

Transition Planning: A Strategy for disabled young people – Moving from Childhood into Adulthood in Dudley

**Information for professionals on the Seamless
Transition of Young Disabled People aged 13 –
25 years with:**

**Learning Disabilities including Autism
Physical Impairments
Sensory Impairments
Social, Emotional and Behavioural Difficulties
and/or
Complex Health Conditions**

**This document was prepared by the
Multi-agency Transition Steering Group hosted by
Dudley Metropolitan Borough Council**

Editors: Gloria Smith
Su Roxburgh
Ann Stead

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Glossary of terms

CAF	Common Assessment Framework A national standardised approach to conducting assessments of children's additional needs and deciding how these should be met. It is an holistic, integrated approach for all practitioners in different elements of a child's welfare to identify, record and come together to ensure the best possible outcome for that child.
CAMHS	Children's and Adolescent's Mental Health Services
CDT	Children's Disability Team (Social Care)
FACS	Fair Access to Care
LD	Learning Difficulties
LDD	Learning Difficulties and Disabilities
LLDD	Learners with Learning Difficulties and Disabilities
MBC	Metropolitan Borough Council
NEET	Not in Education, Employment or Training
NTST	National Transition Support Team – Aiming High for Disabled Children 3 year initiative 2008-2011 (part of the Council for Disabled Children)
NI	National Indicator
PA	Personal Adviser
PMLD	Profound and Multiple Learning Disability
PSA	Public Service Agreements
RPA	Raising the Participation Age
SEBD	Social, Emotional and Behavioural Difficulties
Transition Pathway	A resource pack which gives information and guidance about transition and provides tools, using person-centred approaches, to help young people think about, plan and lead the lives they want.
Universal Health Services	Health Services provided to support every member of the population e.g. the General Practitioner (GP) regardless of condition
Young People	Within the document the term "young people" refers to young disabled young people aged 13-15 with: <ul style="list-style-type: none"> • Learning disabilities including Autism • Physical Impairments • Sensory Impairments • Social, emotional and behavioural difficulties • Complex health conditions.

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“Putting children and young people first in Dudley”

Equality Statement

‘Dudley Metropolitan Borough Council (MBC) and its multi agency partners are committed to ensuring that where barriers are identified and/or groups of children and young people experience unfair discrimination because of their race, ethnicity, religion and beliefs, sexual orientation or because they are disabled, we will put in place remedial action to eliminate this discrimination and provide a service which ensures learning and participation for all’.

1.0 VISION

Dudley MBC and its multi agency partners want ***“all children and young people in the borough to be happy, healthy and fulfilled¹.”***

1.1 Purpose of this document

This document is intended to be a working document, which will inform the practice of those supporting and working with young people going through the transition process.

Transition is the process, which occurs for young people between 13 – 25 years to ensure a seamless move from childhood to adult life

1.2 Audience

This guidance will be of vital importance for professionals working in teams in Children’s Services and Adults, Community and Housing Services; and teachers working with young people in Schools, Connexion PA’s, Health professionals, College staff and those working in related areas within the Voluntary Sector. User friendly information designed specifically for young people and parent/cares will be made available in the near future.

1.3 Principles underpinning Transition

1.3.1 Accessible – transition support will be provided in a way that maximises its accessibility to young people and their parents/carers. All young people in transition will be supported through personal budgets and other means to find the services specific to their needs.

1.3.2 Accountable –all organisations and those working within them will be accountable for quality provision, standards and service delivery. Agency and professional responsibilities, should take account of how these principles will be monitored and how Best Value will be ensured within the resources available.

¹ Dudley Children and Young People’s Plan 2006-2009, a consultation document. Dudley Metropolitan Borough Council

- 1.3.3 Collaborative** –all those involved will need to work closely together ensuring that information is appropriately shared to enable the young person to be fully involved, informed and supported.
- 1.3.4 Equitable** – services should be delivered in a way that is transparent, to a consistent standard so that service users are treated equitably. See Equality statement at the beginning, to note commitment from all agencies.
- 1.3.5 Evolving** –Transition is an evolving life long process of which the Transition Pathway addresses the early planning stage ages 13 – 25 years. The Transition Pathway (see Appendix 2) is a resource pack, which can be used by anybody who is involved in supporting a young person in transition to adult life. It gives information and guidance about transition and provides tools, using person-centred approaches; to help young people think about, plan and lead the lives they want.
- 1.3.6 Giving Choice** – all young people should have a real say in where they live, what work they do, how they involve themselves in leisure time activities and who looks after them.
- 1.3.7 Holistic** – a young person’s aspirations and needs will touch on every aspect of their future lives (fulfilment of hopes, dreams and potential, maximise education, training and employment opportunities, enjoy social relationships, have good health care services, live independently), hence there must be a holistic approach to planning and providing support.
- 1.3.8 Inclusive** – as part of becoming fully inclusive, everyone will need to ensure that young people are fully included in all aspects of society.
- 1.3.9 Individual** – no two young people or families are the same. Professionals and others should respect the diversity of people’s experiences, resources, choices, expectations and their cultural, religious, ethnic and linguistic backgrounds.
- 1.3.10 Legal and Civil Rights** –every young person has the right to an equal education, social care and health care service, to be enabled to have informed life choices and to express their opinions, to be listened to and play an active part within society with help and support if needed. All organisations involved in the transitional pathway processes should challenge all forms of discrimination.
- 1.3.11 Participative** – involving the young person in a meaningful way because their views and aspirations are central to the process and they can make a positive contribution. Ensuring that the views of parents/carers and the young person’s circle of support are listened to and taken into account.

1.3.12 Preventative – services provided should be those that prevent breakdown, ensure safety and do not encourage inappropriate dependency.

1.3.13 Promoting independence – is a key aim for the Government's modernisation agenda and Valuing People and Valuing People Now agenda therefore all agencies should be aiming to promote the needs of a diverse population.

1.3.14 Rights, responsibilities and respect – the young person and their parent/carer each have their own set of rights and responsibilities and these should be separately acknowledged by professionals and over time the balance of rights will change. It should be recognised that parents/carers each have needs not only as the primary carers of their child but also as individuals with their own needs and aspirations. All parties should be treated with respect and dignity.

1.3.15 Safe - the transition process must promote the safety of the vulnerable young people it supports. All agencies will adhere to the Dudley Safeguarding Children Board policies and procedures, and the Dudley Safeguard and Protect Multi Agency Policy and Procedures for the Protection of Vulnerable Adults.

1.3.16 Smooth & Seamless – there is a need to ensure that service changes e.g. from those provided for children and young people to those provided for adults do not cause difficulties for the young person and their carers, therefore they need to be provided in a seamless way which ensures continuity of care for those with additional needs.

1.3.17 Supportive – the main purpose of the transition process is to support young people, their parent/carers and the professionals who work with them in the process of making decisions about the next stage of their lives.

1.3.18 Sustainable – the services provided should ensure that the young person has a sustainable lifestyle of their own choice.

1.3.19 Young person and family-centred support should be planned and co-ordinated around the needs of the young person, their siblings and wider family. The needs of the relevant carers may be addressed through a carer's assessment.

1.4 Dudley MBC Key Policy Statement

The following partners will work to a common transition protocol and related departmental procedures:

- Secondary schools including special schools
- Colleges

- Children’s Services – including Connexions, the 16+ Commissioning Team and Youth Services
 - Adult social care services
 - All National Health Services
 - Young People and their parents are also key partners in the process by supporting the delivery of services and providing feedback to assist continuous improvement.

2.0 INTRODUCTION

It is widely recognised that transition from childhood to adulthood is a challenging time for everyone but that for disabled young people, there will be particular issues that need to be taken account of. Transition can be difficult and stressful without appropriate planning and joint working. It is vital therefore that planning starts at the right time and continues into adulthood.

Transition is the process, which occurs for young people between 13 – 25 years to ensure a seamless move from childhood to adult life and which:

‘draws together information from a range of individuals within and beyond the school in order to plan coherently with the young person for their transition to adult life’²

The Government states that:

‘Transition planning has as its main focus the fulfilment of hopes, dreams and potential of the young person (with a disability), in particular to maximise education, training and employment opportunities, have good health care, to enjoy social relationships and to live independently’³.

And that:

*‘a transition plan **must** be prepared for all young people with a statement of special educational needs following the year 9 annual review, as the aim of transition planning is to help the young person prepare for a successful transition to adult life’⁴.*

This document sets out to describe how Dudley MBC will work with partner agencies to ensure that young people have a seamless experience of transition and in Appendix 4 it outlines a protocol to do this and to ensure consistency across the Borough.

It includes information about educational and employment related opportunities and the types of support available to help young people

² Department of Education and Skills (2001) SEN Code of Practice

³ Department of Health/Department for Education and Skills (2004) National Standard Framework For Children, Young People & Maternity Services, London: DH/DfES Services– Standard 8; Disabled Children and Young People and Those with Complex Health Needs, Department of Health, London, DH/DfES.

⁴Department of Education and Skills (2001) SEN Code of Practice – SEN toolkit Section 10

access these. The information provided in the main document is specific to young disabled people however it is recognised that there are some types of support designed for all young people that may also be applicable, these are listed in Appendix 3.

3.0 WHAT WE ARE TRYING TO ACHIEVE AND WHY

3.1 Aims

The aims of this transition strategy are to ensure that:

- the young person is provided with the necessary information and support to experience a positive transition from childhood to adulthood
- the young person is central to the planning process and decision making
a person centred approach to service delivery is used by all agencies
- parents and carers along with the young person are consulted and involved at all steps in the process
- all relevant agencies are involved
- all agencies follow the protocol outlined in Appendix 4 as a good practice guide

3.2 Objectives

The steps needed to achieve these aims will be as follows:

- Identify gaps in the current transition arrangements and make recommendations for improvement
- Identify gaps in post 16 provision and through appropriate commissioning seek to remove such gaps
- To undertake consultative activities with young people either through direct involvement, workshops or support groups to ensure that the young person's 'voice' is heard and taken account of in the development of the transition processes.
- To ensure that there is parent/carer representation in all aspects of this work from parents of young people coming up to transition, to provide a current picture of need.
- To ensure an agreed multi agency working protocol is in place and implemented and reviewed

3.3 What the law says

A list of relevant legislation is detailed in Appendix 1, in addition the former Government, under its Aiming High for Disabled Children⁵ initiative, invested £19million to improve transition and established a National Transition Support Team (NTST) to support local commissioners and providers to deliver improved transition. The NTST has supported the production of this document.

It must be noted that this legislation may be subject to change.

⁵ DfES, "Aiming High for Disabled Children: Transforming Services for Children and their Families" May 2008

Local Authorities and Health Services have duty to improve transition via performance indicators and standards. (For the Local Authorities these are NI54 and PSA12 - Children's Services; PSA 16 – Adults).

3.4 What young people in Dudley say about Transition

3.4.1 In autumn of 2009 Mencap (Me2) were commissioned by Dudley MBC to work with young people to find out about their experiences and to determine their understanding of transition. The research⁶ consulted with 47 young people from six different settings in the age range 10-21. It was noted that for young people with profound and multiple learning disabilities (PMLD), alternative forms of consultation would be required that would involve more time and discussion with parents, teachers and other support workers to be meaningful. A range of consultation techniques were employed to ensure, as many young people were able to contribute. However the consensus of the Transition Steering Group was that the results were a fair representation of the situation in Dudley at the present time.

For those in the early stages of transition or moving towards it (ages 13-16) the aim was to see how they visualised the experience so far, what they understood about the growing up and moving on process and what they felt could make it a good experience.

For those aged over 16 the aim was to find out how satisfied they were with the transition process, how well they had understood what had happened and what, if anything, could have been done to make the experience better.

3.4.2 The conclusions and common themes were:

- Young people were at least initially unclear as to what the transition process was and how it was planned.
- They did not know who was responsible for helping them through their transition though once working through the consultation there were able to identify who was helping them.
- Their experiences had been varied in terms of support, information and advice and knowing who and where to go.
- There did not appear to be any clear transition pathway, which was common to all the young people. It was very dependent upon where they lived and where they were going for their education at the time.
- There were a number of issues around time delays from asking for and then being able to access the information and support they wanted.
- Not all information available was accessible to all the young people; particularly those with lower literacy and IT based skills.
- Though young people with learning and other disabilities should be able to access all the same options for adult life as their non-

⁶ Mencap, March 2010, What Transition Means to me, compiled by Kathy Benfield

disabled peers they felt they did not have all of these options and could often not find the information.

- The transition process is lengthy and often complicated; especially if there are a number of professionals involved. The young person needs to have one key contact, who keeps them informed and collects and shares all the information.
- Young people often did not know about or understand fully the choices they had. They needed more support to try things out and visit options before making the final decisions.
- The process is lengthy and complicated and young people often didn't feel in control of their future.

3.4.3 Its recommendations were:

- Young people should have a clear introduction to the term "transition" and what it means for them. A DVD made by young people would be a useful aid to this.
- Information should be presented in a variety of formats that all young people can access including accessible written information, web based and DVD/film clips.
- Greater guidance is needed to support young people to find and process information about future life choices.
- Practical experiences of options should be available.
- There needs to be a clear process which is explained to young people and which they can follow. This should state clearly who and where to go for support at each stage and who the key contact is.
- Key contact should if possible be the same throughout the process (someone who the young person is familiar and comfortable with).
- There should be a variety of accessible self-help tools available
- There is a need for a guide to transition support specific to the Dudley area.
- Young disabled people may take longer to understand and process information and benefit from face to face contact.
- There is a need for in depth planning and a specific approach to working with those PMLD, i.e. a multimedia approach to consulting.

3.5 What parents in Dudley say about Transition

3.5.1 A similar but briefer exercise in the form of a survey was carried out within Dudley in January 2010. It sought to ask parents/carers about their understanding of transition and 68 people replied. The report⁷ is currently in draft and it is acknowledged that there were some limitations to the survey e.g. it should perhaps have been piloted first to iron out one or two questions but like the results of the young people's consultation above it is felt to be a fair representation of the current situation.

⁷ DMBC, Transition Survey; Draft Report, April 2010 (Compiled by Peter Taylor)

3.5.2 Findings:

- A significant minority of carers (26/68 = 38%) say they do not know what a Transition Review is.
- Some people who say they know what a Transition Review is may not! For example, one person thinks it only begins at year 11.
- Some carers are asking, on behalf of themselves and their son or daughter, for:
 - Better information about the Transition Planning process. What is it? How does it differ from Annual Reviews? What questions will be asked? etc.
 - Better information about options. For example, choices at college; further education; training courses and entry criteria.
 - Better information about and preparation for the world of work; for leaving college or full time education.
 - Involve people who know about the person's medical or emotional needs e.g. psychiatrist.
- Some respondents suggested ways their son or daughter could be better involved, including:
 - Better preparation. Time to think and record ideas. Person Centred Planning. Explain changes in simple steps.
 - Make the information accessible using pictures or videos.
 - Provide an interpreter.
- Specific complaints/concerns from some parents included:
 - All discussions should be accurately recorded, reported and acted upon. They felt that none of these happened.
 - Connexions Advisers just tell carers what to do. It falls to the parents to organise everything.
 - Talk at the meetings about available possibilities, not things that are not possible.
 - Reviews of people at college appear to be non-existent.
 - Limited opportunities for people after college.

3.6 Other work in Dudley affecting disabled young people - Related Strategies

Transition for young disabled people straddles a range of planning initiatives including housing, youth services, participation, etc. Other key strategies are:

3.6.1 Dudley's Children and Young People's Plan¹ which lays out a three year timetable that works towards this vision outlined at the outset. It groups the community partnership vision into the five outcomes reflected in the Every Child Matters⁷ agenda and required within the Children Act 2004:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution

- Achieving economic well-being

Having a smooth transition from children's to adult services will be key to achieving many of the above outcomes.

3.6.2 Dudley's Learning Disability Strategy Action Plan⁸ (lists a number of key actions, which relate to transition. Those specifically focused on transition are:

- The development of Person Centred Planning in the light of forthcoming guidance No 1.1)
- Transition plans and Year 9 reviews where appropriate to contain a section on health needs and start the development of a health action plan (No 4.3)
- Wherever possible, transition plans and year 9 reviews to address future accommodation choices (No 6.1)
- With support from the specialist transition workers, improve engagement and guidance to families with a young person in transition and in the context of personalization (No 7.4)
- More people with learning disabilities will have paid work (No 5.13)

All of the above drivers have informed this planning document so that the transition planning process for each disabled young person should feed into and influence the commissioning of future services and workforce planning. All agencies should ensure therefore, that the principles set out in these protocols are enshrined in their planning processes, policies and procedures to ensure cohesion and co-ordinated effort.

3.6.3 An Employment Strategy for young people with learning difficulties⁹ is currently being prepared and will be on the Councils Learning Disability Partnership Board's website (www.dudleyld.org) when it is completed.

3.7 Dudley's Transition Strategy

The Multi-Agency Transition Steering Group in Dudley has been developing some innovative practice over recent years. This includes short breaks for young people in transition, personalisation, person-centred planning and user and carer involvement. It seems timely that all this work, along with the related strategies mentioned above, is brought together and underpinned by a sound infrastructure to give consistency across the borough. In order to provide high quality transition in Dudley the key changes that need to take place are:

⁸Dudley MBC & Dudley PCT Learning Disability Strategy – Action Plan (updated 24.07.09)

⁹ DMBC 2010 Employment Strategy for young people with learning disabilities in Dudley (work in progress) Peter Taylor

Dudley's Transition Strategy

1. Improve information on transition for young people, their parents/carers using different media and accessible formats
2. Improve communication about transition for young people and their families/carers and across professional groups
3. Support staff in the application of Person Centred Planning and Transition Reviews for all young people to ensure that a full range of option are discussed
4. Put systems in place that ensure Person Centred Planning and Transition Reviews take place for all young people
5. Put systems in place to gather data and feed it into the Local Authorities planning and commissioning processes
6. Work with a range of agencies to improve employment options for young people
7. Work with a range of agencies to fulfil gaps identified in the Transition Steering Group's Annual Action Plan.
8. Involve young people in the implementation, evaluation and development of this strategy

3.9 Making complaints and compliments at any stage during transition?

If parents/carers feel that they are not receiving the appropriate services they should request an up to date assessment of their child's needs. This will determine what services their child is eligible for, and will answer any questions. If people feel that Dudley MBC is not meeting its duties, they can make a formal complaint by:

- Writing to the council – stating that they are making a formal complaint and outlining all the issues. The address is:

Improvements and Complaints, Dudley MBC, Ednam House, Dudley, DY1 1HL	Telephone 01384 814724 mark.felgate@dudley.gov.uk
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- Otherwise they can send letters to the Chief Executive of the council.
- When making a formal complaint, a copy of the letter or email should be sent to the Director for Children's Services and the Cabinet Member for Children's Services.

4.0 LEAVING SCHOOL – THE OPTIONS

Raising of the Participation Age

All young people will continue in education or training to 17 from 2013 and to 18 from 2015 (This is under review)

Dept for Education and Skills (2007)

4.1 School

4.1.1 Preparing to leave school

At the moment, all young people remain in school or service until the statutory leaving age of 16. This will change under the Raising of the Participation Age (RPA). From 2013 all young people will continue in education or training to 17 and to 18 from 2015. Young people with learning disabilities can remain in school until 19 years. In Dudley the majority of young people leave school to go into further education, employment or training.

A young person may choose to stay in education after 16 and might be able to stay at the school they are currently attending if it has a sixth form. The Connexions Personal Advisor (see Para 6.2.1) will be able to help the young person with information about the schools and colleges available in the area and which might best suit them. If the young person has a statement of SEN, then the case officer for the school will also be able to give advice.

Staying in education offers the young person the opportunity to:

- Work towards more qualifications
- Improve basic skills
- Develop independence
- Prepare for further study.
- Prepare for work or training
- Do work experience or work related learning.

The following special schools offer post 16 provisions up to the ages of 18/19 for students with severe learning disabilities:

PENS MEADOW SCHOOL Ridge Hill, Brierley Hill Road, Wordsley Stourbridge, DY8 5ST	01384 818945 Head Teacher – Mrs Marie Bissell info@pens-meadow.dudley.gov.uk
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OLD PARK SCHOOL Corbyn Road, Russells Hall Estate, Dudley, DY1 2JZ	01384 818905 Post 16 01384 818912 Head Teacher – Ms Gill Cartwright office1@old-park.dudley.gov.uk
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The following special schools are 11 – 16 schools unless special arrangements are in place with a further education college who may work with students initially at the school but the young person would be on the roll of the college. This may only be a bridging arrangement until the young person can confidently move into college.

THE BRIER SCHOOL Bromley Lane, Kingswinford, DY6 8QN	01384 816000 Head Teacher - Mr Russell Hinton rhinton@brier.dudley.gov.uk
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HALESBURY SCHOOL Feldon Lane, Halesowen, B62 9DR	01384 818630 Head Teacher - Mrs Margaret Winstone info@halesbury.dudley.gov.uk
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THE SUTTON SCHOOL Scotts Green Close, Russells Hall Estate, Dudley, DY1 2DU	01384 81867 Head Teacher - Mr David Bishop-Rowe info@sutton.dudley.gov.uk
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4.1.2 Short Stay Schools

The following Short Stay Schools offer support for young people who display challenging behaviour and are at risk or excluded from mainstream school, and those young people with emotional difficulties and/or medical conditions who are unable to attend mainstream school.

SECONDARY SHORT STAY SCHOOL (Behaviour difficulties/exclusion) ABBERLEY STREET SITE Abberley Street, Dudley, DY2 8QZ SYCAMORE SITE Sycamore Green, Old Park Estate, Dudley, DY1 3QE	01384 818238 Head of Secondary Short Stay School Bene Willis BWILLIS@sycamore.dudley.gov.uk
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CHERRY TREE LEARNING CENTRE (Emotional Difficulties and medical conditions) Overfield Road, Russells Hall Estate, Dudley, DY1 2NX	01384 813740 Head of CTLC – Jane Cooper marilyn.cooper@dudley.gov.uk
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4.2 Colleges

The following Colleges offer a wide range of courses for young people and adults, some are part-time and some are full-time. Some courses are designed specifically for people with moderate and severe learning disabilities. Funding is available to support young people with LDD up to age 25.

College may have a Learning Support Coordinator or equivalent whose job it is to find the right kind of support that will enable anyone who has a disability to access the education on offer. The Learning Support Coordinator can be contacted to make sure the young person's specialist needs are taken account of.

4.2.1 Before Applying to College

Before an application is put in to a college it may be worth considering the following things:

- What are the entry requirements for the course and can the young person meet it
- What kind of support is available and does it meet the young person's needs
- What have previous students from the course gone on to? The college should have this information, which should help them decide whether the course is suitable.
- How easy is it to get to the college? Some colleges have more than one site.
- Would the young person need help in getting to and from college, what transport arrangements are there and is financial help available. See note below for how to make contact with the Transport Team.

Connexions Personal Advisers (PA) produce a Moving Forward Plan (Section 139A), which identifies the health, education, personal, and social needs of the young person. With the permission of young people and parents/carers this plan is forwarded to colleges and training providers to help them understand the young person's needs. A Connexions PA will be linked to that college and will attend any reviews called. This may not be the same PA as was seen in school previously.

If a young person is in a residential college already, they will be contacted by the linked Connexions Personal Adviser to discuss their options after Year 11. There is no guarantee that they will receive funding to continue in the residential college.

At the end of college, the Connexions Personal Adviser will liaise with other services to make sure that any help needed by the young person will continue to be available. Who this involves will depend on what the young person is planning to do, e.g. continue in Higher/Further Education (HE/FE), find employment, go on to training or other day time opportunities.

In special circumstances where transport has been assessed (in the SEN Statement) as being required, this is arranged by Connexions through the Local Authority¹⁰. You can view the Post 16 Transport Policy on the Dudley Council website:

<http://www.dudley.gov.uk/education-and-learning/education-grants>

Alternatively you can discuss the transport supports available with a member of the Children's services Transport Team on 01384 814301.

¹⁰ MBCD, Post 16Transport Policy, 2010 <http://www.dudley.gov.uk/education-and-learning/education-grants/home-to-schoolcollege-transport---age-16-19>

Further education colleges in the Dudley area are:

DUDLEY COLLEGE The Broadway, Dudley, DY1 4AS	01384 363000 Principal – Mr Lowell Williams lowell.williams@dudleycol.ac.uk
HALESOWEN COLLEGE Whittingham Road, Halesowen, B63 3NA	0121 602 7777 Careers: Ext 366 or 301 Principal - Mr Keith Bate info@halesowen.ac.uk
STOURBRIDGE COLLEGE Hagley Road, Stourbridge, DY8 1QU	01384 344344 Principal – Lynette Cutting info@stourbridge.ac.uk
KING EDWARD VI COLLEGE Lower High Street, Stourbridge, DY8 1TD	01384 398100 Principal – Ms Sharon Phillip reception@kedst.ac.uk

4.2.2 Costs

- Under 19's and people on benefits do not pay tuition or examination costs
- Students usually need to pay a college registration fee.
- Books, stationery and equipment (e.g. for courses in hairdressing, catering or photography) usually need to be paid for by the young person.
- The young person can apply for Educational Maintenance Allowance (EMA) but this is based on household income
www.direct.gov.uk
- Transport – see new criteria

4.2.3 Information on Post 16 Education and Training

There is a broad and extensive range of post 16 education opportunities available from our colleges, schools and work based learning providers. Full information is available on the Local Area Prospectus. www.fourteen2nineteen.com

More information on what is available in other Black Country areas is available by going to the following Local Area Prospectus sites:
 Sandwell- www.4teen9teen.co.uk
 Walsall – www.choosewalsall.com
 Wolverhampton – www.area-prospectus.com

4.3 Specialist Colleges

Young people whose further education needs cannot be met locally may be considered for attendance at an Independent Specialist college (ISP) which may well be out of borough. In these circumstances a placement meeting is arranged by the Connexions Personal Adviser (PA) with the Local Authority and other multi- agency partners to determine funding. Attendance at these specialist colleges only occurs in exceptional circumstances. If parents/carers are dissatisfied with an ISP funding decision, they will be required to follow Dudley MBC's complaints procedure, details of which can be found on www.dudley.gov.uk/complaints<<http://www.dudley.gov.uk/complaints>>

With the support of local providers Dudley is working towards the provision of locally based education for all its young people to help them to participate in their local community.¹¹

Further information on accessible specialist colleges may be obtained from the Connexions Personal Adviser. There is also a directory that provides details of all specialist colleges in the UK compiled by the Association of National Specialist Colleges (NATSPEC). This is accessible on line at www.natspec.org.uk or by telephone: 01472 594 014.

It may also be helpful to look at the Ofsted inspection reports: www.dcsf.gov.uk

Following discussions with the Connexions PA parent/carers are encouraged to visit the potential colleges and advised to ask lots of questions to ensure appropriateness for the young person.

If a college is felt to be suitable parents/carers should request an application form, complete it and apply as soon as possible. The application forms are often very detailed and require input from a range of different services.

Once the form has been received by the college they will make a decision whether to offer an assessment or not. This may involve visits or overnights stays and/or visits by the colleges to the student's school, home or placement etc.

Once the decision is made young people and parents/carers will be contacted.

It is important to note, that the stages described above **can** take place before a decision is made at a placement meeting, however it is only when this placement meeting has agreed funding that parents and

¹¹ YPLA (Young People's Learning Agency) "Placement Information: Learners with Learning Difficulties and/or Disabilities at Independent Specialist Providers" 2010/2011

carers and the young person can be certain they have approval to attend a specialist college.

Dudley hosts one specialist independent college: -

Glass House College (Part of the Ruskin Mill Education Trust) Wollaston Road, Amblecote, Stourbridge, Y8 4HF	01384 399400 Head of College – Ollie Cheney info@ghc.rmet.org.uk
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4.3.1 After Specialist College – Connexions continue to support young people with learning disabilities with advice until the age of 25. Connexions and the college will support the young person in transition from college onto their next step; be it social services provision, employment (full or part-time), independent living, or further training, depending upon personal circumstances.

4.4 Higher Education post 18

Disabled students wishing to apply to universities and colleges of higher education do so in the usual way via the University and Colleges. There is a helpful advice about disabled students on the USAS website.

www.ucas.com

It is important to start planning early with higher education. The young person should begin thinking about what they might like to do at university when they are in Year 11. This will give plenty of time to look at different prospectuses and begin planning their application.

Applications are usually submitted in the January before the young person hopes to start at university.

All higher education institutions have designated staff (such as Disability Co-ordinators or Student Welfare Officers). They should be contacted before completion of the UCAS application form to discuss individual requirements.

Students loans are available, some of which need to be paid back after graduation, once the graduate is earning above a certain wage. More information about funding (and links to other useful sites) is available on the Student Loans Company (SLC) website at www.slc.co.uk

Students can also apply to the Local Authority (LA) for the Disabled Students' Allowance (DSA). For further details see www.dcsf.gov.uk/studentssupport

4.5 Work based learning post 16

Work based learning gives young people the opportunity to learn how to do a job, gain skills, work towards qualifications and maybe get paid whilst learning. The most commonly used form of work based learning is an Apprenticeship and what is now known as Foundation Learning but up to August 2010 was called Entry to Employment (E2E).

4.5.1 Foundation Learning is for any young person aged 16-19. Courses are held at training centres and are supported by classroom based sessions, literacy and numeracy support, short 'taster' work experiences and some longer term placements. The aim is to assist students so they can progress onto Apprenticeship programmes www.apprenticeships.org.uk , <http://www.apprenticeships.org.uk> further training or employment. Learners can gain citizenship, literacy and numeracy awards, build confidence, as well as gain skills in team working and communication. They may also have the opportunity to achieve other qualifications such as First Aid, Food Hygiene and work towards units of a National Vocational Qualification (NVQ). They also offer learners the opportunity to gain Assessment and Qualifications Alliance (AQA) qualifications in a variety of subjects.

The following providers offer Foundation Learning courses in various occupational areas:

Beacon Employment (premises in Dudley area)	0121 236 6185 www.beaconemployment.org
BCTV	01302 388883 www2.bctv.org.uk
City of Wolverhampton (city wide)	01902 836000 www.wolvcoll.as.uk
Greenspring Training BC (Premises in the Sandwell area)	0121 551 6595 www.greenspring.org
Juniper Training BC (Premises in Dudley area)	01902 570111 www.junipertraining.co.uk
NACRO BC (Premises in Dudley area)	0121 552 9589 www.nacro.org.uk
Staff Select (Premises in Dudley area)	01902 366278 www.novatrainig.co.uk
Rathbone Training (Premises in Wolverhampton and Sandwell)	0161 236 5358 www.rathboneuk.org

TBG Learning Ltd (Premises in Dudley)	01384 880180 www.tbglearning.com
Trinity Training Services (Premises in Wolverhampton)	01902 712402 www.trinity-training.co.uk
Walsall Housing Group (Premises in Walsall)	300 5556666 www.whg.uk.com

4.5.2 Apprenticeships

Apprenticeships are available throughout the UK in more than 180 different job areas.

Apprenticeships are an ideal way of learning the new skills needed in the world of work and achieve work-related qualifications. These involve on the job training leading to nationally recognised qualifications. It usually takes at least two years to complete an Apprenticeship, although some can take up to five years depending on the chosen career. It is worth noting that not all Apprenticeships are available in a local area. The Apprenticeship Vacancy Online Service (AVOL) allows anyone to find out where Apprenticeships are and applicants can search, apply and manage applications for Apprenticeships offered by employers anywhere in England through this service. The AVOL can be found on the www.apprenticeships.org.uk , <http://www.apprenticeships.org.uk/> website. Look under 'vacancies'

4.6 Work post 16

Many young people need further training before they start work and as work opportunities for young people are limited, it is always important to have a back-up plan (i.e. a college course) if you cannot find work immediately. Young people who decide to leave education and look for a job can get help through:

- Connexions Centres – contact Dudley Connexions Centre on 01384 242414
- The National Apprenticeship Vacancy Matching Service – go on line at www.apprenticeships.org.uk and look under 'vacancies'
- Local Jobcentre Plus centres or search on line using the Directgov jobs and skills search
- The local area prospectus – this has details of all work based learning opportunities in the Black Country. Dudley www.fourteen2nineteen.com Sandwell www.4teen9teen.co.uk Walsall www.choosewalsall.com Wolverhampton www.area-prospectus.com

- Local and national newspapers
- Employment agencies (under 18s must have a letter from Connexions to say that they have had advice from a PA)
- The Internet – access the most popular job sites from www.careersiteadvisor.com

Education Business Partnership - Our range of services cover the 5 to 19 age groups and is applicable to all students of all abilities, we only tend to become involved with individuals when invited and this work is still third party input through the recognised provider.

The Education Business Partnership will provide support directly to local schools/colleges and/or the Connexions and LACES teams to enhance IAG, Employment related activities and initiatives for students. In the main this support comprises of the provision of:

- A wide range of Work Related Learning & Enterprise events and initiatives designed to develop/hone employability skills and prepare the students for the world of work comprising
 - Enterprise Challenge Events
 - Employer supported activities e.g.
 - Practice Interviews
 - Showcase Events
 - Workplace Visits
 - Financial Literacy
- Work Placement facilitation:
 - Support staff involved with work placement programmes with information, advice and guidance regarding all aspects of the Work Placement process
 - We also attend parents evenings when invited to support work placements and have recruited employers to support post 16 careers evenings
 - Providing students and parents information leaflets, standard and SEN work placement log books
 - Providing an infrastructure that supports schools/colleges/Connexions/Laces teams to identify suitable work placement opportunities
 - Providing a HASPs compliant common application/confirmation framework across the Borough
 - Ensuring potential placement providers are validated prior to the commencement of the work placement programme.
- Developing the School/College/Connexions workforce through “work placement” opportunities with employers. Updating their existing skills and knowledge to enable them to provide up to date advice and guidance to students.

- Learning & Curriculum Support
 - The provision of Volunteer Mentors to support students who are at risk of underachieving
 - The provision of Applied Learning “taster” activities that provide young people with a range of introductory experiences that draw upon world of work contexts working with local employers.

Employers are not permitted to discriminate against disabled people. They have to make reasonable adjustments to the workplace. It is important that any young person declares their disability and their needs to an employer during the application process so that they can put in the necessary support.

Connexions can offer support with interview and work skills and offer tips to help with successful job search e.g. completing application forms, helping to complete CVs and referral to Disability Employment Advisers at Jobcentre Plus.

4.7 Jobcentre Plus

If someone’s particular need makes it more difficult for them to find employment or work based learning; they are usually referred to the Disability Employment Adviser (DEA) (see 4.7.1) at their local Jobcentre Plus office.

Jobcentre Plus also advertises job vacancies, provides benefits to those who qualify e.g. Employment Support Allowance (ESA) and provide initiatives to help people back into work.

The new Government has recently announced its intention to phase out certain initiatives such as the New Deal, the Future Jobs Fund, and withdrawing the Recruitment Subsidy. It plans to introduce a new single Work Programme however at the time of writing the details of this are not clear.

In Dudley there are Jobcentre Plus offices in Dudley Centre, Halesowen and Stourbridge.

4.7.1 Disability Employment Advisors can provide specialist support on employment and training issues. They will work with the person to plan the best way for them to find a job that is suitable. DEAs provide help to find work or gain new skills even if someone has been out of work for a long time, or if they have little or no work experience.

Contact details:

Job Centre Plus, 32 Wolverhampton Street, Alexander House, Dudley, DY1 1JR	Tel: (01384) 554554
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4.8 Voluntary Work

There are agencies, which can support young people looking for voluntary work. These will match a young person's skills and interests to the voluntary posts. Voluntary work gives a young person the opportunity to try out different occupational areas and to build experience and skills. It can also build confidence and self-esteem and provide an opportunity to make a positive contribution to society. For those looking to move into paid employment, it also builds up a CV and shows commitment and dedication.

As well as V Involved (below) check out these other websites for more volunteering opportunities:

- Duke of Edinburgh Award - for young people aged 14-25
www.theaward.org
- Community Service Volunteers – www.csv.org.uk
- The Princes Trust – www.princes-trust.org.uk
- Youth Parliament – www.ukyouthparliament.org.uk

4.8.1 V Involved is an independent charity that aims to inspire a new generation of young volunteers by finding a number of organisations all over England to create inspiring and diverse opportunities for volunteering for young people aged 16-25. See www.vinspired.com

4.9 Supported Employment

Supported employment agencies offer support for young people to access employment. These agencies work with an individual to prepare them for work through training and offering work experience or work tasters. The agency will then support with looking for and applying for appropriate vacancies. Support can be given at interview and in the early period of employment to ensure the employee is able to carry out the role successfully. The following are local agencies for young people aged 16 and over:

A resource map that highlights all the services and provisions involved in supporting young people with learning disabilities into employment has been produced by Dudley and is available from the following web link:

<http://www.dudleyld.org/default.aspx?page=19706>

or via the following website: www.dudleyld.org

You can view it by:

Clicking on "Tell me more" on the home page

Click on "Fulfilling lives"

Click on "To find out more about getting a job"

4.9.1 **Employer Liaison Development Officer (ELDO).** This post forms part of a project that is delivered through the Adult Community Learning Team at Dudley MBC. It delivers a business case to employers on the benefits of employing someone with a learning disability or mental ill health. Dudley MBC, Building Services, have offered many placements through the scheme. They currently offer 6 month paid placements within various parts of the council. The client is supported by a job coach and the ELDO supports the employer and other employees. The ELDO also works with carers to offer support and information in helping them find employment for the people they are caring for.

5.0 THE TRANSITION PROCESS

5.1 The Transition Review

Starting in Year 9 all pupils with a statement of (Special Educational Needs) will have a Transition Plan. This must be completed every year until the pupil leaves school. The Transition Plan should draw together information from a range of individuals within and beyond school in order to plan coherently for the young person's transition to adult life. It is good practice to have transition plan for all disabled young people, stated or otherwise.

According to the SEN Code of Practice the Connexions Service is responsible for overseeing the delivery of the Transition Plan and the Connexions Personal Adviser should co-ordinate its delivery

Transition Plans are started in Year 9 and should be built upon, updated and expanded upon every year at the SEN Annual Review.

It is most important that parents are aware that from Year 9 onwards both they and their child have an important part to play in this planning process in order for any future arrangements and preferences to be considered and implemented.

On-going Involvement from the SEN Team

The SEN Team remain involved with the parents, school and other professionals throughout the life of the statement through the Annual Review Process.

The team assist in resolving issues relating to placement and the delivery of SEN provision to ensure that pupil's needs are being effectively met whilst they remain in school.

The SEN Team work closely with the Connexions Service in respect of young people with statements from Year 8 onwards to ensure that the Transitional Reviews provide accurate and timely information to assist in making placements beyond school into college or more specialist placements.

Further Information

Further information can be obtained regarding the SEN statutory assessment process by contacting the SEN team at:

Westox House 1 Trinity Road, Dudley West Midlands DY1 1JQ	01384 814214. Dudley Council Website www.dudley.gov.uk (enter special educational needs in the search facility at the top of the page and follow the links)
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Online Search for the SEN Code of Practice.

Publications:

The following Publications are free from the Department for Education by phoning 0845 6022260

SEN Code of Practice

SAE: A Guide for Parents.

5.2 Eligibility to Adult Social Care

If a young person might need adult social care services then they are entitled to an assessment of need. Part of the assessment will be to decide if a young person will be eligible for social care services. When making this decision, the Local Authority will use the Government guidance Fairer Access to Care Services (FACS) - see Appendix 5. At present Dudley Adult Services provide services for people assessed as having substantial or critical needs.

5.3 Eligibility to Adult Continuing Health Care

If a young person's primary need is for health services, then they may be entitled to Continuing Health Care provision. This is care that is arranged and funded solely by the NHS for individuals outside of hospital who have ongoing health needs. Eligibility is determined by Dudley Primary Care Trust using nationally agreed criteria. Prioritising need will be carried out in the context of a whole system approach to eligibility for social care¹².

5.4 The Transition Pathway

The Transition Pathway is a resource pack, which can be used by anyone who is involved in supporting a young person in transition to adult life. It gives information and guidance about transition and provides tools, using person-centred approaches to help young people think about, plan and lead the lives they want. A diagrammatic summary of the pathway can be seen at Appendix 2.

¹² DH Feb 2010 Putting People First: A vision and commitment to the transformation of Adult Social Care

In Dudley the Transition Pathway resource pack has been shared with special schools and SENCOs in mainstream schools and is used by Connexions and schools, particularly the 'Getting Ready Sheets'. These capture information such as what young people want to say about their future, friends, health, what's important to them and where they want to live. This information is used to inform the multi-agency transition review.

The Big Picture is a young person's guide to transition which is based on the processes described in the resource pack. This was designed specifically for young people with learning difficulties. Plans are in hand to prepare a revised version for other young people.

5.4.1 Health Pathways

The transition review process should include all the agencies involved in supporting the young person. For some young people, particularly those with complex health needs there needs to be clearly defined pathways that explain how adult health services will be accessed and co-ordinated in the future. Some services have developed their own pathways and some are yet to be developed. These need to be seen as complementary to the work achieved thus far in this document. The Department of Health has published a good practice guide for health professionals on transition planning for young people with complex health needs¹³ and an example of a health pathway is included.

5.5 The Transition Protocol

The Transition Protocol details the steps that need to be taken in each appropriate school year and by whom - See Appendix 4.

6.0 SUPPORT IN CHILDHOOD

A number of agencies may be involved in supporting a young person and their family during childhood. These could involve education, social and health care along with the voluntary sector. Some of the key agencies are listed below:

6.1 Local Authority – Children Services

6.1.1 Children's Disability Team

The team supports children/young people (and their families) where their impairment seriously affects their daily life.

The team would normally be involved with young people until they are 18. Those who are assessed as having ongoing needs and meet the Adult Criteria (see Appendix 5) will be transferred to Adult Social Care Services. The transfer process is described in the Transition Protocol in Appendix 4. Young people with a Learning Disability will be supported by specialist Transition Social Workers (see Para 7.1.6).

¹³ DH 2008 Transition: Moving on well

Children's Disability Team 8 Ednam Road, Dudley DY1 1HL telephone number 01384 815813 and speak to the Duty Officer	Transition Social Workers 01384 813926
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6.1.2 The SEN Team

The SEN Team works alongside other services and agencies, schools and parents to administer the statutory assessment process leading to a Statement of Special Educational Needs.

The Statutory Assessment Process

Although most children's learning needs will be met within their mainstream school without the need for any special help, it is thought that perhaps 1 in 5 pupils will have special needs at some time during their school career.

Within this number a very small number of pupils perhaps 2 or 3 in 100, may have very complex and severe needs which the mainstream school may not be able to identify and managed without additional support and intervention from the Local authority

Where this is the case, the school, parent or other relevant professional may make a written referral to the local authority asking for a more detailed statutory assessment to be considered. This is a formal process which is governed by government legislation and guidance found in the SEN Code of Practice.

Usually such referrals are made by the pupils school and if a parent is considering doing so, they should always discuss it with their child's school first.

The Local Authority, through the SEN Team, will very carefully consider the request and any accompanying evidence of difficulty and will make a decision on whether a statutory assessment is necessary or not. This will be done within 6 weeks of receiving the request.

If the Local Authority decides that a statutory assessment is necessary it will seek advice from a range of professionals including child's school, Educational Psychologist, health and social services and any other person that it considers may have useful information or contribution to make.

The whole process of assessment from the initial request to the issue of the final statement should normally be completed within 26 weeks.

Usually the assessment process results in a Statement of Special Educational Needs which is the legal document that sets out the child's needs and describes any special help that may be required to be provided by the child's named school.

The statement is reviewed annually to determine whether it is still required and remains appropriate. If necessary changes can be made to reflect progress and any changes in the pupil's educational arrangements.

6.2 Connexions

6.2.1 Connexions Personal Advisers (PAs) work in an integrated way with others, especially in schools and colleges, with all young people in learning and work to assess their needs and provide them with the information, advice and guidance to support personal development, career choice and progression. PAs advocate on behalf of individual young people and groups and signpost them to other services to meet their needs. PAs work closely with individuals and their parents and carer, as the need arises, helping them to overcome incidental and minor barriers to learning.

LDD specialist advisers work in special schools and with young people on discrete college courses and with NEET young people in Connexions centres. PAs also support young people in mainstream secondary schools. Both groups of advisers:

- Give additional support to young people with a statement of special education need, school action plus and school action and those at risk of not engaging.
- Provide information, impartial advice and guidance on learning and work and referral to suitable opportunities whilst remaining young person centred.
- Provide information and impartial advice to parents, carers and families about opportunities for young people in general or their young person in particular
- Respond to the statutory requirement to attend Year 9 Transitional reviews and where possible attend subsequent reviews up to Year 14.
- Assess needs of young people with special educational needs who are likely to go on to further/higher education or training, in conjunction with other professionals and produce a Section 139 Moving Forward Plan in accordance with statutory requirements. Moving Forward plans are made available to learning providers to enable them to put support

in place in order that young people can benefit from chosen learning programmes.

- Obtain funding for young people to attend specialist residential colleges.
- Network with other professionals/advisers to understand their services and role in supporting young people and develop appropriate links with partners in order to exchange information and observe agreed protocols on referrals.
- Maintain a confidential database of young people in order to track progress, identify need and support wider organisational strategic planning.
- Share information with the Local Authority to ensure that local provision meets the needs of young people

6.2.2 Intensive Support

Some PAs, again working with and through others, will provide more targeted support and will concentrate on those with complex and multiple barriers to successful transition, those who have dropped out of learning, or are at risk of doing so. These young people are often not able to make decisions about learning because they have a range of barriers that need to be addressed first. These may be homelessness, pregnancy, offending, substance misuse or family issues. The PA will offer targeted support, will advocate on behalf of the young person and will broker additional support from specialists as the need arises.

Connexions provide access to programmes such as Positive Activities for Young People (PAYP), a programme of activities aimed at 8-19 year olds to help reduce crime and anti-social behaviour and access to specialist services, such as sexual health advice and counselling services, etc.

6.2.3 Targeted Support to those at risk of poor transition

Target groups for additional support in schools and colleges include:

- Young people who are at risk of becoming NEET (Not in Education, Employment or Training)
- Poor attenders
- Under achievers
- Teenage parents
- Young people in care
- Young Offenders
- Young people with a substance misuse problem
- Young people with learning disabilities and/or difficulties

<p>Connexions Dudley Dudley MBC Children's Services The Deckhouse Waterfront West Dudley Road Brierley Hill DY5 1LW Tel: 01384 811400</p>	<p>Dudley Connexions Centre 10 Wolverhampton Street Dudley DY1 1DA Tel: 01384 242414</p>
<p>Stourbridge Connexions Centre 82 High Street Stourbridge DY8 1ED Tel: 01384 397281</p>	<p>National Helpline: 080 800 13 2 19 Chat/e-mail: www.connexions-direct.com text 077664 13 2 19 www.connexions-bc.co.uk</p>

6.3 Health Services – Children

6.3.1 Paediatric Medical Services

As babies and young children, the young people referred to in the document may be or may have been, under the care of a paediatric specialist for the management of a particular condition e.g. learning disability, diabetes, epilepsy etc. In some medical specialties there are both paediatric and adult services and in these cases when the young person reaches the age of 16 years a process of transfer between the two will take place, this is usually initiated by the paediatric consultant. Where there are no specialist adult services to continue the role undertaken during childhood, alternatives may be sought either by the paediatric consultant, the GP or a lead professional like an occupational or physio-therapist.

6.3.2 School Health Advisors

The aim of the School Nursing Team is to promote the physical, mental and emotional health and wellbeing of all school aged children, thereby enabling them reach their full potential. School health services are provided to all schools in Dudley based on the needs of children and young people and the surrounding community in which they live.

The nursing team with the support of School Health Secretaries provide a core scheme of work. Initial School Health Assessments are offered to all children in reception class. Selective School Health Assessments are offered to children who are identified with health or developmental concerns.

School Health Advisors carry out weekly drop in sessions in senior school and regular drop-in sessions in primary school for children, young people, parents/carers and teaching staff.

In year six all children are weighed and measured as part of the Governments National Child Measuring Programme.

In Senior School the team offer vaccination against Diphtheria, Tetanus and Polio, they also participate in any Government led vaccination programmes for school aged children.

Nurse led clinics for Enuresis and Encopresis are available at some health centres.

School health Advisors can be contacted through schools and health centres, they are available to give advice on any health or developmental worries parents may have regarding their child, referring and liaising with other professionals, social services and voluntary agencies.

6.3.3 Health Visitors

Health Visitors are qualified nurses with additional qualifications. They aim to promote physical, emotional and social wellbeing with both individuals and the population as a whole and are central to improving public health.

Health Visitors have a strong emphasis on working with families before and after babies are born and they continue to work with children in their early years. This can help to prevent difficulties or identify problems early on and provide additional support as needed.

Health Visiting teams may also work with adults who are in need of healthy lifestyle advice, information or have a health need.

Many Health Visitors have special interests and additional qualifications such as Healthy Heart, Smoking Cessation, Postnatal Depression, Men's Health, Domestic Violence and Family Planning.

6.3.4 Dental Services

Dudley PCT provides dental services to patients who cannot access care from a family dentist. There are 9 fixed clinics throughout the Borough. Two Mobile Dental Surgeries visit schools and SEC's. There are a team of qualified dentists, therapists and dental nurses, some of whom have specialist training and qualifications.

6.3.5 Paediatric Speech and Language Therapy (Special Needs)

The service sees children and young people aged 0 – 19 years. There are teams based at Central Clinic in Dudley and a small pre-school team based at Russells Hall Hospital in the Children's Unit. This team is for children with the most severe and complex needs, including difficulties with eating, drinking and swallowing.

The teams work with children in a variety of settings. This is usually their nursery/school placement but they may also be seen in clinic, at home, or in the Children's Unit (if pre-school).

Services provided:

- Assessment of speech and language needs
- Assessment of eating and drinking needs
- Therapy/programmes – carried out by the Speech and language Therapist, the Speech and Language Therapy Assistant, or school staff
- Advice and support to parents/carers
- Training for parents/carers and schools/nurseries

We work collaboratively with a range of other professionals, including Education, Consultants, CAMHS, specialist regional services e.g. for assessment for AAC (communication aids)

The aims of the service are to:

- Increase social inclusion with peers
- Increase ability to make choices and increase independence
- Increase access to learning

Referrals

There is an open referral system, and children and young people can be referred by report, SLT referral form, or by contacting the Central Clinic office.

Central Clinic, Hall Street, Dudley, DY2 7BX

Tel: 01384 – 366400

Transition

The Paediatric SLT service and the ALD SLT service are developing a care pathway to ensure a seamless transition between the services. This would include a meeting being offered to parents/carers, school staff and a representative from their new placement, to discuss future communication support and recommendations.

If SLT support is still required, the young person would be transferred directly to the ALD service, who would visit within the first 4 months of a new placement to assess the level of need.

6.3.6 Paediatric Physiotherapy

The service sees children and young adults 0-16 years if they only present with a physical disability, and 0-19 years if they have learning difficulties. This group of young people then go on to receive some input from physiotherapy; and their orthotic needs are addressed with the clinic. Young people without any LD are discharged from the service; these children may have for example muscular dystrophy, cerebral palsy or early onset of MS. GPs then provide any continuity of care.

This service accepts referrals from all healthcare professionals. Currently the main referrers are Consultant Paediatricians, Consultant Orthopaedic Surgeons or Consultant Paediatric Neurologists. If a child

lives in Dudley they are seen by the Service. Referrals are also received from colleagues in other areas, Birmingham Children's Hospital being an example.

Community Paediatric Physiotherapy is a specialist service for babies, children and young people. We provide assessment and physiotherapy for children with neuro-developmental, neuro-muscular, gait anomalies, etc. Physiotherapy provided includes:

- Providing physiotherapy wherever most appropriate for children and family's needs
- "Hands-on" treatment
- Provide physiotherapy/support for children in schools
- Provision of equipment
- Provision of orthotics
- Advice for Statutory Assessment/Schools

Children aged 0-16 without an associated LD are seen. Children are discharged at 16, informing both parents and their GP's in writing. There is no dedicated physiotherapy service for these children. The GP has to carry the responsibility for provision of orthotics.

This is also the case for children with a disability educated out of Borough, i.e. Penn Hall, Chadsgrove.

Children with LD are seen (usually in the Special Schools) 0-19. These young people are then transferred to the physiotherapy colleagues in the LD Service. Usually, their care is transferred to Consultant Psychiatrists. They are then able to access all services, including Orthotic Provision.

Most of the children with disabilities will be under more than one Consultant, particularly as they get older, as often surgery is required.

Those with a Learning Disability are referred to Learning Disability psychiatrists. Families are contacted advising them to go to their GPs, to highlight their child's needs and also their direct access to orthotics via GPs.

The contacts for Paediatric Physiotherapy are : Superintendent Paediatric Physiotherapy Manager, Stourbridge Centre, Vicarage Road, Amblecote, Stourbridge	Tel: 01384 365023 (Secretary on 01384 361242).
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6.3.7 Paediatric Occupational Therapy

The services sees children from 0 to 18 with any physical, sensory or perceptual difficulty that affects functional abilities including

activities of daily living, play, leisure, school or work. Any member of the healthcare team can refer. If the child is still known to the service on reaching adulthood and there is an ongoing rehabilitation need the ongoing person will transfer the child to the primary care OT service, also based at the Stourbridge centre. If, during the transition process rehabilitation need or functional difficulty is identified referrals are accepted.

The Paediatric OT service is based at Stourbridge centre, Vicarage Rd, DY8 4AP	Contact 01384 361370.
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6.3.8 See-Saw Team – Palliative Care

The team works with Children aged 0-18 years of age. Transition for young people who have life limiting conditions and their families is a complex and individual process. This could include revisiting diagnosis and prognosis with sick and well children and accepting that the young person will leave school and leave the security that they have had, often for many years.

Throughout the period of transition the young person and family need to have two key workers working together. One from children's services preparing the young person and family for changing to adult services and one from adult services preparing to receive them.

Contact: Community Nurse	Tel: 01384-815809/815974
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6.3.9 Community Adolescent Mental Health Service (CAHMS)

The Child and Adolescent Mental Health Service (CAMHS) provide services to children and young people who have mental health difficulties, behaviour and emotional problems and psychiatric disorders. The service is available to families with children and young people aged from birth to their 16th birthday. The child or young person must be resident in the Dudley borough. If a young person still requires the help of mental health services beyond their 16th birthday a referral is made with their consent to the appropriate service in the Adult Mental Health Services. See Appendix 6 for transfer of young people between CAMHS and Adult Mental Health Services.

6.3.10 Psychology Services

For children and young people Learning Disabilities

The Learning Disability service is made up of one consultant lead psychologist (0.8), one Clinical Psychologist (0.6) and a full time psychology assistant. It provides Psychology Services to children, young people and their parents and carers as part of the Moderate Learning Disability Team within CAMHS (CAMHS-LD Team).

A Psychology Service is also provided for clients with a Severe Learning Disability and their parents and carers.

Learning Disability Referrals

- Referrals of clients with a moderate learning disability are received through the CAMHS team.
- The Severe Learning Disability clients are referred through the Children's Disability Team, G.P's, Paediatricians or the Learning Disability Psychiatrists
- Clients are assessed initially (usually in a one off appointment) by a member of the CAMHS-LD team, a member of the CDT or one of the consultant psychiatrists. The client is assessed in terms of their suitability for the L.D. service and then, if appropriate, allocated to a member of the team.
- Clients who are allocated to a clinical psychologist are placed on the waiting list and given the first available appointment.

The current policy is for the children's service to see children up to the age of 19 however if a young person is referred in their late teens and it felt that they are likely to require on-going treatment, the referral will be passed on to the Adult Service to avoid the need for handovers.

For children and young people with Hearing Impairments

The Deaf Support Service (see Para 7.1.4) has a Clinical Psychology within the team.

7.0 SUPPORT AFTER LEAVING SCHOOL

7.1 Local Authority - Adults

7.1.1 Community Learning Disability Services (Adult Services)

The teams are based in the North and South of the borough. The aim of the service is to assist those persons who are vulnerable because of their learning disability, to maximise their potential and to provide them with new opportunities to live full and independent lives as part of their local communities and to receive health care in relation to their individual needs.

An integrated team of experienced, trained staff deliver the service. These are social workers, specialist community nurses, team assistants and clerical staff. The team also have two specialist social workers for people with Higher Functioning Autistic Spectrum Disorder and Aspergers Syndrome and a specialist social worker working with the Black and Minority Ethnic Communities in the borough.

The service operates between 9am -5pm Monday to Friday. A team duty worker will always be accessible for professional and client telephone contact during these hours.

CTLD Team Managers	South 01384 813926 North 01384 813360
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7.1.2 Adult Physical Disability Team

The Physical Disability Team will accept referrals from anyone who knows the young person and where an assessment is that the young person has a disability.

Referrals are via The Parkes Hall Centre	Tel: 01384 813090
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7.1.3 Occupational Therapy Service

The Occupational Therapy Service will accept a referral from anyone who knows the young person and will take it from there according to needs, urgency etc.

Referrals via Parkes Hall Centre	Tel: 01384 813090.
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7.1.4 The Deaf Support Service

The team sits within adult care services, disability services. The aim of the service is to assist adults and children of all ages, where the primary need for an assessment arises from their hearing impairment, some of whom have multiple or dual sensory disabilities. Adult referrals are direct; children's referrals are via the children's with disabilities team. The team provide a borough-wide service, home or centre based assessments a duty system three mornings a week., early evening appointments are available to accommodate, working parents, also ensuring it is an accessible service for young people in employment, or after school. The team include Social workers and assistant social workers. All staff are trained in BSL most to stage II and above and are competent in a range of communication methods.

The team is based in central Dudley at Queens Cross Network for younger people with disabilities.	Wendy Brooks Team Manager 01384 813090 Chris Outhwaite Assistant Team Manager 01384 813462
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Registration

The local Authority has the responsibility to register Deaf, Deafened and Hard of Hearing People which is coordinated by the Team.

The services that we provide for deaf children and their families are benchmarked against the 14 National Standards identified in 'Children First,'~ Positive Practice Standards in Social Services for Deaf Children, which includes Standard 10 providing a positive transition. Audiological research indicates that changes in lifestyle, with young children encountering high levels of noise in their leisure pursuits, is

predicted to increase the overall numbers of young people and adults who have acquired progressive hearing loss and tinnitus. Young people in transition have changing needs for specialist environmental equipment and communication support as they move towards independence. There are particular cultural and psychological difficulties associated with the rise of cochlear implants, for Deaf young people who may identify with their deaf contemporaries and Deaf culture, but live mainly with hearing families.

The Deaf Support Service Team have a family centred approach, working with all family members and the child's carers and utilising deaf role models where appropriate.

Collaborative working

There is an established referral pathway from education services via the children with disability service. Teachers of the Deaf invite social workers to attend yearly or transitional reviews or because they have identified a social need.

The Children's Hearing Services Working Group (CHSWG) is an established multi disciplinary group of peripatetic teachers for the deaf, speech therapists, audiologists, school nurses, Interpreters, school heads and social workers, the group was formed in response to the pilot neo-natal screening programme and now oversees the implementation of quality standards across deaf children's services. Five subgroups have emerged; the SW for the deaf is representative on 'transition' sub group.

Transition sub-group of CHSWG has pupil representatives; its remit is to ease transition from children's to adult services by sharing information, raising awareness, user consultation, closing gaps.

The Team have close links with the Dudley Deaf Children's Society; Dudley Deaf Youth Club, Dudley Deaf Sports and Social Club, and proactively encouraging attendance particularly when the young person has problems with socialising. To build confidence promote independence and develop a Deaf identity. Older teenagers are encouraged to take on volunteer role with the Youth club

Environmental Equipment

- Hearing-impaired children are assessed in their own right. To promote independence, increase safety this may include their ability to be aware of the doorbell, smoke alarm, or telephone/ minicom. Stock items like minicomms may be provided from the Dudley Community Equipment Service (CES) or a direct payment to enable choice.
- Assessments can be completed at home or in resource room based at Queens Cross Network – Hearing Impaired Unit (HIU) which contains a range of relevant equipment, DVDs / Videos /Magazines/leaflets.

- Team members attend the Regional Technical Officers Association meetings, NDCS equipment exhibitions; also have occasional product demonstrations at team meetings.
- Specialist equipment through a 'special' order can be agreed for specific equipment, where there is an assessed individual need for example where the young person has a dual sensory impairment.

7.1.5 The Vision Support Service

The team sits within adult care services, disability services. The aim of the service is to assist primarily adults, and occasionally young person, where the primary need for an assessment arises from their Visual Impairment, some of whom have multiple or dual sensory disabilities. The team include Senior and basic grade Rehabilitation workers, and assistants. The VSS team provide a borough-wide service, home or centre based assessments early evening appointments can be arranged to accommodate, working parents, ensuring it is accessible for young people in employment.

Services for Blind and partially sighted children are provided by Education Services, Social Services provide registration.

The team is based at Parkes Hall Centre Disability Services.	Wendy Brooks Team Manager 01384 813090 Linda Davies Assistant Team Manager 01384 813090
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Registration

Certificates of Visual Impairment are sent from Ophthalmology to The VSS team to register as Blind or Partially sighted. The team will visit the adult or child for registration purposes.

Prior to registration, children are usually already known by the Specialist VI Children's Service in Education, who provide all necessary support e.g.: equipment, low-vision assessments, mobility training. There is an established referral pathway the VSS team are notified of the final review and will attend if there is an ongoing need.

Young registered Visually Impaired people leaving school, predominantly attend specialist regional colleges such as the Queen Alexandra College in Birmingham. The college deals with mobility training specialist software transport and equipment.

School leavers who do not attend college if there is a need are referred directly to the team by the head of VI services in Education. If the young person is going directly into employment the VSS team would provide ongoing mobility training etc as required and link with access to work the workplace.

7.1.6 Transition Social Workers

There are two qualified social workers whose main purpose is to play a key role in improving transition to adult services for young people with a learning disability, their families and carers. Their main activities are:

- To attend Transition Reviews of children from the age of fifteen working in partnership with Health Services, Children's Services, Education and Connexions to facilitate joint planning. Casework responsibility. The worker also has responsibility for people placed as children outside the borough.
- To act as caseworker for those young people. The caseworker's responsibility will remain until the person or the placement package has had a year of stability and can be handed over to the CTLD team for further monitoring and review.
- To carry out assessments of need, and ascertain eligibility for adult social care services. (see Para 5.2 above)
- To devise and implement transition plans, and to provide support planning to help a young person spend their personal budget or direct payment.
- To work to identify services, to meet the specialist health and social care needs of young people with a severe learning disability, who are in transition and to work with the commissioning team to achieve this.

Transition Social Workers

01384 813926

7.1.7 Personal Budgets, Direct Payments and Support Planning

If young people are eligible for an adult social care service, one of the ways to help is through a direct payment or personal budget. The amount of money provided will be decided through the assessment process. The young person will be asked to make a contribution to the cost of any care they receive.

If a young person has a personal budget, or a direct payment, they will receive support from the transition social workers with support planning. Support planning is where they receive help to decide where they spend their personal budget or direct payment so that their needs can be met. This may be through many routes, what is important is that the young person must be involved in the decisions.

7.2 Health Services - Adults

7.2.1 Community Services

Young disabled people like the rest of the population have access to universal health services in the community (e.g. GP's, community nurses, dentistry). Dudley PCT provides a range of adult community services; these can be found at www.dudleycs.nhs.uk

Adult community services tend to be modelled in an acute way, which discharges people once they have ended each episode of care. This differs from paediatric services that offer continuity during childhood. For young people with long term conditions this can sometimes cause difficulties as it is a very different experience of health care from what people have been used to. The new coalition government is currently consulting about the role of the NHS recognising that “*enhancing the quality of life for people with long-term conditions*”¹⁴ is one of its roles along with “*helping people to recover from episode of ill health or following injury*”.

7.2.2 Specialist Medical Services

The GP is responsible for referring onto any specialist healthcare that the young person may need during their adult life. (See also Para 6.3.1)

7.2.3 Speech and Language Therapy Service – Learning Disability

The ALD Speech and Language Therapy Service is a specialist service within the Learning Disabilities Health Service that works closely with colleagues in the multi-disciplinary team to provide the care that best meets the needs of the client.

The Speech and Language therapy service aims to enable people with learning disabilities to make the best use of their communication skills in order to promote independence, choice, inclusion and civil rights. Speech and Language Therapy also provides a Dysphagia service, which manages eating and drinking, and swallowing difficulties in adults with learning disabilities.

Services provided include:

- Assessment of the person’s communication/eating and drinking needs
- Advice to carers/staff and support in implementing communication/eating and drinking plans
- A range of communication training packages for staff, carers and other professionals
- Support to enable people with learning disabilities to express their wishes and aspirations and make real choices

The service is committed to providing relevant effective input within the everyday context and most suited to the individual. It provides a consultative role with others in order to share skills and empower those working with the person on a day-to-day basis

Referrals - There is an open referral system. Clients referred must be 18 years or above or attending an ‘adult’ placement.

¹⁴ DH, July 2010, “Liberating the NHS: Transparency in outcomes – a framework for the NHS”

7.2.4 Early Intervention Team - Age range 16 - 35

Referrals have to be assessed by link-workers in primary care or can come from any other mental health service.

The Early Intervention Team works with patients that have got early onset of or are experiencing psychosis. The purpose of the service is to intervene early and provide intensive psycho-social support. Research indicates that this improves the prognosis for patients in the future and may in some cases prevent patients spending a long time in adult psychiatric care.

The Early Intervention Team:	01384 362 389 fax 364865
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7.2.5 Psychology Services

The Clinical Health Psychology Service sees adults who have psychological difficulties as a result of their health problem referred by Dudley General Hospital consultants. It also takes referrals from the community Specialist Weight management, Stroke, Palliative Care, Neurology and CFS Teams.

The Psychology service is based at: Cross Street Health Centre, Dudley.	
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7.3 Housing

Most young people will aspire to living in a home of their own at some time during adulthood. Planning for this transition, at an early stage, is vital. There are many types of mainstream and supported housing within the Borough. There are also housing related support services (used to be called Supporting People) that can help young people to develop the skills that they need to achieve and/or maintain independent living. Here are some of the housing options that are available:

7.3.1 Housing Options

If people are unsure about the range of housing options that are available to them the Housing Options Team can offer advice and information on all types of services that may make existing housing more suitable or offer advice about the types of housing (all tenure types) that may suit individual needs. People should contact this service if they feel that they are at risk of becoming homeless. This is a free service to all residents of the Borough.

To book a housing options interview call 0300 555 2345 Dudley Council Plus). Further information is also available at: http://www.dudley.gov.uk/housing

7.3.2 New homes that are built for the specific needs of the family household or young adult

The needs of some households, particularly households who have a family member with certain disabilities, cannot be met by using the existing housing stock that the Borough has available. In these cases Dudley MBC can work with local housing associations to design and build a property that will meet the needs of a specific household. This process, however, takes a long time. It can take 2-3 years from the point where the needs of the household are identified to the property actually being built on the site. Any homes built under this arrangement are likely to be rented (social housing) or shared ownership (where a part share of the property is bought by the occupier and the other share is owned by the housing association).

In cases where specific homes need to be built details about the requirements of the households should be identified to the Housing Strategy Team at Dudley MBC (01384 812508).

7.3.3 Social rented housing – General needs

Dudley operates a 'choice based lettings system' this means that once a person is registered on the list they will not be automatically offered a home by Dudley MBC. Instead they have to look at the empty properties that are on offer and decide if they want to make a bid for any of the properties. Each empty property is then offered to the person who has bid, that has the most housing need (if there is more than one person then the offer is made to the person who has been waiting the longest). The Housing Options Team can offer help to make bids for housing or make bids on the person's behalf if additional help is needed. Many of the local housing associations also advertise their empty properties on the 'Dudley at Home' system too.

If people wish to rent a home from the council or a local housing association they will need to register with Dudley MBC 'Dudley at Home.' (0300 555 2345 – Dudley Council Plus or Dudley MBC website).

7.3.4 Making best use of properties that have already been adapted for people with disabilities

Dudley MBC keeps a register of social rented homes (local authority and some housing association) within the Borough that have been adapted, for example if they have been fitted with wet rooms or ceiling lifts. When these become empty the Housing Options Team (Dudley at Home) and occupational therapists identify people who are registered as requiring social housing and look to see if their needs can be met by occupying these adapted properties. In order to be considered for this

housing option people will need to be registered on the ‘Dudley at Home’ system.

The Housing Options Team can assist you to register	(0300 555 2345 – Dudley Council Plus).
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7.3.5 Using existing social rented housing that can be adapted to meet the needs of the family household or young adult

The process is similar to the one mentioned above. If a previously adapted property cannot be found that will meet individual housing needs, the Housing Options Team will work with the Occupational Therapists to identify a property (social rented) that can be adapted to meet the needs of the household.

7.3.6 Supported housing or housing related support to enable people to live independently

There is a range of specialist supported housing schemes within the Borough. Some of the schemes are accommodation based – this means that people can move into specific housing and receive housing related support. People will have a tenancy to occupy a home and they will have a support worker who will work with them to develop a range of skills needed to maintain independent living. These can include budgeting, learning how to buy and cook nutritious meals, keeping safe, being healthy (such as registering with a doctor or dentist) and any other skills that might be needed.

Alternatively, people can find a home of their choice and ‘floating support’ can be provided. This means that they can receive support from a support worker (as mentioned above) but can do this within a home that they have chosen.

There are many different support services. Some are specifically for young people or young parents; others are for people with a learning disability or autistic spectrum condition.

People can find out more about the different services by contacting the Supporting People Team on 01384 814647 or by looking on the Dudley MBC website (Sheltered and supported housing).

7.3.7 Home Ownership for people with Long Term Disabilities (HOLD)

The HOLD Scheme is operated by Bromford Homes (this is a housing association). The scheme enables people to buy a share of a property and to pay rent on the part of the property that they don’t buy. The rent is paid to Bromford.

Further information about HOLD is available by telephoning 08456 05 06 10

7.4 Access to the wider community – Transport and Leisure

7.4.1 National Transport Schemes

There are some national transport schemes such as:

- The Disabled Person's parking permit – the Blue Badge scheme
- Disabled Rail card
- The Motability Scheme

7.4.2 Dudley Metropolitan Borough Council (DMBC) Post 16 Transport Policy

The policy is available on-line at <http://www.dudley.gov.uk/education-and-learning/education-grants/home-to-schoolcollege-transport---age-16-19>

This is a brief summary of the policy for Learners with a Learning Difficulty or Disability aged 16 to 18 or up to the age of 24 if enrolled on the course before their 19th birthday:

If young people are considering applying for a course at the nearest college that can provide the course then they will qualify for an assessment for transport support.

The assessment will consider the most appropriate type of support that may be offered:

- 1) Independent Travel Training by a qualified trainer (bus or walking).
- 2) Payment of a mileage allowance.
- 3) Specialist transport (taxi or minibus).

The support offered is reviewed periodically and may be altered as needs change.

If the young person applies for a course at a college or learning institution that is not the nearest provider of the course then they will not qualify for transport assistance under the DMBC Transport Policy.

If a young person needs an assessment for transport support then this can be discussed at any time with the Children's Services Transport Manager. It is strongly recommended that the young person or their parent/carer does this at an early stage in the planning so that support needs can be assessed and assistance confirmed before enrolment on a course or placement.

Please note:

If the young person is in receipt of the Higher Rate Mobility Component of Disability Living Allowance and the family have hired a vehicle under the Motability scheme the family will not qualify for further assistance.

All learners may be required to make a contribution towards the cost of transport support.

If there is a problem with an application or entitlement to transport support to attend a course then contact the Children's Services Transport Team on 01384 816972.

Centro Free Travel Pass

Centro organises travel concessions for people with certain eligible disabilities. It is available providing you are a permanent resident in the West Midlands. A free permit is provided for use on bus, rail and Midland Metro services valid at the following times:

- Mondays to Fridays 0930hrs to end of daytime service
- Weekends and Bank Holidays anytime
- There are also 'add-on' tickets that can be purchased to allow pre 9.30am weekday travel.

For all enquiries telephone Centro on 0845 303 6760
www.networkwestmidlands.com

7.4.3 Leisure

A range of opportunities are available for young people at leisure centres. Additional support can be provided for programmes if required. Young people who are in receipt of Disability Living Allowance and carers who are in receipt of Carer's Allowance are eligible for options+ entitling them to 50% discount on a range of leisure activities.

Sports Development Officer (Inclusion) Claughton House Blowers Green Rd Dudley DY2 8UZ	01384 814179 kay.robbsins@dudley.gov.uk
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All Dudley's leisure centres are accessible and their details are:

<u>DUDLEY</u> Dudley Leisure Centre Wellington Road Dudley DY1 1UH	Tel: 01384 812800
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<u>STOURBRIDGE</u> Crystal Leisure Centre Bell Street Stourbridge	Tel: 01384 812800/812912
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DY8 1AE	
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<p><u>HALESOWEN</u> Halesowen Leisure Centre Great Cornbow Town Centre Halesowen B63 3AF</p>	
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7.4.4 Adult and Community Learning

Adult and Community Learning in Dudley offers hundreds of courses each year in schools, community centres, libraries and neighbourhood learning centres. Courses are held in the daytime, evenings and weekends and are usually around two hours long per session. Adult learning is for adults 19 years and over. Last year over 8,000 people choose to learn through Adult and Community Learning. Learning can:

- help you learn a new skill or find an interest
- improve your job or career prospects
- be a social activity where you can meet people with similar interests.

This link will take you to the range of courses on offer:

<http://online.dudley.gov.uk/community/education/knowledge/PublicList.asp>

<p>Adult and Community Learning Team Parsons Street, Dudley, DY1 1JJ</p>	<p>Main Office – General Enquiries Area Contact - 01384 817910</p>
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7.5 Information and Advocacy Support

7.5.1 Dudley Carers Network

The Network provides advice and information for adult carers in Dudley. This is a mailing list whose members receive a *The Dudley Carer* newsletter three times a year. To join the Network either the carer or the person they care for must live in the Dudley borough. Information is also provided through topic based fact sheets, e bulletins and email and telephone advice. Staff may also take the 'Carer aware' online training course that sets out the role and rights of carers and services available to support them in Dudley

<p>Dudley Carers Network Tel 01384 818723</p>	<p>Email carers.network@dudley.gov.uk Website www.dudley.gov.uk/health-social-care/carers</p>
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7.5.2 Family Information Service (FIS)

FIS has launched a new online directory of services for children and young people. Here you can find lots of information about leisure facilities, family support organisations, and childcare settings - all

based in the Dudley borough
<http://fis.dudley.gov.uk/fsd/PublicEnquiry/Default.aspx>

7.5.3 Parent Partnership and support to Parents

Dudley Parent Partnership Service is a statutory service providing information, support and training to parents and carers of children with special educational needs. The service provided is free and confidential.

Parent helpline: 01384 23667	e-mail: Parent.Cs@dudley.gov.uk Web: www.dudley.gov.uk/dpp
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7.5.4 NYAS – National Youth Advocacy Service

This organisation is used by Dudley to support young people in need of advocacy services. They can give confidential advice and information to young people

NYAS Helpline 0808 808 1001	Email help@nyas.net
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7.5.5 Autism West Midlands is a regional centre for autism providing services for young people with autistic spectrum disorder

Head Office: Autism. West Midlands 18 Highfield Road Edgbaston Birmingham B15 3DU	Tel: (0121) 450 7582 Fax: (0121) 450 7581 Email: info@autismwestmidlands.org.uk
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7.5.6 Citizens Advice Bureau (CAB) provides free impartial, independent and confidential advice on a range of subjects.

Tel: 01384 816222	Web: www.adviceguide.org.uk
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7.5.7 Contact a Family is a national charity offering support to families who care for children with any disability or special needs.

E-mail helpline@cafamily.org.uk	Web: www.cafamily.org.uk
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7.5.8 MENCAP is a mental health charity providing information and support for people with a learning disability, their families and carers.

Tel: Helpline 0808 808 111 (freephone) Typetalk: 18001 0808 808 111	E-mail: help@mencap.org.uk Web: www.mind.org.uk
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7.5.9 Scope offers free, confidential information, advice and counseling to people affected by cerebral palsy.

E-mail: response@scope.org.uk	Web: www.scope.org.uk
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7.5.10 SENSE is the leading national charity that supports and campaigns for children and adults who are deafblind. They provide expert advice and information as well as specialist services to deafblind people, their families, carers and the professionals who work with them. Web address www.sense.org.uk

7.5.11 SKILL provides a free information and advice service for disabled people and the people who work with them, with a freephone helpline, e-mail and the website. A range of information booklets are available to view and print from the website (use the number below to request them).

Tel: Freephone on 0800 328 5050 available Monday to Thursday (pm) only	E-mail: info@skill.org.uk Website: www.skill.org.uk
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7.6 Benefits

7.6.1 The benefits system is very complicated and everyone's entitlement is different, depending on their circumstances.

Some benefits in respect of young people are available to everyone eg. Child Benefit & Child Tax Credit where parents are claiming for them; others depend on health related problems eg. Disability Living Allowance; others, for family members caring for young people, can depend on income eg. Income Support or Carer's Allowance. Likewise, benefits, which a young person may be able to claim for themselves, may depend on income or disability.

The Benefits Shop is available to Dudley residents of any age to advise on benefit entitlement. Young people can claim benefits in their own right from the age of 16, however if they do, their parents may lose some of the benefits they receive for the young person as their dependent e.g. child benefit. It is important to get advice first to check what the best option would be for each individual case. If a young person is living away from home, this can also affect benefits.

When a child becomes 16, the Disability Living Allowance (DLA) may be paid to them directly unless they are unable to handle their own affairs. In this situation the Department for Work and Pensions will nominate someone, usually the parent, to act as an “appointee” and become responsible for the claim. As an appointee, a parent will need to find out what benefits and entitlements are available, complete the necessary forms and inform the Department for Work and Pensions of any change in circumstances.

Some of the benefits that might apply are:

- Child Benefit after age 16
- Disability Living Allowance (DLA)
- Education Maintenance Allowance (EMA)
- Disabled Students Allowance
- Employment and Support Allowance (ESA)
- Job Seekers Allowance
- Working Tax Credit
- Statutory Sick Pay
- Carers Allowance
- Housing Benefit
- Council Tax Benefit

For general advice about benefits contact:

The Benefits Shop Priory Street (Opposite The Saracen’s Head) Dudley, DY1 1HF	Telephone: 01384 812639 Fax: 01384 812644 Text Relay: 18001 01384 812639 Email: shop.benefits@dudley.gov.uk
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7.6.2 Help with Health costs – most NHS treatments are free but there may be charges for some things. A young person may be able to get help with:

- Prescription charges
- NHS dental charges, including check ups
- Sight tests
- Vouchers towards the cost of glasses and contact lenses
- Travel costs to and from hospital for NHS treatment
- Travel costs if travelling abroad for treatment
- Wigs and fabric supports, e.g. Abdominal and spinal supports, and support tights.

7.6.3 Help if on low income – when a young person is on a low income it is very difficult to budget for emergency expenses such as the costs of a new baby or one-off payments for large items, such as furnishing a home. He/she could also be in situation where no money is coming in at all. The Social Fund might be able to help in these situations.

7.6.4 Other financial support – The Family Fund is a registered charity that helps families with severely disabled children up to the age of 18 by giving grants that make life easier and more enjoyable for the disabled child and their family.

The Family Fund 4, Alpha Court Monks Cross Drive York YO32 9WN	Telephone: 0845 130 45 42 email: info@familyfund.org.uk
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7.7 Employment

See paragraphs 4.7 – 4.9 for employment opportunities after leaving school.

8.0 HOW THIS STRATEGY WILL BE ACHIEVED

8.1 Transition Steering Group (TSG) - Core and Advisory Groups

The Transition Steering Group has a core operational group which meets on a regular basis and reports to the Children’s Trust via the 13-19 Partnership. It also feeds into the Learning Disability Partnership Board. The core group is responsible for implementing the strategy and it works closely with an extended membership panel that provides broad based advice, the bigger advisory group meets less often. The membership of both groups is detailed in Appendix 7. The Steering Group will produce an Annual Plan against which progress can be monitored.

8.2 How the strategy will be evaluated

In addition to the objectives outlined in the Annual Plan (mentioned in 8.1 above) the following outcome measures will inform whether or not this strategy is working:

- Are transition plans in place for all young people?
- Have procedural and quality standards been met?
- Have young people been involved in Transition Planning?
- Have parents/carers been involved in Transition Planning?
- Has the Transition Annual Action Plan been implemented?
- Do young people and their parents/carers feel that the process has operated effectively for them?

8.3 Other key groups working on Transition

8.3.1 The Transition Operational Group (Learning Disability)

The Transition Operational Group meets on a quarterly basis and identifies the young people from the age of 14 upwards who are likely to be eligible for adult social care services. This information is recorded

on a spreadsheet, which is maintained by Adult Services. The group has the following members:

- Team Manager, Children's Disability Team
- Team Manager, Adult Community Team, Learning Disability
- CDT Transition Nurse.
- Transition Social Workers
- Network Co-ordinator, CDT
- Commissioning Support Officer, Adult Services.
- Special Needs Register.
- Representative of adult physical disability services as appropriate.
- 16 Plus Commissioning

Information on the young people for inclusion on the spreadsheet comes from Children's Services, and covers the young people eligible for a service from the Children's Disability Team.

Apart from basic information, the spreadsheet includes details of a number of areas. This includes a young person's school or college leaving date, their current children's social care services, benefit eligibility, whether they are accommodated, their current living situation etc.

The information is used in 3 main ways:

- To inform and focus the work of the learning disability transition social workers.
- To assist adult learning disability commissioners to plan and cost future service provision.
- To alert adult physical disability services to the young people with a diagnosis of physical or sensory disability (but no learning disability) who may need adult services.

8.3.2 The Children's Hearing Services Transition Working Group (CHSWG)

This is a sub group of the Neo-natal screening group. Its remit is to ease transition from children's to adult services by sharing information, raising awareness, user consultation, closing gaps. Its membership includes Pupil Representatives, Social workers for the Deaf, Peripatetic teachers for the deaf, speech therapists, audiologists, school nurses, Interpreters & School Heads.

Appendix 1 – References & Resource material

HM Government Acts

- 1970, Chronically Sick and Disabled Person's Act
- 1986, Disabled Person's (Services, Consultation and Representation) Act
- 1986, Education Act
- 1989, Children Act
- 1990, National Health Service and Community Care Act
- 1993, Education Acts
- 1995, The Carers Act
- 1995 & 2005, Disability Discrimination Acts
- 1996, Education Act (SEN Codes of Practice 2001)
- 1996, Disabled Person's (Services, Consultation and Representation) Act,
- 1996, Direct Payments Act
- 1999, Disability Rights Commission (DRC) Act
- 2000, Carers and Disabled Children Act
- 2000, Children (Leaving Care) Act
- 2000, Learning and Skills Act
- 2001, Special Educational Needs and Disability Act
- 2002, Carers and Direct Payment Act
- 2004, Children Act
- 2010, Autism Act

Additional reference sources

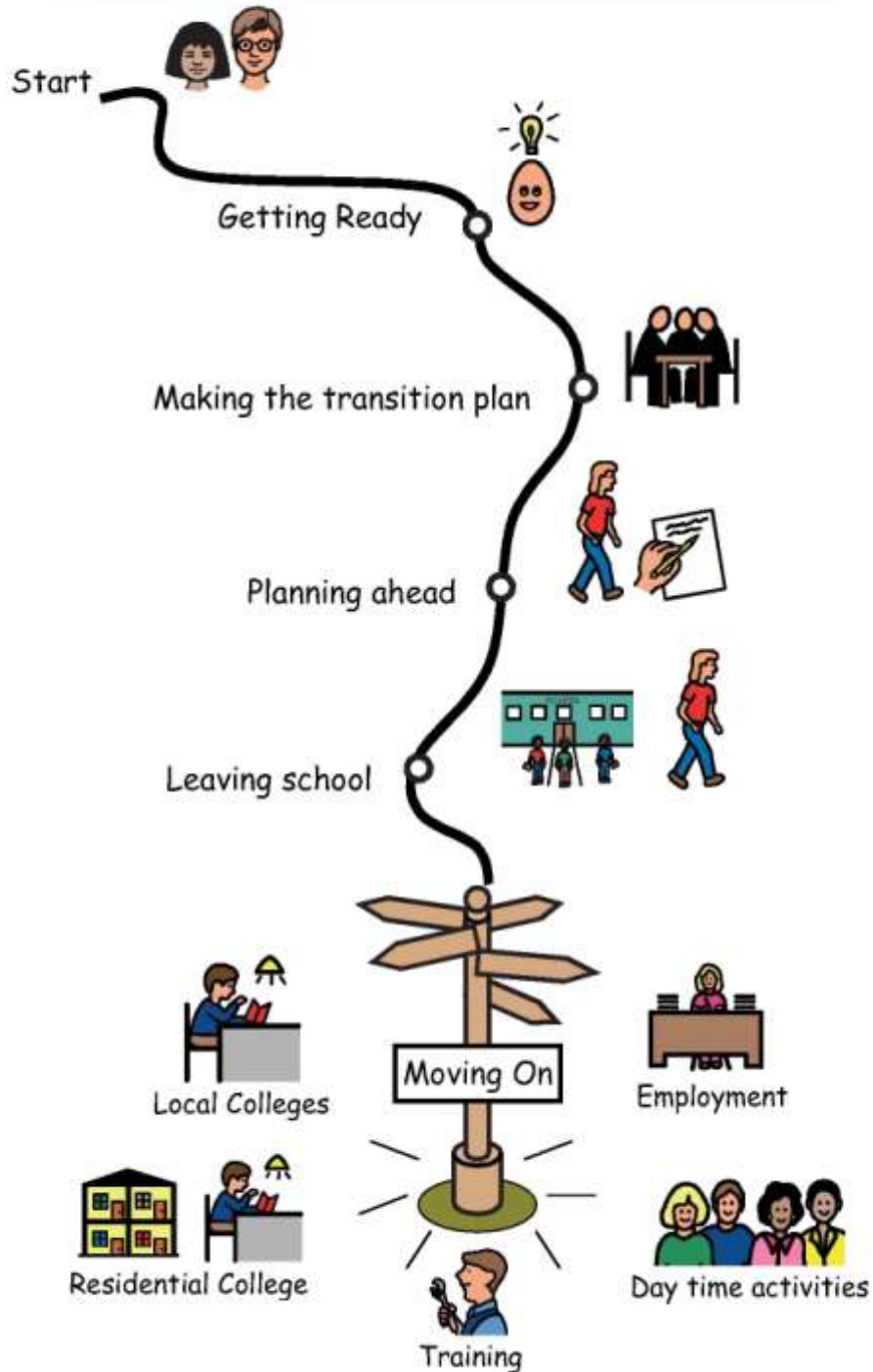
- Beresford, B. & Cavet, J., "*Transitions to adult services by disabled young people leaving out of authority residential schools*," Social Policy Research Unit, University of York, June 2009.
- Cabinet office, "*Improving the Life Chances of Disabled People: A joint report with Department of Work and Pensions, Department of Health, Department for Education and Skills, Office of the Deputy Prime Minister*", 2005
- Commissioning Support Programme, "*Achieving better outcomes: Commissioning in Children's Services*" July 2009
- DCSF & DH, "*A Transition guide for all services: key information for professionals about the transition process for disabled young people*," 2007.
- DCSF & DH, "*Healthy Lives, brighter futures: the strategy for children and young people's health*," 2009
- DCSF & DH, "*Transition: moving on well A good practice guide for health professionals and their partners on transition planning for young people with complex health needs or a disability*," 2008
- DCSF, "*The Children's Plan; Building brighter futures*" 2007
- DfEE, "*Learning to succeed: a new framework for post-16 Learning*," 1989.
- DfEE, "*Meeting Special Education Needs: A programme of Action*."

- DfEE, “*Requirement for Careers Service*,” 1998
- DfES, “*Aiming High for Disabled Children: better support for families*,” 2007
- DfES, “*Connexions Framework for Assessment, Planning, Implementation and Review*,” 2001
- DfES, “*Every Child Matters: Change for Children*,” 2004
- DfES, “*Removing Barriers to Achievement: the Government strategy for SEN*” 2004
- DfES, “*Special Education Needs (Codes of Practice) DfES 581/2001 (cf9.43 to 9.76)*”
- DH “*Valuing Employment Now: real jobs for people with learning disabilities*” 2009
- DH “*Valuing People Now: a new three year strategy for people with learning disabilities*”, 2009
- DH, “*Fairer Access to Care Services: Guidance on Eligibility Criteria for Adult Social Care*”, 2003
- DH, “*Better care, better lives: improving outcomes and experiences for children, young people and their families with life-limiting and life-threatening conditions*” 2008
- DH, “*Independence, Well Being and Choice*”, 2005
- DH, “*National Service Framework for Children, Young People and Maternity Services*”, 2004
- DH, “*National Framework for Children and Young People’s Continuing Care*, 25th March 2010
- DH, “*No Secrets*” 2000
- DH, “*Our health, Our Care, Our Say*,” 2006
- DH, “*Prioritising need in the context of Putting People First: A whole system approach to eligibility for social care*”. 2010
- DH, “*Putting people first*,” concordat (Transformation of Social Care via Individual Budgets) 2007
- DH, “*The operating framework for the NHAS in England 2009/10; high quality care for all*,” December 2008.
- DH, “*Transforming Adult Social Care*,” Local Authority Circular, 2009.
- DH, “*Transforming Community Services: Ambition, Action, Achievement: Transforming services for Children, Young People and their Families*,” June 2009
- DH, “*Transition: getting it right for young people Improving the transition of young people with long term conditions from children’s to adult health services*,” 2006
- DH, “*Valuing People: A New Strategy for Learning Disability for the 21st Century*,” 2001
- NHS Confederation, “*Aiming High for disabled children: delivering improved health services*,” 2009
- NHS Executive, “*Signposts to Success*,” 1998
- ODI, “*Turning Equality into Reality*” Annual report 2008.
- Placement Information: Learners with Learning Difficulties and/or Disabilities at Independent Specialist Providers. 2010/20

Appendix 2 – The Transition Pathway – a summary

Produced by the Transition Pathway Project 2005

What happens in transition



Appendix 3 – Other support for young people

1.0 Youth Services

1.1 **The youth service** targets the 13 – 19 age range, but may also be working at the margins with the 11 – 13 and 19 – 25 year olds. The youth service operates an open door policy that can be accessed, voluntarily by all young people. As with all generic services, there will be some limitations as to their ability to engage fully with all young people.

Dewi Williams Lead Officer for Targeted and Curriculum (Youth Service) Youth Service 8 Parsons Street Dudley DY1 1JJ	01384 815184 dewi.Williams@dudley.gov.uk
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1.2 The Youth Offending Service

The youth offending service is a multi-agency service whose aim is to prevent offending in young people between the ages of 10-18 years. It comprises of representatives from:

- The police
- Probation
- Health
- Education
- Substance misuse
- Housing
- Police
- Connexions
- The Youth service

Whilst carrying out its duty the YOS has regard the welfare of the child. All young people referred have been accused of committing a crime and are referred by the courts or the police. The YOS can be contacted at:

YOS Bindley House Hall Street Dudley MBC DY2 7DT	Tel 01384 813060 Fax 01384 813270
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2.0 Looked After Children

2.1 The term 'looked after' was introduced by the [Children Act 1989](#) and refers to children who are subject to care orders and those who are voluntarily accommodated. Wherever possible, the local authority will work in partnership with parents. Many children and young people who become looked after retain strong links with their families and many eventually return home.

2.2 The LAC Team comprises a Designated Doctor and Designated Nurse and secretarial support. There is also a specialist School Health Advisor who works within the residential children’s homes and team works with LAC from birth to twenty-one years, referral is from the Directorate of Children’s Services.

The service it provides to LAC is in partnership with the directorate and other professionals to identify and meet the health needs of LAC. It carries out statutory health assessments formulating health action plans to meet those needs. It arranges regular review health assessments so that the health plans are continually reviewed and updated. They are supported in the review process by the Health Visitors and School Health Advisors who as the specialist nurses carry out the majority of review health assessments.

The service tracks the LAC through placement moves and informs other health professionals in out of borough placements so that the LAC continue to have their health needs met. The Looked After Children’s (LAC) Health Team is based at:

Looked After Children’s Team Cross St. Health Centre Cross St Dudley DY1 1 RN	Telephone 01384 366264 / 366939
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2.3.1 Virtual School (LACES) provides multidisciplinary education support for looked after children and the professionals and carers who work with them; offering advice, advocacy and support around education issues including admissions, exclusions, SEN, monitoring progress through PEP’s and regular contact with schools. Members of the team attend meetings if appropriate and also provide training for professionals, including carers. They ensure that all LAC have an appropriate education provision and the resources to meet their holistic needs and enable them to achieve. The Virtual Headteacher is responsible for improving the educational outcomes of all Looked After Children in Dudley and those placed with other local authorities.

There is no referral process. The service is available to all looked after children, their carers, parents, social workers and teachers.

The service covers all young people from age 3 – 25 years, who are looked after by Dudley MBC or from other local authorities.

Virtual School (LACES) Ward House Himley Park Himley	Tel: 01384 813493
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DY3 4DF	
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2.4 LACES provides multidisciplinary education support for looked after children and the professionals and carers who work with them; offering advice, advocacy and support around education issues including admissions, exclusions, SEN, monitoring progress through PEP's and regular contact with schools. Members of the team attend meetings if appropriate and also provide training for professionals, including carers. They ensure that all LAC have an appropriate education provision and the resources to meet their holistic needs and enable them to achieve.

There is no referral process. The service is available to all looked after children, their carers, parents, social workers and teachers.

The service covers all young people from age 3 – 18 years, who are looked after by Dudley MBC.

LACES Ward House Himley Park Himley Dudley DY3 4DF	Tel: 01384 813493
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2.5 16+

The 16+(Looked After & After Care) Team, work with young people aged 16 – 24 who are looked after and the case is usually referred to the team by their current social worker.

The team offers advice and guidance including practical assistance to young people whilst they are in care. This will continue when they leave care when it will ensure young people have the right support they need to live independently in the community. The intended outcome to the services provided is that the young people have a smooth transition to independence and go on to make a positive contribution to society as adults.

The 16+ Team have access to a limited range of accommodation. However all the accommodation is only suitable for young people who have sufficient skills and ability or the capacity to develop these to live independently.

The team includes 2 housing support workers that assist young people in sustaining their accommodation. In other cases young people will be guided towards the limited range of more supported accommodation options.

16+ (Looked After & After Care) Team c/o Westox House Trinity Rd Dudley DY1 1JB	Tel: 01384 817670
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**3.0 The Zone Young people's substance misuse service
Warehouse Dudley Drug Project**

All Young people in need of substance misuse services are seen by the school health advisor in the first instance (as part of the universal services). They would then be referred to the Zone who would deal with the transition arrangements.

The Zone 1 Castle Street, Dudley DY1 1LA	Contact – Moira Shaw – Divisional Manager - 01384 241440
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Appendix 4 – The Transition Protocol

The Yearly Process of Transition

Year 8 12 – 13 years		
What should happen/action?	When	Who should do it/responsibilities?
<p>Information of young people with a statement of special education needs (SEN) to be sent to Connexions.</p> <p>Note: LAs are legally obliged to pass on name and address and any further relevant information to Connexions regarding pupils 13 and above and their parents/carers. Privacy Notices allow parents/carers to opt out. Some parents/ carers also refuse Connexions access to support their child in transition.</p>	As per the SEN Code of Practice - this information is sent during the Summer break	Years 9 -14 information is sent to Connexions Operations Manager by SEN Team including young people educated out of the Local Authority area and those educated otherwise.
Information received from SEN and LACES used to inform the Home Host process of informing young people with statements about Connexions Service support and their named PA	Summer or Autumn Term	Connexions
Connexions to be informed of young people at School Action, School Action Plus.	Autumn Term September	Shared with Connexions PAs by Headteacher or Special Education Needs Co-ordinator (SENCO) in mainstream schools.
<p>Year 8 Parents/carers are invited to older years Option evenings</p> <p>Note: Not all schools do this but it is good practice to do so and will increase understanding of transition pathways.</p>	Autumn and Spring Terms	School
Connexions informed of Looked After Children.	Autumn Term September	LACES Team to send information to Connexions Operations Manager
<p>Advice and guidance for parents:</p> <p>Joint Agency Leaflet for parents to be made available</p> <p>Schools to ensure that Transition Review in Year 9 is highlighted.</p>	<p>Ongoing</p> <p>Sent to Parents during Summer break at the end of year 8</p>	<p>CDT where allocated</p> <p>SEN Team</p>

Home-to-school transport leaflet for independent travel training incorporated into joint agency leaflet		DCS Transport Team
Ensuring (eligible – Fair Access Care) young people’s names known to CDT and needs are on the handover list. List presented to the transitional operational group	Pre the handover meeting/quarterly	CDT Team Manager and admin. staff

Year 9 (and 10) 13 – 15 years		
What should happen/action?	When	Who should do it/responsibilities?
Information on young people’s primary and secondary SEN and School Action, including any other relevant information requested from special and mainstream schools to inform the Section 139 assessment process and to target support from Connexions. (year 10 also)	Autumn Term	Connexions PA Special and mainstream schools SENCO
Young people and their parents/carers are informed about the transition process. (year 10 also) Leaflet see above	At reviews, interviews and individual discussions – Autumn/Spring term	Connexions PAs and/or School Transitions LD Nurse LD Transition social workers SEN Team Parent Partnership Transport Team
Transition information given/sent to parents/carers of young people with SEN explaining transition and processes involved. (year 10 also)	During One-to-one discussions with parents/carers Careers evenings Spring and Autumn Terms During Year 9 Reviews <i>‘Forward’</i> publication posted out or given out in Year 9 reviews Autumn/Spring Terms.	Connexions Transport Team
Connexions and relevant agencies informed of review dates e.g. health (year 10 also)	Annually in line with statement date.	School to arrange ensuring that relevant agencies can attend. Schools to consult with parents/carers about

Note: Time factor needs to be considered if a number of agencies are involved		<p>dates and other professionals to involve in the review meeting.</p> <p>In case of Elective Home Educated and children on Central Register the SEN Team</p>
Person centred approaches used with young people to prepare them for the review (year 10 also)	Autumn and Spring Terms	<p>School using the '<i>Big Picture</i>' or other good practice resources.</p> <p>Connexions PA using '<i>Getting Ready</i>' sheets from the Transition Pathway good practice guide and the '<i>Big Picture</i>'.</p>
Out of Borough (OOB) schools to be contacted to advise them to keep home PAs informed about Year 9 reviews	Pre review	SEN Team
Transition list held by Children's Services to be updated (year 10 also)	Quarterly	Team Manager – Children's Disability Team
Preparatory work for completion of S139A assessment for any pupil planning to leave school at end of year 11 for further education/training/ employment with training. Assessment must identify support needs and provision required to meet these. (year 10 also)	Autumn, Spring Summer Terms	<p>Connexions PAs</p> <p>Mainstream and Special Schools</p> <p>SENCOs</p> <p>SEN</p> <p>Relevant professionals</p>
<p>Annual Review of transition plan takes place, to include:</p> <ul style="list-style-type: none"> • Check on progress • Researching post 16 opportunities/options available in relationship to young persons identified needs • Benefit checks • Review of health needs • Review of transport needs <p>(year 10 also)</p>	During the Annual Statutory Review of the statement Autumn and Spring Terms	<ul style="list-style-type: none"> • School • Connexions PA • Other agencies/ organisations as appropriate • School Health Advisor

Year 11 15 – 16		
What should happen/action?	When	Who should do it/responsibilities?
Information to parents/ professionals: <ul style="list-style-type: none"> • Nature of review • Longer term options • Funding arrangements • Process/purpose • Eligibility/ fair access to care (FAC) • Legal responsibilities • Direct payment and possible services options 	Prior to Annual Review	Connexions Adviser Dudley Adults Community and Housing Service (DACHS) Transition Social Workers for Learning Disabilities
Relevant agencies informed of annual review dates (to include post 16 provider if already identified).		School (head teacher or SENCO) where child is on roll. In case of Elective Home Educated and children on Central Register the SEN Team.
Initial and further lists of young people eligible for Independent Specialist Providers (ISP) including transport needs, drawn up/updated and shared with Post-16 Joint Commissioning Team	Autumn Term	Connexions Post-16 Joint Commissioning Team SEN DCS Transport Team
Placement meetings with Joint Commissioning Team agreed and meetings held for young people eligible for ISPs	Spring/Summer Term	Connexions Joint Commissioning Team Relevant Partners
Professional's discussion of young people from Year 8-14 who will prove a challenge to local provision available.	Autumn Term	Connexions SEN LACES Health Social Care Post-16 Joint Commissioning representative
Annual Review takes place to encompass a review of Transition Plan including <ul style="list-style-type: none"> • Support for move to college/training/employment • Benefits check if appropriate • Confirm who is responsible for co-ordinating year 12 review • Long term independence/ housing • Transport • Statement ceased/maintained 	During the Annual Statutory Review of the statement	<ul style="list-style-type: none"> • School • Connexions PA • Other agencies/ organisations as appropriate • School Health Advisor

<p>If a young person is leaving school, a section 139A assessment is completed and sent to young people/parents/carers for agreement and consent to share with other learning providers.</p> <p>Note: Some young people/parents/carers do not give consent and their disability/difficulty is not made known to learning providers.</p>	Spring/Summer Terms	Connexions
Section 139A's passed to learning providers with consent.	Spring/Summer Term	Connexions PA.
<p>Agree who co-ordinates next review</p> <p>Note: If pupil leaves school no statutory Annual Review required as statement ceases.</p>	At review	<p>If young person leaves school, personal advisor worker (in consultation with parents) responsible for informing other agencies named in transition plan of:</p> <p>Co-ordinator of next review.</p> <p>School - headteacher or the LA (Home educated co-ordinator or children not on roll) where the are young people are not attending school</p>
If a young person applies to a specialist college a S139 sent to support the college assessment with consent of the young person.	Spring/Summer terms	Connexions
Whilst at specialist colleges young people are supported in reviews by host PA unless returning to their local area when home PA will support the young person with their transition including completion of S139 if going into college or training provision in their home area	Spring /Summer terms	Host and Home Connexions PA
Connexions PA to support young people requiring extensions to remain at specialist colleges	Spring/Summer terms	Home/ Host Connexions PA
Ongoing follow up of young people to ensure successful transition into learning provision	Summer/Autumn/Spring Terms	Connexions PA
Connexions informed by providers of young people who may not complete a placement or drop out of learning	Autumn/Spring/Summer terms	Colleges Training providers
Connexions support young people with LDD who are not in education employment and training into learning up to age 25.	Ongoing	Connexions PA

Year 12 16 – 17 years		
What should happen/action?	When	Who should do it/responsibilities?
Meetings with learning providers (Colleges and training providers) to ensure that support is in place for young people with a Section 139A Note: Post 16 young people who would have been supported by specialist services in school will no longer receive this as a matter of course at college or in training provision.	Autumn Term	Connexions PA
Identify eligible young people requiring specialist college support, including transport, and carry out S139 and placement processes as Year 11 above.	Autumn	Connexions PA Joint Commissioning Team Transport Partnership
Parents/professionals informed of review. Information to parents/professionals prior to review: <ul style="list-style-type: none"> • Nature of review • Longer term options • Funding arrangements • Process/purpose • Legal responsibilities • Direct payments and possible services options 	During the Annual Statutory Review of the statement	<ul style="list-style-type: none"> • School • Connexions PA • Other agencies/ organisations as appropriate • School Health Advisor
For Young people may need Adult Social Care Services an initial assessment of their eligibility is to be started using the FACS criteria	Prior to 18 th Birthday	<ul style="list-style-type: none"> • Appropriate Adult Social Care Team
Annual Review takes place to encompass a review of Transition Plan including <ul style="list-style-type: none"> • Support for move to college/training/ employment • Benefits check if appropriate • Confirm who is responsible for co-ordinating year 13 review • Long term independence/housing • Transport 		School (head teacher or SENCO) where child is on roll. In case of Elective Home Educated and children on Central Register the SEN Team
IAG support for young people not in education, employment or training (NEET) to get them back into learning or refer to specialist agencies. Connexions support young people with LDD who are not in education employment and training into learning up to aged 25.	Ongoing	Connexions PAs
Produce S139 for young people eligible for support in college and in training if leaving school or college provision.	Autumn/Spring/ Summer	Connexions PAs
College reviews for LDD leavers	Summer term	College, Connexions, other agencies e.g. Job Centre Plus, Adult Social Care

Year 13 17 – 18		
What should happen/action?	When	Who should do it/responsibilities?
Annual Review for all young people takes place to encompass a review of Transition Plan including <ul style="list-style-type: none"> • Support for move to college/training/employment • Benefits check if appropriate • Confirm who is responsible for co-ordinating year 13 review • Long term independence/housing • Transport 	During the Annual Statutory Review of the statement	School, SENCO and SEN Team
For Young People eligible for Adult Social Care Services, an assessment of Social Care need is to take place along with identification of an Individual Budget		Appropriate Adult Social Care Team
IAG support for young people not in education, employment or training (NEET) to get them back into learning or refer to specialist agencies Connexions support young people with LDD who are not in education employment and training into learning up to aged 25.	Ongoing	Connexions PAs
Produce S139 for young people eligible for support in college and in training and university if leaving school or college provision.	Autumn/Spring/Summer	Connexions PAs
College and training providers meet to review Section139	Autumn	Connexions PAs
College reviews for LDD leavers	Summer	College, Connexions, other agencies e.g. Job Centre Plus, Adult Social Care

Year 14 18 – 19 years		
What should happen/action?	When	Who should do it/responsibilities?
Annual Review for all young people takes place to encompass a review of Transition Plan including <ul style="list-style-type: none"> • Support for move to college/training/employment • Benefits check if appropriate • Confirm who is responsible for co-ordinating year 13 review • Long term independence/housing • Transport 	During the Annual Statutory Review of the statement	School/SENCO/SEN Team

For Young People eligible for Adult Social Care Services, an assessment of Social Care need is to take place along with identification of an Individual Budget		Appropriate Adult Social Care Team
Continuing Health Care screening tool to be implemented Other health needs to be assessed e.g. Occupational Therapy		Continuing Care Manager NHS Dudley Commissioning Services St. Johns House Dudley (361267) School Health Nurse Connexions PAs gather information for S139A if young person going on to university.
Occupational Therapy will assess for aids and adaptations to the home.	All ages paediatrics through to adults	Older People and Physical Disabilities (OPPD) Disability Services DACHS
Moving and Handling will assess for assistance with transfers and transfer equipment.	All ages paediatrics through to adults	Older People and Physical Disabilities (OPPD) Disability Services DACHS
Deaf Support Service will provide assessment support and assistive technology	All ages paediatrics through to adults	Older People and Physical Disabilities (OPPD) Disability Services DACHS
Vision Support Services will provide Low Vision Assessment, support, assistive technology and Mobility Training	16 + Years	Older People and Physical Disabilities (OPPD) Disability Services DACHS
IAG support for young people not in education, employment or training (NEET) to get them back into learning or refer to specialist agencies	Autumn/Spring/Summer Terms	Connexions PAs
Produce S139 for young people going on to further education and university.	Autumn/Spring/Summer	Connexions PAs
Connexions support young people with LDD who are not in education employment and training into learning up to aged 25.	Ongoing	Connexions PAs
Review Section 139 for young people starting college or training	Autumn	Connexions PAs
College reviews for LDD leavers	Summer	College, Connexions, other agencies e.g. Job Centre Plus, Adult Social Care

Note: At any stage during transition, a professional working with a young person may decide that a Common Assessment Framework (CAF) would be appropriate. The CAF is a standardised approach to conducting assessments of children's additional needs and deciding what support should be put in place. It promotes more effective, earlier identification of needs and takes account of the roles of parents, carers and environmental factors on their development. The CAF aims to improve integrated working by promoting coordinated service provisions.

Appendix 5 – Fair Access to Care Criteria (FACS)

The different bands of *eligibility criteria* under FACS describe the seriousness of risk to independence or other consequences if needs are not met. These are:

Critical - critical risks arise when life is threatened, significant health problems are present or vital aspects of independence are threatened.

Substantial - if a person cannot perform a great many personal care and domestic routines or undertake many aspects of work, education, family life and so on, there is a very high likelihood that their independence will be threatened.

Moderate – The risk factors included in this band are indicators. For example, if a person cannot perform 3 or 4 personal care and domestic routines, or where a person's involvement in 3 or 4 aspects of work, education and family life are proving difficult to sustain, but none are vital to independence, overall risks to independence will be moderate.

Appendix 6 – Procedure for transfer of young people between CAMHS and Adult Mental Health Services

Smooth transition between CAMHS and Adult Mental Health Services is facilitated in Dudley PCT because both services work in the same Trust. Although many children are discharged prior to their 16th/17th birthday there are some that will require ongoing input from Adult Mental Health Services. Such children will have one or more of the following conditions:

1. **Early onset psychosis.** Many of these young people will be referred to the Early Intervention Team through established protocols. Some who do not meet the criteria for the Early Intervention Team will need to be handed to sector Consultants and/or Community Mental Health Teams.
2. **Affective disorders.** Young people who have developed an affective disorder in teenage years frequently need continued follow-up into adult life, as fifty per cent will have a relapsing and recurring condition.
3. **ADHD.** Although not requiring intensive services, 'Shared Care Protocol' and NICE guidelines insist that medication is administered under shared care supervision with the General Practitioner. Follow-up is usually between two and three times a year.
4. **Autistic Spectrum Disorders.** Although many of these young people do not require intensive Adult Mental Health Services, and can be discharged following diagnosis and initial support, they frequently suffer from depression and anxiety as they grow into young adulthood. It is also important that services are aware of their diagnosis so that they are not misdiagnosed as having personality disorders or psychotic illnesses when they present in adult life.
5. **Emerging Personality Disorder.** Although personality disorder is not diagnosed until after the age of 18, frequently there are signs and symptoms of an emerging personality disorder with chronic behavioural difficulties which will result in the need for the use of mental health resources intensively in adult life

It is therefore suggested that if a young person needs to be transferred to the Adult Services:

The Mental Health Professional in CAMHS talks to the appropriate colleague in the Adult Mental Health Services covering the catchment area of the individual or the functional team as appropriate. In some cases there will be one individual looking after a young person who should make the referral to the Community Mental Health Team usually by telephone call and with a follow-up letter. Cases should be dealt with on an individual basis. In other cases it may be sufficient for the Consultant Child Psychiatrist looking after a

patient to talk to the Consultant Adult Psychiatrist, who will see them in their outpatient clinic after referral.

The referral should be put in writing to the Consultant or Local Mental Health Team and a copy should go to the GP and patient.

The letter will contain a form that can be signed and returned to CAMHS to acknowledge receipt of the referral. If no such form has been returned the Admin Department of CAMHS will check after 4 weeks to ensure that no child is left without appropriate follow-up due to postal difficulties or lack of communication. It would also be helpful if, following referral, a summary is sent to CAMHS for their records including future plans.

Appendix 7 – Transition Steering Group

Group Name/Target	Remit	Membership	Reporting to
Transition Steering Group (Core group)	Implementation of TSG annual action plan	Chaired by Su Roxburgh <ul style="list-style-type: none"> • Children's Social Care • Adult Social Care • Connexions/ Information Advice and Guidance Services (IAG) • Primary Care Trust (PCT) • SEN • Dudley Parent Partnership • Me2 • 14 - 19 Partnership • Learning Skills Council (LSC) • Accountancy • Parent 	Childrens Trust Via the 13 – 19 Partnership And Learning Disability Partnership Board
Transition Steering Group Advisory Panel (Extended membership)	to provide advice and guidance and a link between stakeholders	Core group below plus: <ul style="list-style-type: none"> • Housing • Training Providers • Jobcentreplus • Further Education (FE) • Mainstream and Special Schools • 16+ Team • Youth Service • Leisure Services • Transport • Voluntary Sector 	Provides two way communication between own organisations and the TSG (core group)

Appendix 8 – Hearing Impairment Service

Name of pupil	Date of Birth	Current Educational placement	
	Action	When	Who
1	Connexions advisor invited to Year 9 Annual Review for statemented students	SENCO to advise Connexions PA in advance	SENCO
2	All annual reports for Year 9 students sent to Connexions advisor. Alert connexions advisor if considering Specialist placement.	Summer Term Year 9	TOD
3	TOD attend first Connexions appointment	Summer Term Year 9 or Autumn Term Year 10	TOD, Connexions advisor to inform of date
4	Work through targets on individual audiological management profile	All terms Year 10	TOD
5	Attend hearing aid review (where possible) and discuss programme settings Attend appointment at CI centre re :timing of transfer to adult CI team	Year 10 when appointment arises	TOD
6	Visit Mainstream College if considering specialist placement	Year 10	TOD, Pupil
7	Offer visit to College with TOD, to meet learning support staff after College Open Day (Oct)	Autumn Term Year 11	TOD, Colleges
8	Provide input to 'Moving forward' plan	Autumn Term Year 11	TOD, Connexions advisor to inform of date
9	Attend Year 11 Review	Autumn Term Year 11	SENCO, TOD, Connexions advisor
10	Transition Meeting Cottage St	Autumn Term Year 11	TOD, Cottage ST
11	Write Transition Plan, ready for College Interviews in Spring Term	Autumn Term Year 11	TOD, Pupil

12	'Moving Forward' plan forwarded to Colleges and TOD	Spring Term Year 11	Connexions Advisor
13	Discussion with Colleges regarding support and equipment requirements	Summer Term Year 11	TOD, Colleges

Name of Connexions Advisor _____

Name of TOD _____

Signature _____

Head of Service _____

Date _____

Date _____

Appendix 9 – Transition into Adulthood

TRANSITION PLANNING BETWEEN CHILD PSYCHOLOGY AND ADULT LEARNING DISABILITY SERVICES

- 1 The Adult Learning Disability Service normally takes on clients at the age of 19 approx.
- 2 Transfer of individuals between child and adult services is relatively unusual and will require individual planning between services.
- 3 The Child Service would usually keep a client on to complete an intervention rather than pass them on to the Adult service, unless the planned time for the intervention significantly went beyond the age of 19.
- 4 If a person is referred to Child Services aged 17 or above then they would normally be seen within this service. However, if the treatment is likely to be lengthy, and/or the waiting list was also very lengthy, the client may be transferred directly to the Adult services.
- 5 If the person is referred at the age of 17 and is not in full-time education or in receipt of general child services, then negotiation would take place between the Adult and Child services on how to proceed.
- 6 If a person is referred to the Adult Learning Disability Division up to the age of 22, then it was agreed we would automatically ask the Children's Service if they have been seen by them, and if so ask for their notes to be transferred.

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