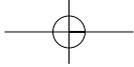


# Hull Transition Protocol

A protocol for the management of transition for young people with additional needs as they move from Children and Young People's Services into adulthood.







# Hull Transition Protocol

## Introduction

This protocol has been produced to help ensure the best possible outcomes for young people as they approach the transition to adulthood. It aims to bring clarity to the process to ensure that all services are working effectively together for the benefit of young people.

All agencies involved in the process have been consulted in the preparation of this protocol which also takes account of, and builds upon, the SEN Code of Practice and other statutory and non statutory guidance.

## Scope

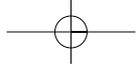
The Transition Planning Protocol applies to all young people from age 13 upwards who are formally recognised as having Special Educational Needs, whether or not they have a statement. Note, however, that where a statement exists procedures are more detailed due to the requirements of the Code of Practice and the number of agencies likely to be involved.

## Lead Professional Role

The concept of the Lead Professional is one of three key elements of the Every Child Matters: Change for Children programme. The other two elements are the Common Assessment Framework (CAF) and information sharing (which incorporates Contact-Point). All statutory services for young people are committed to the introduction of the Lead Professional in Hull and this has implications for the transition planning process. In putting this guide together we have made an assumption that all young people with statements will have a Lead Professional and we have prepared some guidance as to how the Lead Professional should be identified (see **Appendix 1**).

## Person Centred Planning

Central to the implementation of this protocol is the fullest possible participation of the young person and their parents in the transition process. The Government has endorsed Person Centred Planning as a means for achieving this objective (see **Appendix 2**).



# 1 Transition Process for young people with statements of special educational needs

## Overview of Responsibilities

### The School Head is responsible for:

- Ensuring that young people and their parents are fully informed about the process at each stage (jointly with the Connexions service).
- Organising the Transition Planning meeting in year 9 and subsequent annual reviews in year 10 and 11 (and post 16 where appropriate).
- Chairing the meeting.
- Ensuring that the transition plan and annual review document are drawn up and sent to the SEN Team and all involved in the process.
- Inviting Connexions and other partners to Transition and Review meetings at least 2 weeks before the school term begins (the meetings should take place at an appropriate time to ensure attendance by all relevant parties).

### Connexions will:

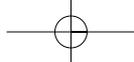
- Support the Head in ensuring that young person is informed of the process (e.g. issue transition pack).
- Allocate a named Connexions Personal Adviser (PA) to work with each young person from age 13 upwards and provide advice and guidance on post 16 options.
- Make contact with the young person prior to the Transition Plan / Annual review.
- Attend each review from year 9 onwards.
- Draw up a written report summarising their discussions with the young person, what the young person's future aspirations are and what action needs to take place in order fulfil those aspirations.
- Coordinate the delivery of the actions agreed on the Transition Plan.
- Provide the Lead Professional where appropriate (see **Appendix 1**).

### Hull City Council SEN Team will:

- Process Annual Review and Transition Plan, agree any changes to the statement and return to the school.
- Monitor whether or not reviews have been held and provide reports on completion rates for the Annual Performance Assessment.

### Local Authority Children and Families Disability Team/Learning Disability Team will:

- Provide a Social Worker to attend reviews if they have a formal involvement with the young person.
- Contribute to the transition plan as appropriate.
- Provide the Lead Professional where appropriate (see **Appendix 1**).



### The Transition Team will:

- Provide a key worker to attend reviews if the young person / family require their support.
- Provide or broker specialist advice / support eg health professional, social worker
- Contribute to the transition plan as appropriate.
- Provide the Lead Professional where appropriate (see **Appendix 1**).
- Provide a single point of referral for Community Care Assessments (new referrals).

### Adult Services will:

- Attend transition reviews (eg from year 11 onwards) to facilitate the smooth handover to adult services.
- Contribute to the transition plan as appropriate.

## Procedures

### Year 8

Hull City Council SEN Team:

- Sends a list of year 8 young people in the Summer Term who will need Transition Plans organising for year 9 to agencies that need to be involved.
- Reminds schools of the need for a transition plan in year 9 via the annual review list circulated in the summer term.

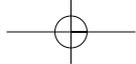
The named Connexions Personal Adviser makes initial contact with the young person.

### Year 9

Connexions Personal Adviser carries out a pre review discussion with the young person.

The Head invites all relevant agencies to the Transition Planning meeting. Schools should check with the young person / family who they would like to invite as a minimum schools must invite:

- the young person
- the young person's parent / carer
- the relevant teacher
- Connexions Personal Adviser
- Health Services where involved
- Local Authority Social Care where involved
- Other Educational services as appropriate eg Hearing Impaired Service, Visually Impaired Service, Educational Service for Physically Disabled.



The meeting should cover transition issues in addition to annual review business and a transition plan drawn up.

The school will send a copy of the documentation to all who were invited and to the LA SEN Team, Children And Young Peoples Services, Brunswick House, Strand Close, Hull HU2 9DB.

## Year 10

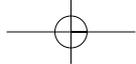
The preferred post 16 option / institution should be identified at this stage and noted on the Transition Plan and Transition Review Document. This is especially important if a place in a maintained school 6th form is likely to be required to allow time for consultation, allocation and the amendment of statements by 15th February of Year 11.

## Year 11

As per year 10 in addition:

- Connexions PA to provide help with applications to college / training / employment as appropriate.
- Connexions PA to complete section 139A assessment as appropriate with support from other agencies.
- Connexions PA to complete FETR1 if special transport arrangements are required.
- Lead Professional to explain to family that social worker involvement is necessary if a Community Care Assessment will be required.
- Adult Services should attend as part of the handover process where this applies. Note that as Adult Services will not have been involved in the earlier reviews it is essential that they are given sufficient notice (a minimum of 6 weeks), otherwise they cannot guarantee attendance.

It is important that transition planning process is used to inform applications to post 16 provision and supports other process such as the S139A Assessment and FETR1 application. For this reason it is desirable that a year 11 review, dealing with transition issues takes place early in the autumn term. Alternatively, the year 10 review, if it takes place in the summer term, may be the key planning forum for post 16 options as a year 11 summer term review will be too late.



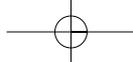
## Year 12 and beyond

As per year 11

The handover process to Adult Services (where relevant) begins in earnest when the young person reaches 16 and should include:

- Meetings with YP and family, CYP representative and Adult services.
- Completion of referral form to adult services by CYP representative.
- Community Care assessments to be completed where appropriate by a social worker.
- Case responsibility to transfers to Adult Services on the Young Person's 18 birthday.

Where young people are educated otherwise than at school the procedures are generally the same as described above, however it is the local authority who has responsibility for organising and chairing the reviews. The Local Authority also has the responsibility for providing the necessary support to young people placed at specialist out of area colleges, for example during the school holidays and when they return to Hull on completion of the course. An agreement with the Connexions Service for the area where the young person is placed should detail who is responsible for what.



## 2 Transition Process for non statemented young people (i.e. those at school action and school action plus)

As a minimum this should involve:

- Appropriate help and guidance, eg via a school / college link course or work placements.
- Involvement of the Connexions Service providing information and guidance on appropriate post 16 options.
- A needs and provision assessment to assist the transfer to further education or training (known as a Section 139A assessment), this is completed by the Connexions Personal adviser attached to the school.
- Completion of Individual Education Plan twice annually.

Under Section 139A of the Learning and Skills Act 2000, the Local Authority has the power to arrange for assessments of young people with a learning difficulty (but who are not statemented) who will be leaving school to enter further education or training.

The assessment should result in a written report of:

- The young person's educational and training needs
- The provision required to meet those needs

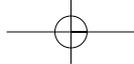
Connexions will carry out "Section 139A Assessments" on behalf of the Local Authority for any student who they feel will benefit from one.

---

This document has been endorsed by the following organisations:

**Hull City Council Children and Young People's Services**  
**Connexions**  
**Hull Transition Team**  
**NHS Hull**  
**Adult Services**  
**Hull & East Yorkshire Hospitals NHS Trust**





## Appendix 1:

### The Lead Professional in the transition planning process

The Code of Practice was written before Every Child Matters and therefore does not take into account some of the concepts that we are now familiar from the ECM agenda including the Lead Professional role. Any future revision to the Code of Practice should resolve this issue.

In the meantime, we have here attempted to resolve the inconsistencies in order to ensure that there is a clear procedure for identification of the Lead Professional in each case.

All young people who require integrated support from more than one practitioner should experience a seamless and effective service in which one practitioner takes the lead to ensure that services are coordinated, coherent and achieving intended outcomes.

The Lead Professional should act as the single point of contact for all professionals providing services to a young person including coordinating the solution focussed actions agreed at Transition Planning meetings and Annual Reviews. Lead Professionals are responsible for their own service's input; they are not responsible for the actions of other practitioners or services.

The concept of the Lead Professional has many similarities with the role of the Connexions Personal Adviser (PA). The Lead Professional will be expected to co-ordinate the provision of services to the young person (and to the family, where this will support the young person). They will also be expected to monitor and review the plan put in place around the provision of services.

In most instances where a young person has a statement of SEN, a Connexions PA will take the Lead Professional role from year 9 onwards, this fits in with the Code of Practice. Prior to year 9 it is expected that the school SENCO will take the role. The following circumstances are exceptions to this assumption:

- Where a young person has complex disabilities or complex health needs they will normally have a key worker as recommended by the Children's National Service Framework. The key worker is the Lead Professional.



- Where an **Initial or Core Assessment** is being carried out under the framework for the “Assessment of Children in Need and their Families” (2000), the responsible **Social Worker** shall be the Lead Professional during the assessment period.
- Where a young person is subject to a Child Protection Plan, or where the young person is Looked After or where adoption is the plan for the young person; the named **Social Worker** is responsible for acting as the Lead Professional.
- Where the young person is a care leaver and is an “eligible child” under the Children (Leaving Care) Act 2000, they will have a named Social Worker who will assume the role of Personal Adviser and will, therefore, be the Lead Professional.
- Where the young person has mental health needs and a Care Programme Approach is being followed; the care coordinator will be the Lead Professional.
- Where young people are subject to **community orders or sentences**, the **Youth Offending Team** will allocate a **Supervising Officer** who would normally be expected to act as the Lead Professional.
- Young people (and their family where relevant) will have a say in who their Lead Professional will be and in some instances may indicate a preference for someone other than the Connexions PA who has been working with them.

Lead Professionals and their managers will have to be mindful of size of caseloads when taking on this role.

Bearing in mind the above constraints it is also important that the young person and their family are consulted over the choice of the Lead Professional, this consultation seems best undertaken by the SENCO.

Where someone else other than the Connexions PA is the Lead Professional then they will have responsibility for coordinating the transition plan for statemented young people, but they will still need to work closely with the PA (who still formally retain this duty under the Code of Practice).



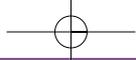
## Appendix 2:

### Person Centred Planning

Person centred planning is a process of life planning for individuals, based around the principles of **inclusion** and the **social model** of disability. Person centred planning tools are alive and active, always ensuring the focus person is central and in control. They are flexible, setting no limits to the person's wants, needs and dreams for their life.

In person centred planning, the process, as well as the product, is owned and controlled by the person (and sometimes their closest family and friends). The review should create a comprehensive portrait of who the person is and what they want to do with their life and brings together all of the people who are important to the person including family, friends, neighbours, support workers and other professionals involved in their lives. The resulting plan of support is totally individual.

Person centred planning replaces more traditional styles of assessment and planning which are based on a **medical model** approach to people's needs.



For further information, please contact

Children and Young People's Services  
Hull City Council  
Brunswick House  
Strand Close  
Hull  
HU2 9DB

Telephone: 01482 616034

Email: [childrenandyoungpeople@hullcc.gov.uk](mailto:childrenandyoungpeople@hullcc.gov.uk)