STAGE 1 - COMMENCEMENT OF TRANSITION PLANNING

YEAR 9

- Children Out Of Area: SEN and Children's social care to begin transition planning
- Parents / YP signposted to local Offer about post 16 provision
- If child has EHCP, EHCP pathway will apply
- Children with an EHCP: School to coordinate Annual Review(1) inviting relevant health and care staff, using PfA paperwork
- Parents / YP signposted to Local Offer about post 16 provision

Services

and

settings

Identify CYP

with additional

needs requiring a

planned transition

to adulthood

Young

person and

family

Lead Professional

Looked After Child

Adult Social Care

Children In Need

Education Health and Care Plan

Special Educational Needs

Preperation for Adulthood

Transitional Operational Group

Multi Agency Resource Panel

Continuing Health Care

KEY

EHCP

SEN

IAC

PfΔ

TOG

MARP

ASC

CHC

CIN

- Lead Professional (LP) identified: This can be someone from Health, Social Care or Education, whoever is the most appropriate person to work with the young person and family
- Children with SEN support / additional needs: School to review level of support in school and begin to consider transition plans
- GP's to carry out Annual Health checks for young people with LD
- LAC: Careers advice for Looked After Children (LAC)

YEAR 10

- Children Out Of Area: SEN and / or Children's social care to continue to develop transition planning and source future Post 16 provision if required
- If likely to have a change of environment, post 16 consider transition needs
- If child has EHCP, EHCP pathway will
- Children with EHCP: School coordinates Annual Review (1) as for Yr 9,using PfA paperwork
- If likely to have a change of environment post 16, consider transition needs
- Children with SEN support / additional needs: School to develop transition plans as appropriate
- If likely to have a change of environment post 16, consider transition needs
- LAC: Pathways to carry out Care Leavers assessment, if relevant

YEAR 11

- Children Out Of Area: SEN and Children's social care to formalise transition plan, linking with Health as required
- Refer to TOG
- If child has EHCP, EHCP pathway will
- Children with EHCP: School coordinates final year review (1) using PfA paperwork. If moving from school environment ensure EHCP in place and plans are made by 1 April
- LP reviews and adjusts transition plan as part of above reviews, linking with health, SC and education
- Begin planning for children who may need future living arrangements.
- Consider CHC checklist
- Children with SEN support or additional needs: school to finalise transition plans, linking with Health, Social Care and LP
- Children's Services to flag to ASC any YP likely to be eligible for ASC
- LAC: Pathways activate Care Leavers pathway as appropriate

YEAR 12

 Children Out Of Area: SEN and Children's social care continue to plan transition post 18

STAGE 2 REFERRAL TO ADULT SERVICES

- Refer to Adult Service
- Adult assessments to begin where appropriate and presentation to TOG by LP, escalate to MARP if required and Adult LP identified
- If child has EHCP follow EHCP pathway
- Children with EHCP: EHCP Annual review (1) coordinated by School/ college or training /apprenticeship, using PfA paperwork
- LP to review and adjust transition plans and present to TOG if required. TOG to escalate any issues to Transition MARP as appropriate
- LP to organise referral to Adult Services and/or Primary Care if required
- Adult services LP identified
- Adult assessments to begin where appropriate (CHC, Adult Social Care, Adult Mental Health, Adult LD)
- Children with SEN support or additional needs: LP to review and adjust transition plans and present to TOG (3) if applicable
- Refer to Adult services for assessment to begin where appropriate
- Escalate any issues to Transition MARP
- Adult service LP identified

YEAR 13

STAGE 3 - TRANSFER

- Children Out Of Area: (e.g. independent schools) Adult Services adjust transition plan as necessary and present to TOG* as appropriate
- YP transfers to Adult Services
- If child has EHCP follow EHCP pathway
- Children with EHCP: EHCP Annual review (1) coordinated by School / college or training /apprenticeship, using PfA paperwork
- Adult Services LP to review and adjust transition plan if necessary and present to TOG if required
- Transfer to adult services / transition clinics. Lead professional to engage
- Children with SEN support or additional needs: Adult services LP to review and adjust plan as necessary and present to TOG (3) if appropriate

POST YEAR 13

- Children Out Of Area: (e.g. independent schools). If child has an EHCP, EHCP pathway will apply, otherwise now in adult services
- EHCP review where appropriate, by college / training programme / apprenticeship
- Children with EHCP: Consider if EHCP is still required (2)
- Adult LP to continue working with the YP to ensure transition remains smooth into adult services (health. social care)
- Children with SEN support or additional needs: Young Person now in adult services



CONSIDERATIONS FOR FUTURE

- **Health:** Talk to GP / Paediatrician and schools about Sex education. Understanding medical condition, which clinicians to contact. Parents to make sure their child is registered with GP as having LD in order to activate annual health checks
- Education / Employment: Choose options at school, consider future career, visit colleges, work experience and research options around post 16 provision (Use Local Offer), careers advice for LAC
- Community Inclusion: Learning about developing and maintaining Friends and relationships, consider joining social clubs, volunteering (See
- **Independent Living:** Learning to cook, managing money, independent travel and researching post 16 travel arrangements and costs



CONSIDERATIONS FOR FUTURE

- Health: Understand any future equipment needs
- Education / Employment: CYP / Family to visit post 16 placements, consider future work/education plans
- Community Inclusion: Managing social media and other technology, belonging to different friend groups
- Independent Living: Independent living skills, socialising unsupervised in local town / community



CONSIDERATIONS FOR FUTURE

- **Health:** Think about taking responsibility for appointments, managing own health, knowing when to see GP, staying physically active, healthy eating
- Education / Employment: Young person decides on Apprentices, training, A-levels, CV writing, applying for jobs, interview skills
- Community Inclusion: Find out about support to develop new friendships, being safe out and about (See Local Offer)
- Independent Living: Managing bills, life skills, managing time, mental capacity and consent, managing income / benefits (See Local Offer), consider looking into future living arrangements



CONSIDERATIONS FOR FUTURE

- **Health:** Understanding right to confidentiality and decision making around health, how to keep fit and healthy
- **Education / Employment:** Preparing to start further education and post 19 options, learning how to complete job applications, work experience and further study
- Independent living skills e.g. driving / public transport, practice how to manage money
- Community Inclusion: How my additional needs affect relationships, starting new friendship



CONSIDERATIONS FOR FUTURE

- Health: Managing Health appointments
- Education / Employment: Finish education, complete EHCP outcomes (if relevant), voluntary work, how to look for work. understanding benefits (if relevant), Job applications, work experience or further study planned by CYP
- Community Inclusion: Accessing adult social care post 18 (if required)
- Independent Living: arranging potential supported living, planning living arrangements, understanding bills, continue to develop living skills



CONSIDERATIONS FOR FUTURE

- **Health:** Managing health appointments independently, may attend annual GP health checks
- Education / Employment: Completing outcomes in EHCP, voluntary work, Knowing how and where to look for employment
- Independent living: Young person / family to apply for benefits where appropriate
- Community Inclusion: Family support CYP to develop social skills

