

MIDDLESBROUGH'S TRANSITION GUIDE FOR PARENTS & CARERS & PROFESSIONALS SUPPORTING FAMILIES OF CHILDREN & YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES (0-25)



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1. INTRODUCTION

The move from being a child to becoming an adult is a significant step for all young people as they prepare to gain increased independence and make plans for their future.

For families who have a child with special educational needs and disabilities (SEND) it can also be an anxious and challenging time. To alleviate family and a young persons' concerns, careful preparation and planning needs to take place at an earlier time.

If you are a parent or carer of a child or young person with SEND you will need to start thinking about your child's aspirations for the future, the type of support available during transitional stages, i.e. from child to adult services and how this support can be accessed.



This guide has been designed for parents/carers of children and young people aged 0-25 who have an Education, Health and Care (EHC) plan and for those without an EHC plan who receive additional SEN support.

This guide explains the things that you will need to consider as your child transitions through various stages i.e. from early years to primary, from primary to secondary or from secondary to post-16. It also gives you an idea of what education, health and social care should be doing to help them achieve and succeed during the differing stages of transition. It has been written in partnership with professionals from education, health, social care and parents4change.

We hope that you will find this guide useful for you and your child in preparing for transitions.

2. COLLECTIVE RESPONSIBILITIES FROM THE SEND CODE OF PRACTICE

A SUMMARY OF THE KEY POINTS RELATING TO THE LOCAL AUTHORITY'S DUTY TO ENABLE YOUNG PEOPLE WHO HAVE SEN/D PREPARE FOR ADULTHOOD

- Support and involve the child and his/her parent, or the young person, and to have regard to their views, wishes and feelings. This includes their aspirations for adult life.
- To offer advice and information directly to children and young people, including information and advice which supports children and young people to prepare for adult life.
- To make joint commissioning arrangements about the education, health and care provision of children and young people to secure positive adult outcomes for young people with SEN.
- To keep education and care provision under review including the duty to consult young people directly, and to consult schools, colleges and other post-16 providers.
- To include in the Local Offer provision which will help children and young people prepare for adulthood and independent living.
- To consult children and young people directly about the Local Offer and publish comments including details of any actions to be taken.
- To co-operate with FE colleges, sixth-form colleges, 16-19 academies and independent specialist colleges.
- To consider the need for EHC needs assessments, prepare to draft EHC plans where needed, and maintain and review them, including the duty to ensure that all reviews of EHC plans from Year 9 (age 13-14) onwards include a focus on preparing for adulthood and, for 19-25 year olds, to have regard to whether educational or training outcomes specified in the EHC plan have been achieved.
- To make young people aware through their Local Offer of the kind of support available to them in higher education and, where a higher education place has been confirmed for a young person with an EHC plan, to pass a copy of the EHC plan to the relevant institution with permission.

ROLE OF EDUCATION, HEALTH AND CARE

Educational settings will often arrange annual reviews, inform you about the options available and support a child/ young person through the transition process.

If a professional involved cannot make the meeting, they will often provide a written report to support the meeting.



3. WHAT DOES PREPARING FOR ADULTHOOD MEAN AND WHEN DOES IT START?

Preparing for Adulthood (PFA) is about taking steps to ensure that children and young people with SEND receive the appropriate level of support and care to enable them to make the transition from childhood to adulthood. PFA is also about ensuring children and young people have the best chance to live a full and active life as possible. As part of the reforms, under the Children and Families Act (2014) and the SEND Code of Practice, 0-25 years (2015), four key themes were embedded as Preparing for Adulthood themes, these include:

- Employment, education and training – **Pathway to Employment**
- Independent living - **Pathway to Independence**
- Community inclusion - **Pathway to Community Inclusion** and **Participation**
- Health - **Pathway to Good Health** and **Wellbeing**

These areas should be discussed with young people and parents as part of transition planning, which usually starts in year 9 (13-14 years old), with the annual review of a child's EHC plan, where a child has one, or earlier where possible, to support a child to have an effective transition into adulthood. The annual review of an EHC plan in year 9 needs to have meaningful outcomes with clear pathways. You could also get ahead, by planning earlier and should consider discussing PFA outcomes, when a child first starts education and learning.

The SEND Code of Practice (0-25 years) states that 'with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life.' From year 9 onwards, education, health, care, parents, carers' and the local authority must work together with young people to prepare them for adult life with a focus on:

- **Further education, training and/or employment**, including exploring different employment options, such as supported internships, support for becoming self-employed and help from supported employment agencies. For some young people this may include progression to university
- **Independent living**, young people to have a choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
- **Participating in society**, including friendships, supportive relationships, participating in and contributing to the local community and by being as **healthy** as possible in adult life.



4. TRANSITION

Transition *'a process in which something changes from one state to another'...such as' ...the transition from childhood to adulthood'*.
www.collinsdictionary.com.

Successful transition should support young people through their preparation for adulthood and into greater independence. Transition can be an exciting time of new opportunities, choices and increasing independence. But for all young people, and especially for those young people who have SEND, it can also be a time of great anxiety, confusion and uncertainty as they move from familiar arrangements, services and people who have provided support to new relationships, services, places and experiences. For young people and their families, it is a crucial time to think carefully about their life and prepare for what they want to do now and in the future.

Type of 'transition'

Children and young people experience many important transitions in their lives. In this guide, the term 'transition' mainly applies to the transition from childhood to adulthood. Ideally transitions should be discussed well in advance with parents and carers for children and young people, when making a transition:

- from one Key Stage or milestone to another
- from school to FE college, higher education or employment, training or onto an apprenticeship
- from college or training to employment and/or adult services
- from paediatric to adult health services
- from children's social care to adult social care services
- from living at home to supported accommodation or living independently; and from leaving care or 'staying put'

In responding to the needs of a young person moving into adulthood, services provided, may be determined by assessed needs set out in relevant guidance i.e. Care Act: (2014), SEND Code of Practice: (2015) and the Children & Families Act: (2014).

Children and young people with disabilities 0-18 years, may be supported by the Children with Disabilities Team, contacts and referrals should be directed to the manager of the CWD team for consideration. A newly formed team will provide support to adults with a diagnosed Learning Disability. The young person may be jointly supported for a short period of time by more than one agency to ensure a smooth transition.

Pathways to 'getting a life' from a young person's perspective

- Having a job I enjoy
- Living in my own place
- Having a good social life with friends
- Being part of my community
- Staying fit and healthy



5. TRANSITION PLANNING

A 'PERSON-CENTRED APPROACH' WITH PERSONALISED SUPPORT AND PATHWAY

- Identifying appropriate and suitable post-16 pathways that lead to employment options or higher education
- Training options such as supported internships, apprenticeships and traineeships
- Support to find a job and learn how to do a job, through work experience programmes
- Information about 'lifestyle' choices based on the young person's interests
- Information about Personal Budgets and Direct Payments
- Preparation for independent living, including where the child or young person wants to live in the future, who they want to live with and the support they may need
- Help in understanding any welfare benefits that may be available when in work
- Local housing options, including housing benefits and social care support
- Advice about annual health checks for young people with learning disabilities
- Support to help the young person participate in society i.e. having friends, accessing the community and any volunteering opportunities.
- Travel advice to enable young people to have an opportunity to travel independently
- Advice about continuing health care services so that young people understand which professionals may be supporting them to prepare for moving into adulthood.



WHO NEEDS TO BE INVOLVED?

Child/ young person

Parents / carers

Teacher or Tutor

SEND Case Officer

WHO MAY BE INVOLVED?

Health professionals

Careers Adviser

Travel Assessor/Trainer

Social Worker

Support staff from other agencies, including charities, and DWP

THINKING ABOUT CAREERS

From Year 9 onwards make sure you discuss, with your child's school, their post-16 options. Begin to visit post-16 providers, colleges, training providers, supported internship providers. **Educational settings** should be providing young people with independent careers advice. An educational setting should also offer opportunities for taster sessions, work experience and mentoring to help young people with SEND make informed decisions about their future.



WHAT YOU NEED TO KNOW FOR FUTURE PLANNING

Middlesbrough Council are actively seeking to expand the range of post-16 opportunities available locally for young people with SEND. Families and young people should discuss options with their schools/educational setting/college at the earliest opportunity.

The 'Local Offer' is a great place to look when considering options. For more information about post-16 provision in Middlesbrough and beyond visit:

www.middlesbrough.gov.uk/localoffer



There are opportunities for young people entering or in post-16 to access a Supported Internship. A Supported Internship is a study programme which includes a significant amount of time in a work placement. This may include a work placement with support, a work placement without support, voluntary work or work experience, alongside opportunities to develop functional skills in literacy and numeracy. These programmes support young people to become work ready, move onto an apprenticeship and/or secure employment.

When a young person moves into post-16 education, it is important to note that study programmes are based on 16 hours of guided learning during term-time, over a 3 or 4 day a week. This means a full time student (aged 16 to 17 or aged 18 to 24 with an EHCP) will access study programmes of at least 540 planned hours over the academic year.

With this in mind, it may be helpful to have a chat with other service providers, including health and social care to see, what is available, with contact details on the 'Local Offer'. For further information please visit:

<https://www.gov.uk/government/publications/advice-funding-regulations-for-post-16-provision>

With this in mind, it may be helpful to have a chat with other service providers, including health and social care to see, what is available, with contact details on the 'Local Offer'.



PATHWAY TO EMPLOYMENT ROUTES

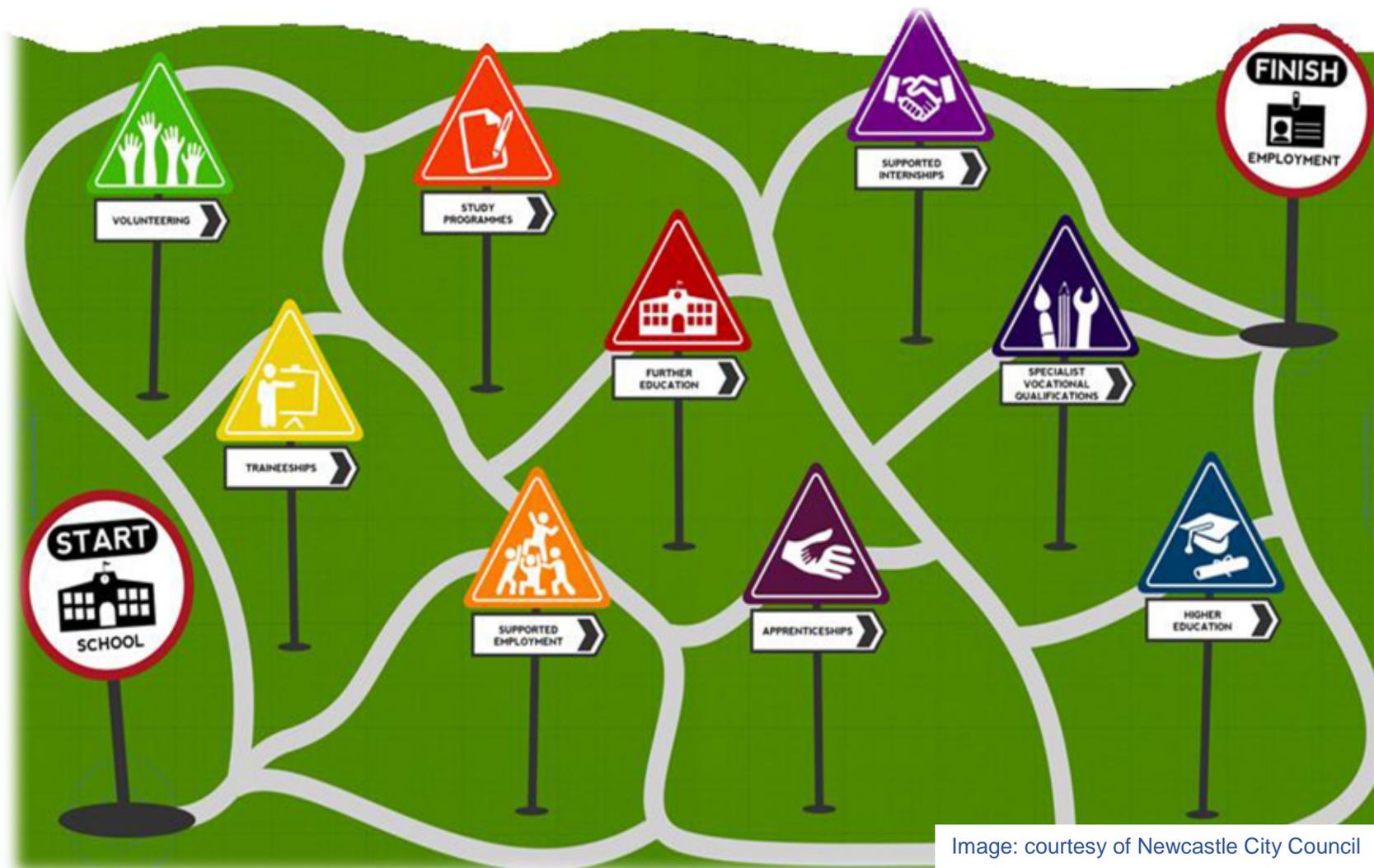


Image: courtesy of Newcastle City Council

WHO COULD BE INVOLVED?

- Child/ young person
- Parents / carers
- Teacher or Tutor
- Careers Adviser
- Health
- SEND Case Officer
- Travel Assessor/ Trainer
- Social Worker
- Support staff from other agencies including charities and DWP

WHO MAY BE INVOLVED?

Child/ young person

Parents/ Carers'

Teacher or Tutor

Careers Adviser

Health professionals

SEND Case Officer

Travel Assessor/ Trainer

Social Worker

Support staff from other agencies including charities and DWP

6. STEPS TOWARDS ADULTHOOD

Transition into adulthood doesn't just start from Year 9 onwards, it should ideally start at the earliest age possible we know that children and young people can develop at different rates. The following tables give you some examples of how Preparing for Adulthood outcomes can be placed into EHC plans or SEN Support plans at the earliest stage (0-11 years).

PREPARING FOR ADULTHOOD (PFA) OUTCOME– EMPLOYMENT, EDUCATION AND TRAINING

Early Years 0-4 year olds	Primary Reception Y2 (Key Stage 1) 5-7 year olds	Primary Y3-Y6 (Key Stage 2) 6-11 year olds
<ul style="list-style-type: none"> Following instructions – consider any specifics around sensory impairment Adapting to new environments Playing with others children 	<ul style="list-style-type: none"> Numeracy Real world visits (fire stations, farms etc.) 'What do you want to be when you grow up?' Meeting role models 	<ul style="list-style-type: none"> Talk about different careers and education options Access to career related role models Start to build a personal profile of interests and ambitions

PREPARING FOR ADULTHOOD (PFA) OUTCOME– INDEPENDENCE

Early Years 0-4 year olds	Primary Reception Y2 (Key Stage 1) 5-7 year olds	Primary Y3-Y6 (Key Stage 2) 6-11 year olds
<ul style="list-style-type: none"> Feeding and drinking Toileting Getting dressed Making choices Promoting independence – 'voice of the child' Internet safety Stranger danger awareness 	<ul style="list-style-type: none"> Washing and brushing teeth Telling the time Paying in shops and using simple money (supervised) 	<ul style="list-style-type: none"> Sleepovers and residential trips Cooking at school and home – with the family Moving around school independently Understanding money – paying for snacks / shopping Travel training Transport and road signs

PREPARING FOR ADULTHOOD (PFA) OUTCOME– COMMUNITY INCLUSION



Early Years 0-4 year olds	Primary Reception Y2 (Key Stage 1) 5-7 year olds	Primary Y3-Y6 (Key Stage 2) 6-11 year olds
<ul style="list-style-type: none"> ▪ Making friends ▪ Social interaction ▪ Visits / day trips ▪ Internet safety ▪ Stranger danger awareness 	<ul style="list-style-type: none"> ▪ Team playing ▪ After school clubs / activities ▪ Weekend activities ▪ Developing friendships/ friendships groups ▪ Internet safety ▪ stranger danger awareness 	<ul style="list-style-type: none"> ▪ After school clubs ▪ Learning to be safe – online and in the community ▪ Walking short distances alone ▪ Friendships ▪ Understanding bullying ▪ Managing change – what this looks like for the child?



PREPARING FOR ADULTHOOD (PFA) OUTCOME– HEALTH



Early Years 0-4 year olds	Primary Reception Y2 (Key Stage 1) 5-7 year olds	Primary Y3-Y6 (Key Stage 2) 6-11 year olds
<ul style="list-style-type: none"> ▪ Checks at birth (hearing etc.) ▪ Developing a healthy diet ▪ Ensuring that the two-year-old developing checks have taken place ▪ Ensuring immunisations are up to date ▪ Regular check-ups - dentist 	<ul style="list-style-type: none"> ▪ Weight and height checking ▪ Making choices ▪ Ensuring immunisations are up to date ▪ Regular check-ups - dentist ▪ Learning about the importance of physical exercise 	<ul style="list-style-type: none"> ▪ Children managing some health care needs e.g. asthma ▪ Children being able to communicate their wants and needs around pain/health related issues ▪ Good Health and Wellbeing embedded into Year 5/6 curriculum

TRANSITION GUIDE AGE 13-14 (YEAR 9: PREPARATION FOR ADULTHOOD TRANSITION)

Education, health and care (EHC) plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and employment
<p>Preparation for Adulthood (PfA) Reviews co-ordinated by the educational setting includes 'Voice of the Child'</p> <p>EHC Plan is reviewed and new outcomes are written in line with PfA themes</p> <p>Review of support for young people with SEN/D Support</p> <p>Families and young people 'fact find' about post-16 provision</p> <p>Children with Disabilities Team and health services work together to support young people who may eligible for support</p> <p>SEND Assessment Team to update EHC Plan</p>	<p>Think about young person's friendship group, close friends and other key people in their lives</p> <p>Think about how these friendship groups can be maintained, the use of social-media and the curriculum</p> <p>Family has access to the local community facilities and support services that they may need</p> <p>Out of school activities the young person accesses or would like to access</p>	<p>Plan how resources and services will be accessed in adult life e.g. equipment, therapies, specialist support, accessing GP's prescriptions, dentist and opticians</p> <p>Ensure the curriculum, young person and family are thinking about promoting good health i.e. exercise, diet and sexual health</p> <p>Young people with learning difficulties are entitled to an annual health check from 14 years upwards</p> <p>Consider starting a health passport</p>	<p>Talk about the skills needed to become independent in the future</p> <p>Work with the school/college to see where the curriculum may include independent travel training, managing money and budgeting and domestic skills</p> <p>Family and young person to consider how independent skills can be developed outside education, in and outside the home/ during holidays</p> <p>Discuss options with young people on living independently</p>	<p>Discuss interests, favourite subjects, activities, aspirations about work and the future</p> <p>Agree with the young person who will support them in developing a career profile or a vocational profile</p> <p>Consider how the educational setting can provide opportunities for work placements, work experience, volunteering and/or meet others who have had similar opportunities</p>

Responsibility	Responsibility	Responsibility	Responsibility	Responsibility
<p>Educational Setting / SENDCo Young Person / Family SEND Assessment Team Careers Adviser</p>	<p>Educational Setting Young Person /Family Social Care Health</p>	<p>Educational Setting Young Person /Family Health Social Care</p>	<p>Educational Setting Young Person / Family Lead Professional Social Care</p>	<p>Educational Setting Careers Adviser Young Person / Family Post-16 providers</p>

TRANSITION GUIDE AGE 14-15 (YEAR 10: PREPARATION FOR ADULTHOOD TRANSITION)

Education, health and care plan (EHC) process	Friends, relationships and my community	Good health	Developing independence	Education, training and employment
<p>Preparation for Adulthood (PfA) Reviews co-ordinated by the educational setting includes 'Voice of the Child'</p> <p>EHC Plan is reviewed in year 10 with a consideration for new outcomes in line with PfA</p> <p>Review of support for young people with SEND. Consider what might be required for a smooth transition to post-16</p> <p>Young people to have experienced work related activities and visited providers</p> <p>Children with Disabilities Team referral to be considered</p> <p>SEND Assessment Team to <u>attend</u> review / update EHCP</p>	<p>Think about what is important to the young person - friendships, social life and key people in their lives</p> <p>Support young person to talk about aspirations for the future</p> <p>Have you been able to access information available and advice - Local Offer?</p> <p>Clear pathways identified for the young person to engage in activities?</p> <p>Are plans in place to keep a network of friends i.e. through social media, along with e-safety?</p>	<p>Ensure health professionals share information</p> <p>A Health Plan is underway- where required, that captures the young person's and families views</p> <p>Annual health check via GP if eligible. Young people with learning difficulties are entitled to an annual health check from 14 years upwards</p> <p>Encourage healthy living – diet, physical activities where possible</p> <p>Review of health/medical support and provision</p>	<p>May have developed some of the skills to becoming an adult i.e. independent travel, managing money and budgeting and domestic skills</p> <p>Independent skills are being developed inside and outside education</p> <p>Discuss options with young people about living independently – housing and accommodation options</p> <p>Have access to information and use the Local Offer</p>	<p>Pathways to follow, post-16 offer and support required</p> <p>A pathway to employment/volunteering</p> <p>Updated career plan/vocational profile</p> <p>Identify aims, steps and outcomes for the future i.e. learning opportunities, increased independent skills, meeting education, health and care needs</p> <p>Educational setting provides opportunities for work experience. Young person will meet others who have had similar opportunities</p>

Responsibility	Responsibility	Responsibility	Responsibility	Responsibility
<p>Educational Setting to convene a meeting with transition staff Young Person / Family Careers Adviser SEND Assessment Team</p>	<p>Educational Setting Young Person / Family Social Care</p>	<p>Educational Setting Young Person/ Family Health / CAMHS Social Care</p>	<p>Educational Setting Young Person / Family Lead Professional Social Care</p>	<p>Educational Setting Careers Adviser Young Person /Family Post-16 providers</p>

TRANSITION GUIDE AGE 15-16 (YEAR 11: PREPARATION FOR ADULTHOOD TRANSITION)

Education, health and care plan (EHC) process	Friends, relationships and my community	Good health	Developing independence	Education, training and employment
<p>Preparation for Adulthood (PfA) Reviews co-ordinated by the educational setting includes 'Voice of the Child'</p> <p>EHC Plan is reviewed in year 11 with a consideration for new outcomes in line with PfA</p> <p>Review of support for young people with SEND.</p> <p>Young person decides preferred post-16 option – this should have been undertaken with preparations underway prior to annual review</p> <p>Post-16 placement confirmed by 31 March for young people with an EHCP</p> <p>SEND Assessment Team to review and update EHCP</p>	<p>Think about how to maintain friendships after secondary education ends</p> <p>Have you been able to access information available and advice - Local Offer?</p> <p>Families to be more confident around young person accessing services independently</p> <p>Clear pathways identified for the young person to engage in activities?</p> <p>Are plans in place to keep a network of friends i.e. social media, revisiting e-safety?</p>	<p>How health needs will be met, where applicable?</p> <p>Annual health check via GP if eligible. Young people with learning difficulties are entitled to an annual health check from 14 years upwards</p> <p>Review of health/medical support and provision</p> <p>Encourage healthy living – diet, physical activities where possible</p> <p>Plan transitional arrangements for moving into adult health services</p>	<p>Becoming an adult through developing independence i.e. travel, managing money – paying for goods and budgeting, domestic skills – preparing a meal</p> <p>Encourage young person to travel independently where possible</p> <p>Independent skills continue to be developed in and outside education</p> <p>Further discussion about living independently – housing and accommodation options</p> <p>Access to information and advice - the Local Offer</p>	<p>Review of work experience undertaken and access to other options</p> <p>Careers Adviser is fully involved and plans are in place that are understood by the young person and family</p> <p>Updated career plan/vocational profile</p> <p>Clear steps and outcomes for the future increased independent skills, meeting education, health and care needs</p>

Responsibility	Responsibility	Responsibility	Responsibility	Responsibility
<p>Educational Setting to convene a meeting with transition staff Young Person / Family SEND Assessment Team Careers Adviser</p>	<p>Educational Setting Young Person / Family Social Care Health lead</p>	<p>Educational Setting Young Person/ Family Health / CAMHS Social Care</p>	<p>Educational Setting Young Person / Family Lead Professional Social Care</p>	<p>Educational Setting Careers Adviser Young Person /Family Post-16 providers</p>

TAKING RESPONSIBILITY

Parents and carers may become more anxious about their child as they reach certain milestones in their life, which is completely understandable. However, for a young person to fully realise their potential, it is important for you to know that when a young person with SEND has reached the end of compulsory school age [last Friday in the month of June], young people aged 16-25 years, have rights to allow them to make their own informed decisions including:

- The right to choose their own pathway, i.e. employment, education, training
- To request that a post 16 education/training setting is named in their EHC plan
- Increased choice, opportunity and control including a wider range of post 16 education settings and training providers
- To request an Education, Health and Care [EHC] assessment
- To request the right to make representations about the content of an EHC plan
- To agree outcomes, anticipating the education, health and care support they will require to plan for a clear pathway through their education and adulthood, including employment, independent living and increased community participation
- To request a Personal Budget for elements of their EHC plan
- The right to appeal to the First-tier Tribunal [SEND] about decisions concerning their EHC plan

These rights are subject to the young person having capacity to make decisions applying the principles as set out under the Mental Capacity Act: (2005). The MCA stipulates:

‘Assume that a person has the capacity to make a decision themselves, unless it’s proved otherwise’
[Section 1. The Mental Capacity Act 2005]

The SEND Assessment Team 0-25 uses a ‘person centred’ approach, ensuring that young people and families are ‘at the heart’ of discussions. The team will endeavour to involve parents/carers in discussions, so as long as the young person expresses a wish

CHANGES TO A KEY SERVICE REGARDING SOCIAL CARE SUPPORT

Young people with disabilities 0-18 years may be supported by the Children with Disabilities Team (CWD), contacts and referrals should be directed to the manager of the CWD team for consideration.

Transitions pathways for young people 17+ will be considered, quarterly at the multi-agency Adult Social Care Transitions Forum. This will enable all agencies to work together to establish which adult service/s will provide support for eligible young people as they move forward into adulthood. The young person may be jointly supported for a short period of time by more than one agency to ensure a smooth transition.

TRANSITION GUIDE AGE 17-18 (YEAR 12-14: PREPARATION FOR ADULTHOOD TRANSITION)

Education, health and care plan (EHC) process	Friends, relationships and my community	Good health	Developing independence	Education, training and employment
<p>The annual review states the PfA outcomes highlighted with a particular reference to employment and training or appropriate pathway</p> <p>Consideration to cease EHCP where outcomes have been met</p> <p>Mental Capacity Act - young people are making informed decisions about the choices available</p> <p>Families have already been made aware that young people can make their own informed decisions, where they have capacity</p> <p>Eligibility for support – assessment of needs -, Direct Payment / Indicative Budget</p>	<p>Think about the young person accessing social activities, with or without support</p> <p>Maintained contact with friends, social groups</p> <p>Family and young person are accessing information regarding the support services available to them – the Local Offer</p> <p>Eligibility for support – assessment of needs, Personal Budgets, Direct Payments and Indicative Budget</p> <p>Transition for stepping up into adult services.</p>	<p>Think about whether the young person can access health care independently or whether support is in place or needed</p> <p>Ensure relevant health professionals are in contact with each other</p> <p>Transition and support arrangements are in place to ensure a smooth transfer from child to adult health services</p> <p>Healthy eating options encouraged</p> <p>Physical exercise encouraged</p>	<p>Arrangements are in place for managing money, benefits – check required before turning 19 years of age</p> <p>Benefits advice provided is made clear</p> <p>A clear idea and view of overall independent skills</p> <p>Housing/living accommodation options have been discussed with young person and family</p> <p>Eligibility for support – assessment of needs - Personal Budgets, Direct Payments / Indicative Budget</p>	<p>Update career plan</p> <p>Plan to spend progressively more time in work related learning or employment in line with the young person’s interests</p> <p>Continue to explore all possible options i.e. supported internships, apprenticeships and traineeships</p> <p>Consideration to cease to maintain an EHCP when a young person has progressed and met outcomes, moved onto Higher Ed, or employment</p>

Responsibility	Responsibility	Responsibility	Responsibility	Responsibility
<p>Educational Setting Lead practitioner Social Care Young Person / Family SEND Assessment Team</p>	<p>Educational Setting Young Person / Family Social Care Health</p>	<p>Educational Setting Young Person/ Family Health / CAMHS Social Care</p>	<p>Educational Setting Young Person / Family Lead Professional Social Care</p>	<p>Educational Setting Careers Advisers Young Person /Family Post-16 providers SEND Assessment Team</p>

TRANSITION GUIDE AGE 19-25 (PREPARATION FOR ADULTHOOD TRANSITION)

Education, health and care plan (EHC) process	Friends, relationships and my community	Good health	Developing independence	Education, training and employment
<p>EHC Plan will cease where a young person progresses to higher education, employment, volunteering, has met their outcomes outlined in their EHC Plan or transitions to social care services (non-education)</p> <p>Where an EHC Plan is to be maintained, an annual review needs to be held by the post-16 provider</p> <p>The SEND Assessment Team will update EHC Plan with new outcomes</p> <p>Ensure all services are actively involved in any annual review process</p> <p>If an EHC Plan is to cease, a sufficient exit plan should be in place</p>	<p>Social groups and activities continue – socialising and use of community facilities</p> <p>Advice and support offered – to develop and maintain friendships</p> <p>Continue to review young person’s skills to access the community safely</p> <p>Access to the Local Offer for opportunities available</p> <p>Sexual relationship advice</p>	<p>Annual health check via GP if eligible</p> <p>Young person is aware of how to maintain good health</p> <p>Ensure relevant health professionals are in contact with each other</p> <p>Healthy eating promoted</p> <p>Physical activities promoted</p> <p>Access the Local Offer to source information and advice on health related matters</p> <p>Steps in place to encourage more independence</p>	<p>The young person may live at home, independently or in a supported living arrangement – receiving housing benefits</p> <p>Young person and family need to be aware of various options available</p> <p>Ensure there is access to an advocate for the young person to aid greater independence, where needed</p> <p>Access the Local Offer for information</p> <p>Contact housing associations</p> <p>Independent travel</p>	<p>Career plan updated – where in place</p> <p>Explore all options further – inclusive of supported internships, work based learning, apprenticeships, voluntary work and paid work</p> <p>Job applications, work experience or further study (progression) required by the young person</p> <p>Key transition points in the pathway and journey – consider action points to make transition smooth</p> <p>Access to Work</p>

Responsibility	Responsibility	Responsibility	Responsibility	Responsibility
<p>Post-16 provider Young person / Family SEND Assessment Team Social Care Health</p>	<p>Post-16 provider Young person / Family Social Care Health</p>	<p>Post-16 provider Young person / Family Health Social Care</p>	<p>Post-16 provider Young person / Family Social Care Health Housing</p>	<p>Post-16 provider / Employers Job Centre Plus Young person / Family Social Care</p>

7. WHERE TO FIND SUPPORT?

Middlesbrough's 'Local Offer' has a wide range of services available for children and young people with SEND aged 0-25 years, their families and professionals. The 'Local Offer' allows you to find out not just the services that are available, but also who to contact and how to access them **'all in one place'**

THE 'LOCAL OFFER' INCLUDES INFORMATION ON:

- SEND Assessment Team (0-25) Duty Line (01642 201831)
- Early years provision, childcare providers, schools and post-16 providers
- Information about provision
- Information about Special Educational Needs (SEN) Support and Education, Health and Care (EHC) Plans
- How children and young people with SEND are supported in education
- Local Authority services that support children and young people with SEND
- Targeted services for children and young people with additional needs, including Speech & Language Therapy, Occupational Therapy, Physiotherapy and Child and Adolescent Mental Health Services (CAMHS)
- Local health care services



- Specialist services for children and young people with high needs, including continuing health care and specialist community nursing
- Social Care, support groups and services
- Work Readiness
- Short Break Services
- Transport advice
- Local and national organisations that support families with SEND
- Personal Budgets and Indicative Budgets
- SEND Guidance
- Advice and information to help you and your child prepare for adulthood
- Careers Advice and where to find this?
- Leisure, sports and social activities for children and young people with SEND.

www.middlesbrough.gov.uk/localoffer



WHERE TO GET FURTHER LOCAL OR INDEPENDENT HELP AND SUPPORT

There are several organisations in Middlesbrough who can support you and your family on a wide range of SEND related matters.

Middlesbrough's SEND Information, Advice and Support Services (SENDIASS) provides confidential and impartial advice about education, health and social care for young people with SEND and their families up to the age of 25. This service can also offer support relating to the EHC processes, in particular EHC needs assessments. You can now access support from SENDIASS at: www.iammain.org.uk.

Middlesbrough Family Information Service (FIS) has information about a range of services and activities for children and young people 0-19 years of age (up to 25 years of age for young people with SEND). This includes information on

- Childcare
- Children's Centres
- Home
- Early Help
- Family Matters
- Learning, Training and Education
- Careers
- Your Rights, Money and the Law
- Health
- Leisure, Sport and Holiday Activities
- Disability/SEND
- The 'Local Offer'

www.middlesbrough.gov.uk/fsd



Parents 4 Change Middlesbrough's Parent Forum - a group that develops ways to include families in the process of influencing change in Children's Disability Services in Middlesbrough to ensure these changes are meaningful to children and young people with SEND in Middlesbrough.



www.parents4change.co.uk

Independent Provider of Special Education Advice (known as IPSEA) offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).

www.ipsea.org.uk

QUICK REFERENCE POINTS

A page providing parents, young people and professionals' with a quick reference for points of contact:

SEND Assessment Team 0-25 (Duty Line): 01642 201831

SEND Information, Advice & Support Services (SENDIASS): 01642 608012

Healthy Child Team (Health /School Nursing): 03003 031603

Adult Social Care: 01642 065070

Parents 4 Change: 01642 200526

First Contact Team: 01642 726004

Children with Disabilities Team (0-18 years): 01642 579182

Child Adolescent Mental Health Service (CAMHS): 03000 132000

Adult Health Services (Involvement and engagement): 01642 516468

Transitions Team (19-25 years): 01642 303902



8. REFERENCE AND RESOURCE

Here is a list of reference points and some useful websites, giving you access to some of the key points outlined in this document.

Some of these sources also provides you to information and legislation on SEND related matters. Again, please feel free to use the 'Local Offer' and/or contact the appropriate service provider.

Source: Department of Education and the Department of Health /Special Educational Needs and/or disability Code of Practice: [0-25 years] (2015):
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Source: Preparing for Adulthood/ Factsheet / the Children and Families Act: 2014 and the Care Act: (2014):
http://preparingforadulthood.org.uk/media/412594/care_act_mar_15.pdf

<http://preparingforadulthood.org.uk/resources/all-resources/factsheet-the-children-and-families-act-and-the-care-act>

Source: The Children and Families Act: (2014):
<http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

Source: Department of Health/The Mental Capacity Act: (2005):
<http://www.legislation.gov.uk/ukpga/2005/9/section/1>

Middlesbrough Council SEND Local Offer:
<http://www.middlesbrough.gov.uk/localoffer>

Source: The Care Act: (2014) changes effective from April (2015):
<https://www.gov.uk/government/publications/care-and-support-whats-changing/care-and-support-whats-changing>

Council for Disabled Children (CDC) resources:
<https://councilfordisabledchildren.org.uk/>

National Deaf Children Society (NDCS) resources:
<http://www.ndcs.org.uk/>

Middlesbrough Council Family Information Services:
<http://www.middlesbrough.gov.uk/fsd>

Independent Provider of Special Education Advice (IPSEA) resources:
www.ipsea.org.uk

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