

Parents' guide
to the

Transition protocol



Children, Schools & Families
01438 737500
www.hertsdirect.org/csf



Translation & text services

For more help and advice about the information in this booklet, contact Hertfordshire County Council Customer Service Centre on 01438 737500. Callers from 01923 or 0208 dialling codes may wish to use 01923 471500 in order to be charged at local call rates.

You can also contact us by email at hertsdirect@hertsc.gov.uk

If you would like help with translation or need this information in large print, braille or on audio tape, or if you need other help with this information, please contact the numbers given above.

Bengali: বাংলা, ভাষায় তথ্যবর্ধীর জন অথবা আপনর একজন সোভাধী অর্থাৎ ই-টার্মিট্রিরের সরকার হলে, অনুগ্রহ করে উপরে যে সব টেলিফোন নম্বর দেওয়া হয়েছে সেগুলোতে ফোন করে যোগাযোগ করুন।

Chinese: 如果需要漢語、版本，或需要口譯人員，請用上述號碼聯繫。

Italian: Per informazioni in italiano, o se desidera l'aiuto di un'interprete, contatti i numeri elencati in precedenza.

Portuguese: Para informações em português ou se precisar de uma interprete é favor telefonar para um dos números acima.

Punjabi: ਪੰਜਾਬੀ, ਦੇ ਵਿਚ ਸਾਣਕਾਰੀ ਦੇ ਲਈ ਜਾਂ ਜੇ ਤੁਹਾਨੂੰ ਇੰਟਰਪ੍ਰੇਟਰ ਦੀ ਸ਼ਰੂਰਤ ਹੈ, ਤਾਂ ਡਿਊਪਾ ਕਰਕੇ ਉੱਪਰ ਦਿੱਤੇ ਨੰਬਰਾਂ 'ਤੇ ਸੰਪਰਕ ਕਰੋ।

Turkish: Sağlanan hizmetlerle ilgili bilgileri Türkçe, istiyorsanız ya da bu dillerden çevirmene gereksinim duyarsanız, lütfen yukarıdaki telefon numaralarını arayınız.

Urdu: اردو میں معلومات کے لئے۔ یا اگر آپ کو ایک ترجمانی کی ضرورت ہے۔ تو اسے سرکاری ایڈیس ہے اور اس کے لیے سہولتیں فراہم کریں۔

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Images courtesy of www.JohnBirdsall.co.uk

Introduction



Transition is the term used to describe the period of time when a young person moves into adulthood. It refers to social, educational and leisure activities, and the support the young person has in their family life. This can be a particularly complicated time for a disabled young person and his or her family. The planning for this begins as soon as the young person is aged 14 years if they have a Statement of Special Educational Needs.

For other young people, the planning begins as soon as the

need for adult support is recognised. A general principle is that early planning supports the young person, the family, and allows options to be fully explored. This brief guide refers to the transition protocol, which can be found on www.hertsdirect.org/csf, or obtained by contacting Sue Jaye, Client Development Manager, at County Hall, Hertford.

Multi-agency

Professional involvement with a young person changes as staff join and leave departments, and different professionals are part of the network for any young person at different times in his/her childhood. Parents oversee the process continually, and are therefore the crucial partner in transition planning, and must be involved by professionals throughout the process.

The needs of disabled young people can be complex, and the young people and their families often receive services from



different agencies to meet those needs. Schools, children's social care services, education officers, many different health professionals, Connexions, respite care providers, are examples of some of the different agencies who may have been supporting a young person. Because all of these agencies have a role in meeting the needs of disabled children and their families, they have been involved in writing the protocol, and particularly in the parts of the protocol which describe what they do.

Representatives from the Adult Care Services have been equally involved in the development of the protocol because of their continued role in supporting the young person and the family into the future.

A working tool

The protocol was written to provide a single document to be used by all the agencies working with disabled young people and their families. Prior to this, there was great variation between different teams across Hertfordshire, and between the different professionals in their work with young people in transition. The protocol sets out the professional responsibility for key actions.

Transition planning differs for each young person, because the needs of the young person are individual, and the group of the professionals involved with that young person depends upon the needs. There cannot be one "recipe", which will fit all of the different circumstances. However, the protocol does provide guidance for professionals to help them to understand their own role, which other agencies to contact and what actions and resources other professionals may contribute to transition planning. The protocol also clarifies many areas which were unclear, and which had contributed to the variation in practice.

Contents of the Protocol

The contents of the protocol are set out on pages one and two, with page numbers to guide the user to the required information. The protocol has approximately four sections.

Introduction, definition, purpose, aims and objectives, and principles

This initial section of the protocol sets the context of the protocol, and reminds users of the important principles which underpin work with disabled children and their families. The protocol is written to assist transition planning for all young people who have a disability. This includes a learning disability, a physical disability or a sensory impairment. As there has been a great deal of debate about which conditions and impairments can be referred to as a disability, the user of the protocol is directed to Appendix 1, which provides clarification. The definition provided is the working definition which has been adopted in Hertfordshire by Children, Schools and Families (CSF) and Health, in the context of

the development of services for disabled children and their families.

Key responsibilities

In separate sections, the key responsibilities are described for each of the major agencies involved in the provision of services to children and their families, or involved in transition planning:

- Department of Children, Schools and Families
- Adult Care Services
- Primary Care Trusts and Health Trusts
- Connexions
- Schools
- Colleges

This section includes detailed advice on the process of sharing information and records, and how a children's social care team should make a referral to an adult care team, to ensure that the referral does not go astray. This advice clarifies areas of work where there has been wide variation in practice.

The process of transition planning provides a year on year account of the steps in transition planning. The section is divided into year groups for each school year, with the age of the young person in brackets. For Year 11 (15-16 years old) this includes details of what actions should be taken when it is unclear which adult team within Adult Care Services can best meet the needs of a young person who has complex needs. The importance of early referral to the Adult Team to ensure that adequate planning can take place to meet the needs of the young person is also described.



For the majority of disabled young people, transition planning will take place in the review of the Statement of Special Educational Needs. However, it is recognised that there may be some young people who do not have a Statement, and their disability has been managed in the school without this level of provision.

These young people may require a service from an adult team to support them into adult life. The principles of transition planning as set out in the protocol will be used to make arrangements and provide services for these young people. Although this will not happen in the context of a Review of a Statement, a planning meeting of the relevant services and agencies will provide the necessary meeting. This meeting should be held at about the time of the 16th year of age of the young person. A transition plan will result from this meeting, and this will be reviewed annually. This has been set out in the Practice Guidance for the transition protocol.



The appendix

is the final section of the protocol. This contains relevant information to assist the user. The definition of disability, and Fair Access to Care services information, is provided to help the user consider the issues of eligibility which will arise in transition planning. Information about Statements of Special Educational Needs, and Earmarked Pupil Funding are also included. There is an overview of the 21 principal legal frameworks. Whilst this information can only be brief, it is intended to provide a sign post to further details if this is required. Finally, there is a glossary of terms, to help all users of the protocol understand particular phrases and terms.

Review

The use of the protocol was reviewed in 2004 and will be reviewed again in 2005. It will be important to have the views of the families of disabled children as a part of the review. Carers in Herts will be contacted to assist Children, Schools and Families assess improvements in transition planning, and to identify areas for further development.

Who to contact if transition planning is not happening

Initially, you may wish to contact the team manager of the quadrant team in Children, Schools and Families, who manages the case of your child, to discuss your concerns. You can do this by contacting the Customer Services Centre on 01438 737500. If you are dissatisfied and wish to make a complaint, the leaflet "Listening to you" will help you to do this.

For information, contact

Conciliation and Appeals Unit (CAU)
Children, Schools and Families
County Hall, Hertford

Helpline 01992 588542

Email csf.cau@hertscc.gov.uk

Fax 01992 588550

Parent's comments on Transition Planning

The parents who helped to write this leaflet and the Department of Children, Schools and Families, wanted to provide a way for other parents and young people who use the service to have their say.

The purpose of this form is to inform the department about your views of what went well, or what did not work when your young person needed transition planning.

The information on this form will not be managed as a complaint. If you want to make a complaint, please follow the advice in the leaflet, and your individual case will be looked into.

The information on this form will be used to improve how we do transition planning for all young people. Any comments you make will be most welcomed.

Name and address of parents/ main carers of the young person

Name of the young person

Date of birth

School attended

Your comments

Please return to:

Sue Jaye
Client Development Manager
Children, Schools and Families
County Hall
Pegs Lane
Hertford
SG13 8DF

Many thanks for your assistance

Sue Jaye
Client Development Manager

Hertfordshire County Council – making Hertfordshire a better place to live by providing:

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