

Transition – a guide for parents and carers

Transition to adult life: a guide for
parents and carers of young people
aged 13-25 with a disability and/or a
statement of special educational needs

The advice in this guide applies to Wiltshire
students for the duration of the academic
year 2011 – 2012 only



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Introduction

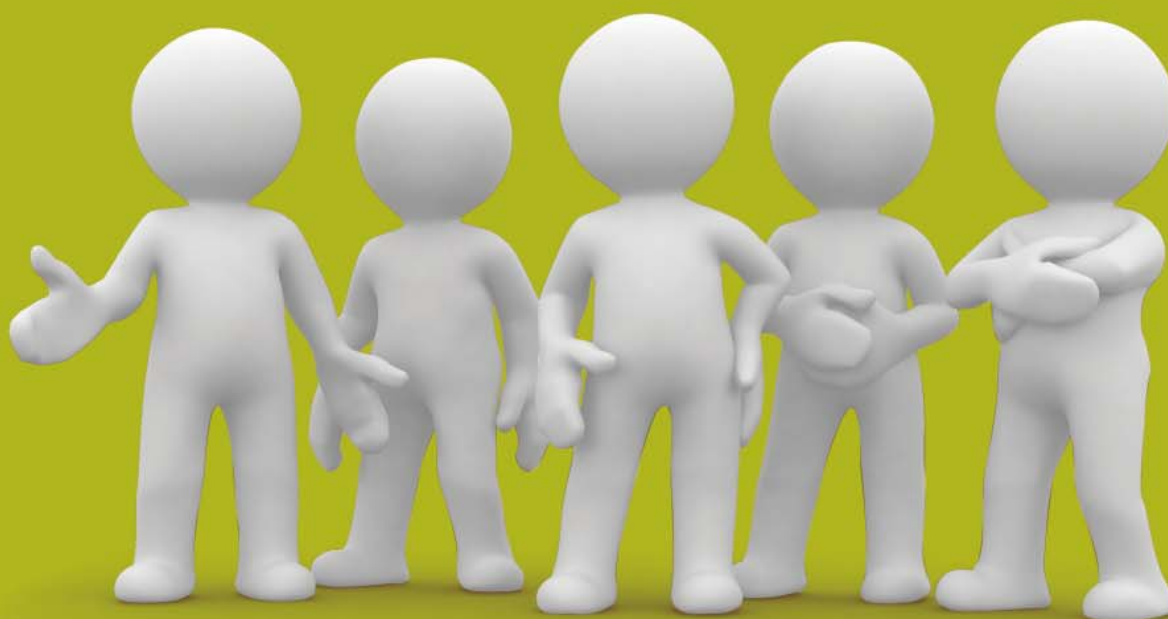
The transition to adulthood can present many challenges to young people and their families. This guide has been written to inform parents and carers of young people with a disability or special educational needs about the transition process and what to expect from it; it will tell you:

- what agencies are involved
- the choices available
- the planning needed for young people with special educational needs and/or a disability to make a successful transition.

The information in this guide is correct at the time of issue. However, a number of developments are underway which are likely to affect the support available during the transition process and the procedures referred to in this guide.

Currently the Connexions Service has a significant role in advising and supporting young people and their parents and carers through the transition process. However, from 2012 the government is introducing changes to the way the services currently provided by Connexions will be made available.

Within the Disabled Children and Adults review Wiltshire Council is reviewing the effectiveness of services received by young people and their parents and carers during the transition process. The outcomes may result in changes in the nature of support provided by the local authority and other agencies during transition.



Transition

Transition – what does it mean?

Transition means change. This transition is about the change from being a teenager to an adult. During this period, young people experience lots of changes and do lots of new things. It's a time when people gain new rights and responsibilities.

This time of transition can be an exciting time with lots of new opportunities. It can also be a worrying time when young people move on from familiar people and places into the "unknown".

All young people should start thinking about their futures by the time they get to the age of 14. The options may be more complicated for your son or daughter because of their particular needs or disabilities, and so there is a transition process to help.

Transition planning in Wiltshire

The transition process starts for your son or daughter in Year 9, when they are about 14 years of age.

The school organises transition planning for a young person with a Statement of Special Educational Needs (SEN). Some young people who do not have a Statement may still require the support of transition planning. In these cases the school will request the same review meetings and transition support.

During Year 9 the school will organise a meeting to start the transition planning process. This is part of the annual review. The transition review meeting is part of the usual annual review meeting. The annual review will still look at the statement and whether it remains appropriate to your son's or daughter's needs but in addition the meeting will cover transition planning.

A Transition Plan (TP) will be drawn up at this meeting to enable everyone to start planning the progression from school to adult life.

The Transition Plan will be reviewed at subsequent annual review meetings whilst the young person continues in school.

The transition process carries on until your son or daughter has settled down after moving on from secondary school. Transition may continue for some young people until they reach their 25th birthday.

The transition process has five stages:

1. Getting ready for the transition review meeting - Years 8 and 9
2. Making the Transition Plan - Year 9
3. Planning ahead - Years 10 to 14
4. Leaving school - Years 11 to 14
5. Moving on



Stage 1

Getting ready for the transition review meeting

Before the meeting

You should get at least two months' notice of the meeting, usually by letter from the school. If you are unable to attend, contact the school as soon as possible to rearrange the meeting.

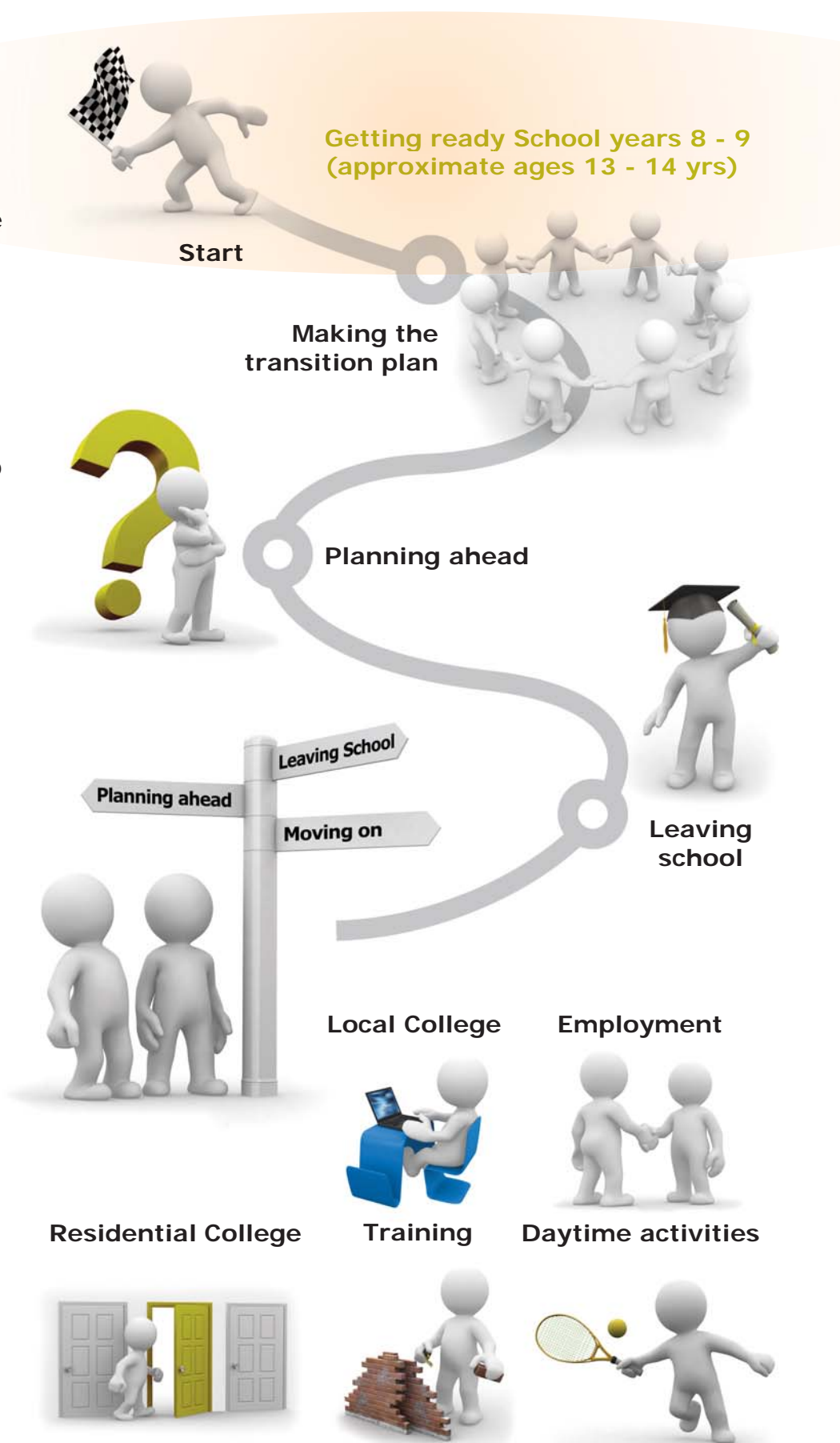
Your son or daughter will be told what the meeting is about and will be given the chance to say who they would like to be there. School staff will help them to prepare their contribution.

The school is responsible for arranging the meeting and for inviting people. The following people will be invited to attend:

- your son or daughter
- you
- the class teacher
- Wiltshire Council's Integrated Youth Service Connexions Personal Adviser.

The school will also invite anyone else who is important in your son's or daughter's education and care. This might include a children's social worker, health care professionals, a speech therapist, an educational psychologist, an education officer, a member of the physical and sensory impairment team – it will depend on your son's or daughter's own needs and circumstances.

If there are other people you or your son or daughter want to invite, you should ask the head teacher to invite them.



Stage 1

Continued

You can ask school staff if you have any questions about transition planning.

You can also bring a friend, relative or advocate to support you at the meeting. If you would like an independent parental supporter to attend the meeting with you, please contact the ask Parent Partnership Service (aPPS) LoCall Helpline 08457 585072 or email: helpline@askwiltshire.org.

The professionals invited to the meeting will be asked to write a report. You will be invited to put

your views in writing if you wish.

The school will send all the reports to everyone involved, including the parents or carers, at least two weeks before the meeting.

If your son or daughter is currently educated at home or out of the county and has a Statement of, SEN the local authority will arrange the review – the general timetable and arrangements will be the same as for pupils in school.

**Wiltshire Council
Intergrated Youth
Service (Connexions)
personal advisers**

- The Personal Adviser can help your son or daughter to find out about the options for further learning, training and work open to them when they leave school
- The Personal Adviser can work with young people from the age of 13 up to 19, and up to age 25 for young people with a learning difficulty or disability.
- Where possible a Personal Adviser will attend the Year 9 meeting and the final review, but will not necessarily be at review meetings which take place between these times.
- If your son or daughter is educated outside Wiltshire, a Personal Adviser may be able to attend the Year 9 review. This could be the Personal Adviser from the area where the school is located (depending on local arrangements), or in some cases the Personal Adviser from Wiltshire.
- The Personal Adviser will usually meet your son or daughter before the meeting to discuss their ideas about the future
- Your son or daughter will normally meet the Personal Adviser in school.



Preparing for the meeting

You may already be used to annual review meetings, but the transition review is different because it begins to prepare for the time when your son or daughter will leave school.

You will probably find it helpful to prepare for the review meeting by reading the papers which will be circulated beforehand. You can highlight any parts of the reports which you would like to discuss at the review meeting. Look at the statement and the report from last year's annual review to check the progress your son or daughter has made and to make sure that none of the targets have been overlooked.

It's important that your son's or daughter's ideas, plans and wishes are the main focus of the meeting. Therefore it's a good idea to think about this beforehand.

It's important to encourage your son or daughter to think about their future so that they can make informed decisions when the time comes.

Many 14 year olds do not know what they eventually want to do. A good start is to encourage them to think about the things they like and dislike:

- subjects at school
- interests and hobbies
- skills they have
- any experience which has inspired them.

Another way of helping is to ask your son or daughter to think about:

- their hopes and dreams for the future
- what they would like from adult life
- any jobs they have ever dreamed of doing and why it appeals to them.

You or your son or daughter may find it helpful to write some of these things down so that they are not forgotten on the day of the meeting.

Your contribution

Before the meeting you will be sent a form to help you record your views.

It may be helpful for you to think about some of the questions below and talk to your son or daughter about them. This will help you complete the form and contribute to the review.

- What do you think your son or daughter will do when they leave school? See Stage 5 of this booklet 'moving on' for details of what the options are post-16 and post-18 for your son or daughter.
- What about work experience in Year 10 or 11?
- What new skills do you think your son or daughter will need to learn to prepare them for adult life?
- What support will they need to help them achieve their potential? Any new care needs or practical help you think the family will need?
- Are there questions you want to ask, or things you want to change?



- suggest that your son or daughter think about their hopes and dreams for the future
- ask them if they have any ideas of what they would like to do
- write down some of these things so they don't get forgotten on the day of the meeting

Stage 2

Making the transition



Getting ready School years 8 - 9
(approximate ages 13 - 14 yrs)

Start

Making the
transition plan



Planning ahead



Leaving
school

Planning ahead

Leaving School

Moving on



Local College

Employment



Residential College

Training

Daytime activities



The transition review meeting (Year 9 Annual Review)

At this meeting you and your son or daughter will be able to discuss their future with some of the people involved in their education and care. The aim is to help your son or daughter to:

- think about their future and what they want to do
- understand what the options are
- consider any health or welfare or educational needs they are likely to have
- make a plan for what they are going to do when they finish secondary school.

Everyone will have the chance to talk about the things which concern them.

A Transition Plan (TP) will be written up which is agreed by everyone present and which brings together everyone's contributions. By being involved at the transition review meeting you and your son or daughter can ensure you are fully involved in any plans and decisions which need to be made.

You may find it useful to make a note of all the people at the meeting in case you want to contact them afterwards.

The Transition Plan

The Transition Plan will be drawn up at the transition review meeting. The plan will say what was discussed at the meeting, what your son's or daughter's plans are and what support will be put in place to ensure their needs will be met. It should say what your son's or daughter's short-term and longer-term goals are and who is responsible for carrying out the actions.

At the meeting one person will be identified who will oversee the implementation of the TP.

The TP will be sent to the local authority within 10 days of the meeting, or by the end of the school term if that is earlier. The plan will also be sent to everyone who attended the transition review. You will receive your own copy of the TP.

You may wish to follow up the Transition Plan by arranging to meet some of the professionals you met at the transition review.



Person-centred planning

In Wiltshire some of our schools are changing the way they plan a young person's transition. This new approach is called "person centred planning". 'Person-centred' means putting young people right at the centre of the process by really listening to and learning about what they want from their lives now and in the future. Person centred reviews have a different feel to them. There may be music that the young person has chosen, the surroundings will be more informal and in one of our schools following this approach the pupils send out their own invitations to their review.

The key questions we discuss at the review are:

What we like and admire about the young person?

What is important to the young person now and in the future?

What support do they want and need?

What is working and not working in all aspects of the young person's life? (This can include friendships, housing, interests and activities outside of school, health, respite, and transport and not just education.)



If you would like to know more about person-centred reviews please contact Heather Sexton at heather.sexton@wiltshire.gov.uk.

You can find out more about person-centred reviews by going to the Helen Sanderson website at: www.helensandersonassociates.co.uk.

Stage 3

Planning ahead –
Years 10 to 14

Review of the Transition Plan

The school will arrange annual meetings to review the TP. The school will let you know when the reviews will be, so that you can arrange to be there.

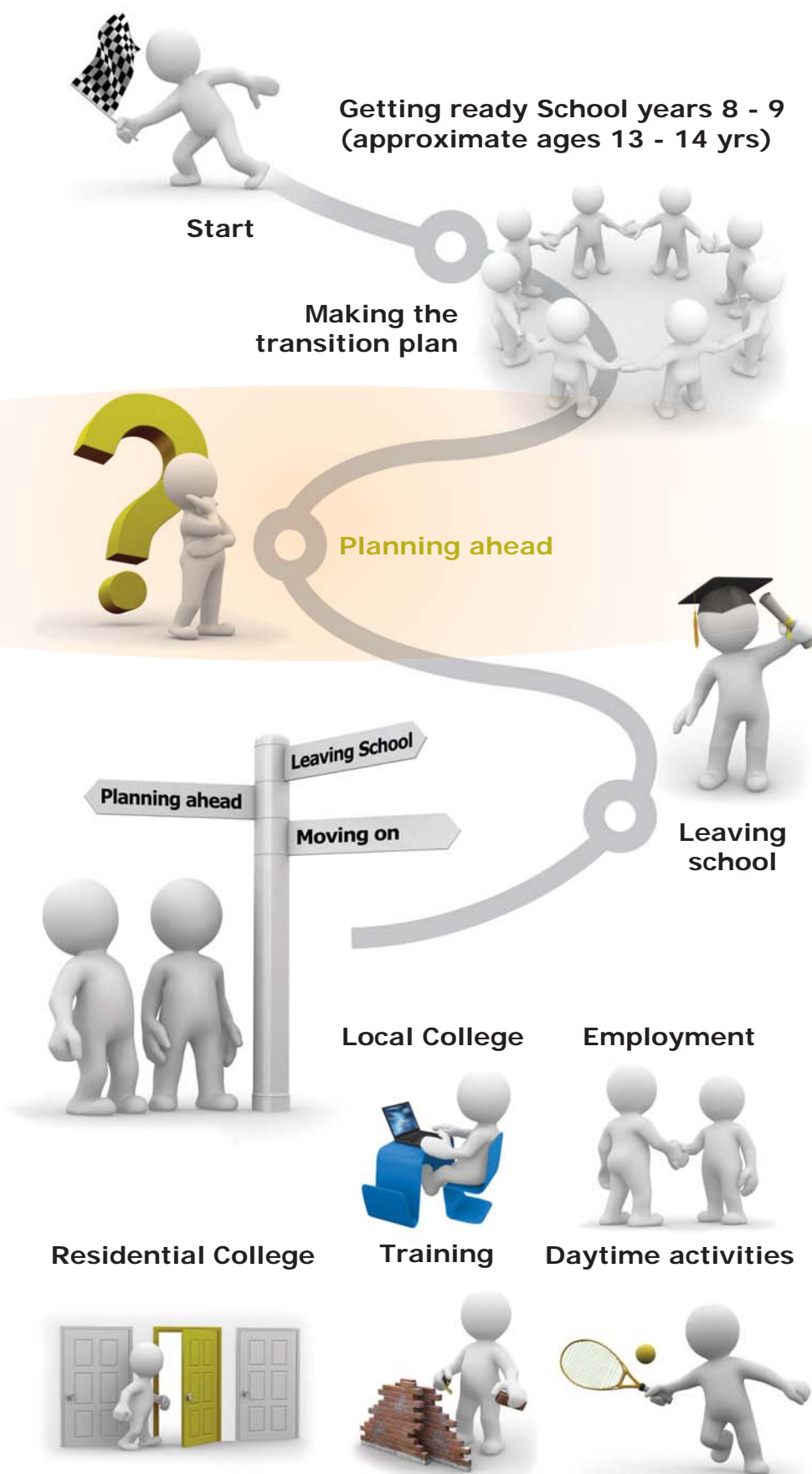
The purpose of these reviews is to see if the plan is still meeting the needs of your son or daughter and whether any changes need to be made.

This is particularly important as the time approaches for your son or daughter to make choices about what they want to do. The school will usually arrange for your son or daughter to talk to the Personal Adviser about the options available to them.

Review at age 15+ (Year 10)

Your son or daughter will now need to be exploring their plans for the future in more depth. It is natural for a young person's ideas to change and develop during this time, and so they may want to consider options other than the ones they thought of in Year 9. It may be possible for them to talk through the options with the Personal Adviser if they are unsure; ask the school if this can be arranged.

It is important to explore the options carefully. For example, if your son or daughter is considering a



Stage 3

Continued

college course, they should visit the local colleges to find out if the courses there are suitable. The main post 16 options can be found on page 14 and 15.

In most cases your son's or daughter's needs will be able to be met by the local further education college in Wiltshire. It is important that their needs are explored in detail with the local college as it may be possible to arrange for additional support to help meet individual needs. Funding will only be considered for specialist residential colleges if the local college is unable to meet your son's or daughter's needs. It is a requirement for any funding application for residential college placements that the

local options have been thoroughly investigated first.

This review will help your son or daughter plan what they need to do next to work towards their future goals. For example, some schools arrange for year 10 or 11 pupils to go on work experience and your son or daughter may need to consider what type of work experience is right for them. The Transition Plan will be updated as a result of this review.

Review at age 16+ (Year 11)

By the time of the annual review during the last year of compulsory schooling the targets set in the Transition Plan should be well advanced. For young people leaving school this may be the last annual review, because the Statement of Special Educational Needs will cease at this time. A Statement of SEN has no legal status in a college.

In Year 11 your son or daughter will need to make applications in order to ensure they can move on successfully at age 16+.

If your son or daughter is leaving school and going to college it is important that the applications are made in good time. The Personal Adviser can advise you about making these applications.

Young people applying to college or training will be assessed by the Personal Adviser in order to find out what support they will require in their

new placement. This will help the new provider to plan the support and equipment needed for your son or daughter. This is called a Learning Difficulty Assessment (sometimes known as a Section 139a Assessment). The local college will use the information in this assessment to decide how it can meet the young person's needs. The Learning Difficulty Assessment can also form part of an application for funding for a specialist residential college placement, if there is no possibility that the local college can meet your son's or daughter's needs. The Personal Adviser will collect all the information needed to make the application for funding for a specialist placement so, it is essential that you are in contact with the Personal Adviser at this stage.

The Personal Adviser will be able to help your son or daughter to consider alternative options if they do not wish to carry on at school or college, such as employment, an apprenticeship or other type of training.

Adjustments to the TP will be made as a result of this review.

After age 16

Annual reviews will continue in the same way while your son or daughter remains in school or in a specialist residential college, but reviews at local colleges will depend on the individual young person or on the course.



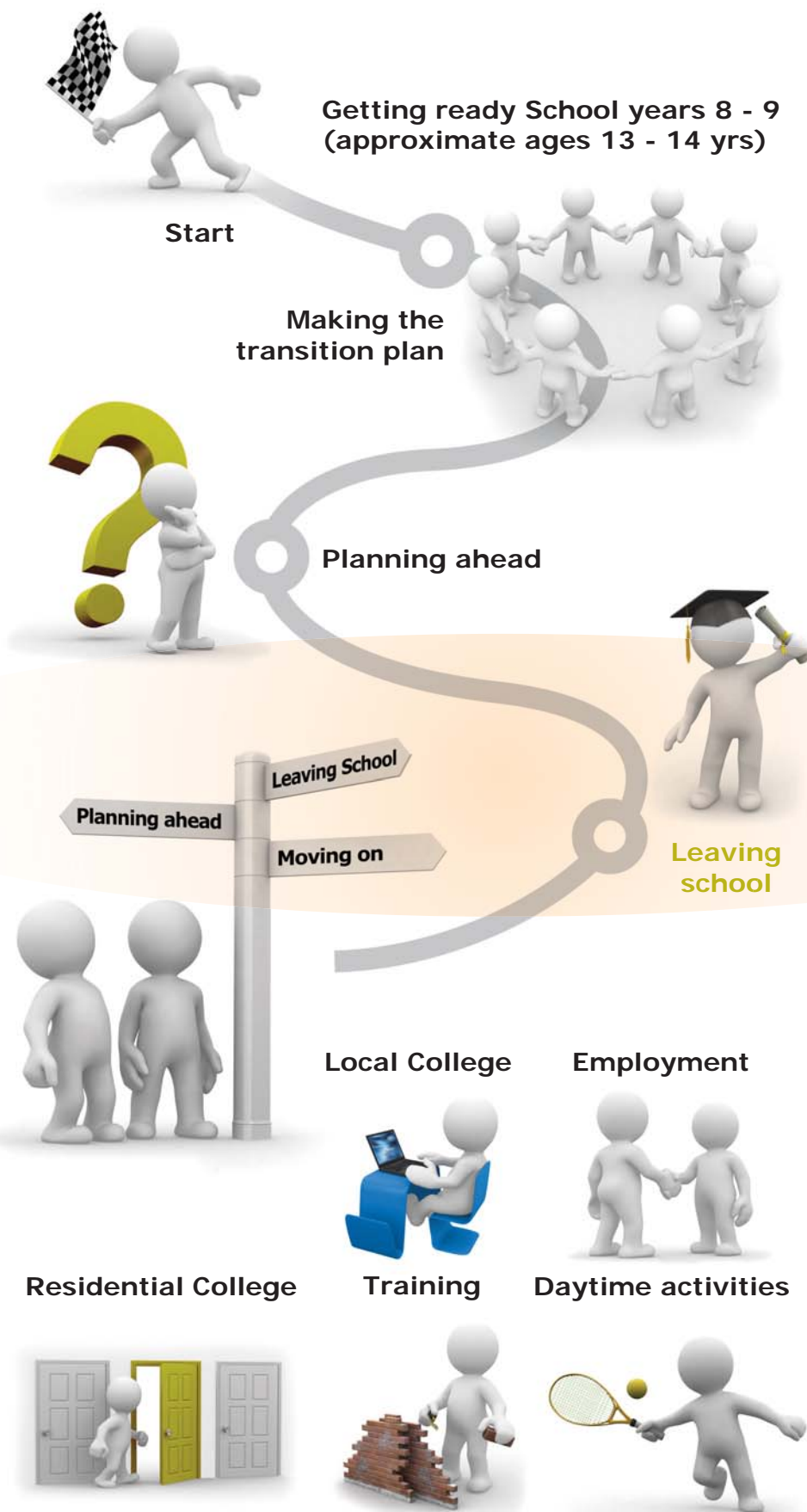
Stage 4

Leaving school

Pupils can leave school legally at the end of June in the school year when they reach the age of 16.

The transition planning process should ensure that your son or daughter has plans in place and is ready to move on to the next stage, so that leaving school does not come as a surprise.

The Personal Adviser will have discussed the options with your son or daughter during Years 10 or 11. Your son's or daughter's post-16 plans should be in place well before they leave school.



Stage 5

Moving on

Getting ready School years 8 - 9
(approximate ages 13 - 14 yrs)

Start

Making the
transition plan

Planning ahead

Leaving
school

Leaving School

Planning ahead

Moving on

Local College

Employment

Residential College

Training

Daytime activities

The transition process carries on until your son or daughter has settled down after moving on from secondary school. During the period up to age 19 your son or daughter will be supported in making their transition to adult life. This will include support in transferring to adult services where appropriate (see page 17). Transition may continue for some young people until they reach their 25th birthday and possibly beyond.

The main post-16 options are

- **Staying on at school**

If young people want to continue with their education after Year 11 it may be possible for them to stay on at their current school up until the age of 19. If there is a more suitable course for them at another school in the area they may be able to transfer. The range of courses offered by schools include AS and A levels, GCSEs, BTEC courses, Diplomas and the International Baccalaureate. You can find out more information on courses by contacting local schools directly. School contact details are available at www.wiltshire.gov.uk (select Schools and learning).

- **Local further education**

Colleges of further education offer a wide range of full and part time courses. including a wide range of vocational courses, diplomas, apprenticeships, foundation learning and some GCSEs and A levels.

Leaflets and prospectuses are usually produced each year with details of their courses. For information about courses at Wiltshire College go to www.wiltshirecollege.ac.uk.

It is important to check out the further education colleges in your local area. You will need to find out:

- where they are
- what courses they offer
- what support or help is available to students studying there
- whether there is an age limit for students attending the course
- what travel arrangements will need to be made and any contributions you will need to make.

Colleges may support students by providing specific courses for those with additional needs, or giving them support on mainstream courses.

• **Specialist colleges**

There may not be appropriate further education, social and vocational training opportunities available locally for some young people. There are specialist colleges which cater for students whose needs are too specialised for local further education colleges. Most offer a mix of general education, preparation for independent living, vocational training and work experience. Medical and nursing care is sometimes available. Most of these colleges are beyond daily travelling distance and therefore require students

to be residential.

Funding for students to attend a residential college is possible only if the local college is unable to offer a similar course, or provide support for a specific learning need. Therefore, it is important to assess the suitability of local provision before applying to residential colleges. Your Personal Adviser can discuss the funding process with you, including the timing of applications.

The Association of National Specialist Colleges (Natspec) produces a directory which gives a general description of its member colleges and the courses they offer. Visit their website at www.natspec.org.uk to see the directory.

• **Employment and training**

There are a number of different routes to training and employment for young people, each designed to meet their particular needs and abilities. The Personal Adviser can help young people thinking of going into work and training, and will know of vacancies in the local area.

There are increasing numbers of apprenticeship vacancies. Apprenticeships provide the opportunity to learn on the job whilst earning money and studying for qualifications related to the job. There are several entry levels for apprenticeships. You can find out more at the National Apprenticeships website www.apprenticeships.org.uk. This website also

offers a vacancy service; once you have registered you can search the site for apprenticeship vacancies in your local area or nationwide.

There are a number of training providers in Wiltshire and the Personal Adviser can provide you with more information on where they are, and what occupational areas they cover.

• **Foundation learning**

Foundation Learning is the name given to Entry Level and Level 1 qualifications.

It is offered at colleges, training providers and some schools. It offers a flexible way of learning for students who need a little extra help gaining skills like literacy and numeracy before they take the next step in their education or career. Foundation Learning is tailored to meet the needs of individual students. It will include:

- Vocational learning: learning about work, practical skills and in some cases a work placement with an employer.
- Functional skills: English, maths and ICT.
- Personal and social development: such as organising yourself and to work with other people.

Foundation Learning can lead to

- Level 2 courses at college or a sixth form e.g. GCSEs, BTEC Diploma
- Courses that help you prepare for work and adult life
- Foundation or Higher Diploma
- An apprenticeship at Level 2
- A job with training

Post-18 options

The main post-18 options are:

- local further education
- specialist colleges
- employment and training
- apprenticeships
- university – there are a vast number of academic, vocational and professional courses on offer at universities all over the country. You can find out more at www.ucas.com.

Your Connexions PA will be able to help you find out more about the choices available and what might be most suitable for your son or daughter.

The Disablement Employment Adviser (DEA) at the local Jobcentre Plus can offer advice on support available for disabled young people. Go to www.direct.gov.uk/en/DisabledPeople/Employmentsupport for helpful information on employment support and benefits.

Adult social care

Adult social care and independent organisations provide daytime provision, supported employment, supported living or residential care for people over 18 with a learning disability. A number of changes are taking place in adult social care to provide more individualised packages of care through person-centred planning.



Transition to adult social care

Wiltshire children's and families teams are responsible for children and young people until the young person's 18th birthday, after which services for adults take over. Any young person or their family may receive advice, signposting or assessment, although adult social care operates eligibility criteria to determine who can access their services. Young people are assessed to see if they will meet the criteria. The eligibility criteria can be found on the Wiltshire Council's website under 'Fair Access to Care'. If a young person is eligible then adult social care can provide support with personal care, daytime activities and supported employment and living.



The need for a referral to adult social care will be established during the transition review. The lead professional, who could be the Personal Adviser or Social Worker, will make the referral to the multi-agency transition panel. The panel will arrange for a nominated worker from adult social care to work alongside the lead professional in supporting the young person and their family with their transition from the age of 16 until 18. They will carry out any necessary assessments and will take on a gradually increasing

role in preparation for the move to adult care at 18.

The transition review process should ensure that all young people who may be eligible for adult social care are referred to the multi-agency transition panel. However, this does not rule out you or your son or daughter making your own referral directly to adult social care.

For more information you can contact the Wiltshire Council social care help desk by email: socialcarehelpdesk@wiltshire.gov.uk or by

phone on 0300 4560111. This number will direct you to your nearest adult service office.

If a young person does not meet the eligibility criteria for an adult service then the multi-agency transition panel will make the referral to the most appropriate alternative agency that is able to provide support.

Money matters

Benefits: for advice on what benefits your son or daughter may be able to claim, contact your local Citizen's Advice Bureau or Jobcentre.

Benefit enquiry line: part of the Department for Work and Pensions, the enquiry line is a national service that gives advice and information to people with disabilities and their carers about benefits – telephone 0800 882 200.

16-19 Bursary Scheme offers financial support to 16-19 year old students who are studying in sixth form or college and who might struggle financially. The funds will be awarded by the school or college the student attends. The only students who are guaranteed to receive a bursary are children in care, care leavers, those on income support and those in receipt of both Employment Support Allowance and Disability Living Allowance; these students will receive £1,200 a year. Schools and colleges will have some (limited) extra funds to support other students who face genuine financial barriers such as costs of transport, food or

equipment. Students should apply to their school or college if they are having financial difficulty.

Information about the Wiltshire College Bursary and application form are on the College website: http://www.wiltshire.ac.uk/support_services/student_finance/

Educational Maintenance Allowance (EMA) is no longer available, except for students who are part way through their studies and are already receiving it.

Housing

Personal Advisers can inform any young person who requires information and help on housing matters about the services that housing provides and the kind of advice and help on offer, together with details of how to contact them.



Further information

Here are some websites and contact numbers you might find helpful.

Colleges

www.natspec.org.uk

The Association of National Specialist Colleges – this site has a directory of all the courses available nationally

www.wiltshire.ac.uk

Wiltshire College: Chippenham, Lackham, Salisbury and Trowbridge

Parents' support

www.askwiltshire.org Tel. 01380 871200

Ask produces a very useful guide called 'Special Find It' available in printed form or on-line.

www.wiltshirepathways.org

Support for families available locally

www.familylives.org.uk

Parents' support nationally

www.wiltshireparentcarercouncil.co.uk

Wiltshire Parent Carer Council works with the local authorities to improve services for disabled children and young people

Local and National Government Sites

www.wiltshire.gov.uk

For information about services offered in Wiltshire

www.direct.gov.uk

for information on public services, money matters, Jobcentre Plus services, etc

National Sites

www.citizensadvice.org.uk

Citizens Advice Bureau for advice on money matters, family, daily life and your rights

Contact a Family www.cafamily.org.uk and www.makingcontact.org

Links parents of children with any medical condition to support groups nationwide

Helpline 0808 808 355 (Monday-Friday 10.00am to 4pm and Monday 5.30pm-7.30pm)

Disability website www.disability.gov.uk

This is part of the government direct.gov website and provides information on all aspects of disability

Job Ideas and Information

www.eclips-online.co.uk

Information on all types of jobs and qualifications (use the school's postcode as the password)

<https://nextstep.direct.gov.uk>

Information on all types and levels of job, qualifications and training

www.apprenticeships.org.uk

The national apprenticeships website

www.sparksite.co.uk

What is going on in your local area and how you can get involved.

Also Spark Radio - listen up or get involved.

www.focusoncareers.org.uk

Localised careers and qualification information

www.wiltshire.gov.uk/choices

Information about all the choices open to 14-19 year olds in Wiltshire

Contact Personal Advisers from Wiltshire Council Integrated Youth Service (Connexions)

North Wiltshire 01249 449900

South Wiltshire 01722 432435

West Wiltshire 01225 718230

East Wiltshire 01380 735780

Carers' Support Wiltshire

Independent Living Centre, St George's Road, Semington, Trowbridge, BA14 6JQ
Telephone 0800 181 4118

www.carersinwiltshire.co.uk

Young People's Support

Voice - Wiltshire's Children's Rights Service, provides an advocacy service that listens to, advises and supports young people attending special schools and looked after children in Wiltshire

Email: advice@ypvoice.co.uk

Young people's freephone: 08000 28 22 23

Telephone: 01373 859485

Westbury Youth Development Centre,
Eden Vale Road, Westbury, Wiltshire, BA13 3NY

Information about Wiltshire Council services can be made available on request in other languages including BSL and formats such as large print and audio. Please contact the council by telephone 0300 456 0100, by textphone 01225 712500, or email customerservices@wiltshire.gov.uk

Na życzenie udostępniamy informacje na temat usług oferowanych przez władze samorządowe hrabstwa Wiltshire (Wiltshire Council) w innych formatach (takich jak dużym drukiem lub w wersji audio) i w innych językach. Prosimy skontaktować się z władzami samorządowymi pod numerem telefonu 0300 456 0100 lub telefonu tekstowego (01225) 712500 bądź za pośrednictwem poczty elektronicznej na adres: customerservices@wiltshire.gov.uk

يمكن، عند الطلب، الحصول على معلومات حول خدمات مجلس بلدية ويلتشير وذلك بأشكال (معلومات بخط عريض أو سماعية) ولغات مختلفة. الرجاء الاتصال بمجلس البلدية على الرقم ٠٣٠٠٤٥٦٠١٠٠ أو من خلال الاتصال النصي (تيكست فون) على الرقم ٧١٢٥٠٠ (٠١٢٢٥) أو بالبريد الإلكتروني على العنوان التالي: customerservices@wiltshire.gov.uk

如果有需要我們可以使用其他形式（例如：大字體版本或者錄音帶）或其他語言版本向您提供有關威爾特郡政務會各項服務的資訊，敬請與政務會聯繫，電話：0300 456 0100，文本電話：(01225) 712500，或者發電子郵件至：customerservices@wiltshire.gov.uk

ولشائر کونسل (Wiltshire Council) کی سروسز کے بارے معلومات دوسری طرزوں میں فراہم کی جاسکتی ہیں (جیسے کہ بڑی چھپائی یا آڈیو ہے) اور درخواست کرنے پر دوسری زبانوں میں فراہم کی جاسکتی ہیں۔ براہ کرم کونسل سے 0300 456 0100 پر رابطہ کریں، ٹیکسٹ فون سے (01225) 712500 پر رابطہ کریں یا customerservices@wiltshire.gov.uk پر ای میل بھیجیں۔

Feedback

If you would like to make any comments about this booklet please contact Heather Sexton at heather.sexton@wiltshire.gov.uk.

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