Preparing for Adulthood

North Yorkshire Strategic Protocol for all services

March 2016
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North Yorkshire Multi-Agency Protocol

Preparing for Adulthood Strategic Protocol for all services.

Foreword

The Special Educational Needs and Disabilities (SEND) Code of Practice 2014 states that the government’s “vision for children with special needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives”. North Yorkshire County Council and its partners are committed to ensuring that this vision continues as a young person prepares for adulthood and moves on from school and college to whatever comes next.

The North Yorkshire Preparing for Adulthood model will support those young people with the most complex needs. They will have access to a seamless and specialist service ensuring that they are fully supported and able to develop a clear pathway into adulthood. This support will include earlier planning, access to consistent information, earlier access to the supported employment service and wider local options for appropriate education and training, as well as a clear and fully coordinated move into adult services at the most appropriate transition point suitable to the individual. The Preparing for Adulthood model will remove the “handover” at the age of 18 between Children’s and Adult social care. This way of working will ensure that the young person is at the centre of planning, providing them with a voice and greater control. This model will compliment the implementation of Education, Health and Care plans and support young people to have greater aspirations and more opportunity to achieve their ambitions. In the long term it will support a culture shift towards having higher aspirations for young people with SEND.

Every young person’s preparation to move into adulthood will be different; they will have different personal circumstances and different aspirations. Preparing for adulthood is a process not a single event, and a flexible approach using aspects of the protocol relevant to each young person will be required in order to create good person-centred practice for each individual.

Signatories to the Protocol
Statement of Purpose

The North Yorkshire Preparing for Adulthood Strategic Protocol creates a single working document for professionals, to support them in planning and delivering effective transition services, in partnership, for young people with SEND aged 14 to 25 across the county. Young people and their parents and carers will also be able to refer to it for guidance about the things that they could be doing themselves during the process, as well as what they should expect from others in terms of support, advice and timeframes for planning. Everyone involved in supporting young people with SEND to prepare for adulthood should be clear about the specific roles and responsibilities of the key agencies. In the development of this Multi-Agency Protocol all relevant national legislation and guidance, and local polices and strategies have been considered. For people who wish to have a more in depth look at the duties and requirements placed on various agencies with regards to Preparing for Adulthood. Chapter 8 of the SEND Code of Practice January 2015,\(^1\) provides comprehensive details.

Who does the Protocol apply to?

The principles and practice described in this protocol apply to those professionals from health, education, social care, and all relevant partner agencies who may be involved in supporting young people with SEND as they prepare for adulthood. In particular this protocol is designed to support those young people who will benefit from a multi-agency approach as they move from children’s to adult services across education, health and social care. The definition of SEND from the current Code of Practice is included in the Appendices (page 32).

Those young people who will have additional support from the North Yorkshire Preparing for Adulthood model will be aged 14-25 and identified as requiring support in their Education, Health, and Care Plan (EHCP), or have vulnerability level 3 (specialist) or 4 (acute) according to the Local Safeguarding Board Vulnerability Checklist (updated September 2014). They will, or are likely to, have eligible care and support needs, or be at risk of developing them as an adult, as described by the Care Act 2014; they are likely to require support in adult life to achieve economic independence, or may be vulnerable as adults. They may have long-term medical and palliative care, and life-limiting or long-term conditions, and/or complex health needs. They might be young carers. They will reside in North Yorkshire, or plan to move into North Yorkshire.

In addition, there may be a small number of young people who do not necessarily meet the criteria for an EHCP (such as those with high functioning autism, complex medical needs but no SEN, or social, emotional or mental health difficulties) and those who are fully health funded who are not accessing further or higher education, and some Children in Care, who may require some level of support from the Preparing for Adulthood model, including advice and information to those who are working more closely with them. Other aspects of Preparing for Adulthood planning will apply to all young people with SEND, but not all will need support from the specialist team.
Principles

The ethos underpinning this protocol represents the principles which are the foundation of the Children and Families Act 2014, the Care Act 2014, the SEND Code of Practice 2015, and Moving on Well (DoH, 2008).

Young people and their parents and carers are at the centre of the process, and the focus is on their well-being needs, goals and aspirations. All planning will be person-centred.

Young people and their parents and carers should participate fully in decision making, not just for individuals but in the planning, commissioning and reviewing of services.

All agencies will work in a way that is participative, holistic, supportive, flexible, inclusive and collaborative.

There is a commitment to the delivery of high quality information and provision, which promotes well-being and meets the outcomes identified by the person concerned.
Process and responsibilities

Many of the processes included in this protocol will be useful for all young people with SEND, whether or not they have an EHCP and whether or not they are known to social care services. The information in the document will help to signpost young people and their families to the opportunities that may be available to them.

North Yorkshire County Council will maintain information about Preparing for Adulthood on the Local Offer\(^2\). A regular newsletter about Preparing for Adulthood will also be published on the Preparing for Adulthood web page\(^3\).

Preparing for Adulthood Steering Group

The Preparing for Adulthood Steering Group comprised of senior representatives from Children and Young People’s Services (CYPS), Health and Adult Services (HAS), the Partnership Commissioning Unit (PCU, on behalf of Clinical Commissioning Groups) and Continuing Health Care (CHC) will meet quarterly. They will maintain a strategic overview of the Preparing for Adulthood processes that are in place across the county, as well as continuing to develop joint initiatives for commissioning and working together. They will regularly review the outcomes and performance indicators for the preparing for adulthood model.

Local Preparing for Adulthood Group

The Local Preparing for Adulthood Group is a multi-agency group which meets quarterly, in four areas across the county, to support planning for those young people with the most complex needs. They will raise service and commissioning issues that need to be resolved at a locality or county level.

Raising Aspirations

The Code of Practice reinforces the belief that with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Agencies across North Yorkshire will work together to help children and young people to realise their ambitions in relation to:

- higher education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
- participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life


\(^3\) [http://www.northyorks.gov.uk/article/29604/SEND---preparing-for-adulthood](http://www.northyorks.gov.uk/article/29604/SEND---preparing-for-adulthood)
Preparation for the Year 9 Review

Although it can seem daunting to begin discussing plans for adulthood when a young person is 13 or 14, sometimes it is necessary to ensure that preparation is thorough and plans to meet complex needs are in place in time for a young person to experience a positive transition. The Code of Practice notes that being supported towards greater independence and employability can be life-transforming for children and young people with SEND. The Code stresses that this support should be thought about from when a child is very young, to raise aspirations and build progressively on a child’s strengths.

Most young people who have support from the Preparing for Adulthood model will have an Education, Health and Care Plan, and as they progress from primary and into secondary school the outcomes in the plan will have an increasing focus on longer-term aspirations and goals. Young people will benefit from support in making and communicating choices, and ideally will be given opportunities to try out these skills throughout their time at school, as well as at home, before they are asked to start making decisions about work, further education, and where they want to live.

Young people and their parents and carers need access to information that will help them to think about what they want for the future and at the end of the Year 8 EHCP review the chair of the meeting, usually a member of school staff, should either give them a copy of the ‘Introduction to Preparing for Adulthood’ leaflet, or direct them to where it can be accessed online (via the Local Offer) or in an appropriately accessible format (according to their preference). The chair should notify the Local Authority if the leaflet needs to be made available in a different format. This will enable young people and their parents to prepare for the Year 9 review, which will include a specific focus on preparing for adulthood outcomes.

Education, Health and Care Plan reviews

Each year a young person’s school, or the relevant education setting, will schedule the review of the plan. From year 9 this will include a focus on Preparing for Adulthood, including employment, independent living and participation in society, and outcomes will be set accordingly. From Year 11 the reviews should be scheduled for the autumn term where planning needs to be in place for any changes at the end of the academic year; preferred provision for the following year should be named on the EHCP by the end of March. Where a young person has expressed a desire to attend a particular post-16 provision a representative of that institution should be invited to the review meeting.

Mental Capacity

Young people who are over compulsory school age have the right to participate in decisions about the provision that is made for them. Annexe 1 of the SEND Code of Practice gives a brief overview of the application of the Mental Capacity Act 2005. The basic assumption is that a person can make a decision, unless the process has

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been followed to ascertain that they lack capacity to make that specific decision. Any decision that is then made should be made in the person’s best interests.

**Support Planners**

Throughout the transition process young people can be involved with many professionals, including but not limited to the Disabled Children and Young People’s Service (DCYPs), HAS, specialist careers service, school, college, paediatric health care, adult health care, hospice care, direct payments service, supported employment and housing. Previously it has often fallen to parents and the young person to coordinate all of this activity.

The Support Planner is a method of service delivery involving a person who works in a guide role with the young person and their family. Hosted within the Inclusion Service, this person can act as a single point of contact for the young person and their family, helping them to coordinate their care and support across education, social services, health, financial resources, recreation, transportation, leisure, housing etc. The main concept of the Support Planner is to empower young people and their parents by providing them with support, resources and information tailored to meet their individual needs ensuring they have greater choice and control (for example, through the uptake of personal budgets and direct payments) as articulated within the Children and Families Act, Care Act and SEND Code of Practice.

**Preparing for Adulthood Team**

Support planners sit within a service that also hosts Personalised Learning Hub Coordinators, Specialist Careers Officers and Travel Coordinators. Support may be offered by any staff within this model when a request for service is made to the team, depending on the need identified.

**Case work, assessment, and the transfer from DCS to HAS or CHC**

In the previous arrangements, a Transition Needs Assessment was completed by HAS after a young person’s 17th birthday and the young person transferred to HAS on their 18th birthday. The transition between local authority services has been based on age, not need, and regardless of other changes that may be taking place in a young person’s life.

Within the Preparing for Adulthood model young people currently case-managed within DCYPS will continue to be held by DCYPS workers past their 18th birthday. They will only transfer to HAS (if they have eligible care and support needs) once their EHCP has ceased and they are settled in whatever provision they have moved onto. For some young people this might still be in their 18th or 19th years, but for others it will be later, after they have completed college or personalised learning courses. It is anticipated that very few young people will remain within DCYPS until they are 25.

DCYPS social workers will complete the Transition Needs Assessment (NYCC assessment tool which fulfils the function of the Child Needs Assessment described in the Care Act 2014) to give an indication of the care and support that will be available to a young person when they are 18. They will also complete Carer’s and
Preparing for Adulthood: Strategic Protocol for all services.

Young Carer’s Assessments as necessary for carers of the young people that they are working with. HAS will retain responsibility for completing the financial assessment, via a Benefits Assessment Officer, to establish whether or not a young person will be expected to contribute to the cost of their care, and also to check that they are maximising their income through benefit entitlement.

Children’s and Adult CHC will also work closely with both DCYPS and HAS to ensure that shared financial arrangements are in place throughout the transition period. Designated transition CHC nursing professionals will negotiate with the local authority on a case by case basis to ensure that case management transfers between the organisations happen at the best time for the young person.

**Young people not known to Disabled Children and Young People's Services**

Young people requesting a Transition Needs Assessment who are not already known to DCYPS and are not requesting services before 18, will be assessed by HAS workers from the most relevant service. Requests for assessment from Adult CHC will also be passed to HAS in respect of young people who are not already known to DCYPS.

Young people who are open to the Children in Care team, or other CYPS social care teams, and have an EHCP, or have SEN or a disability should be included in discussion between service managers to establish whether or not they are likely to benefit from support from the Preparing for adulthood model. Children in Care and young people in other CYPS teams, who are likely to be eligible for support as an adult should be included in discussions at the Local Transition Meetings and a referral made to the appropriate HAS team for a Transition Needs Assessment at the appropriate time.

Staff working with young people who are open to occupational therapy or sensory services based within HAS can request a service from the preparing for adulthood team, and should ensure that their needs are included in discussions at the Local Transition Group. Referrals for assessment for those young people they are working with who are eligible for care and support as an adult will be made by the current worker to the appropriate HAS team.

**Safeguarding**

CYPS will continue to perform safeguarding duties for children and young people under the age of 18. For those young people over 18 who are held within CYPS services, CYPS staff will receive training in and follow HAS procedures in terms of raising alerts, undertaking safeguarding investigations and participating in strategy meetings for clients open to them. HAS Designated Safeguarding Managers will oversee this process as per current guidelines, which are available to staff online.

**Young people with Autism**

Young people with autism, including those with Asperger syndrome and high-functioning autism, are entitled to an assessment of need. Their carer’s are entitled to a carer’s assessment.


**Careers Guidance**
Maintained schools and Pupil Referral Units must ensure that pupils from Year 8 until Year 14 are provided with independent careers guidance. Academies are subject to this duty through their funding agreements. Further Education (FE) colleges also have equivalent requirements in their funding agreements; their duty applies for all students up to and including age 18 and will apply to 19 to 25 year olds with an EHCP.

North Yorkshire County Council employs a team of Specialist Careers Officers. Schools and colleges are able to buy this support as a traded service, or can choose to meet their requirements to deliver independent advice by another means.

Specialist careers officers will be able to discuss Post-16 options including further education, foundation learning, apprenticeships, personalised learning pathways and independent specialist provision with the young person and their parents and carers.

**Employment**
The young person will be offered support by the Specialist Careers Officer through the school, if the school has commissioned this service.

Young people will also be able to access support from the NYCC Supported Employment team, which is managed through the HAS directorate. This service can be accessed for employment advice and information from Year 9, when presentations on work (in conjunction with Specialist Careers Service) can be made to parents and children which will link in with the school provided curriculum based activities. These will raise aspirations and awareness of the possibilities for paid work, and will feature people in employment sharing their experiences, information on support sources, examples of the use of personal budgets and direct payments and the benefits of volunteering.

The Supported Employment team will also provide advice and guidance to the school and the young person on work experience from Year 10/11, following Specialist Careers Officer input. The Supported Employment Officer will attend Year 11 reviews where the young person has identified an interest in gaining paid employment.

Referrals can be made formally to the team when paid work is an option to be explored when the young person is in their last year on a Personalised Learning Pathway (PLP) or at an Independent Service Provider (ISP), or earlier if appropriate.

The Supported Employment team will work in partnership with the Preparing for Adulthood manager and team, to ensure a consistent and appropriate response.
### PfA key Outcomes

By the end of Year 8 the young person and their family will understand what will happen in relation to Preparing for Adulthood from Year 9 onwards. They will have information about the process and start to think about longer term outcomes and aspirations for the future, and certainly post-school plans.

### Education

**Education**  
(school, college, specialist provision)

At the end of the Year 8 EHCP review, the Chair of the meeting (usually the Head or delegated person, of the relevant school) will ensure that the family/young person are given the Preparing for Adulthood introduction leaflet (or an online link according to preference) and ask if there are any additional people who should be invited to the Year 9 review.

From Year 8 schools will provide young people with Independent Advice and Guidance to support exploration of options and decision-making regarding continuing education, training and employment.

### Local Authority

**Local Authority**  
(social care, specialist careers, assessment & review officer)

DCYPS staff will liaise with the Preparing for Adulthood manager and Support Planner team leader to identify the young people who might benefit from working with a Support Planner. Support Planners will write to all relevant young people with information about the support that could be offered.

CYPS staff will identify which Looked After Young People will benefit from information and support from the Preparing for Adulthood model and complete a referral for service as appropriate. Independent, high quality and impartial Careers Information, Advice and Guidance will be provided through the Specialist Careers traded service where this is bought in by schools for young people with SEND.
**Health**
(NHS Providers including: primary care, universal public health services, specialist children’s services. NHS Commissioners including: CCGs, Public Health, NHS England)

Key health professionals working with a young person (such as Paediatrician, GP, CAMHS worker, Specialist Nurse, etc) will ensure that the young person and their family are aware of any services which may transfer to ‘adult based care’ from age 16, and start transition planning.

Clinical Commissioning Groups and providers will ensure that appropriate information is available to be signposted from the NYCC local offer.

<table>
<thead>
<tr>
<th>Family &amp; Young person</th>
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<tr>
<td>The young person and their family will start to discuss future aspirations for all areas of life, not just education, and start to explore all of the available information.</td>
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<tr>
<td>The young person and their parent/carer will consider who else they may wish to invite to be part of the Y9 Preparing for Adulthood EHCP review and ask that they are added to the invite list.</td>
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<tr>
<td>Parents can contact SENDIASS for independent support and advice at any point in the SEND process.</td>
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</table>
### Year 9 (Age 13-14)

**PfA key Outcomes**

Preparation for the Year 9 Preparing for Adulthood EHCP review will have a greater focus on future, long-term aspiration and outcomes.

The Year 9 EHCP review, and all subsequent reviews, will have a particular focus on Preparing for Adulthood and this will be reflected in the outcomes recorded.

As part of the EHCP review, long-term Preparing for Adulthood outcomes will be identified so people can begin to explore which services might be able to meet those identified needs.

As part of the EHCP review, people will begin to discuss what independence might look like for the young person, and the young person will be encouraged to make choices and take control where possible.

**Education**

(school, college, specialist provision)

Curriculum based activities will support preparation for the Year 9 review, and raise aspirations including for employment.

Schools will provide young people with Independent Advice and Guidance to support exploration of options and decision-making regarding continuing education, training and employment.

School will invite people to the EHCP review and ensure that parents and young people have the information leaflet Preparing for Adulthood Years 9-11 (or an online link according to preference).

Schools will continue to review and maintain Individual Health Care Plans annually, and will consider with the young person and their family whether sharing it in other settings would be useful.

The SENCo will inform young people with autism, and their parents, of their right to a community care assessment, and their parents of their right to a carer’s assessment. This should be incorporated into the EHCP review process where a plan is in place.
| Local Authority       | Independent, high quality and impartial Careers Information, Advice and Guidance will be provided through the Specialist Careers traded service where this is bought in by schools for young people with SEND.  
|                      | The Preparing for Adulthood manager and Support Planner Team Leader will allocate support planners for eligible young people who have agreed to this service, and the support planner will meet the young person and their family prior to the review.  
|                      | The Support Planner team leader will work with the Performance and Intelligence Hub team to identify all young people who may need support from the model and ensure that the Local Transition Group is aware of them.  
|                      | HAS LD managers will convene Local Transition Groups, which will discuss complex needs, the support available and identify possible pathways, highlighting any commissioning issues (this will include support for those without EHCPs and Looked After young people who may need additional support, young people with autism and sensory or OT needs). The chairs of the meetings will attend the Preparing for Adulthood Implementation Group meetings in turn to maintain links between local need and strategic planning.  
|                      | CYPS and HAS commissioners will be working with the HAS team managers to ensure that commissioning needs and outcomes are identified and that the market is developed to meet those needs and outcomes.  
|                      | CYPS staff will consult with the young person and their parents and carers, to give consideration as to whether or not there is a role for travel training. They will make a referral as appropriate. |
## Health

(NHS Providers including: primary care, universal public health services, specialist children’s services. NHS Commissioners including: CCGs, Public Health, NHS England)

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<th>A Health Action Plan will be completed, if not already in place. It should consider:</th>
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<tr>
<td>• Acute hospital admissions</td>
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<tr>
<td>• Managing acute conditions</td>
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<tr>
<td>• Pathway planning to adult care</td>
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<tr>
<td>• Transfer to different services as appropriate</td>
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</tbody>
</table>

Designated transition CHC nursing professionals will be appropriately represented at all meetings where transition is being discussed for a young person who is likely to be eligible at age 18, and where a young person is in receipt of children’s CHC.

Local autism teams will ensure that young people with autism who are receiving a service from CAMHS or Child Health Services are reassessed at around 14 years to establish the need and eligibility for continuing treatment into adulthood. Planning for this treatment should take place in conjunction with planning by other services and with the young person and their carers.

## Family & Young person

The young person and their family will have a clearer understanding of future options

The young person and their family will consider how direct payments might be used to practice independence.

The young person and their family will consider the friendship and support networks that are important to the young person and will continue to be so in the future, and how they might be supported.

The young person will engage with the review of their Individual Health Care Plan, if they have one, and take on aspects of self-care as appropriate to their age and ability to do so.
<table>
<thead>
<tr>
<th><strong>PfA key Outcomes</strong></th>
<th>The young person and their family will have a clear picture by the end of Year 10 of any changes that are due to happen across health, education or social care provision during Year 11.</th>
</tr>
</thead>
</table>
| **Education** (school, college, specialist provision) | School will coordinate the EHCP review.  
Schools should broaden students’ employment horizons using a wide range of approaches, such as taster opportunities, work experience, role models and inspiring speakers.  
College’s will support young people and their families to explore specific courses etc (for example through taster days) |
| **Local Authority** (social care, specialist careers, assessment & review officer) | Independent, high quality and impartial Careers Information, Advice and Guidance will be provided through the Specialist Careers traded service where this is bought in by schools for young people with SEND.  
Following the Specialist Careers assessment, the HAS Supported Employment team will (on request) work with the school in terms of identifying work placements for young people with local businesses and organisations.  
In year 10 or 11, young people with sensory, physical or medical needs, who are known to the Inclusive Education Service (active or inactive caseloads), will be offered, biannually, the chance to attend a trip to a local university to see examples of how different needs might be met by Higher Education institutions. |
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| **Health** (NHS Providers including: primary care, universal public health services, specialist children’s services. NHS Commissioners including: CCGs, Public Health, NHS England) | The health action plan will be reviewed and updated, including clear transition plans for young people who will transfer to adult based services at age 16.  
Information should be shared with the young person’s GP so that they are aware of the Health Action Plan and other preparing for adulthood plans, including the EHCP. |
|---|---|
| **Family & Young person** | From Year 10 the young person and their family will visit possible future options to support decision making (such as colleges, personalised learning provision, other providers’ open days, social activities/clubs).  
The young person will make arrangements to visit other Higher Education provision if they wish to speak to them about specific support that might be available. |
**Year 11**
*(Age 15-16)*

| PfA key Outcomes | The EHCP will be reviewed and PfA outcomes updated.  
| | Post-16 destinations will be identified so that providers can be consulted and any additional support or funding discussed.  
| | Consideration will be given to future housing needs and local options and processes and actions to meet these needs recorded in the EHCP.  
| Education | School will schedule the EHCP review for early in the autumn term to better facilitate any transitions at year-end.  
| | The chair of the EHCP review will ensure that the Preparing for Adulthood leaflet for Year 12-14 is passed to the young person and their parents at the conclusion of the review (or an online link according to preference).  
| | The young person will have had the opportunity to learn about employment through a variety of experiences.  
| | Schools and colleges (or other relevant provision) will facilitate a clear and well communicated transition if the young person is moving to a different provision in the next academic year, by sharing information and arranging visits etc. as necessary for the individual.  
| | Contingency plans should be made in case plans change (for example because of exam results or illness). |
| **Local Authority** (social care, specialist careers, assessment & review officer) | Independent, high quality and impartial Careers Information, Advice and Guidance will be provided through the Specialist Careers traded service where this is bought in by schools for young people with SEND.

Assessment and reviewing officer will ensure that the EHCP plan is issued by March 31st naming the preferred post-16 provision.

In year 10 or 11, young people with sensory, physical or medical needs, who are known to the Inclusive Education Service (active or inactive caseloads), will be offered, biannually, the chance to attend a trip to a local university to see examples of how different needs might be met by Higher Education institutions.

DCYPS Social Worker will, for young people with complex needs, consider an early Transition Needs Assessment to identify those who may need care and support as an adult.

By age 16 CYPS staff will complete the DST checklist for young people who are not already known to Children’s CHC. This will inform which reviews designated transition CHC nursing professionals should be represented at to gain further information.

CYPS staff and support planners will identify young people who share friendships/interests and who may benefit from joint planning at some stage in the future, and approach the young people, their families and other relevant professionals to discuss options. The LTGs will support this process.

Supported Employment Services will (on request via a referral) support the development of meaningful, time limited work experience placements and paid Saturday jobs etc. for young people with additional needs and disabilities. An Employment Officer will attend Year 11 reviews when a young person has expressed an interest in paid work.

LTGs will consider short breaks provision for those young people who are likely to need access to a
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<table>
<thead>
<tr>
<th>Health (NHS Providers including: primary care, universal public health services, specialist children’s services. NHS Commissioners including: CCGs, Public Health, NHS England)</th>
<th>Health Action Plan reviewed and updated</th>
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</thead>
<tbody>
<tr>
<td>Each service accessed by the young person will ensure that they and their family know when they will be discharged or transferred, and who their key contacts will be in the future.</td>
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<tr>
<td>CAMHS will ensure that referrals are made to the appropriate adult mental health service for any young people and young carers who may meet the criteria for care and support as an adult.</td>
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<tr>
<td>Designated transition CHC nursing professionals will attend the reviews of those young people who are already known through children’s CHC, and those young people identified by the DST checklist as probably being eligible when they are 18. Information gathered at this stage will be used to inform planning and assessment for adult CHC funding at age 17yrs and 3 months, in order that assessments and decisions are made by 18; funding to commence from 18th birthday.</td>
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<tr>
<th>Family &amp; Young person</th>
<th>Access information and advice about benefits and the impact of any changes at age 16.</th>
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<tbody>
<tr>
<td>Make plans and arrangements as to how the young person will keep in touch with friends once they leave school/college. Joint use of direct payments could be considered.</td>
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<tr>
<td>Young people and their families will need to gain an understanding of the Mental Capacity Act and how this will impact on the decision making process once a young person is 16.</td>
<td></td>
</tr>
<tr>
<td>The young person will make arrangements to visit Higher or Further Education provision if they wish to speak to them about specific support that might be available.</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>(Age 16-17)</td>
</tr>
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</tr>
</tbody>
</table>
| **PfA key Outcomes** | Everyone involved will be aware of the Mental Capacity Act and ensure that the young person has appropriate support to make their own informed decisions as far as possible.  
Young people with complex needs who are considering applying to university will begin the process of contacting/visiting early to ensure that the level of support they need would be available.  
Young people and their families will know who is responsible for each aspect of their on-going healthcare. |
| **Education** | All need to consider mental capacity act assessments if young people are unable to make some/all decisions for themselves  
Advice and information will be available to students who are considering higher education, including direction to appropriate resources for support as well as UCAS application.  
There will be an EHCP review led by the school, college, PLP or ISP provision that the young person is attending. |
| **Local Authority** | All need to consider mental capacity act assessments if young people are unable to make some/all decisions for themselves  
Independent, high quality and impartial Careers Information, Advice and Guidance will be provided through the Specialist Careers traded service where this is bought in by schools for young people with SEND.  
DCYPS SW will complete a Transition Needs assessment to establish which young people are likely |
to need care and support as an adult, including an indicative personal budget, when it is an appropriate time to do so (this is likely to be sometime between 17th and 18th birthdays for most, but not all, young people). They will also complete a request for service from a Benefit Assessment Officer at the appropriate time.

CYPS will also identify carers and young carers who have a right to request an assessment and undertake an assessment if required.

DCYPs and HAS will consider whether a YP might transfer at 18 if they are considered ‘settled’ and the EHCP is due to cease.

Designated local authority officers will ensure timely decision-making about future placements for any specialist provision, including ISP and PLP, FE college including supported internships and apprenticeships.

CYPS staff will consider Looked After young people and ‘Staying Put’, and make a referral to HAS if the young person is likely to be eligible for care and support when they are 18.

Support Planners and CYPS staff will liaise closely with specialist providers and ISPs for those young people who were placed before 19 and will be returning home, as well as cooperating with other local authorities where the young person is indicating that they wish to continue to live out of county when they have completed their course.

Where travel training has been identified as a need (for example to support a move to new provision) the support planner should ensure that this is in place, either through preparation for transition set up by an education placement or through the local authority travel coordinators.

The Supported Employment team will offer (on request) support to the young person to secure a part time paid job or voluntary work, and, if appropriate, involvement with internships and apprenticeships.
### Health

(NHS Providers including: primary care, universal public health services, specialist children’s services. NHS Commissioners including: CCGs, Public Health, NHS England)

All need to consider mental capacity act assessments if young people are unable to make some/all decisions for themselves

Health Action Plan will be reviewed and updated. The plan will be in place to support transition to primary care and adult-based services, and the young person and their family will know which service is responsible for each/all aspects of their healthcare.

Where GPs participate in the provision of the annual health check for people with a learning disability, eligible young people should be identified and have this included in their health action plan.

At age 17 years and 3 months NHS adult continuing health care will request that the local authority allocate a social worker to joint assess all known young people, and share the results including any indicative personal budget. If the young person is known to DCYPS they will engage with the assessment. If not, HAS will action the request.

Where the GP will be the lead health contact for a young person aged 18 and over, the GP should be informed of the young person’s EHCP review and the process should the GP wish to contribute or provide additional information to support the review.

### Family & Young Person

All need to consider mental capacity act assessments if young people are unable to make some/all decisions for themselves

The carer will gain an understanding of what support they might receive as a family carer once their young person turns 18.
| **Year 13/14**  
<table>
<thead>
<tr>
<th><strong>(Age 17-19)</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>PfA key Outcomes</strong></td>
</tr>
<tr>
<td>Young people with SEND who are considering higher education will explore their options as soon as possible to ensure that they have the right support in place at the beginning of their course. Young people will know what options might be available for them when they leave school at 19, and have definite plans in place in the term before they are due to leave their current setting.</td>
</tr>
<tr>
<td>There will be clear expectations of the outcomes to be achieved when young people move to an ISP, and an outline plan of what needs to happen when they return to the local area.</td>
</tr>
<tr>
<td>Case management for young people who are fully Adult CHC funded will be clearly agreed between NYCC and the PCU.</td>
</tr>
</tbody>
</table>
| **Education**  
| **(school, college, specialist provision)** |
| There will be an EHCP review, led by the school, college, PLP or ISP provision that the young person is attending, usually scheduled in the autumn term to better facilitate any transitions at year-end. |
| The chair of the EHCP review will ensure that the Preparing for Adulthood leaflet for Post 19 is passed to the young person and their parents at the conclusion of the review in Year 14 (or an online link according to preference). |
| The EHCP will be ceased when a young person moves into higher education. Alternative arrangements are available to support these students. School or college will provide advice and information to students who are considering higher education, including direction to appropriate resources for support as well as UCAS application. |
| **Local Authority**  
| **(social care, specialist careers, assessment & review officer)** |
| Independent, high quality and impartial Careers Information, Advice and Guidance will be provided through the Specialist Careers traded service where this is bought in by schools for young people with SEND. |
| NYCC staff will maintain close liaison with specialist residential providers and ISPs for those young |


people who were placed before 19 and will be returning home, as well as cooperation with other local authorities where the young person is indicating that they wish to continue to live out of county when they have completed their course.

AROs will ensure that PfA outcomes and EHCP plans have sufficient information for FE colleges and other provision to make decisions on whether or not they are able to meet identified need when they are consulted about providing a place.

CYPS social care staff, with support from HAS brokerage services, will identify short breaks services for young people who need to access them post-18 and coordinate appropriate transition where necessary.

CYPS social care staff will complete a Transition Needs assessment for all young people who are considered likely to need care and support as an adult, including an indicative personal budget, when it is an appropriate time to do so (this is likely to be sometime between 17th and 18th birthdays for most, but not all, young people). They will also complete a request for service from a Benefit Assessment Officer at the appropriate time.

Plans will be made as to how social care support will be maintained for young people accessing higher education, including consideration of whether this should be provided by the home local authority or by the authority in the area a student is moving to.

The PfA team will liaise with social care colleagues to ensure that support and/or advice and guidance is in place for relevant young people who have been Children in Care and who will continue to need a high level of support to meet needs.

From age 18, CYPS staff will liaise closely with the young person, their family, and relevant professionals to determine when they are settled enough to transfer to health and adult services for
case management. This will be once the EHCP has ceased.

NYCC will pass a copy of a young person’s EHCP to the relevant DSA assessor when they are asked to do so by the young person. They will also pass a copy of the EHCP to the relevant higher education institution when they are asked to do so by the young person.

DCYPS social care staff will continue to offer carers and young carers assessments and undertake them as necessary.

Supported Employment will host events with speakers from Job Centre Plus, employers, and employees. They will contribute to curriculum activities on employment focussing on a range of relevant topics, such as CVs, job seeking, interviews and appropriate behaviour.

Where it has not been possible to gain a final decision on what, if any, adult services might be provided from age 18, services provided by CYPS will continue until such time as a decision has been made.

<table>
<thead>
<tr>
<th>Health</th>
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<tr>
<td>(NHS Providers including: primary care, universal public health services, specialist children’s services. NHS Commissioners including: CCGs, Public Health, NHS England)</td>
</tr>
</tbody>
</table>

Where the GP is the lead health contact for a young person aged 18 or over, the GP should be informed of the young person’s EHCP review and the process should the GP wish to contribute or provide additional information to support the review.

Designated transition CHC nursing professionals will negotiate with the local authority on a case by case basis to ensure that case management transfers between the organisations happen at the best time for the young person.
### Family & Young person

If considering university, contact will be made as early as possible with potential destinations, and arrangements made for a Disabled Student Allowance assessment to ascertain the level of support available.

These plans will also be discussed with the Local Authority early, especially if direct payments are likely to be used to provide some or all of the care and support needed at university.
**Age 19 onwards**

| **PfA key Outcomes** | Outcomes will be reviewed at the EHCP review, which will be ceased when the outcomes have been achieved.

The young person will be ‘settled’ and have a clear plan to support their transition into adulthood, and where appropriate adult services such as those delivered through HAS.

The young person will have completed their education pathway achieving a qualification, employment or appropriate care and support.

The young person, where appropriate, will be able to travel independently to their workplace or community-based activities. |
|---|---|
| **Education** | EHCP review will be arranged by college, PLP or ISP provision

The education provider will ensure access to independent advice and guidance is available to young people with an EHCP up to the age of 25, to help support them make decisions about what they want to do in the future. |
| **Local Authority** | NYCC will set out in the Local Offer the support and provision that 19-25 year olds with SEN can access regardless of whether they have an EHCP.

Assessment and review officers will consider through the EHCP review whether identified outcomes have been met and whether or not the plan should be ceased. They will inform the young person and their family.

DCYPS staff and support planners will work closely with the young person and their family to ensure |
that care and support is in place as necessary. They will arrange for case management to transfer to health and adult services when the EHCP is ceased and the young person is settled.

There will be a formal referral to the Supported Employment team where appropriate, for vocational assessment and support to enable the young person to secure paid employment or further training, following the end of their education/training.

The Supported Employment team will work with the Preparing for Adulthood manager to identify appropriate vocational outcomes for young people at PLP or ISP to support the person to achieve whilst on their education pathway.

CYPS or HAS staff will make referrals to START if support is needed before or after transfer between CYPS and HAS.

Commissioners will have plans in place to support a wide range of aspirations for independence.

<table>
<thead>
<tr>
<th><strong>Health</strong></th>
<th>Where the GP is the lead health contact for a young person aged 18 or over, the GP should be informed of the young person’s EHCP review and the process should the GP wish to contribute or provide additional information to support the review.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(NHS Providers including: primary care, universal public health services, specialist children’s services. NHS Commissioners including: CCGs, Public Health, NHS England)</td>
<td></td>
</tr>
</tbody>
</table>

Healthcare providers:

- NHS Providers including: primary care, universal public health services, specialist children’s services.
Settled should be defined as:

- The young person has an appropriate care and support plan in place which has remained stable for three months or more.

This may be when:

- The young person has completed their education pathway
- The young person has secured employment
- The young person has a long term agreed plan in place which identifies accommodation and the maximisation of their independence
- The young person has a plan in place to meet their long term health needs

Family & Young person

If social care needs continue the young person and their family will have a clear understanding of the transfer process to adult social care and who will be their social care worker in the HAS team.

The young person and their family will have agreed a long term plan to ensure the person has maximum independence and support where appropriate.
Appendices

i) Definition of Special Educational Needs and Disability

From the SEND Code of practice, 2015:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in the Code across the 0-25 age range but includes LDD.

Disabled children and young people:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.
ii) Statutory framework
The Strategic Preparing for Adulthood Protocol reflects the requirements, philosophy and strategies laid out in the following legislation, guidance and reports:

a) Legislation

- **The Children and Families Act 2014, Part 3** sets out duties for planning, commissioning and reviewing provision, the Local Offer and the duties requiring different agencies to work together; these apply to all children with SEN or disabilities. There is a clear emphasis on early and more coordinated preparation for adulthood.

- **The Care Act 2014** The Care Act enshrines in law the individual wellbeing principle for care and support. It is the single unifying principle around which adult social care will in future be organised. It emphasises outcome focussed, person-centred practice when considering assessment planning and support as well as co-production and multi-agency approaches to planning and commissioning. The Care Act 2014 states that there is a duty to promote well-being including control of the individual over day to day life, participation in work, education, training and recreation, social and economic well-being, domestic, family and personal relationships, suitability of living accommodation and the individual’s contribution to society. It also promotes a pathways approach by ensuring that assessments are offered before people reach a crisis point.

- **The Apprenticeships, Skills, Children and Learning Act 2009 (ASCL Act 2009):** sets out the duties of Local Authorities, agencies and other organisations with regard to provision of learning opportunities for young people 16-19, including those with a learning difficulty assessment (as described in Section 139A of the Learning and Skills Act 2000) and for young people up to age 25 where a learning difficulty assessment is in place or arrangements have (or are required to have) been made for such an assessment. These duties passed to Local Authorities on 1 April 2010 following the cessation of the Learning & Skills Council (LSC).

- **Education and Skills Act, 2008:** Intended to increase participation in learning for young people and adults.

- **UN Convention on the Rights of Persons with Disabilities, 2006:** Article 7 states that disabled children and young people should have access to the same rights and freedoms as all children and the right to express their views on all issues which affect them.

- **Education and Inspection Act, 2006:** Section 6 places a duty on LA’s to improve the well-being of young people aged 13-19 (and up to 25 for those with learning difficulties) by providing access to sufficient educational and recreational leisure-time activities and facilities.

- **Childcare Act, 2006:** LA’s are required to secure sufficient childcare for working parents and provide a better parental information service.
Preparing for Adulthood: Strategic Protocol for all services.

- **NHS Act, 2006**: Section 242 places a duty on Health Authorities, PCT’s, NHS Trusts and NHS Foundation Trusts to involve and consult persons receiving health services in relation to their planning and provision.

- **Mental Capacity Act 2005**: aims to protect people who cannot make decisions for themselves due to a learning disability or a mental health condition,

- **Disability Discrimination Act, 2005**: Sets a definition of disability and places duties on all providers of services to the public to make services accessible, making reasonable adjustments, where required. The 2005 Act widens the definition of disability [from the 1995 Act] and places a new duty on public bodies, including schools, to positively promote disability equality and not discriminate.

- **The Children Act, 2004**: Amends existing legislation including the Children Act 1989 and sets the legislative foundation for the actions agreed as a result of ‘Every Child Matters’.

- **Health and Social Care Act, 2001**: Section 57 covers direct payments and extended their use to disabled young people aged 16 and 17.

- **The Special Educational Needs and Disability Act, 2001**: Makes it illegal to treat a disabled person less favourably than a non-disabled person for reasons related to their disability, without justification. Requires institutions to make reasonable adjustments so that a disabled student is not placed at a substantial disadvantage.

- **The Learning and Skills Act, 2000**: Placed a duty on the Secretary of State, through Section 140 of the Act, to make arrangements for the assessment of disabled young people when they are undertaking or likely to undertake post-16 education or training or higher education.

- **The Children (Leaving Care) Act, 2000**: Provides an entitlement to an assessment, a Pathway Plan and a personal adviser for each looked after and former looked after young person.

- **The Education Act 1996**: The transition review process which forms the main monitoring and planning tool for most young people with special educational needs was built on this act and the guidance in the SEN Code of Practice 2001.

- **NHS and Community Care Act, 1990**: LA’s are required to publish and keep under review a plan for the provision of Community Care services in their area. Local Authorities also have a duty to assess individuals’ need for services where they appear to be needed.

- **UN Convention on the Rights of the Child, 1989**: Article 23 focuses on disabled children and young people, recognising their right to dignity, independence and participation within their community.

- **The Children Act 1989**: Provides the framework for social care services for children and young people.

- **Disabled Persons (Services, Consultation and Representation) Act 1986**: Designed to improve the co-ordination and effectiveness of resources and
services for disabled people and those with mental illness. (Now superseded by other legislation and guidance).

- **Chronically Sick and Disabled Persons Act 1970**: local authorities were given a duty to assess the individual needs of everyone who fell within section 29 of the National Assistance Act. The Chronically Sick and Disabled Persons Act set out provisions to improve access and support for people with disabilities. Under this, local authorities were given a duty to assist with: practical support in the home; provision of meals at home or elsewhere such as community centres; provision or assistance to obtain radio, TV, library or other recreational services; provision of recreational and educational activities outside the home; provision of services or help in accessing travel to and from the home to participate in these activities; arranging home adaptations to meet people’s needs.

**b) Guidance and Government Reports**

- **SEN Code of Practice, 2015**: Describes the annual review process from Year 9 and the place of Preparing for Adulthood within that process. The Code also outlines the statutory assessment process to identify special educational needs and disabilities for young people who will probably need more than SEN Support (previously School Action and School Action plus).

- **Supporting pupils at school with medical conditions (2014)**: statutory guidance from the Department for Education

- **Working Together to Safeguard Children (2013)**: Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

- **National Framework for NHS Continuing Healthcare and NHS-funded Nursing Care, November 2012 (Revised)** sets out the process and timeframe to establish eligibility for NHS Adult continuing healthcare funding; states that NHS adult CHC should be appropriately represented at all meetings where transition planning is taking place for young people who are likely to be eligible for CHC funding at age 18, and that an assessment and indicative budget should be completed when a young person is 17.

- **Transition: moving on well, 2008**: Multi-disciplinary guides for health professionals with responsibility for the transition process.


- **A Transition Guide for All Services, 2007**: Multi-agency guide for professionals with responsibility for the transition process.

- **Putting people first, 2007**: a shared vision and commitment to the transformation of adult social care.
- **Our health, our care, our say: Making it happen, 2006**: Central role for Directors of Adult Care Services in ensuring successful transition to adult services for disabled young people.

- **Youth Matters, 2006**: sets out plans for ‘Youth Opportunity Funds’ in each local area, and the government’s plans for the future of Information, Advice and Guidance (IAG).

- **Learning for Living and Work, 2006**: Improving Education Opportunities for People with Learning Difficulties and/or Disabilities

- **Promoting Disability Equality in Schools and Early Years Settings, 2006**: Guidance on how the Disability Equality Duty can be implemented by schools and early years settings.

- **Best practice guidance on the role of Director of Adult Social Services, 2006**: Every LA has a Director of Adult Social Services post. Responsibilities include a specific role in developing support and working with partner agencies to make transition to adult services successful.

- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**

- **Improving the Life Chances of Disabled People, 2005**: considers what can be done to improve opportunities for all disabled people and sets out a 20 year vision. Transition to adulthood is highlighted as a key area.

- **Every Child Matters: Change for Children, 2004**: Sets out the action that needs to taken locally to implement the Children Act.

- **Removing Barriers to Achievement, 2004**: The Government’s strategy for SEN which includes a commitment to improve the quality of transition planning.

- **National Service Framework for Children, Young People and Maternity Services, 2004**: Section 7 of Standard 8 covers Transition to Adulthood, including a person-centred approach to transition planning and the establishment of multi-agency transition groups.

- **Working Together: Giving Children and Young People a Say, 2004**: Statutory guidance for LA’s, governing bodies and schools to promote and encourage the participation of pupils in decisions which affect them.

- **Assessment of Young People with LDD (Connexions), 2004**: Guidance on Section 140 assessments.

- **Every Child Matters, 2003**: Sets out to ensure that children at risk are properly protected within a framework of universal services, which support every child to develop their full potential.

- **Information to Support Connexions Partnerships in their Work with Young People with LDD, 2002**: Sets out the legal framework and the requirements of Connexions in their work with young people with LDD, and a framework for supporting young people placed out of area in transition, and the responsibilities of home and host PA’s.

- **Valuing People: A New Strategy for Learning Disability for the 21st Century, 2001**: Sets out the new vision for services under four key principles of rights,
Preparing for Adulthood: Strategic Protocol for all services.

independence, choice and inclusion. The issues that young people face in transition are also highlighted.

- **Learning to Listen, 2001**: Core principles for participation of children and young people in design and delivery of policy and services affecting them.
## iii) Glossary of terms

| **ARO** | An **Assessment and Reviewing Officer** is the authorised officer responsible for the writing and issuing of Education, Health and Care Plans or Support Plans across the whole age range 0-25 in line with the statutory requirements and timelines laid out in the SEN Code of Practice, Children & Families Act and all associated regulations and ensure that all Plans meet the requirements of Local Authority agreed guidelines/principles. They will also liaise with everyone involved to decide when a plan should be ceased. |
| **ASC/ASD** | **Autistic Spectrum Condition or Disorder** |
| **Annual review** | A yearly meeting to review the Education, Health and Care Plan (or Statement until they are phased out). |
| **Benefit Assessment Officer** | When the Transition Needs Assessment is completed and the level of care services you need has been agreed between you and your care co-ordinator, they will ask a benefits and assessments officer to visit you to complete a financial assessment. You will be told which documents you will need to provide. The officer will also make sure that you are receiving all the welfare benefits you are entitled to. The benefits and assessments officer will explain the four-step assessment process, which includes working out your weekly income and taking into account general living and housing costs, plus any extra costs linked to your disability, for example excessive heating costs. From this information, your assessable income will be worked out and compared with the cost of providing care. If the officer has all the information he or she needs, you will be told the maximum weekly amount you could be expected to pay at the time of the assessment. |
| **CAMHS** | **Child and Adolescent Mental Health Service** |
| **CCG** | **Clinical Commissioning Group**, responsible for the commissioning of health services across a given area. |
| **CHC** | **Continuing Health Care** There are different eligibility assessments for children and adults to access CHC funding. |
| **CIN** | **Child in Need** as defined by the Children Act 1989 |
| **CNA** | **Child Needs Assessment** is the assessment undertaken to provide a projection of what level of care and support will be available to a young person when they turn 18. In North Yorkshire this assessment is already in place and is called a Transition Needs Assessment. |
| **CV** | **Curriculum Vitae**. A document used to list qualifications, skills and achievements when applying for jobs. |
| **CYPS** | **Children and Young People’s Service** |
| **DCYPS** | **Disabled Children and Young People’s Service** responsible for undertaking statutory social care |
assessments and casework with disabled children and young people.

<table>
<thead>
<tr>
<th><strong>Direct Payment</strong></th>
<th>Direct Payments provide payments to disabled people or carers to allow them to purchase services to meet their assessed need.</th>
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<tr>
<td><strong>DSA</strong></td>
<td><strong>Disabled Students Allowances</strong> are grants to help meet the extra course costs students at university can face as a direct result of a disability or specific learning difficulty. They are aimed at helping people with disabilities to study on an equal basis with other students. Eligible full-time, part-time and postgraduate students can apply for Disabled Students' Allowances. The amount you get doesn't depend on your household income. Disabled Students' Allowances are paid on top of the standard student finance package, and don't have to be paid back. Assessments for this allowance are undertaken by a DSA Assessor in a designated assessment centre.</td>
</tr>
<tr>
<td><strong>DST CHC checklist</strong></td>
<td>The NHS <strong>Continuing Healthcare checklist</strong> is a decision support tool to help practitioners identify people who need a full assessment for NHS Continuing Healthcare.</td>
</tr>
<tr>
<td><strong>EHCP</strong></td>
<td><strong>Education, Health and Care Plan</strong>, the document which is being phased in to replace SEN Statements and LDAs from September 2014</td>
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<tr>
<td><strong>EHCP</strong></td>
<td>An <strong>Emergency Health Care Plan</strong> makes communication easier in the event of a healthcare emergency. The plan should include a brief summary of the individual's diagnosis/es and their understanding of it. The plan should include a list of regular and 'when necessary' medications, and indications for any rescue medications for emergency use.</td>
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<tr>
<td><strong>FE</strong></td>
<td><strong>Further Education</strong> includes any study after secondary education that's not part of higher education (that is, not taken as part of an undergraduate or graduate degree). Courses range from basic English and maths to Higher National Diplomas (HNDs). FE also includes technical level qualifications and applied general qualifications, which replace diplomas and vocational qualifications.</td>
</tr>
<tr>
<td><strong>HAP</strong></td>
<td><strong>Health Action Plan</strong> It has been recommended by the Government that a Health Action Plan be developed for people with learning disabilities. This holds information about the person's health needs, the professionals who support those needs, and their various appointments. The plan is based on a full health check. A person with a learning disability can get a Health Action Plan through a health facilitator to support them to develop it, act on it and keep it under review. The health facilitator could be anyone supporting a person with a learning disability, including a member of the family,</td>
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a support worker or a member of the Community Learning Disability Team. The Health Action Plan should cover the full range of services and supports the person might need, including medication taken, dentistry, eye care, speech therapy, occupational therapy or physiotherapy.

<table>
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<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>HAS</td>
<td>Health and Adult Services</td>
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<tr>
<td>HE</td>
<td>Higher Education refers to study at undergraduate, graduate, and post-graduate levels, usually at a university.</td>
</tr>
<tr>
<td>IAG</td>
<td>Independent Advice and Guidance. All schools have a duty to provide this to young people aged 13 and over, and all education providers must provide this for all young people with an EHCP up to the age of 25.</td>
</tr>
<tr>
<td>IHCP</td>
<td>An Individual Health Care Plan is produced by schools to support a young person’s medical and physical needs. Once developed it can be shared in other settings if the young person and their family agree it would be beneficial to do so.</td>
</tr>
<tr>
<td>IRO</td>
<td>Independent Reviewing Officers are responsible for chairing the reviews for Looked After Children.</td>
</tr>
<tr>
<td>ISP</td>
<td>Independent Specialist Providers provide both day and residential educational programmes to learners with complex learning difficulties and/or disabilities who require a high level of expertise and support in making their transition to adult life.</td>
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<tr>
<td>LA</td>
<td>A Local Authority is a local council. Local councils are made up of councillors (members) who are voted for by the public in local elections and paid council staff (officers) who deliver services.</td>
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<tr>
<td>LAC</td>
<td>Looked After Child, as defined by Section 22 of the Children Act 1989</td>
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<tr>
<td>LDA (139a)</td>
<td>Learning Disability Assessment – this will gradually be phased out as Education, Health and Care Plans are phased in.</td>
</tr>
<tr>
<td>LDD</td>
<td>Learning Difficulties and Disabilities often used in post-16 provision to describe SEN.</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Education Authority</td>
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<tr>
<td>Local Offer</td>
<td>A Local Offer gives children and young people with special educational needs or disabilities, and their families, information about what support services the local authority thinks should be available in their local area.</td>
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<tr>
<td>LTG</td>
<td>Local Transition Group a multi-agency group which meets quarterly to support planning for those young people with the most complex needs.</td>
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<tr>
<td>MCA</td>
<td>Mental Capacity Act 2005</td>
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<tr>
<td>Mediation</td>
<td>Every LA must commission a mediation service that is specifically linked to the EHC process (disagreement resolution can be used at any time) and that is factual, unbiased, informal, non-legalistic, accessible, and</td>
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</table>
voluntary.
Even if you do not use mediation, you will need a Mediation Certificate before going to Tribunal.
Parents and young people can go to Mediation over health or care elements of an EHC Plan but if the health or care provision is intended to educate or train it should be considered as special education provision and therefore can be appealed to the Tribunal.

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<tr>
<th>NYCC</th>
<th>North Yorkshire County Council</th>
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<td>PCU</td>
<td>Partnership Commissioning Unit</td>
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**Personal Budget**

A personal budget is a sum of money made available for children and young people who require additional support over and above what is available to most children and young people through local services.

Personal Budget resources may come from education, health or social care which families can use to support their disabled child or young person’s assessed needs.
More information is available on the Local Offer

**Personalisation**

Personalisation is a social care approach described by the Department of Health as meaning that “every person who receives support, whether provided by statutory services or funded by themselves, will have choice and control over the shape of that support in all care settings”.

The aim is that services are tailored to the needs of every individual, rather than delivered in a one-size-fits-all fashion.

It also encompasses the provision of improved information and advice on care and support for families, investment in preventive services to reduce or delay people’s need for care and the promotion of independence and self-reliance among individuals and communities.

**PfA**

*Preparing for Adulthood* has previously been referred to as transition, but moving forward planning with young people should be more holistic and not just focus on the transfer between services.

**PLP**

*Personalised Learning Pathway*. A local personalised learning pathway is a person-centred programme which supports the young person to develop and progress.

It works by understanding how each person learns best, and uses strategies that will help them achieve their goals, giving them the support they require in the learning environment.

**SCO**

*Specialist Careers Officer*

**SENCo**

A *special educational needs coordinator* is a teacher who is responsible for special educational needs at school.
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<tr>
<th><strong>Preparation for Adulthood: Strategic Protocol for all services.</strong></th>
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<tr>
<td>All schools have a SENCo and they work with other teachers and with parents to make sure that pupils with special educational needs get the right support and help they need at school.</td>
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<tr>
<td><strong>SEND</strong></td>
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<td><strong>SENDIASS</strong></td>
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<td><strong>SEN Statement</strong></td>
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<td><strong>SMART targets</strong></td>
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<td><strong>Support Planner</strong></td>
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<td><strong>SES</strong></td>
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<td><strong>START</strong></td>
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<td><strong>TSG</strong></td>
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</table>
iv) **DCYPS/HAS dispute resolution**
Good practice guidance for resolving case transfer and financial disputes between DCYPS and HAS.

**Who this guidance is for**
Locality Team Leaders in the Disabled Children and Young People’s Service and Team Managers in the Adult Learning Disability Teams, and their senior line management.

**What this guidance is for**
To ensure that disputes between DCYPS and HAS about specific cases, regarding agreement of finances or timing of transfer between services, can be resolved swiftly and with minimum impact on case management and service delivery.

**General process**
All young people who are known to DCYPS, who are likely to be eligible for care and support as an adult will be identified on the spread sheet on which discussions at Local Transition Groups are based. Cases will be discussed at the earliest opportunity by managers of CYPS and HAS local social care teams and the discussion recorded on the young person’s file. This should ensure that HAS are aware of complex cases and the rationale on which assessments and care packages are based. Therefore when it comes to authorisation on Liquid Logic, there should be no surprises and this should be a straight forward process. These meetings will also host discussions about those young people whose EHCP has ceased, to facilitate transfer to HAS once they are settled.

**Resolving disputes**
If no resolution is forthcoming following on from case discussion between managers the case should be escalated to relevant senior managers who sit on the Preparing for Adulthood Implementation Group who will discuss it at the next meeting and communicate any decision made back to the relevant staff who will append this to the young person’s file.

If the Implementation Group is unable to reach a resolution then the Assistant Directors of Inclusion and Health and Adult Services will be made aware of the issues of the case so that they can reach a decision on how to proceed.