commissioning any events or activities for young people to ensure the needs of SEN and disabled young people are taken into account.
- 2) Provide inclusive support services for young people, including information advice and guidance. Ensure that these support services are accessible to all and meet demand.
- 3) Ensure services are appropriate and meet the needs of vulnerable young people and those with SEN or LDD including ongoing support for young people who are not in education, employment or training (NEET).
- 4) Provide support for young people regarding sexual health, substance and alcohol misuse.

- 5) Ensure young people involved with sexual health, substance and alcohol misuse services have a transition plan in place before transferring to adult services.

## **Leisure Services**

Leisure Services managers will:

- 1) Use data supplied by the Transition Forum to plan appropriate leisure activities to meet demand.
- 2) Ensure young people/adults have a say in the activities provided.
- 3) Consider transport needs to enable young people/adults to access their activities and involve partner agencies as necessary to resolve any difficulties.
- 4) Ensure that all future play provision provides opportunities for young people with disabilities.
- 5) Utilise expertise at Arbour Vale School and other services to provide training for sports coaches to ensure that staff delivering activities are suitably qualified to do so.

## **Youth Offending Service**

Slough Youth Offending Team (YOT) works with young people who have offended or are at risk of offending. The overall aim is to prevent offending behaviour by young people aged 10-18 years of age. To support transition from childhood to adulthood the YOT staff will:

- 1) Conduct partnership work with the Probation Service in respect of the transfer of 17 year olds subject to Community Rehabilitation Orders, Community Punishment Orders and imprisonment, as appropriate.
- 2) Liaise with young offender's institutions and adult prisons as appropriate.
- 3) Support school leavers in respect of obtaining further education or employment taking into account learning styles/needs.
- 4) Work with parents/carers in respect of young people who commit serious offences as a result of learning difficulties or disabilities.
- 5) Make referrals to partners to facilitate appropriate support, particularly the community mental health service and LDD service, participating in any

joint meetings.

- 6) Provide advice, information and guidance to parents/carers and young people signposting as required.
- 7) Provide 'Appropriate Adults' training to enable staff and partners providing a service during police interviews.
- 8) Ensure vulnerability or risk plans are produced and linked to the Asset (assessment tool) as appropriate.
- 9) Jointly with Social Care and Accommodation Services support resettlement in the community of young people leaving custody or home.

## **Monitoring and review**

### **SEND Strategy Group**

The multi-agency SEND Strategy Group has strategic responsibility for driving transition processes forward in Slough. The Group will receive evidence of what is working well and what is not and aims to resolve issues. This Group is chaired by the Head of Early Years, Schools Services and Special Needs, from Slough Borough Council's Wellbeing Directorate. Attendance includes senior officers from all agencies that have a role or responsibility for planning transition. This Strategic Group reports to the Children and Young Peoples Partnership Board and the Learning Disability Partnership Board.

These protocols will be reviewed every two years by the SEND Strategy Group, with input from the groups mentioned below:

- **Transition Forum**  
The multi-agency Transition Forum has operational responsibility to track and monitor the needs and aspirations of young people with learning difficulties and disabilities and/or complex health needs (including mental health) to ensure they have a smooth transition to adulthood; identifying service deficits to support effective planning and commissioning. This Forum reports to the SEND Strategy Group.
- **'Special Voices'**  
To enable parental participation to take place in a meaningful way, we have supported parents/carers to establish their own forum and they have called this 'Special Voices'. This group will be consulted in relation to any changes to the planning, processes, services and/or information about transition to adulthood. This group will also be used to monitor the effectiveness in relation to the outcomes for young people and parental satisfaction and will be represented to the SEND Strategy Group.
- **Children and Young People**

**We will establish a CYP participation group as part of the wider participation infrastructure to enable CYP to participate in any service reviews and redesigns.**