

# SEND | Special Educational Needs & Disability

## Transition Plan

### Hertfordshire's approach to delivery of Education, Health and Care Plans from Statements and Learning Disability Assessments

#### Introduction

**Our ambition is to be proactive in supporting families and young people in Hertfordshire, as the new SEND arrangements are introduced.**

Hertfordshire County Council and its partners are committed to delivering a Transition Plan which is suitable and meets the needs of families, children and young people.

The DfE published "Transition to the new 0 to 25 special educational needs and disability system" August 2014. We have embraced their recommendations. In particular, their aim to transfer children and young people to EHC plans in a way that maximises the benefits that those offer and...." at a pace which maintains the quality of assessment and support to children and young people making the transition and those still on the previous system".

The DfE has therefore put deadlines in place to ensure that all local authorities aim to make the new arrangements available to all children and young people as quickly as possible, this must be by **1 April 2018** at the latest.

With the significant changes to the law, and the priority to improve the preparation of young people for adulthood as a key feature, in order to make the arrangements as fair as possible for young people, those who currently hold LDAs must transfer to the new system by **1 September 2016**.

#### How we worked with our Partners

In developing this Transition Plan we have used feedback from our Pathfinder pilot work, which includes the trialing of pathways for new EHC Plans and the conversion at key transition points of statements to EHC Plans. As part of our trial, we also worked with schools and colleges, to explore the best ways of ensuring meaningful conversions.

We've also worked with Herts Parents and Carers Involvement Forum – HCPI – to gain their input into what would be best for Hertfordshire families. This was done early on as we tested new ways of working. HCPI co-designed and helped us to deliver the SEND reforms leaflet we sent to families when we wrote to them in summer 2014, to raise awareness of the new ways of working and the transition plan.

We engaged and worked with headteacher forums, schools and colleges, to share and agree our transition timetable and approach, to ensure their commitment to the transition plan and deliverables. Hertfordshire County Council has invested a substantial amount from the SEND reform grant in

schools and colleges, to ensure that they have the level of resource required to support the transition plan.

Earlier in our planning, we have ensured that our partners from Health and Social Care are engaged in the process and understand their responsibilities to deliver within the required timescales.

Hertfordshire County Council will work with its partners to ensure young people moving into adulthood have access to appropriate pathways, including adult social care and health services where appropriate, to support individual young people entering into the next phase of their lives.

In summary, there has been continual engagement with stakeholders to ensure their awareness, understanding and readiness to contribute to the delivery of the transition plan to ensure families and young people are supported appropriately.

### **Pathfinder Experience:**

Where an EHCP was issued as a result of a new assessment as part of the pathfinder programme, we will ensure that these EHCPs are converted and compliant with the requirements published in the final SEN Code of Practice.

We have systems in place to ensure that all those young people and their families who have an LDA understand their rights to request an assessment for an EHCP.

All of the above **supports the aim of achieving a smooth delivery of the transition plan and especially for each family and young person.**

### **How we are supporting families and young people?**

*We have written to each family and young person whose child holds a Statement of SEN or a Learning Disability Assessment. A range of materials is provided for each family and young person, including a [SEND Reforms leaflet](#) and a memory stick of useful information.*

We have also delivered a **Workforce Development Programme**, so as to support partners and professionals in getting ready for the new SEN system and transfer reviews. Core to this is the new ways of working.

Through HPCI parents and carers have told us:

- Communication must be clear, accurate, consistent and timely
- Professionals must be willing to help and not judge
- Parents and carers value a key contact and a proactive approach
- Parents and carers also want to be heard and respected, and they want their child's needs to be central to all decisions
- The assessment process must be efficient and flexible

### **Transition Timetable – developing the momentum**

Our Transition review timetable (see Appendix 1) illustrates by year group, how we plan to transfer to EHCPs

- We aim to meet the detailed requirements and expectations relating to the timing of transfer from statements and LDAs to the new SEN system as published in the DfE Transition to the new 0 to 25 special educational needs and disability system (statutory guidance for local authorities and organisations providing services to children and young people with SEN) published August 2014.
- It transfers children and young people from statements to EHC plans at points in their education where a significant review of the statement of special education needs would otherwise have taken place eg infant to junior, primary to secondary, Year 9, Year 11 and Year 14.
- Our Transition Plan timetable has been produced to accommodate potential slippage where there may be exceptional setting or family circumstances which mean that adjustment is necessary.
- We will actively support families and young people, so they do not feel overwhelmed by the new system. We have ensured through co-working with HPCI the following:
  - Early communication with families and young people during summer 2014 (including HCC conversion timetable, locally and nationally produced materials)
  - Encouragement to settings to look at developing individual plans for engaging with their own families and young people, so that they are clear about what is happening in their own setting,
  - A conversion animation is available to families, young people and settings,
  - A comprehensive leaflet about the SEND changes for families and young people,
  - Young people engagement groups on the SEND reforms, including the conversion processes,
  - Promoted SEND in Herts exhibitions to include opportunities for families to come and find out more about transition,
  - Help lines for families and young people, geared at giving personalised advice to families and young people (See Appendix 1 for more information).
  - Parent Partnership/Information, Advice and Support (IAS) in Herts – Advisers have received training and are prepared so that they can advise families and young people 0-25;
  - HPCI Forum has co- designed and is ready to delivery a series of pop up events for families across Hertfordshire.
- We have link EHCP coordinators with every school and college in Hertfordshire, designed to support the transition review process. This will ensure parents will receive good and timely information.
- EHCP coordinators will attend a transfer review at every setting to support settings in understanding and applying new ways of working

- Implementation/support groups for school and college settings to facilitate new arrangements and ensure compliance with conversion processes.
- Development of advice to settings and parents in the form of 'top tips for conversion meetings'
- An [At A Glance for Conversions](#) has been designed aimed at families, settings and young people developed to demonstrate good practice regarding transfer reviews.
- Where there are exceptional circumstances, for example the pace of conversion is too soon, the wishes of families will be considered in response to particular circumstances.
- There is a wealth of support available to families and young people, including Independent Supporters. Independent Supporters are based in KIDs, and also from Parent Partnership Service/ IASS. Independent Supporters have received bespoke training, to enable them to provide information and support to families and young people who are part of the transition plan.
- Our plan is to ensure we can reach out to families and young people in different ways in whatever way they would find helpful. We are planning to recruit an Information Officer – Communities, to support our approach by late autumn 2014.
- As part of our commitment to families, young people and settings we will review progress against this Transition Plan and publish a revised plan on an annual basis.

## **Scope:**

### **In September 2014, there were:**

3585 children with Statements of Special Educational Needs

Traditionally in Hertfordshire, there has been use of LDAs to support good transition between school and college for those at school action, and school action plus, as well as those with Statements of Special Educational Needs.

Approximately 1400 young people have LDAs as at 1 September 2014 in FE College settings.

Our plans to transfer these children and young people, to EHC Ps, can be found in Appendix 1

## **Individual Enquiries**

If you have an enquiry about the Transition Plan and how it affects your family, you should make contact using the following telephone numbers:

For School settings – please contact SEN Teams

Watford and Three Rivers SEN Team - 01442 454012

[watfordthreerivers.senteam@hertfordshire.gov.uk](mailto:watfordthreerivers.senteam@hertfordshire.gov.uk)

Area's covered: South West Herts Partnerships in Bushey /Radlett, Watford, Three Rivers  
Address: Apsley Two, AP2113, Brindley Way, Apsley, Hemel Hempstead HP3 9BF

St Albans and Dacorum SEN Team - 01442 453451

[stalbandsdacorum.senteam@hertfordshire.gov.uk](mailto:stalbandsdacorum.senteam@hertfordshire.gov.uk)

Area's covered: Harpenden, Hemel Hempstead, Tring, Berkhamstead, St Albans, Kings Langley  
Address: Apsley Two, AP1108, Brindley Way, Apsley, Hemel Hempstead HP3 9BF

Welwyn, Hatfield and Hertsmere SEN Team - 01707 292434

[welwynhatfieldhertsmere.senteam@hertfordshire.gov.uk](mailto:welwynhatfieldhertsmere.senteam@hertfordshire.gov.uk)

Area's covered: Potters Bar, Hatfield, Borehamwood, Welwyn Garden City  
Address: MU205, Mundells, Welwyn Garden City, Herts, AL7 1FT

East Herts and Broxbourne SEN Team - 01992 588562

[easthertsbroxbourne.senteam@hertfordshire.gov.uk](mailto:easthertsbroxbourne.senteam@hertfordshire.gov.uk)

Area's covered: Cheshunt, Bishop Stortford, West Cheshunt, Hoddesdon and Broxbourne, Buntingford, Hertford, Ware and Watton  
Address: CHN006, Area Office, County Hall, SG13 8DF

North Herts and Stevenage SEN Team - 01438 843758

[northhertsstevenage.senteam@hertfordshire.gov.uk](mailto:northhertsstevenage.senteam@hertfordshire.gov.uk)

Area's covered: Hitchin, Baldock, Letchworth, Stevenage, Royston  
Address: 1<sup>st</sup> Floor Farnham House, SFAR120, Six Hills Way, Stevenage, SG1 2FQ

For College settings – please contact the LDD Youth Connexions Team on:

[LDD.Dutyouthconnexions@hertfordshire.gov.uk](mailto:LDD.Dutyouthconnexions@hertfordshire.gov.uk) or call on the LDD Duty Line: 01438 844999

Independent Support is available through KIDs - by telephoning 01992 504013 or 01923 676549; and also through SEND Information, Advice and Support Service (based in Hertfordshire County Council).

KIDs has been contracted by National Children's Bureau to deliver Independent Support by Independent Supporters in Hertfordshire, to provide impartial information to parents, carers and young people about the new Education, Health and Care (EHC) plans and to assist them through the transition of the implementation of the EHC Plans.

Hertfordshire SEND Information, Advice and Support Service also provides impartial support to families and the independent support to communities in Hertfordshire.

### **Equality Impact Assessment Action Plan**

An outline EqIA Action Plan will be developed in an at a glance one page overview. This will be based on the following base line data:

#### **Data 2013:**

- -0-25 population 360,283
  - -0-19 population 278,307
  - -16 % of school age population are identified as having SEN -statements 3835 1.4% (of 0-19 pop) -statements in special schools 1968 0.7% (of 0-19 pop) -150 placed in inde/non-maintained special schools 0.05% of pop
  - We have 25 special schools, a wide range of units and bases attached to mainstream schools, a range of centrally funded services, 6 ESCs ('PRUs'), an Alternative Provider Academy (one of the previous ESCs) and Roman Fields (an LA maintained AP), -As at March 2014 we had 81 Academies and Free Schools including 2 special schools and 1 AP Academy(above).
  - 52 Academies are secondary mainstream schools
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- Slightly below average identification of SEN overall
  - Below average % statements
  - About average % in special schools
  - Significant reduction in reliance on independent/non-maintained special schools and ISP colleges
  - A wide range of specialist provision
  - The pattern still somewhat due to history.
  - The DSPL approach of involving local collectives of parents and schools/settings to work strategically together to shape the services in their area fits well with the Local Offer.
  - Young people and parents have been engaged in developing the Post 16 Local Offer through focus groups
  - [Supported Employment initiative](#) has been developed as part of the SEND reforms to raise aspirations for young people with SEND accessing employment

This will take into account the interim arrangements for children and young people in custody, and accessing information for those whose first language is not English.

## Appendix 1

### A plan to convert SEN statements and Learning Difficulty Assessments into Education, Health and Care Plans

- All SEN statements must be converted to Education, Health and Care (EHC) Plans by April 2018.
- Learning Difficulty Assessments (LDAs) have to be converted or ended by April 2016.
- There are currently approximately 1400 pupils with LDAs and approximately 4000 pupils with SEN statements.

Below is a draft conversion plan targeting pupils by year group:

<u>Phase</u>	<u>Your child's year group as of September 2014</u>	<u>The academic year the SEN statement/LDA will be converted</u>
<b>Nursery</b>	-2	2015 – 2016
	-1	2014 – 2015
<b>Primary</b>	Reception	2016 – 2017
	1	2015 – 2016
	2	2014 – 2015
	3	2015 – 2016
	4	2014 – 2015
	5	2015 – 2016
	6	2014 – 2015
<b>Secondary</b>	7	2016 – 2017
	8	2015 – 2016
	9	2014 – 2015
	10	2015 – 2016
	11	2014 – 2015
<b>Post 16</b>	12	2016 – 2017
	13	2015 – 2016
	14	2014 – 2015

#### College students with LDAs:

<u>If you begin one of the following courses in September 2014</u>	<u>The academic year an LDA conversion will be offered</u>
One year course	2014 / 2015
Two year course	2015 / 2016
If you begin the final year of any course in September 2014	2014 / 2015

