

Leaving Linwood and setting out on adult life is an exciting time for young people and their families but it can also have its challenges and hold fears about what the future may bring.

It is hoped that this booklet will make the process less daunting for families and give a guide to how the process works in the context of the new SEND Code of Practice and in particular issues surrounding Post 19 transition and provision. Above all it is hoped that as the young person moves towards their leaving date there should be no surprises for them or their families and their pathway into adult life should be planned, agreed and secure.

There has been a big shift in recent years in the way things are done. The focus now is that young people's futures should be based on their individual needs and preferences. There is for example a strong emphasis on personalisation and person centred planning.

1. What is personalisation and person centred planning?

Personalisation is about giving people much more choice and control over their lives. It includes a person centred planning approach and the opportunity for self-directed support.

A person centred approach provides a real change in how families and young people are consulted about their aspirations and the outcomes they want to achieve. It is designed to ensure that the professionals and others working with the family, work together to achieve the young person and their family's aspirations.

The young person is at the centre of the planning. Person centred planning is not an assessment it is more about making things happen. The formal planning for a smooth transition starts early in the young person's school career. This is called a Transition Review.



Key points

- The SEND Code of Practice outlines the principles in supporting young people with SEN.
- Recent changes mean there is more of a focus on young people's futures
- Personalisation and person centred planning promote young people having more choice.

2. What is a Transition Review?

Person centred planning is at the heart of the planning during transition to adult life. At 14 plus, the young person with a statement of educational needs or Education, Health and Care Plan (EHCP) will have a meeting, organised by the school. It will include family, friends and professionals from different agencies who may be helping the young person. This is called a Transition Review.

The review will focus on what support and skills the young person needs to prepare for adulthood, looking at short, medium and long term outcomes that reach beyond the young person's life at the school. Parents play an important part in the process as they know their child best and can help shape the services they receive so that their child's needs can be met appropriately.

During a Transition Review a Transition Plan is drawn up in consultation with those present.

3. What is a Transition Plan?

A Transition Plan is a record of what is important to the young person in the future and to identify who may need to be involved to support them. The Transition Plan contains as much detail as possible to enable supporting agencies to provide appropriate information/support. This is an evolving document that will develop over time as the young person explores and makes choices in response to their changing views and development.



Key points

- An EHCP plan outlines objectives and what is needed to enable a pupil to achieve them.
- A Transition Review takes place when a child is 14 focusing on support and skills the young person needs to prepare for adulthood.
- A Transition Plan records what is important to the young person in the future and identifies how they can be supported.

4. What is covered in an EHC plan?

An EHC plan is a comprehensive document designed to contain the following information:

- The views, interests and aspirations of the child and his or her parents or the young person.
- The child or young person's special educational needs.
- The child or young person's health needs which are related to their SEN or to a disability.
- The child or young person's social care needs which are related to their SEN or to a disability.
- The outcomes sought for the child or the young person, including outcomes for adult life.
- The special educational provision required by the child or the young person.
- Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND. Where an Individual Health Care Plan is made for them, that plan will be included.

- Any social care provision reasonably required by the child or young person;
- The name and type of the school or Post 16 provision
- Where there is a personal budget, the details of this and the outcomes to which it is intended to contribute.
- The advice and information gathered during the assessment (in appendices). There should be a list of this advice and information.

EHC plans can also include wider outcomes such as positive social relationships and emotional resilience and stability and for those over Year 9 will also include the provision required by the young person to assist in preparation for adulthood.

5. What does Preparing for Adulthood mean?

Preparing for Adulthood is a term used to refer to a young person with a special educational need or a disability who is moving into adult life. Under The SEND Code of Practice (2014), EHC Plans from Year 9 onwards focus on Preparing for Adulthood. Preparing for Adulthood is also about helping young people and their families to prepare for the changes in services that they may receive.

6. What are the elements of Preparing for Adulthood?

There are four Preparing for Adulthood life outcomes. These are based on what young people with a special educational need or a disability say is important to them:

1. Paid employment (including self-employment, sheltered employment or voluntary service).
2. Good health (both - mental and physical)
3. Independent living (choice and control over their life and support with good housing options, including supported living).
4. Community inclusion (including friends, relationships and participating in the community).

Young people with a special educational need or a disability, in common with all young people, want to have full lives with choices about their future and control of their support. Working with these young people to help them prepare for adulthood can be challenging as it requires not only bringing together a range of professionals from different sectors,



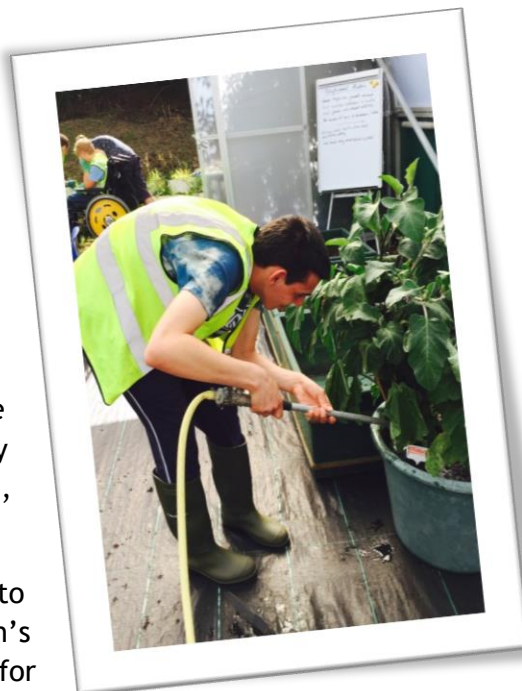
education, health, social care, housing and employment, around each young person, but also balancing high expectations, which are encouraged, against realistic outcomes for a successful future.

7. How do I know what services are out there to support my child as they transition to adult life?

The services available to support young people can be found in the *Local Offer*. The Local Offer is a public resource website itemising local services that are available to children and young people with SEND and their families. The content of the Local Offer is regularly reviewed to ensure provision reflects the support, needs and aspirations held by young people, parents, carers and service providers. It includes the services young adults may need to access as they transition to adulthood such as; benefits advice, Employment Services and Adult health and social care.

The Care Act 2014 places a duty on local authorities to conduct transition assessments for children, children's carers and young carers where there is a likely need for care and support after your child turns 18.

In addition to this, there is now a duty for local authorities, health and social care services to jointly commission education, health and care provision for 0-25 year old children and young people with SEN or disabilities, both with and without EHC plans. In their local offers, local authorities outline the full range of provision they make, both within the area and more widely.



Key points

- The Local Offer can be viewed at https://facts.bournemouth.gov.uk/Synergy/Live/SynergyWeb/local_offer/
- In their local offers, local authorities outline the full range of provision they make, both within the area and more widely.
- A transition assessment takes place for children, children's carers and young carers where there is a likely need for care and support after your child turns 18.

8. Do parents have the right to request the Post 19 provision they want for their child when they leave Linwood?

Yes, parents of children who will receive an EHC plan have rights to ask for a particular provision or institution to be named in the plan and the local authority must name it. There are, however, some preconditions which may mean the provision is not to be named.

9. What are these preconditions?

The local authority must name the provision in the plan unless it is deemed unsuitable for the young persons' aptitude, ability and special educational needs; or the placement would be incompatible with the efficient education of others or the efficient use of the authority's resources.

10. Is the decision to name or not a provision purely financial?

It would not be prudent to ignore the duty placed on local authorities to use resources efficiently and not to make unreasonable public expenditure, but is just as important to ensure that the provision offered to a young person is the right provision and has the potential to make a real difference to the outcomes identified in the EHC plan.

11. What is meant by an outcome for a young person with special educational needs?

An outcome can be defined as the benefit or difference made to a young person as a result of an intervention, a course or a series of planned learning experiences. An outcome should be personal and not expressed from a service perspective, and while it may not always be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). If an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided.



Key points

- The local authority must name the provision in the plan unless it is deemed unsuitable for the young persons' aptitude, ability and special educational needs.
- It is important to ensure that the provision offered to a young person make a real difference to the outcomes identified in the EHC plan.
- An outcome can be defined as the benefit or difference made to a young person as a result of an intervention.

When agreeing outcomes it is important to consider what particular life outcomes are of prime importance for the young person given his/her aptitude and capabilities. For some this will be employment, including exploring different employment options such as supported employment, supported internships or voluntary service. For others this may

focus on community participation or developing independent skills that lead to supported independent living.

12. Are EHC plans maintained for all young people up to the age of 25?

EHC plans must not cease just because a young person had reached the age of 19. It is accepted that young people with learning difficulties may take longer to achieve their outcomes and make a successful transition to adulthood. However, this position does not mean that there is an automatic entitlement to continued support at age 19 or an expectation that those with an EHC plan should all remain in education until age 25.

13. Under what circumstances might an EHC plan cease?

A local authority may cease a plan for a 19 to 25-year-old if it decides that it is no longer appropriate for the EHC plan to be maintained. Such circumstances will include where the young person no longer requires the special educational provision specified in their EHC plan. In deciding that the special educational provision is no longer required, the local authority must have regard to whether the educational or training outcomes specified in the plan have been achieved, or the young person is no longer making what is judged to be educational progress.



14. What are the expectations if a young person moves on to an educational provision Post 19?

There is an expectation that an educational provision for Post 19 students will design study programmes, which enable students to progress to a higher level than their prior attainment. It is essential that young people should not be repeating learning they have already completed successfully. For young people who are not taking qualifications, it is anticipated that their study programme will focus on high quality work experience, and on non-qualification activity which specifically prepares them for employment, independent living, being healthy adults and participating in society.

Key points

- There is not an automatic entitlement to continued support at age 19 or an expectation young people with an EHC plan should all remain in education until age 25
- Educational provision for Post 19 students should design study programmes which enable students to progress to a higher level than their prior attainment.

15. What is meant by Specialist Provision for a Post 19 young person with an EHC plan, and is my child entitled to attend such a provision?

Specialist provision is provision that is different from, or additional to, that normally available to young people in their area. The Code of Practice makes clear an educational provision must use best endeavours to ensure that what they provide, in terms of education, is appropriate to meet the need of young person with an EHC plan.

Further education colleges manage their own admissions policies and are prohibited from discriminating against disabled young people in respect of admissions. Young people will need to meet the entry requirements for courses, as set out by the college, but should not be refused access to opportunities based on whether or not they have SEN.

The Code of Practice makes clear that young people with an EHC plan who attend their local college would have their course funded. This 'free' or funded provision should not be confused with specialist provision, which is a different type of provision and can require considerable funding in order to attend.

The Local Authority will only consider funding education at a specialist provision if the provision is on the Approved Independent Special Institutions List.

There is no entitlement to attend such a provision. The Local Authority will want to be assured that a specialist educational provider offers a course that a local FE provider is unable to offer the young person, and that by attending continued progress, in line with the elements of preparing for adulthood, is maintained.



Key points

- Local college courses are funded for young people 19-25 with an EHC Plan. This 'free' or funded provision should not be confused with specialist provision which can require considerable funding in order to attend.
- The Local Authority will only contemplate funding education at a specialist provision if the provision is on the Approved Independent Special Institutions List.
- Special Institution will need to offer a course that cannot be offered by the local FE provider.

16. Is the Post 19 young person entitled to five days support when leaving school?

There is no requirement to provide five days of support a week to a young person with an EHC plan. The Code of Practice makes clear that where a young person has an EHC plan, the local authority should consider the need to provide a full package of provision and support across education, health and care, that covers five days a week, where that is appropriate to meet the young person's needs. That does not mean that local authorities have a legal duty to secure provision across five days; but they should consider it.

Five day packages of provision and support do not have to be at one provider and can involve different settings, including non-educational settings or activities, such as accessing facilities in the local community or health and care activities. This is why planning and being clear on what services are available is so important.



17. There seems to be an increasing emphasis on some sort of employment as an outcome - why is this?

The Government are placing great emphasis on getting people into work, including people with learning disabilities. This builds on a number of policy documents including *Getting a Life*, a three-year cross government project (April 2008 to March 2011), *Aspirations For Life*, which received funding from the Government in 2009 and 2010 as part of the *Valuing People Now Employment strategy* which was set up to drive change, so that young people with a severe learning difficulties could aspire to seek and gain employment.

18. Why is this seen so important now?

Apart from the view that improving employment prospects for people with learning disabilities improves their lives and feelings of self-worth it can also increase the person's income by between 55% and 95%. There are presently less than 7% of people with learning disabilities in paid employment. The Code of Practice is clear that high expectations about employment, as well as independent living and community participation, should be developed through the curriculum and extra-curricular provision.

Key points

- There is no requirement to provide five days of support a week to a Post 19 young person with an EHC plan.
- Five day packages of provision and support do not have to be at one provider.
- Improving employment prospects for people with learning disabilities improves their lives and feelings of self-worth it can also increase the young person's income by between 55% and 95%.
- There are presently less than 7% of people with learning disabilities in paid work.

19. Does the Local Authority consider the employment prospects of the young person when deciding if he/she should transfer to an educational provision Post 19?

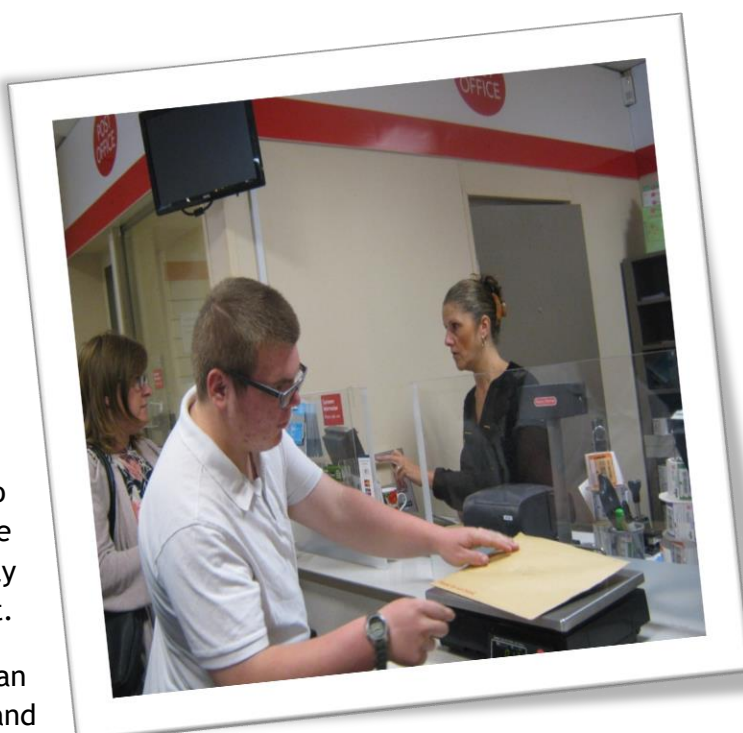
The Local Authority will first be considering whether the educational outcomes in the EHC Plan have been achieved and whether remaining in education will enable the young person to achieve educational outcomes that he/she has not been able to achieve thus far.

The Local Authority will also want to confirm that the outcomes from additional education Post 19 have the capacity to provide the young person with additional access to employment. In order to keep an EHC Plan when the young person reaches 19 the young person must demonstrate a primary need for continued education in order to achieve their outcomes.

20. Does that mean that if my child has a primary need to continue to develop life skills, and is unlikely to be access any form of employment, his/her EHC Plan would cease?

The development of life skills can be delivered through continued education alongside the particular course being followed, but if it is considered that life skill development is the primary need, then this could be delivered in a range of environments. These may include non-educational settings or activities, such as accessing facilities in the local community or health and care activities. At such time consideration will be given as to whether the young person's needs are more appropriate and effectively supported within a social care context.

It is acknowledged that there is an overlap between education and care and every case will be considered on an



individual basis.

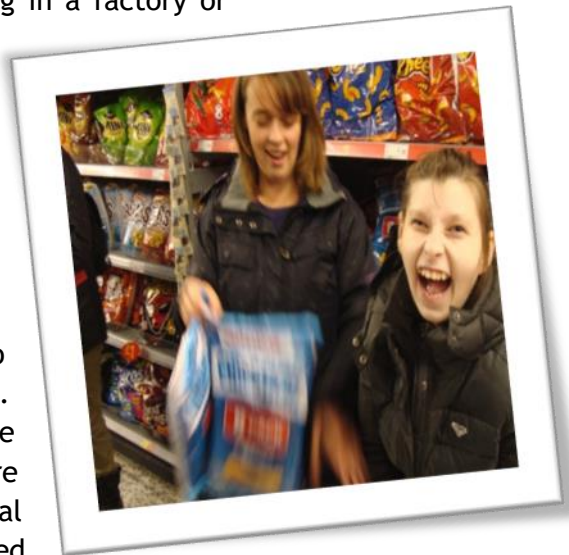
Key points

- If it is considered that life skill development is the primary need of the young person, then this aspect of development could be delivered in a range of environments other than educational.
- Consideration will be given as to whether the young person's needs are more appropriate and effectively supported within a social care context rather than educational.
- It is acknowledged that there is an overlap between education and care and every case will be considered on an individual basis.

21. When we talk about employment what do we really mean?

There are a number of different models for employment to consider when we think of young people with learning difficulties. For example

- Employment on the open market. There are young people from Linwood who, in the fullness of time with focussed training will secure employment on the open market. They will undertake work alongside other employees with no discernible account being taken of their learning difficulties.
- Employment on the open market with some additional support through a Government scheme such as the current Access to Work grant.
- Supported employment which is a way of ensuring that a person with learning disabilities has the support to secure the job that meets both their skills and the requirements of the employer. This route usually involves a job coach and is aligned to the supported internship approach presently being piloted.
- Sheltered employment which entails working in a factory or enterprise that is subsidised. The Government now encourages jobs that derive from unsubsidised routes and is less keen on sheltered employment placements.
- Social enterprises or social firms. A Social Firm is a specific type of Social Enterprise where the social mission is to create employment, work experience, training and volunteering opportunities for people who face significant barriers to employment. Businesses that employ disabled people supported by staff with business skills are available in some areas. An example of a local Social Enterprise Firm is Pluss who are involved in supported employment, job coaching and training.
- Self-employment. A small number of people with learning disabilities have been supported to set up their own businesses.
- Voluntary service and supported voluntary work.



When considering the skills needed for employment the number of employment pathways need to be considered along with which outcomes in the short, medium and long term we are aiming for. It needs to be remembered that long terms aspirations are not outcomes in themselves. The Local Authority cannot be held responsible for the aspirations of young people but must rely on the evidence that is provided in support of the outcomes.

Key points

- The term employment can refer to a range of models from full employment to supported voluntary work.
- The Local Authority cannot be held responsible for the aspirations of young people but must rely on the evidence that is provided in support of the outcomes.

22. How is Linwood responding to the changing landscape created by the new Code of Practice and the introduction of EHC plans?

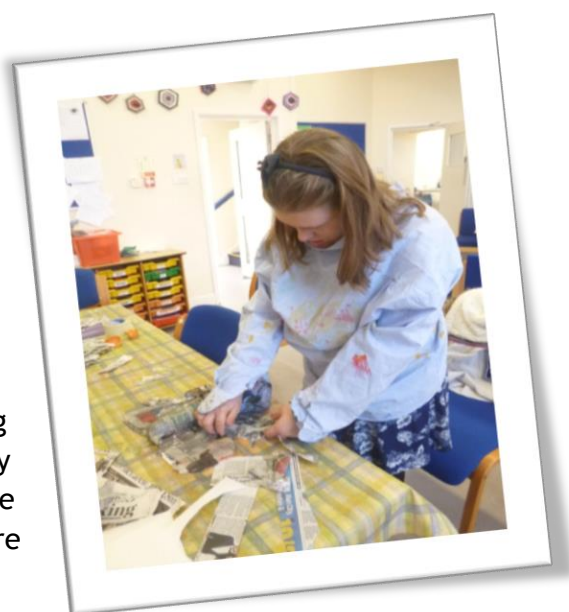
At Linwood we welcome the underlying principles that support the new Code of Practice and strive to ensure that they form the basis for our working practice. These principles may be summarised as:

- providing an atmosphere in which the views, wishes and feelings of the young person, and his/her parents are listened to and valued.
- ensuring the young person, and his/her parents participate as fully as possible in decisions by providing them with the appropriate information and support that leads to meaningful participation.
- supporting the young person, and his/her parents, in order to facilitate the development of the child or young person.
- developing a curriculum and an approach that helps the young people achieve the best possible educational and other outcomes, to prepare them effectively for adulthood.

Linwood is committed to making Transitional Reviews and Post Transitional Reviews as meaningful as possible and ensuring that the outcomes are presented in such a way that progress can be evidenced, measured and celebrated and that the next steps towards adulthood, whatever they may be, can be clearly supported.

The person centred approach has been fully embraced by Linwood and underpins our approach.

We recognise that there are clearly a range of factors to consider when making decisions about Post 16 provision. These factors centre on individual needs, on the pupils' aspirations, on their well-being indicators, on their social emotional and employability needs and the finding the right provision that has the potential to meet these needs and support future development.



We acknowledge the importance of choice and that it is fundamental to the whole process of a successful and seamless access to adulthood. To support this process we have appointed an impartial advice and guidance (IAG) to guide parents through the process and provided the child and them with the right information at the right time so informed decisions can be made and acted upon.

Our IAG Support / Employment Support Coordinator provides

- Independent, impartial advice and guidance (IAG) available for pupils and parents/carers from Year 8
- Information and Future Pathways evenings twice a year where representatives from local provision are invited to meet with parents/carers

- Visits to providers for young people who are considering college and other training providers
- Attendance at Annual Reviews, Transitional Reviews and Post Transitional Reviews
- Meetings with pupils and parents/carers
- In class presentations and discussions

Our Future Pathways booklet outlines the range of external providers that offer Post 16 and Post 19 provision. In addition to the The Link at Linwood, the school itself now offers other opportunities to remain at Linwood for Post 16 education and or training. These opportunities include remaining at Springwood Campus or, for pupils with Asperger's Syndrome, attending Summerwood College. A further option is the school's industry programme (CHI), based at a Bournemouth Hotel and Tesco's, for those looking for an employment training provision.

Key points

- At Linwood we welcome the underlying principles that support the new Code of Practice and strive to ensure that they form the basis for our working practice.
- Linwood is committed to making Transitional Reviews and Post Transitional Reviews as meaningful as possible and ensuring that the outcomes support the next steps.
- To support this process the school has impartial advice and guidance (IAG) to guide parents through the process so informed decisions can be made and acted upon.
- In addition to the Post 16 Link at Linwood, the school itself now offers other opportunities to remain at Linwood for Post 16 education and or training

