

Transitioning into adult life



Information for children,
young people and their families

Introduction



This booklet has been produced to help support young people and their families through the process of (transition) moving into adult life beyond The Children's Trust School.

Transition into adult life beyond the School should provide young people with an amazing opportunity to be actively involved in decision making about their future life. Due to the needs of our children and young people this often requires adult support, however their engagement and involvement is hugely important as well as being a right.

We strongly advocate hearing the voice of our young people during transition as this will ultimately shine a guiding light for us to follow. We seek to ensure that we understand the choices regarding future activities they would like to take part in, engagement in the community, the location in relation to home and loved ones, as just a few examples of what is important for a young person's future. This process gives our children and their families a real opportunity to have input and sense of empowerment.

To support the move from the school it is important that you are aware of who is available in your local area and the local area in which you maybe seeking placement to help you with this. Each local authority must have a Local Offer and Adult Information and Advice under its Care Act responsibilities.

Transition planning usually starts at Year 9 and continues to be discussed at each annual review. It is really important that planning starts early so that children and families can seek appropriate placements, understand the funding implications and be sure about the resources that might be needed can be put in place before the young person moves on.

The School will help provide support and impartial advice throughout this time and share details on the progress of the young person during their time here towards outcomes.

The annual review

(from Year 9 onwards)

Whilst planning for adult life should start early, the Year 9 annual review is a formal starting point for the young person and their family to think about moving on and is an opportunity for early information to be gathered that will support adult services to plan with the young person and their family at the heart of these plans.

From Year 9, a young person's annual review will provide a yearly platform for transition information to be shared.

Led by the appointed chair, a person-centred planning approach will allow the young person, their parents, carers,

education, health and care alongside other relevant professionals to share information that people need to know to support the young person into the next stage of their lives in a way that continues to support their health and care needs as well as move forward with the young person's aspirations for their adult life, beyond the School.

The Year 9 review is a good opportunity to identify one practitioner (a named worker) to take on a coordinating role. The worker should act as a link to other professionals and provide advice and information in a joined-up approach providing a 'Preparing for Adulthood Pathway Plan'.

Section 8 of the Code of Practice 2015 'Preparing for Adulthood from the Earliest Years' considers the following as appropriate preparing for adulthood outcomes:

- Higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies.
- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living.
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community.
- Being as healthy as possible in adult life – including a holistic approach to health that looks beyond medical needs and includes mental well-being and sexual health.

Preparing for adulthood

Questions to consider

Employment/meaningful experiences/ personal and social development

- Q.** What specific areas of the curriculum/ASDAN qualification/ personal interests can be identified, which could offer meaningful work related learning/activities for my young person in the future?
- Q.** Is there an adult supported employment service that might be able to help with looking at employment opportunities for the future?
- Q.** How can this be supported by the School now and what is needed in the future to support an adult life beyond the School?
- Q.** What needs to happen to support my young person's social and emotional needs in the future?
- Q.** How can we ensure positive friendships continue once the young person moves on from Tadworth Court? Opportunities to meet online or face-to-face?

Independent living/housing

- Q.** As parent/carers, what is your view on what should ideally happen and by what age? What does the young person want?
- Q.** What are the options available to you in your local area to explore; supported living, residential care, staying in the family home for example?
- Q.** Has the young person been flagged up with the local area's housing team?

Community inclusion

- Q.** How would you like your young person to be engaged with their local and wider community? What activities might they want to continue with or are there new ones they would like to take part in?
- Q.** Could the young person have a personal budget to support them with community engagement?

Health needs

- Q.** Is my young person likely to be eligible for continuing health care and continuing care arrangements? If so, are you aware of local arrangements for assessing eligibility?
- Q.** What will my young person need in the future to maintain and improve their health, medical, physical and well-being needs? (e.g. referrals to consultants) – including therapeutic needs?

Further things to consider

- Q.** Has the young person and/or carer had a Care Act Assessment? The Care Act 2014 places a duty on local authorities to conduct transition assessments for children, children's carers and young carers where there is likely to be a need for care and support once they turn 18 and a transition assessment would be of 'significant benefit'.
- Q.** In what way will social services and the health authority (if there isn't a joint transition team) be involved during this process and once the young person moves on from the School?

From Year 9 onwards at the School



A 'Preparing for Adulthood Pathway Plan' for your young person is collated and held by the Pupil Services Manager at the School.

This section will be updated at each subsequent annual review to create a person-centred transition plan for the young person.

Monthly meetings between the Pupil Services Manager, House Managers, Social Workers, The Sixth Form Lead and families also take place to ensure that information is up-to-date.

Suggested parent action points from Year 9 onwards

- Attend annual review meetings with initial ideas of what you would like for your young person beyond the School.
- Check the transition plan when received after your young person's annual review.
- Attend transition events and meetings that might be organised by your local authority.
- Attend standalone transition meetings.
- Attend transition (virtual) coffee catch-ups organised by the School.
- Have ongoing discussions with your child's social worker what options there might be for your young person within your local offer.
- Visit college providers/provisions that might have been identified to check suitability and put your young person's name on waiting lists if required.
- Discuss with your local authority social worker how to apply for a placement at your preferred provision, how and when this should be done and by who.
- If your young person uses a high tech communication device (e.g. Eyegaze, PODD, iPad), comply chair, aacheeva or other personalised equipment that you would like them to access beyond the School, start enquiring about cost/ownership of purchasing this equipment if they do not currently have their own.

Year-specific information

Year 12-specific (students aged 16-17)

As part of the KS5 curriculum, students will access engaging learning programmes by ASDAN with a view to achieving qualifications that help young people develop skills for future learning, work and life. Within the sixth form setting young people will increase accessing a wider variety of local community activities.

Years 13-specific (students aged 17-18)

Seek independent advice about changes to benefits when the young person becomes an adult including a 'Continuing Healthcare Assessment'.

Year 14-specific (students aged 18-19)

By Year 14 young people, together with parents/carers and the local authority there should be a clearer idea of what post 19 provision is appropriate and plans can be finalised.

Many onward provisions will undertake assessments to ensure they can meet the needs of your young person.

If it is agreed that needs can be met by the placement and funding agreed by the local authority, it is possible that onward placement can be agreed.

If onward placement is agreed the School Business Manager will liaise with the providers to cease

funding at the School. A date will be agreed by all parties.

In the interim the House Manager will arrange transition visits/taster days supported by school staff and therapy teams to ensure a smooth and successful transition so that all essential information is handed over.

Students will be supported to complete 'Prepare for Adulthood' journals to advocate their preferences, aspirations and personalities.

Students will have their ASDAN personal progress units accredited and they, along with their parents/carers will be invited to the 'Summer Term Celebration of Achievement' ceremony.



How your young person will be supported in their transition journey

Following the annual review and transition journey meeting, your young person will be supported to begin their own part of the transition journey. Every young person is different and therefore each journey will have a person-centred approach. However all students will be given the opportunity to work towards

achieving meaningful ASDAN qualifications to promote life experiences, skills and personal interests. Students will be supported to begin a 'Planning My Future Life' journal by 'Preparing for Adulthood Programme'. This person-centred booklet builds up a detailed picture of who each young person is, their likes, dislikes, interests, hobbies, their motivators and therefore allows for students to advocate for themselves, what their future should include, in order to provide a successful, person-centred transition.

What happens to the EHCP and ‘education’ if this is ceased?

The **SEND code of practice: 0 to 25 years** states that...

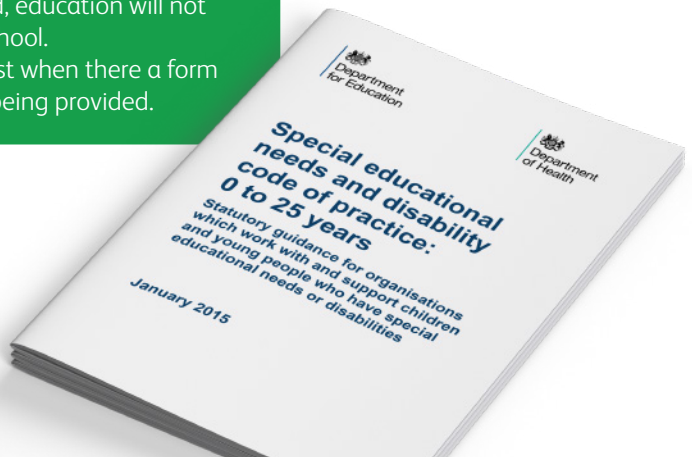
Young people turning 19 who have EHC plans in line with preparing young people for adulthood, a local authority must not cease an EHC plan simply because a young person is aged 19 or over. Young people with EHC plans may need longer in education or training in order to achieve their outcomes and make an effective transition into adulthood. However, this position does not mean that there is an automatic entitlement to continued support at age 19 or an expectation that those with an EHC plan should all remain in education

until age 25. A local authority may cease a plan for a 19- to 25-year-old if it decides that it is no longer necessary for the EHC plan to be maintained. Such circumstances include where the young person no longer requires the special educational provision specified in their EHC plan.

In deciding that the special educational provision is no longer required, the local authority must have regard to whether the educational or training outcomes specified in the plan have been achieved.

More information can be found from p190 of the SEND code of practice: 0 to 25 years

- In simple terms, education is not guaranteed from the age of 19.
- If education is ceased, education will not be provided at the School.
- An EHCP can only exist when there a form of formal education being provided.



What else should I think about?

The Mental Capacity Act 2005

Allows ability for a 'representative', to be involved in decision-making in relation to a young person who lacks capacity.

A deputy can be appointed by the Court of Protection under section 16(2)(b) of the Mental Capacity Act 2005 to make decisions on the young person's behalf.

Delegated powers

A person with parental responsibility may not surrender or transfer any part of it to another person; however it is possible to delegate all or some of their responsibilities to someone else. The responsibility of looking after a child to who is best-placed to take everyday decisions depends on many factors: the young person's age, views, legal status and EHCP. Collaboration and consultation are essential for successful working partnerships.



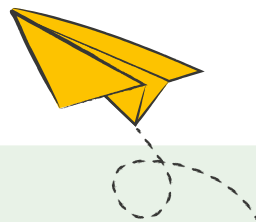
Further information

Key information

- Although EHCPs state they are from 0 to 25, there is no legal right to continued education up to the age of 25.
- There will be a crossover with legislation from the Children and Families Act and the Care Act and young people will be seen as adults in their own right at 18 subject to capacity
- The 'Mental Capacity Act' applies from 16, and it will be assumed that a young person has capacity to make their own decisions. Parents are advised to seek independent advice about mental capacity and steps that can be taken to safeguard a young person, for example Deputyship. You can apply for deputyship for both Property/Finance and Health/Welfare but please be aware that this process can take up to a year, so starting the process early is important. For further information on this go to: birh.org.uk

Key points to take away

- Transition planning starts at Year 9 – at each annual review from this year you should be adding to the transition plan.
- Start looking at provisions early to get a sense of what is available in localities that you are seeking to place your child in.
- Know what the ceasing of an EHCP means for your child as this will help you to look at the offer of onward provisions.
- Input to the Mental capacity assessment
- Consider if your child needs a 'deputy' appointed who can support in decision making
- Remember you and your family are not alone - We understand that the process of The Transition Journey can be a difficult time and The Children's Trust is able to offer you support along the journey to achieve the best possible transition into adult life for your young person.
- Join termly transition coffee mornings (virtually) where you are invited to join us and ask any questions you might have and have the chance to hear from other families who are also within a Transition Journey, for their young people. Please ask when our next coffee morning is and we can send you an invite!



Helpful links and websites

Surrey SEND information, advice and support service (SSIASS)

ssiass@surreycc.gov.uk
01737 737300

Surrey Local Offer website

surreylocaloffer.org.uk

Preparing for Adulthood – a range of resources on each of the four outcomes

preparingforadulthood.org.uk

Year 9 review checklist

preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm

Action for Carers

actionforcarers.org.uk
info@actionforcarers.org.uk
01483 302748

Cerebra

cerebra.org.uk
enquiries@cerebra.org.uk
01267 244200

Together for Short Lives

togetherforshortlives.org.uk
0808 8088 100

MASMC

myadultstillmychild.co.uk

The Inclusion Web – to think about how young people can be included in local activities

ndti.org.uk/resources/publication/the-inclusion-web-1

Contact – preparing for adulthood website

contact.org.uk/help-for-families/information-advice-services/preparing-for-adult-life



**The
Children's Trust
School**

Tadworth Court
Tadworth
Surrey
KT20 5RU

01737 365 000
enquiries@thechildrenstrust.org.uk
thechildrenstrust.org.uk

