

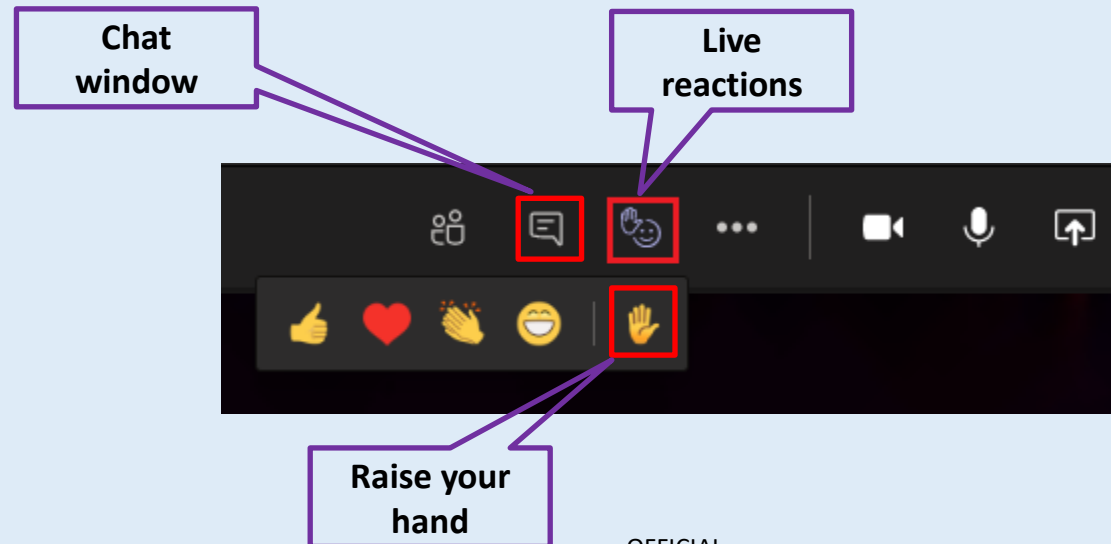
What does a good Transition look like?

Parent Carer Webinar
25th March 2022



Welcome

- During the presentation please be on mute
- Questions:
 - We would welcome your questions after the presentation
 - Please feel free to use the chat section to post questions
 - Or alternatively use the 'live reactions, raise your hand' feature and the moderator will invite your question



OFFICIAL



Speakers

- Sandra Bowering, IDS (0-5) (Integrated Disability Service)
- Ellen Gadd, SENDAR Deputy Lead
- Susan Huk, Operations Manager, Disability Transitions Team, Adult Social Care
- Tammy Mason, STS (Specialist Teaching Service)

Supported by:

- Rachel Barnes, Change Lead, Warwickshire County Council
- Elaine Lambe, Warwickshire Parent Carer Voice



Outcomes

By the end of this webinar, you will have a better understanding of:

- What's involved in transitions at different stages
- How to support your child/young person with transitions
- Where to find out more information

- **Please note** some of the processes are specific to children/young people with Education, Health and Care Plans and those who have social care needs



Early Years Transitions

- Today's focus is on transition from Nursery to Reception
- Integrated Disability Service (IDS) support for Transitions (but it's good for all)
- Preparation and Planning for the meeting... but also for the "big day"



Early years (0 to 5)



Purpose & Preparation for a Transition Meeting

- Who will be there? Schools are used to us contacting them, so may identify key people involved
 - Headteacher, School SENDCo, Reception Teacher, Early Years Team
- Opportunity to share background
 - What's been working well, what's been tried in the past, what needs to be in place
- Child's strengths and interests - most important
- Building initial relationships and contacts
- Ask questions - make a list and bring it with you
 - Dinner arrangements, PE, starting arrangements, uniform, reasonable adjustments, structure of school day, opportunities to talk to staff & review arrangements



Preparation for the first day at School

- **Arrange additional visits** prior to starting if necessary - after school when no one is there? During working day? Opportunities to meet key staff
- **'All about Me'** - brief pen portrait with key information on, useful for new staff covering the class, as well as the class teacher - a quick "snapshot"
- **Starting school photo book** - some schools do this for all children, but you may need a more individualized one. It may include routines, key personnel, different areas of the school. Think about when you introduce it, some children may need it a few days before they go to school, others for the whole summer
- **Uniform & new equipment** - reduce anything that may increase anxiety e.g., practice wearing the uniform, wash it so it's comfortable, open and close catches on bags/shoes so they're easy to open
- <https://www.warwickshire.gov.uk/homepage/316/transitions---preparing-for-change>



School Age – Secondary Transitions

September

- SENDAR liaises with admissions; letter sent to all parents of WCC children with an EHCP in a mainstream setting, advising on the process of expressing a mainstream preference and the Y6 Annual Review

Early Autumn Term

- Y6 Annual Review held and a Notice to Amend (NTA) issued
- SENDAR collate mainstream preferences via admissions by 31st October
- Parents/carers can express preferences in response to the NTA

Mid/late Autumn term

- SENDAR consults with catchment school and preferences received

January / February

- Placement identified, Final EHCP naming setting for September issued by 15th Feb
- 15th Feb deadline allows all children with an EHCP to be placed before remainder are filled via general admissions. This also allows time to resolve any appeals before September.



Transition planning can include (but not limited to):

Towards the start of year 6

Secondary school's SENCO contacts the primary feeder school's SENCO - before secondary places are applied for and given. This is to flag up any potential children needing in extra support and gives them an idea of numbers they may be looking at this year.

February/March

Secondary schools contact the school's SENCO to get a list of names of children that will benefit from an enhanced transition package.

Summer Term

Schools start inviting select children in once a week for about 4 weeks to join an enhanced transition programme - for all children with an EHCP and any other children the primary school have highlighted that would benefit from this. These children also join the rest of the children for the 2-day transition day towards the end of term.



Post 16 (Leaving Year 11)

If you have an EHC Plan there is a post 16 transfer process that needs to be completed (guidance related to this can be found in SEND Code of Practice 9.180-9.182)

Key actions to be taken by School & Special Educational Needs Disabilities Assessment & Review (SENDAR)

- School will identify a key person in school for those transitioning into Post 16 education
 - Your child will continue to have careers advice and guidance provided by their school
 - Key person in school will collect preferences for Post 16 education to send to SENDAR in the **first week in December at the latest**
 - Annual review will take place in the Autumn Term
 - Annual review paperwork will be submitted by school to SENDAR following the meeting
-
- SENDAR has a statutory duty to consult in line with parental/young person preference
 - Please note, you must still make an application directly to the college for your preferred college course
 - Please note, SENDAR will always consult with the nearest mainstream Further Education college alongside any preferences to determine if needs can be met and the support be delivered, as outlined in Section F of the EHCP
 - Once consultation responses are received, SENDAR will make a decision on placement
 - The EHCP will be amended to name future Post 16 placement in Section I **by no later than 31st March**



Post 16 Transition

Transition planning will take place between the current school and the future Post 16 placement. The current school and new placement take the lead on this.

Transition planning can include (but not limited to):

- Online and/or face to face meetings with students and parents
- Photos of key rooms and staff
- Face to face transition opportunities
- Face to face and/or online Q&A sessions
- Set up online student groups
- Key contact from the college introduced to the young person and family
- Additional induction/work tasks
- Virtual and/or face to face tours



Social Care Transitions

- The aim of the Disability Transitions Team (DTT) is to ensure that all young people (YP) who are eligible for social care support have a plan in place for their support prior to their 18th birthday to ensure 'continuity of care' and prevent what has been described as a 'cliff edge'.
- We work with YP with learning and / or physical disabilities and / or autism – so not everyone with an EHCP
- DTT work closely with education and health to understand the YPs support needs
- DTT aim to attend the EHCP review for YP receiving Children's Social Care Support from age 14, Year 9 review, to focus on the [Preparing for Adulthood](#) outcomes, and ascertain the YPs eligibility for support from Adult Social Care (ASC).



Social Care Transitions

- If your child is known to Children's Social Care, the Social Care Practitioner will refer to the DTT
- Schools and SENDAR have an agreed referral process to the DTT.
- A Transitions Assessment (Care Act Assessment) will be undertaken around 17 years old to ensure that there is a plan, and support is arranged prior to the young person's 18th birthday
- The Transitions Assessment will focus on the eligibility outcomes of the Care Act 2014 -



Care Act Eligibility Criteria



Care Act 2014

1. The adult's needs for care and support arise from or are related to a physical or mental impairment or illness.

This includes conditions such as physical, mental, sensory, learning or cognitive disabilities or illnesses, substance misuse or brain injury.



Care Act Eligibility Criteria



Care Act 2014

2. As a result of the adult's needs, they are unable to achieve two or more of the outcomes specified in the regulations under the Care and Support eligibility criteria:

- Managing and maintaining nutrition
- Maintaining personal hygiene
- Managing toilet needs
- Being appropriately clothed
- Being able to make use of the adult's home safely
- Maintaining a habitable home environment
- Developing and maintaining family or other personal relationships
- Accessing and engaging in work, training, education or volunteering
- Making use of necessary facilities or services in the local community including public transport and recreational facilities or services
- Carrying out any caring responsibilities the adult has for a child



Care Act Eligibility Criteria



Care Act 2014

3. As a consequence of being unable to achieve two or more specified outcomes, there is, or there is likely to be, a significant impact on the adult's wellbeing, determining whether:

- The adult's needs impact on their wellbeing in a significant way or
- The cumulative effect of the impact on a number of the areas of wellbeing means that they have a significant impact on the adult's overall wellbeing.
- There is no hierarchy to the eligibility outcomes – all are of equal importance.



What support can be offered by Adult Social Care?

- The young person will be provided with a personal budget to meet their eligible outcomes -
- Supported living
- Direct Payments
- Domiciliary Care to meet personal care needs
- Support in the home to enhance independence skills
- Respite
- Short breaks
- Signposting to other agencies e.g., health, Citizens Advice (CAB) re. benefits



Where can I find more info?

Our local offer website provides information in relation to the transition from children's to adult social care -

- <https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send/planning-adulthood-send/2>



What are some of the most important changes?

- The Mental Capacity Act 2005 applies to young people from age 16 – this law supports people with disabilities around decision making - [Who decides when you can't?](#)
- If a young person's support means that they are under constant supervision and control and can't consent to this, we may have to apply to the Court of Protection to ask them to agree that the support is required and amounts to a [Deprivation of Liberty](#)
- Benefits change around the time of transitions, so it is best to seek advice – we have a contract with Citizen's Advice Bureau to support you.
- There are [charges](#) for services received for Adult Social Care.



SEND Transitions Guidance Project

- Project launching Summer 2022
- Bring together parents and carers, children and young people and professionals to revise the current transition guidance and develop a transition resource bank
- Reduce number of placement breakdowns following transition



Thank-you for listening. Any questions?

Local offer webpages www.warwickshire.gov.uk/send

Email: Sendchange@warwickshire.gov.uk

