



Northamptonshire
County Council

connexions

NORTHAMPTONSHIRE

SEN

Transition Planning in Northamptonshire



Information for Parents and Carers
August 2009

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1. INTRODUCTION

INTRODUCTION

This booklet is designed to give you information relating to your son or daughter's Annual Reviews and Transition Planning.

The pack aims to explain:

- The purpose of Transition Planning for young people who have a statement of special educational needs.
- The responsibilities of all those who will be supporting the young person at school and after they have left school.
- How young people and their families can be fully involved in planning the support that will be needed to make the move from school to the next stage goes as smoothly as possible.
- When things will happen and the information that you will receive.



What is a Transition Plan?

A Transition Plan draws together information from the young person, their families and a range of relevant professionals, to enable everyone to start planning the progression from school to adult life. The plan is drawn up at the young person's Annual Review meeting in Year 9.

Why is it needed?

The Special Educational Needs and Disability Act (2001) and the accompanying SEN Code of Practice state that a Transition Plan must be prepared for all young people with a statement of special educational needs following the Year 9 Annual Review. The purpose is to prepare them for leaving school and adult life and to identify the professional support that will be needed.

Who will be involved?

The following people will be invited to attend the year 9 Annual Review and to write a report to help everyone decide what needs to go into the Transition Plan:

- The young person.
- Parents or carers.
- School staff who know the young person well.
- Connexions Personal Adviser.
- Someone from the county council's Children, Young People and Families' Service who can give advice about education or social care.
- Someone from Health Services if medical care needs to be planned.
- Someone that the young person has chosen.



What is included in the Transition Plan?

Each Transition Plan is different but it is important that it is informed by:

- The young person's views about his or her future education or training; leisure activities and hopes for the future.
- Parents' or carers' views about the support they think will be needed and how they feel they can help their son or daughter to increase their independence.
- The school's views about how they can help the young person to achieve their goals.
- Details of which agencies need to be involved in future planning.
- A clear action plan for the future stating who will do what and when.

What happens next?

The school will send a copy of the Transition Plan with the Annual Review report to everyone involved.

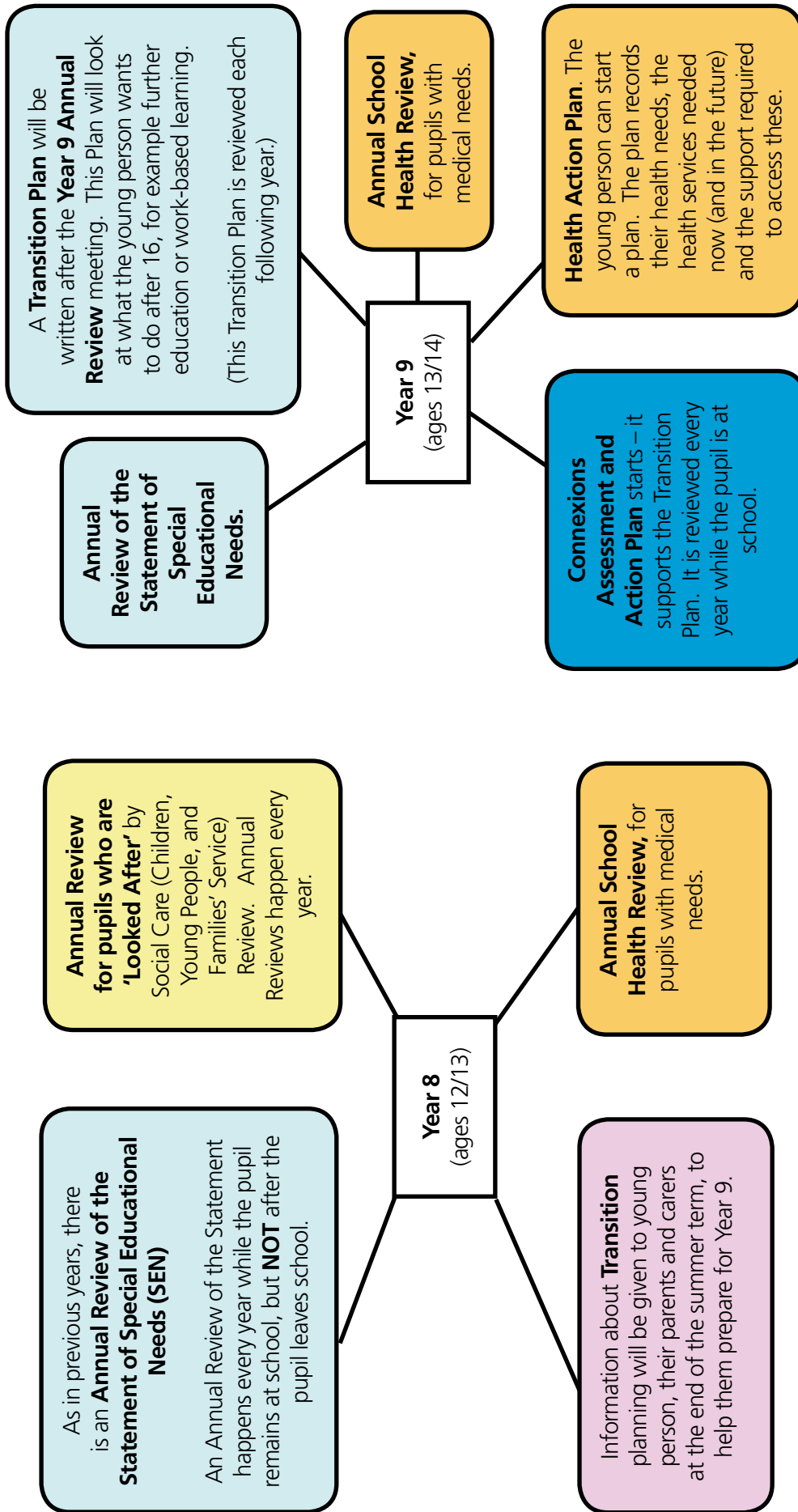
The plan will be reviewed at each Annual Review until the young person leaves school. Any updated information will be added but the main focus will be on the action points so the transition action plan should include:

- A summary of the key points for action.
- The name of the person who is responsible for each action point.
- The timescale for each action.
- A date for review.

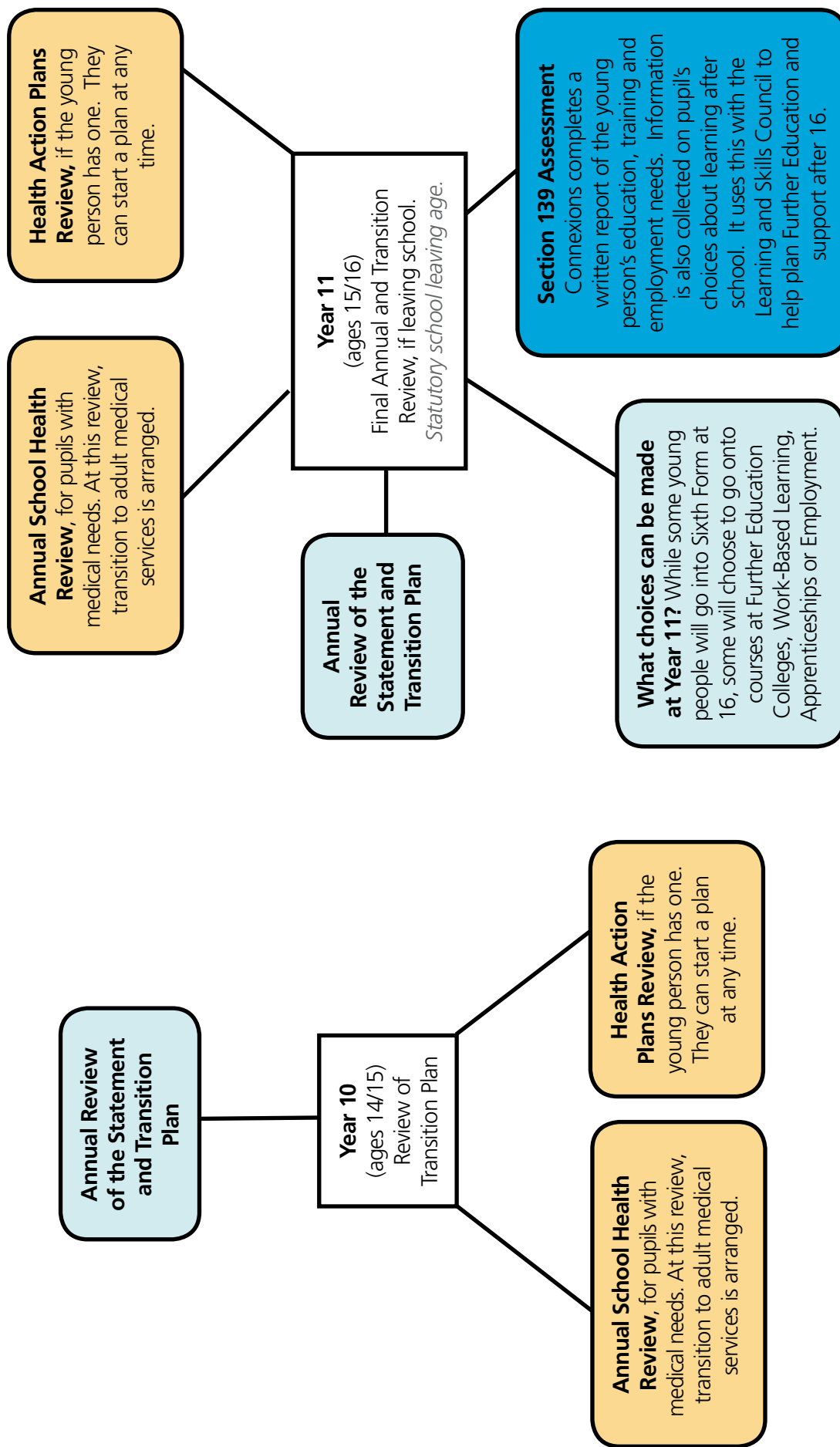
2. TRANSITION CALENDAR

The next five pages show the calendar for transition.

What happens in Years 8 and 9?

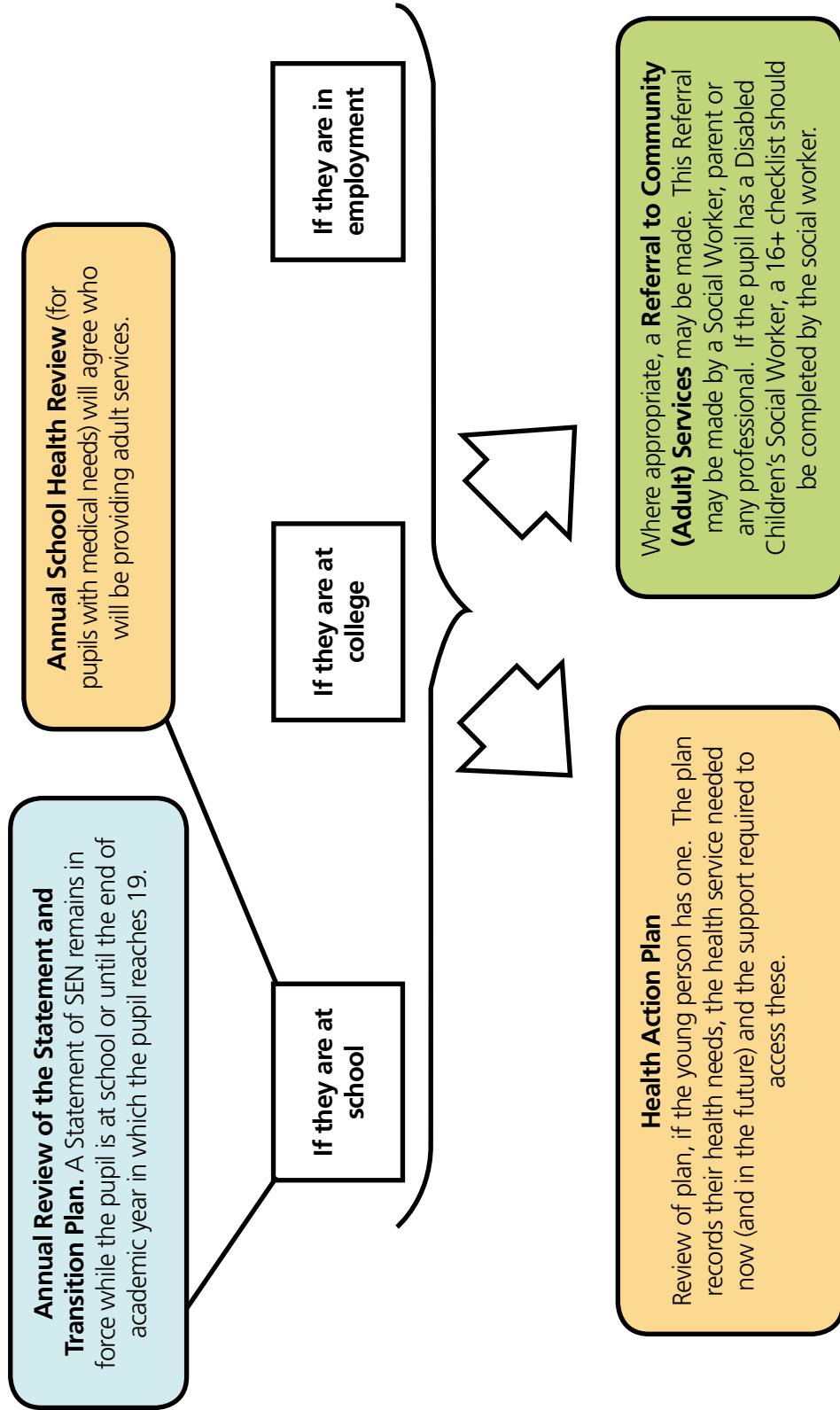


What happens in Years 10 and 11?

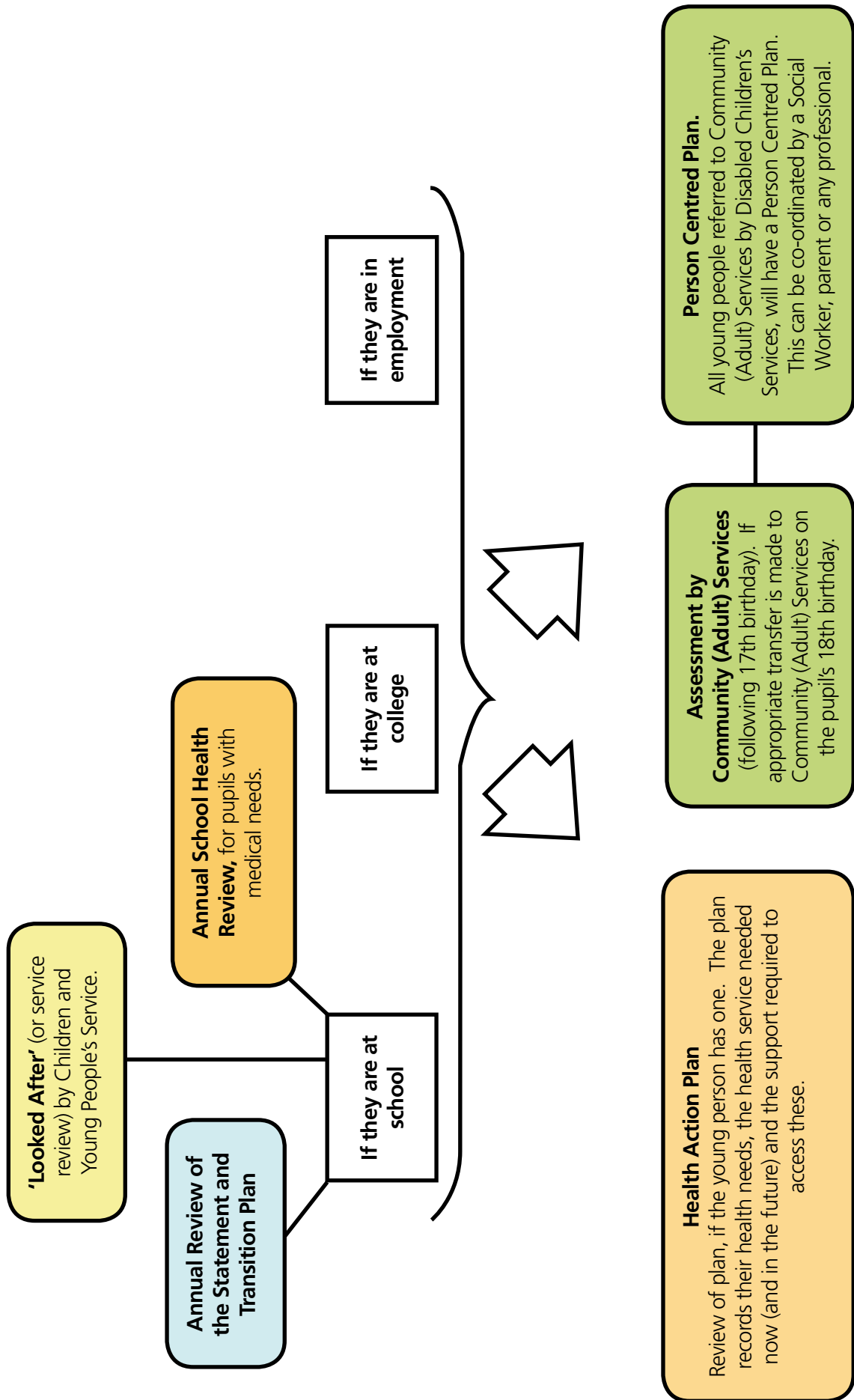


The following pages describe what happens once your child has reached the statutory school leaving age. They might stay at school, go to Further Education College, Work-Based Learning or Employment. Procedures may be different depending upon where they go.

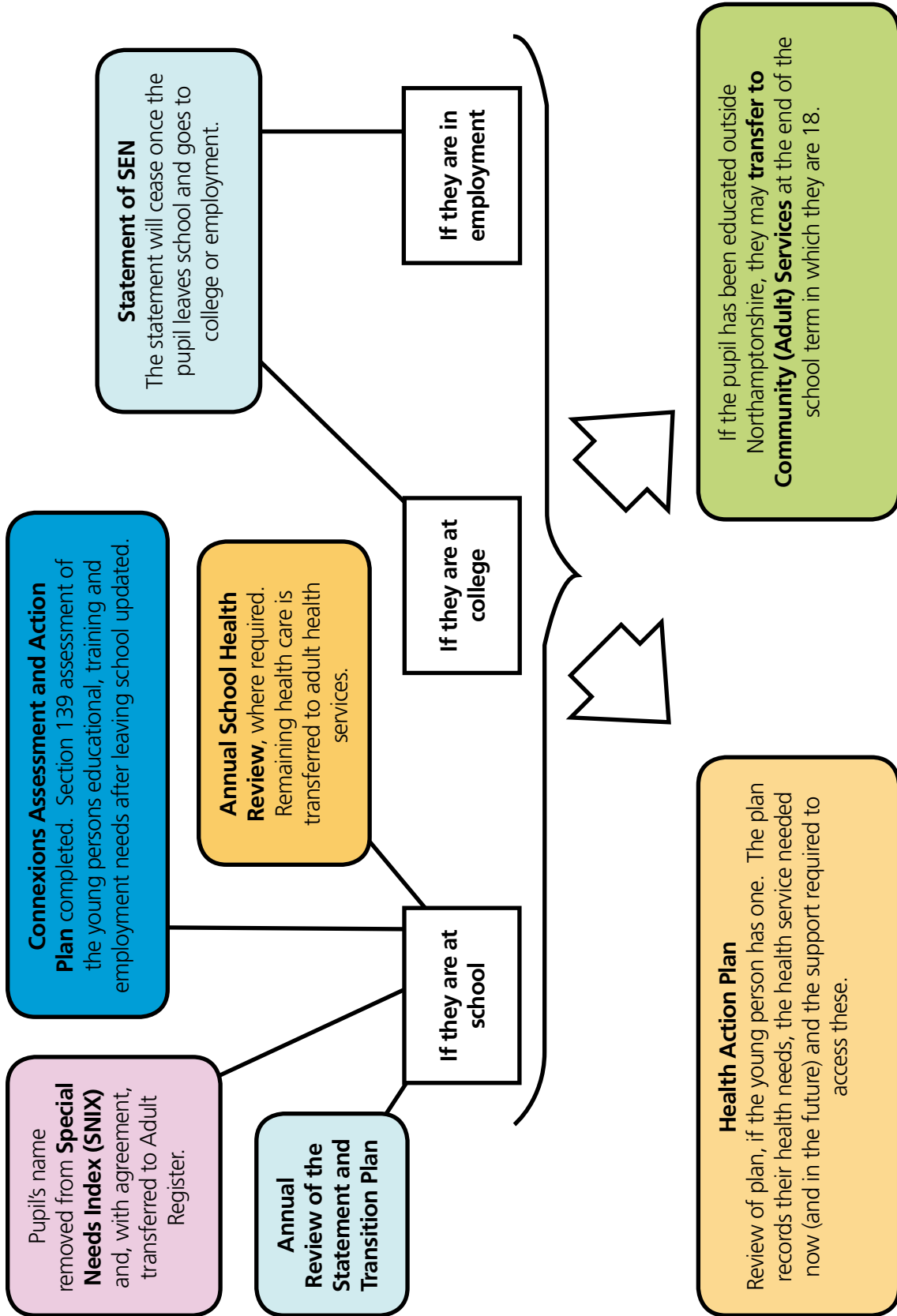
What happens age 16/17?



What happens age 17/18?



What happens age 18/19?



3. ROLES AND RESPONSIBILITIES

The Young Person

It is very important that the views of young people are known. As they move towards adult life, they need to think about their own future and to realise that their views will be taken into account.

Parents, teachers and other professionals, such as a Connexions Personal Adviser should encourage young people to contribute to their Transition Planning. They can help them to express and record their views and bring these to Annual Review meetings. The young person might like to choose someone else to help them do this. There are lots of ways of helping them to express their views.



Parents and Carers

Parents and carers have a vital role to play as they have unique knowledge and experience to contribute to the shared view of their son or daughter's needs and the best way of supporting them.

Parents and carers can help by:

- trying to find out what their son or daughter's hopes and wishes for the future might be;
- discussing these and checking that they can be shared with others involved in the transition process;
- giving consideration to any practical support that those caring for the young person may need in future;
- thinking about new experiences that may help a young person to increase their independence; and
- talking to the young person about the transition meeting and help them to prepare for it.

Guidance on the sort of information that parents might wish to include in their views is included in the section headed 'Giving Your Views'.

Schools

The head teacher must ensure that the Transition Plan is written but can delegate this responsibility to a key person in the school, usually the Special Educational needs Co-ordinator (SENCo) or Inclusion Manager.

The SENCo usually co-ordinates the Annual Review process in the school.

There may be other members of school staff who are asked to contribute to the process such as:

- Teaching assistants.
- Class or subject teachers.
- Special needs teaching staff.
- School nurse.
- School Careers Co-ordinator.

The headteacher must invite you and your son or daughter to give your views.



Children and Young People's Service

This service provides:

- Specialist teachers and educational psychologists who advise school staff and parents about matters relating to a young person's learning development and educational environment.
- Education officers who are responsible for maintaining statements of special educational needs.
- Social workers who advise families about matters relating to their son or daughter's social care and welfare.
- A Parent Partnership Service, Special Needs Informed Parents (SN-IP) that provides information, impartial advice and support for parents and carers.

Health

If your son or daughter has a medical condition that affects their learning and social development, the school nurse, paediatrician and other relevant health specialists should be involved in planning your son or daughter's future medical support.

If your son or daughter does not have any current health needs but you have questions about access to health services in the future, the school nurse or paediatrician should be invited to the meeting.

Section four in this folder 'Giving your Views', includes some questions that might help you to think about the information you need to plan your son or daughter's future health care.

If your son or daughter has many health need and requires a lot of help, you should ask for a Health Action Plan. The plan records your son or daughter's health needs, the health services needed now (and in the future) and the support required to access these.

A Copy of the Health Check and Health Action Plan Booklet, can be obtained from one of the Community Teams for People with Learning Disabilities (CTPLD's).

Connexions

Connexions Personal Advisers are linked to all schools and have a key role in supporting young people through to adulthood. They:

- attend the Year 9 Annual Review meetings of young people with statements of special educational needs;
- help to identify routes to employment, training or further education;
- work with young people, their parents or carers and professional agencies to identify future learning support needs; and
- help to plan individual packages for young people which may include work experience or further or higher education courses.



4. MEETINGS

What happens before the meeting?

The Special Educational Needs Co-ordinator or Inclusion Manager will invite all the relevant people to the meeting and ask them all to write a report. You will be invited to put your views in writing.

All the reports will be sent by the school to everyone involved at least two weeks before the meeting.

The Connexions Personal Adviser will meet your son or daughter to discuss their ideas about the future before the meeting if possible.

You may also wish to think about:

- what your son or daughter enjoys and what they want for the future;
- how you can help them to say what is important to them;
- ways in which you help them develop their social skills;
- what information is needed to help plan for the future; and
- what support you and your son or daughter need now or in the future.

You can ask school staff or your son or daughter's Connexions Adviser if you have any questions about Transition Planning.

The parent partnership service, Special Needs-Informed Parents (SN-IP), will also give you impartial advice and support. SN-IP's contact details and those of other support groups are in the 'Useful Contacts' section of this booklet.



What happens during the first Transition Planning meeting?

- Everyone will introduce themselves.
- The meeting will begin just like any other Annual Review. The Special needs Co-ordinator will ask people to review progress during the past year and state whether there have been any significant changes.
- Everyone at the meeting will discuss and draw up a plan for your child's future. This is called the Transition Plan.

What happens after the meeting?

- Everyone who attended the meeting will be sent a copy of the Transition Plan.
- A person will be identified at the meeting and will follow up all the agreed action points. They may be called a key worker or lead professional.
- The Transition Plan will be reviewed at each Annual Review until your son or daughter leaves school.

5. GIVING YOUR VIEWS

What should I include when I write my parental views?

Transition Planning is part of the usual Annual Review so it will be helpful for you and your son or daughter to look at the targets that were set at the previous Annual Review and comment on the progress towards meeting those targets.

Before the meeting, the school will send you a form to help you record your views. There is an example of this form for you to look at on the next two pages.

It may be helpful for you to think about some of the questions below to help you complete the form when it arrives:

- What you think your son or daughter will do when they leave school.
- How you would like to help your son or daughter to develop their personal and social skills.
- What new skills you think your son or daughter will need to learn to prepare them for adult life.
- Any new care needs or practical help you think your family will need.

You may also find the following questions helpful:

- Will your son or daughter need help in accessing health services after they leave school?
- Does your son or daughter use a specialist health service now eg. physiotherapy or specialist clinic? If so do you know what will happen when they reach the age where they can no longer use a children's service?
- Do you or your son or daughter have concerns about their health now?
- Do you think your son or daughter will need care provided by different services as they get older?



Things to think about before the Transition Planning Meeting

Parent's comment form

This form is to help you and your son or daughter prepare for their Year 9 Transition Planning meeting and the Annual Review meetings after that.

Transition Planning for: _____ DOB: _____

Date of meeting: _____ Please return this form to school by: _____

How to use this form:

1. Look at the questions and discuss them with your son or daughter.
2. Use the 'my thoughts' space to write your answers.
3. Keep a copy of the form.
4. Send this form back to school as soon as possible. It is important if you can't get to the meeting.
5. Keep your copy of the form safe and use it again before each Annual Review meeting. You may want to add other things to it.

If you would like more information about the Northamptonshire Special Needs Adviser, please call 01603 212121 or your son's Special Needs Adviser.....

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Questions for the young person

| things to think about | my thoughts |
|---|-------------|
| 1. What education or training do I want to do after 16? | |
| 2. What education or training do I want to do after 18 or 19? | |
| 3. Where would I like to learn? | |
| 4. What work would I like to do when I leave education? | |
| 5. Will I need help arranging independent travel as an adult? | |
| 6. Will I need any special health care? | |
| 7. Will I need any special help with personal care? | |
| 8. What other support might I need? | |
| 9. Which adult helpers do I want to keep in touch with? | |
| 10. Where would I like to live when I am an adult? | |

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Questions for the parents or carers

| things to think about | my thoughts |
|---|-------------|
| 11. What do I want my son or daughter to do at 16? | |
| 12. What do I want my son or daughter to do at 18 or 19? | |
| 13. How can I help him or her to do this? | |
| 14. How can I help my son or daughter to move towards independence in adult life? | |
| 15. How can I help my son or daughter develop new roles within the family? | |
| 16. How can I help my son or daughter to take part in our local community? | |
| 17. What help would I like with any of the above? | |
| 18. What agencies do I think should be involved? | |

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ed with my son or Planning meeting?

**support for your son or
below. It may help you to
r point of view.**

about:

ulum and beyond?
educational exams?

ransition from school to

ning?
ational therapy, physiotherapy,

computer software or communication aids?
information advice and guidance services?
Support from a learning mentor, job coach or learning support service in further education?
Social care services, such as home care support and short-term breaks?
Benefits?
Housing and adaptation needs?
Community, leisure and voluntary services?

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6. USEFUL CONTACTS

USEFUL CONTACTS

Below is a list of organisations and agencies in Northamptonshire who will be able to help you with questions or explain where you can get further help:

Northamptonshire County Council

Children, Young People and Families' Services

www.northamptonshire.gov.uk/learning/special

| | |
|---|--------------|
| Daventry and South Northamptonshire: | 01604 857382 |
| Kettering and Corby: | 01536 533930 |
| Northampton: | 01604 630082 |
| Wellingborough and East Northamptonshire: | 01933 440289 |

Children, Young People and Families' Service - Social Care

www.northamptonshire.gov.uk/child

| | |
|---|--------------|
| Daventry and South Northamptonshire: | 01327 300567 |
| Kettering and Corby: | 01536 313000 |
| Northampton: | 01604 411911 |
| Wellingborough and East Northamptonshire: | 01933 220700 |

| | |
|---|--------------|
| Special Needs Informed Parents (SN-IP): | 01604 636111 |
| | 01933 271673 |

www.snipnorthants.org

Email: contact@snipnorthants.org

Other advice and guidance services for parents and young people

Connexions Northamptonshire

Website: www.4you2.org.uk

Email: info@4you2.org.uk

Freefone: 0800 73 13 2 19

Connexions Corby
 Connaughty Centre
 Cottingham Road
 Corby
 Northants NN17 1SY
 Tel: 01536 275860

Connexions Daventry & South
 Northants
 The Abbey, Market Square
 Daventry, Northants
 NN11 4BH
 Tel: 01327 705831

Connexions Kettering
 Dalkeith House,
 23 Dalkeith Place,
 Kettering, NN16 0BS
 Tel: 01536 513862

Connexions Northampton
 Compton House
 Wing 2
 Abington Street
 Northampton
 NN1 2AP

Connexions Rushden
 44 - 46 Duck Street,
 Rushden
 Northants, NN10 9SD
 Tel: 01933 352870

Connexions Wellingborough
 9/10 Sheep Street
 Wellingborough
 Northants, NN8 1BL
 Tel: 01933 222626

Northants Special Needs Advocacy Project

SNAP 4 Young People
 Contact the Development
 Team Manager,
 Disabled Children's Team on:
 01536 313000

Parents in Partnership

Email:
advocacy@parentspartnership.org
 01604 671888

Community Teams for People With
 Learning Disabilities (CTPLD's)
 Daventry: 01327 707270
 Northampton: 01604 657700
 Wellingborough & South
 Northants: 01933 319226
 Towcester: 01323 352561
 Kettering: 01536 720013

Your own contacts:

7. GLOSSARY

GLOSSARY

Annual Review of Statement of Special Educational Needs

The Special Educational Needs Code of Practice 2001 states that for those pupils with a statement (other than those for children under five), must be reviewed at least annually. The review ensures that once a year the parents, the pupil, the local authority, the school and all the professionals involved consider the progress the pupils have made over the year and whether any amendments need to be made to the statement.

Looked After Children (LAC)

If a child is 'looked after' by a local authority, they may either be on a care order or be voluntarily accommodated. A care order places a child in the care of the local authority and gives the local authority parental responsibility for the child. A child may also be accommodated by the local authority under voluntary arrangements with the child's parents. In these circumstances the parents will retain parental responsibility.

Transition Plan

A Transition Plan draws together information from the young person, their families and professionals to start planning for the progression from school to adult life. The plan is drawn up at the young person's Annual Review meeting in Year 9. It is reviewed at each annual review while the young person remains at school.

Connexions Assessment and Action Plan

Prior to the Year 9 Annual Review a Personal Adviser employed by the Connexions Service will meet the young person. They will complete, where appropriate, an assessment, which looks at the needs of the young person in 4 areas: Education/Employment, Social/Behavioural development, Personal Health, Family/Environmental factors.

An Action Plan will be drawn up which records where the young person is, where they would like to be and what is needed to get there.

Connexions Section 139 Report

This is a written report of the young person's educational, training and employment needs and the provision required to meet them. With the young person's consent, this information is shared with the Post 16 Provider so that the right support is in place for them.

Connexions also collect information on pupils' choices about learning after school. It uses this with the Learning and Skills Council to help plan further education, work based learning provision, employment and support needs after 16.

Lead Professional/Key Worker

They will usually be a professional who is known to the family who will support the young person, their family and other services to make sure that everybody works to carry out the actions agreed in the Transition Plan.

Person Centred Approach

Person Centred Planning (PCP) helps the family and friends of anyone who needs support to listen to them, helps them take control of their lives and get what they want.

A Person Centred Plan records information and gives a positive description of the person, what others like and admire about them, along with their gifts and talents. It shows what and who is important to them from their point of view. It also helps them to think about the future. A plan will show the support they may need to keep healthy and safe.

It takes into account what is working/not working in the person's life. All Person Centred Plans include an action plan that says, who will do what, by when, and reviewed regularly to make sure the person's life is moving forward.

A Person Centred Plan should show how a young person communicates. These are sometimes called communication passports, communication charts or Learning Logs. Person Centred Plans can be called an Essential Lifestyle Plan, MAPS/PATH, One page Profile, Support Plan.

A really good Person Centred Review with an action Plan can lead to an excellent plan.

Health Action Plan

This is a plan, which helps young people with learning disabilities to access health services. The plan will record young people's health needs, the services needed in the future and the support required to use ordinary services (like their GP, hospitals and mental health services).

Year 9 and Year 11 Fact File

These Fact Files are produced for all pupils by the Connexions Service. Schools give them out to pupils. They are designed to help young people plan the year ahead. Both Fact Files contain information about different 'lifestyle areas' for example, Health, Leisure, Where to get help. The Year 9 Fact File includes information about choosing subjects ready for Year 10 and 11. The Year 11 Fact File includes a section on Post 16 opportunities.

XPLORE (www.xplore.uk.com)

This is an online directory, which provides details of all 14-19 learning opportunities in the county. There is also an online application form which enables young people to apply directly to the learning provider.

Special Needs Index

This is a database of information that is held on computer about children and young people aged 0-19 years who have a physical and/or learning disability or sensory impairment and who live in Northamptonshire. All information is supplied voluntarily by parents or carers.

Care Managers

Care managers are part of teams either Physical Health (long or short term teams) or Learning Disability Teams. They work with service users and their families to assess the needs of the person and the needs of their carers. From this assessment, Care Managers will work with people to plan the support they need. Once services have been set up, they will be reviewed at least yearly to ensure that the service is working well and continues to meet the person's requirements.

Common Assessment Framework (CAF)


CAF is a process designed to help you support your child. CAF is different because, by working in partnership with you, it will help workers to:

- Help your child receive the right support at an early stage, before a small need grows into a larger one.
- Completing a shared assessment, so that you and your child will not have to repeat the same information to different workers.
- Ensure that everyone involved with your child – such as teachers and health visitors – works together to support your child.

In Northamptonshire, CAF has been adopted by all the professionals who work with children and young people. This means that there is support from Schools, Social Services, Connexions, School Nurses, Health Visitors, GPs, the Police and from County, District and Borough Councils.

Community Care Assessments

The assessment contains all the necessary information about a person and their environment in order to plan and prioritise what services and resources are needed to ensure the well being of the person.

The page features a decorative design with a thick purple border. On the left side, there is a large orange shape consisting of a vertical bar at the top, a large circle below it, and a smaller circle further down. The bottom portion of the page is a solid orange band containing text.

This booklet was produced by the
Northamptonshire Multi-Agency Working Group for Transition Planning

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An electronic version of this document can be found on
www.connexions-northamptonshire.org.uk/sen/transitionplanning.htm