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TRANSITION FROM SCHOOL TO ADULT LIFE

Information Sheet 19

Planning Early

Parents and carers are likely to be familiar with Annual Reviews of Statements, but the Transition Review which takes place in Year 9 (sometimes called the 14+ Review) has particular significance as it begins to prepare for the time when the young person leaves school. Whatever the age of leaving (for some this will be at 16 while others may leave at 19), the planning process is very important. Transition planning should be seen as an evolving process, beginning in Year 9 and continuing until the young person leaves school.

The Transition Plan is the document resulting from this review, which sets out the appropriate arrangements for a young person during the period ending at age 19. It should include arrangements for any special educational provision and for any other necessary provision (employment, leisure etc.), which will ensure a satisfactory transition from childhood to adulthood.

The Education Act 1996 places certain duties on the Local Authority (LA) in relation to the assessment and provision for children with Special Educational Needs (SEN). The Annual Review in Year 9 is used to produce the Transition Plan. This requires the LA to work in partnership with Connexions*, Social Care and the Health Authority in order to plan for the young person's transition to adult life.

The Transition Review Meeting¹

Plenty of notice about the date of the meeting should be given and any written reports should be circulated to all those invited to the review at least two weeks before the meeting. Responsibility for issuing invitations to the review lies with the school.

The Head Teacher (or teacher to whom this task has been delegated) must invite:

- The parent/s or person/s responsible for the young person
- a relevant member of staff
- any people specified by the Head Teacher
- Social Care

1. See Information Sheet 6 - Preparing for a Review and Information sheet 12 - Checklist for the Annual Review

* In The Royal Borough of Windsor and Maidenhead 'Directions' provide this service

- 'Directions' (Connexions)
- A representative of the placing LA
- Any person specified by the LA

Social Services must be invited so that any necessary assessments can be carried out. The Local Authority have a duty to carry out assessments and exchange information in relation to each disabled child with a statement of SEN who is approaching school leaving age (Disabled Persons Act 1986).

Directions (Connexions) must be invited to the Transition review and all subsequent reviews, as they are an essential agency involved in the transition process. They will ensure that all future options are considered in view of the needs and wishes of the young person.

Making your views heard

The views of the young person should be sought and recorded wherever possible. The young person may need support to contribute to the review and express his/her views. Ways in which this can happen should be fully explored.

Parents can bring an advocate with them, such as an Independent Parental Supporter. The young person may also wish to bring an advocate with him/her. It is advisable that parents think about some of the issues they will want to discuss prior to the Review and perhaps write them down. It is an emotive time so memory aids such as notes can be useful.

What issues should be discussed?

As above, it is vital that the Transition Review considers all relevant information. The following are points that could be discussed as part of the review or beforehand in preparation for the meeting:

The Young Person:

- What are the young person's hopes and aspirations for the future? How can these be met? How can the young person be encouraged to contribute to the Plan? Alternative methods of communication should be considered.

The Parents:

- What are the parental expectations for their son's/daughter's adult life?
- How can they help to contribute to the development of their son's/daughter's skills?

The professionals

- How can information be made available at the right time (and in the appropriate format) to ensure that the young person and his/her parents can make as informed a choice as possible
- Should other professionals be involved?

Following the review meeting, the Transition Plan should be drawn up.

A report from the review should be prepared by the Head Teacher and submitted to the LEA no later than ten days after the review has taken place (or the end of the school term, whichever is the earlier). Any recommendations made in the report should be clear and any relevant professional reports should be appended to the review report. The Head Teacher must ensure that the Transition Plan is drawn up.

If parents or the young person are not happy with the Plan and have some dispute with the Local Authority, then they can complain through the local complaints procedures. The Parent Partnership Officer would be able to advise on procedures 01628 683182.

What should happen at each subsequent review?

The school will convene all subsequent reviews where the Transition Plan will need to be addressed.

15+

Parents and the young person will be notified of the review and asked if they want to make any changes to the Plan. A Youth Advisor from Directions may visit the school and should interview the young person concerning their hopes for the future if he/she is leaving school at 16.

The young person should visit local colleges² to find out if these are suitable for their needs and also think about work experience.

For young people with profound and complex needs, it will be essential to find out about what choices there are as these are more limited.

For all parents and young people it will be helpful to talk to others who have been through the process.

contact the Benefits Enquiry Line in order to find out about the benefits the young person will be entitled to at 16.

Tel: 0800 882200

Text: 0800 243355

16+

Are there any changes to the Plan?

If leaving school and transferring to a local college or a specialist college outside the borough, either at 16 or 19, funding may need to be sought. It may be that the LA or Directions will assist with this. The involvement of Directions is essential at this stage.

Some young people may not feel that college is appropriate for them. It will be important to involve the relevant people where other choices need to be made, ie Social Care, Health professionals etc. Social workers from the Learning Difficulties and Disabilities (LDD) Service should begin to talk to Adult Services about what services and support the young person will need at 18.

17+

Is the Plan still relevant and do any changes need to be made?

If the young person has a Social worker, contact them to confirm the name of the Care Manager in Adult Services. If they do not have a Social Worker at the time of this review, contact the LDD Service for guidance.

18+

On the Young Person's 18th birthday, responsibility transfers from a Social Worker in the LDD Service to an Adult Care Manager.

This is the penultimate review prior to the School Leavers Review in the young person's 19th year. The Care Manager or the LDD Social Worker may attend the review, but they should certainly receive a copy of the report if they do not.

Try to involve those agencies and individuals, which are likely to support the young person when they leave school. This may include someone from a local supported employment scheme.

Learning Difficulties and Disabilities Service 01628 685878
Community Team for People with Learning Disabilities 01628 670117
Directions Windsor and Maidenhead 01628 685858