

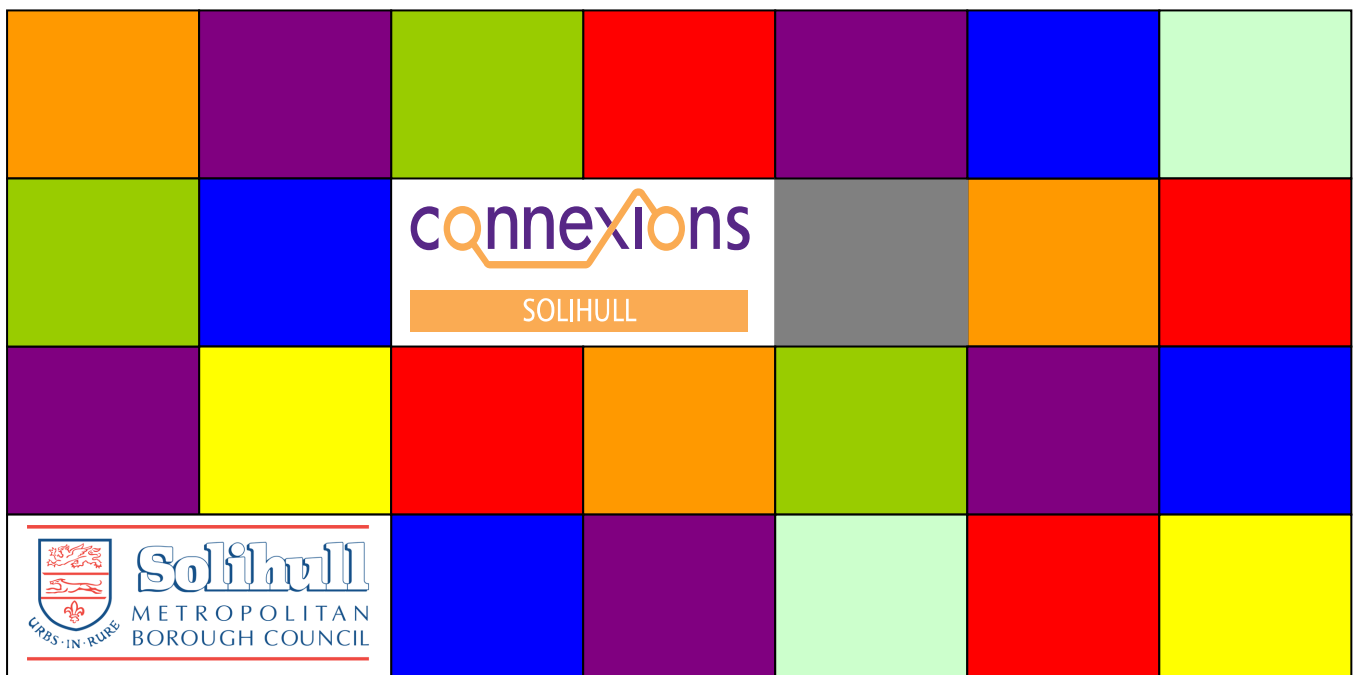
Transition

Planning Young People's Future (Parent's/carer's guide 2011 - 2012)

This publication is a guide for parents and carers of young people aged 13 to 19 who have a Statement of Special Educational Needs.

It will help you to make plans with your daughter or son ready for their move from school to adult life. This move is called **Transition Planning**.

If your daughter or son does not have a Statement of Special Educational Needs, you can still receive help from Connexions by contacting the Connexions Personal Adviser in the school they attend, or at your nearest Connexions Centre.

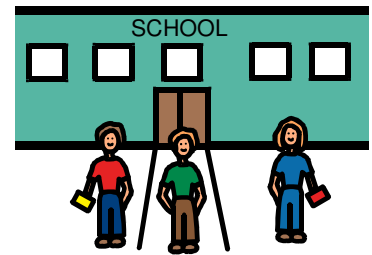


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Transition overview

Leaving school and moving into adult life can be an exciting and challenging time for young people and their parents, with lots of changes and choices to be made about the future.

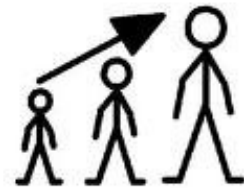


If your daughter or son has a learning difficulty and/or disability, making this transition can be even more complicated. You may be receiving support from a number of different agencies, including health, social care and education services, and these will all change as your daughter or son approaches adulthood. In addition, these changes may happen at different times and may not always join up.

To make sure your daughter or son has a positive experience of transition and receives the right support, you as a parent need to make sure that you have the right information and are well prepared for the process.

What is transition?

The term 'transition' in this sense is used to describe the process of moving from childhood into adult life.



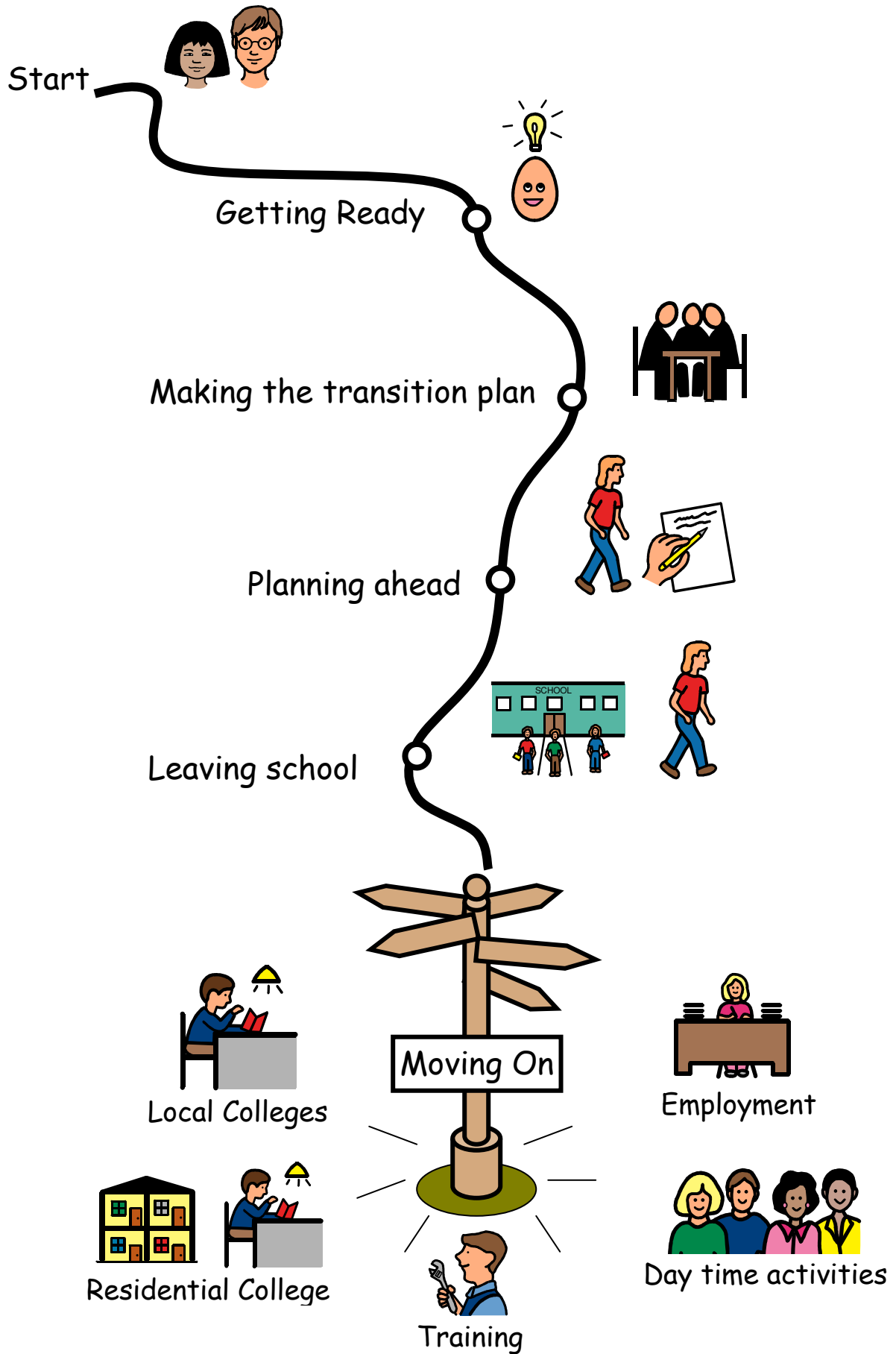
Transition is mainly used to describe the changes from one situation to another. For you as a parent it will be much more than this – it will be a time when your daughter or son is growing up and becoming an adult. During your daughter or son's transition there will be decisions to make and practical changes in the support you receive.

There will be emotional challenges and changes to go through as your daughter or son starts the journey to become more independent. As well as leaving school and perhaps going to college or training, your daughter or son will be making new friends, starting new relationships and maybe thinking about where they want to live. These decisions and changes can be both exciting and challenging.

Transition Pathway

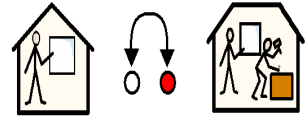
Solihull has adapted and adopted the Transition Pathway with the aim of embedding the principles of person centred planning in all we do. It brings to life a commitment to place children and young people at the heart of our work, listening to them, valuing their hopes and aspirations and enabling them to reach their potential in life. For further information visit <http://www.solihull.gov.uk/Attachments/transitionpathway1.pdf>

The transition pathway



The transition process

If your daughter or son has a statement of special educational needs (SEN) the school must carry out a formal transition process which will help you and your son or daughter to plan for their future.

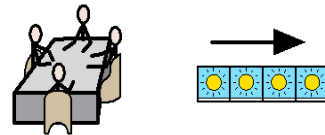


The school will need to let other agencies, such as Social Care and Connexions services, know that this process is underway and that they should be involved. This starts when your daughter or son is in year 9 (13 or 14 years old) and will continue until they leave school. Transition support from other agencies may continue until the young person is 25.

Connexions Solihull supports all young people aged 13-19 (up to 25th Birthday for those with Learning Difficulties and/or Disabilities (LDD)) to help plan for their adult life; Connexions Personal Advisers (PAs) provide information, advice and guidance on education, training and work. If your daughter or son has a statement of SEN PAs will be involved in the formal transition and attend review meetings held by the school. PAs should work with your daughter or son on a one-to one basis – this might be in school, at Connexions centres or they can also visit you at home.

Transition plan and annual review meetings

If your daughter or son has a statement of SEN you will already be familiar with the annual review of their statement.



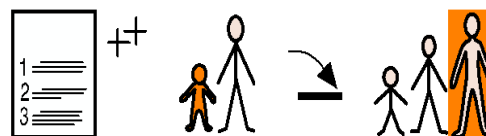
When your daughter or son is in year 9 (aged 13-14), the annual review meeting has an additional aspect called transition planning. At this meeting, as well as reviewing what happened last year and whether the statement is still appropriate, the school will help you and your daughter or son to develop a transition plan.

The head teacher of your school has the responsibility to call this meeting in partnership with the Connexions service. In reality, the role may be given to someone else such as the Special Educational Needs Co-ordinator (SENCO) in the school or the head of year. You will need to find out who takes on this role at your daughter/son's school.

“The year 9 review is the start of a very important journey leading up to your daughter/son leaving school. It is an exciting time, one that will help you start thinking about your daughter/son's future, a time to reflect on those things she/he could do and enjoy doing. It is also a time to explore how you could increase and develop your daughter/son's independence, provide them with new opportunities they would enjoy and increase their confidence and self esteem.”

What should happen and when?

The school will start the transition planning process for your daughter or son and other professionals will be involved



During Year 9 (13 – 14 years old)

During the annual review of statement meeting in year 9, a transition plan is drawn up, by the head teacher or their representative, for your daughter or son. Transition plans consider the needs of the young person for the next two to three years and includes their possible options and plans for when they leave School. Like previous review meetings, the review meeting in year 9 also looks at a young person's statement and/or individual education plan.

During year 9 each young person is assigned a Connexions PA who will attend the annual review/transition meeting. The young person's PA will arrange to meet with young people prior to the meeting and summarise their plans in an 'Action Plan' which should be reviewed at each subsequent meeting between the young person and Connexions PA.

During Year 10 (14 – 15 years old)

Annual reviews of statement and transition planning meetings continue. If any changes need to be made to the transition plan, these should be agreed with you at each subsequent review meeting. Connexions PAs do not normally attend these reviews but can do if there are complications with your daughter or son's transition.

During Year 11 (15 – 16 years old) and subsequent years

Annual reviews of statement and transition planning meetings continue. A Connexions PA will arrange to meet with your daughter or son prior to their final transition plan review meeting and review/amend their action plan as necessary.

During the final year of school, where your daughter or son is planning to enter further/higher education or training, Connexions on behalf of the local authority must complete an assessment of their education and training needs and produce a written report. The assessment is called a Section 139 assessment (part of the Learning & Skills Act 2000), and in Solihull, Connexions call the report a Learner Support Plan. The PA will work closely with young people, parents and other professionals to produce the Learner Support Plan.

Learner Support Plans consider the options for your daughter or son and outlines what needs to be completed in order to achieve their goals after leaving school. Learner Support Plans, with consent, will be sent to colleges and/or training providers in which young people have applied to or are applying to. Colleges and training providers will use this information to assess how they will be able to meet young people's support needs.

Who should attend the transition review?

It is crucial that you and your daughter or son attend the transition review with key members of school staff.



A range of other professionals should also be involved.

If it is felt that your family will need social care support in the future, then social care services will be invited to attend the meeting to discuss how they will be able to meet your daughter or son's needs when they become an adult.

Other professionals and agencies, such as health and housing, should also be invited (where appropriate) to contribute to the planning meeting. A Connexions PA must attend the year 9 review.

You can also tell the school if you would like other professionals to attend. For example, there might be a member of staff from an after school club or a short break service that knows your daughter or son particularly well. They can play a role in supporting the planning, especially if your daughter or son has profound and multiple learning disabilities and is less able to communicate their wishes for the future.

What should a transition plan cover?

The transition plan should clearly set out your daughter or son's ideas and hopes for the future and cover all aspects of life, not just which college or service they may be moving on to.

Any education, health, housing or social care needs should be clearly stated, and the plan should set out what each service will do, and when, in order to meet these needs.



It is important that the plan is based on what your daughter or son thinks is important and does not just focus on existing available services. It is also vital that the transition plan covers money and benefits and ways of funding the services or support that your daughter or son will need as an adult.

Preparing for the transition process

Transition into adult life can be a difficult process for both parents and young people.

Top tips for preparing for the transition process

1. Get as much information as you can

- Ask your school if they have an information pack or any web-based information on transition. You can also ask if they have any accessible information for young people.
- Find out about current post-school options including further education colleges, employment, training placements, housing and day opportunities.
- Find out about other activities that may interest your daughter or son – you may be able to use the funding for their support more flexibly to create new opportunities rather than using existing services.
- Contact local voluntary groups to see if they have any information or offer any support around transition.



2. Support your daughter or son to think about what they want for their future

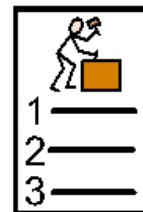
- Find out what's important to your daughter or son.
- Try to prompt rather than take over.
- Ask other siblings or friends who may know your daughter or son well about their interests and ambitions.
- Encourage them to think about what they might want to do in the future. Even if you think they may have unrealistic expectations, their views are important and there may be many aspects of their dreams that are achievable with the right support.
- Use circles of support with key people; a circle of support, sometimes called a circle of friends, is a group of people who know the young person well who can meet together on a regular basis to help them plan their future life and achieve their personal goals.



3. Prepare for meetings

It is easy to feel intimidated when you attend meetings with professionals. Planning in advance can help you feel better equipped and more confident about making a contribution to the meeting. Remember, you know your daughter or son best, and you have a valuable contribution to make – your views are important.

- Think about any extra information you need and write down a list of questions you want to ask.
- Think about any extra support your daughter or son might need.
- Ask if you can see any reports before the meeting.
- Take someone with you – a friend or an advocate.
- Make sure any key professionals attend the meetings.



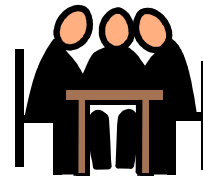
“Working through the transition phase takes significant amounts of time and effort. Pace yourself; do at least one thing every week to explore options and prepare for transition to adult services.”

If you would like more help to prepare for this meeting

Why not ask tutors, the school's SENCO, or the school's Connexions PA for advice? You can also ask for help from your local Parent Partnership Service, telephone 0121 733 7290.

4. During the meeting:

- Talk about your daughter or son's:
 - Ideas, hopes and concerns for the future.
 - Future options.
 - Developing independence.
 - Education needs.
 - Help for now and in the future (in or out of school).
 - Social and leisure opportunities.



5. Plan between meetings

It is important to remember that whilst transition meetings are a focus for planning, they are just one part of an ongoing process. Between meetings you can keep working with your daughter or son to find out about their hopes and dreams for the future.

It may also be helpful to visit potential activities or services for the future so that they get an idea of what to expect. Some schools are also bringing person-centred planning into school lessons so that young people have a chance to explore options for the future from an early stage.

Remember:

- If there is anything you don't understand in the meeting, you can ask for it to be explained.
- Decisions don't need to be made at the meeting.
- More time can be taken to think about choices

What if my child lives away from home?

If your daughter or son is at a residential school or health unit, you may need some extra support with transition and planning for the future.



Residential School or Health unit

The residential school should arrange a transition review, but your home area should also be involved in review meetings and plans. If your daughter or son is 'looked after' then plans for leaving care should run in parallel to the school transition planning.

If the plan is for your daughter or son to return to your home area, it is particularly important that there is proper planning so that they are well prepared for the changes. However, it can sometimes be difficult to keep your daughter or son involved in planning if they live a long way from home.

Make sure that you contact the Inclusion & Access team to check who is going to attend meetings well in advance. Be clear who will take on the different roles in the plan – for example, check if the school will support your daughter or son to visit colleges and adult health and social care services.

What if I have a Question or would like to give feedback on this publication?



If you have any questions or you would like to give feedback please contact us by:

Email

- You can email us at Connexions.Info@solihull.gov.uk and we will pass on your question to the appropriate Connexions Solihull Centre. To help us to do this, please give us your name, home postcode or address and the name of your School/College (if you are still attending).

Contact or Visit one of Solihull's Connexions Centres

- You can write to us or telephone us or visit us in person or you can get in touch with your school's or college's PA.

Contact details for Connexions Solihull:

Chelmsley Wood Connexions Centre
289 Bosworth Drive
Chelmsley Wood
Solihull, B37 5DP
Tel: 0121 770 1861

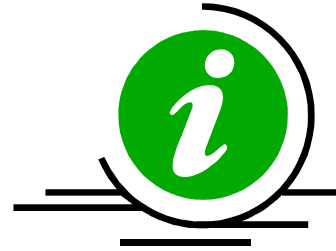
Shirley Connexions Centre (appointments only)
331-333 Stratford Road
Shirley
Solihull, B90 3BL
Tel: 0121 251 1800

Solihull Connexions Centre
Central Library
Homer Road
Solihull, B91 3RG
Tel: 0121 704 6711

Visit our website

- Visit our website at www.solihull.gov.uk/connexions

Further help:



Transition Information Network

The Transition Information Network produces a quarterly magazine for parents, young people and professionals called 'My Future Choices'.

- Visit the Transition Information Network website at www.transitioninonetwork.org.uk

Transition Pathway

A website with information about person-centred transition planning tools.

- Visit the Transition Pathway website at www.transitionpathway.co.uk

Progress Magazine

Progress Magazine has information about transition including services and colleges.

- Visit the Progress Magazine website at www.progressmagazine.co.uk

Move on up

A website offering information for young people from black and minority ethnic communities who are in transition.

- Visit the Move on up website at www.movingonup.info

Valuing People Now: Health

Contains information on the government's programme for learning disability services in England, including transition services.

- Visit the Valuing People now website at http://www.dh.gov.uk/en/SocialCare/Learningdisabilities/Valuingpeoplenow/DH_119007

Signpost Inclusion

Family Inclusion and Resource Base for those on the Autistic Spectrum in Solihull
For further information contact Signpost Inclusion at

- info@signpostinclusion.org.uk

Other useful links:

Disabled Bus Pass

<http://www.solihull.gov.uk/health/disabledbuspass.htm>

Child Benefit extension for 16-18 years old

http://www.direct.gov.uk/en/MoneyTaxAndBenefits/ChildBenefitandChildTrustFund/Childbenefits/KeepingyourChildBenefituptodate/ChildBenefitafter16/DG_073812

16 – 19 Bursary Fund

<http://www.direct.gov.uk/en/EducationAndLearning/14To19/MoneyToLearn/16to19bursary/index.htm>

Discretionary Learner Support for those over 18 years old

http://www.direct.gov.uk/en/EducationAndLearning/AdultLearning/FinancialHelpForAdultLearners/DG_10033131

Support for Adult Learners

<http://www.direct.gov.uk/en/EducationAndLearning/AdultLearning/FinancialHelpForAdultLearners/index.htm>

Disability Living Allowance

http://www.direct.gov.uk/en/MoneyTaxAndBenefits/BenefitsTaxCreditsAndOtherSupport/Disabledpeople/DG_10018702

Employment and Support Allowance (replaced Incapacity Benefit)

http://www.direct.gov.uk/en/MoneyTaxAndBenefits/BenefitsTaxCreditsAndOtherSupport/Illorinjured/DG_171894

Benefits websites

www.adviceguide.org.uk/index/life/benefits.htm

<http://www.direct.gov.uk/en/MoneyTaxAndBenefits/index.htm>

The Local Area Prospectus

The website features a database of school, college and work based learning courses in the local area. The site also has contact details for all local schools, colleges and other learning providers

www.youchoose14-19.co.uk



Disclaimer:

The information contained in this document was compiled from a variety of sources and summarised by Peter Roadknight-Scott, Connexions Solihull and is correct at the time of publication (September 2011). As and when changes occur Connexions will make every effort to update this information but it is wise to check its accuracy beforehand.

If you spot any mistakes or would like to add information please contact Peter Roadknight-Scott on 0121 251 1825 or email peter.roadknight-scott@solihull.gov.uk