Best practice in transitions and special educational needs

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Jayne Carter

Transition Information Network
Council for Disabled Children

September 2011
The Council for Disabled Children

- **Raise awareness** of the needs of children with disabilities and their families
- **Promote the participation** of children with disability and their families in all decision making about their lives
- **Contribute to the development of policy** and practice in central and local government
- **Provide an independent forum** for the discussion and resolution of issues relating to children and disability.
What young people say

• ‘As disabled young people we only want the same things as any other young person, such as friends, relationships, money, a place of our own and the freedom to do the things we enjoy. In short, we want choice, control and independence over our lives. A good transition process is a necessary vehicle towards greater social inclusion and equality for disabled young people.’

Rite report 2006

• ‘We should be allowed to continue learning for as long as we need to and to do something we really enjoy and want to do. We should not be given menial jobs but be given opportunities just like other people who do not have a disability. We should be treated the same.’

Ofsted review of special educational needs and disability 2010
Why is transition so difficult to get right?

• It is often difficult for young people to get their views heard, and this limits their opportunities to make choices about their future.

• There are limited opportunities for disabled young people post 16.

• It is a process of growing up that is spread out over a number of years.

• It involves a wide range of agencies who face challenges in working together.

• Statutory Duties are spread across a wide range of legislation affecting different agencies.
“Transition isn’t just about what goes on in schools or in children’s services or in adult services. Managers need to be able to see the whole picture from a young person’s perspective. They don’t just fit into a social care box or a health box or a leisure centre box. They have a life that needs lots of different components to make it work.”

TSP Named Advisor
Transition Support Programme:

Aiming High for Disabled Children (AHDC) review in 2007 found that more work was needed nationally to improve and coordinate services for disabled young people in transition to adult life.

To address this, the government announced the Transition Support Programme, which would aim to raise the standards of transition in all local areas.

The Transition Support Programme was a 3 year programme with £19m of funding committed between 2008 and 2011.
The 5 focus areas

- **Participation** of disabled young people and their families
- Effectiveness of **personalised approaches**
- **Joint assessments** processes within children’s trusts and adult services
- Realistic **post 16 opportunities** for living life
- Strategic **joint partnership** working
TSP – Support to local areas

Local areas were offered a range of support through a combination of:

- Direct grants to local areas
- Direct support from TSP Named Advisors to LA transition leads
- Training days about transition
- Resources on specialist areas of work
- Extended case studies on good practice
The Valuing Employment Now strategy set out an ambitious goal to radically increase the number of people with moderate and severe learning disabilities in paid employment. By 2025 the Government wants as many as possible of these jobs to be at least 16 hours a week.

The Valuing Employment Now (VEN) Team was disbanded in April 2011. Employment policy is now led by the Valuing People Now team.
http://base-uk.org/knowledge
Getting A Life

• The Getting a Life programme ran from April 2008 to the end of March 2011, as part of the Valuing People Now employment work.

• It was set up to show what needs to happen so that young people with a severe learning disability achieve paid employment and full lives when they leave education.

• A Pathway was developed and implemented in a number of demonstration sites across England. Each site worked with up to 30 young people, their family members and local systems.

• Local projects are continuing their work to improve employment opportunities for young people with learning disabilities in each area.
Key Learning Points

Children and young people should be supported to develop –
- Decision making skills
- Confidence and self esteem
- Employability skills
- Vocational skills based on the young person’s gifts and interests

They should have access to –
- A personalised curriculum
- Person centred planning and person centred reviews
- **Real** work experience opportunities
- Expert support continuing post 16 so their FE placements are more likely to be maintained
- IAG support of a consistently high standard
Key Learning Points cont.

Local areas and Service Providers should ensure –

• person centred approaches are used across all services
• person centred transition plans are live documents, and are implemented
• planning is holistic, considering all aspects of a young person’s life
• outcomes are monitored and issues are addressed
• information collated feeds into planning and service development
• they have relevant data regarding the support needs of young people in transition and are aware of their aspirations
• multi agency working, and effective and appropriate information sharing
• young people and their family members are actively engaged in developing and reviewing local policy and services
• local capacity is being enhanced
Good Practice

There are now about 47 case studies from local areas across the country on the TSP website, covering a wide range of work.

www.transitionsupportprogramme.org.uk

Thurrock – A whole school approach to personalisation that includes person centred planning, work experience, personalised curriculum and support into mainstream college settings

Oldham – developing one clear system for young people with learning difficulties through the transition period, making sure they’re accessing the right further education to support independence and developing clear pathways for employment.

London Borough of Tower Hamlets - This case study looks at how employment opportunities were developed specifically to support disabled young people with sensory impairments.
Current policy and resources

• SEN D Green Paper
• Education Act
• Welfare reform
• Open Services White Paper
• Health and Social Care
• Ofsted survey
• Transition Information Network
Support and Aspiration:
A new approach to SEN and disability

1. Early identification and assessment
2. Giving parents control
3. Learning and achieving
4. Preparing for adulthood
5. Services working together for families

- A new single assessment process and ‘Education, Health and Care Plan’ by 2014
- Personal budgets
Support and Aspiration

Single assessment and plan

• Person-centred approach
• Co-ordination of the process, particular challenges post-16
• Information, support and advice
• Plan needs to be outcomes focused
• Statutory threshold
• Ensuring the plan happens
Support and Aspiration

Personal budgets

- By 2014, the intention is that all families with the proposed ‘Education, Health and Care Plan’ will be entitled to a personal budget
- Practicalities
- Market place?
- Brokerage Support
Support and Aspiration

Learning and progress

• Over-identification of children with SEN
• Remove School Action and School Action Plus – one category of SEN
• Remove guidance on using Individual Education Plans (IEPs)
• New information on the progress of children working below expected levels
• Training and scholarships for teachers
• Teaching Schools will train teachers
• Achievement for All
Support and Aspiration

Preparation for adulthood

- EHCP to cover Learning Difficulty Assessments /S139As
- Work Experience
- Supported Internships
- Looking at how employment support can better meet the needs of young people
- Transition to adult health services
Next Steps on Green Paper

- Consultation Closed 30 June
- SEND Pathfinders & pathfinder support and evaluation set up – September
- Detail of reforms informed by consultation and first months of pathfinders


http://www.education.gov.uk/childrenandyoungpeople/sen/a0075339/sengreenpaper
Preparation for adulthood tender

- The Department is now inviting bids in the following areas
  - Support for short breaks
  - Early Support and key working
  - Support for parent partnership services
  - **Preparation for adulthood**
  - Early language development programme
  - Early intervention in mental health support for children and young people – VCS capacity building
  - parent participation

Progression post-16 for learners with learning difficulties and/or disabilities

- Ofsted survey evaluating
  - arrangements for transition from school
  - provision in post-16 settings for learners with learning difficulties and/or disabilities up to the age of 25.
- Learning difficulty assessments
- Availability of provision at post-16 varied considerably
- Providers starting to collect data about destinations of learners
- Employment outcomes were relatively low from entry level provision

http://www.ofsted.gov.uk/resources/progression-post-16-for-learners-learning-difficulties-andor-disabilities
Transition Information Network

• Based at CDC
• Alliance of organisations
• Free to become a member
• Over 2,500 members – professionals, young people and parents
Transition Information Network

- Magazine – *my future choices*
- E-newsletter – Getting a Life
- Seminars – SEND Green Paper – March
- Websites
- Policy – response to SEND Green paper
- Wider issues in transition

[www.transitioninfonetwork.org.uk](http://www.transitioninfonetwork.org.uk)
Resources recently added to TIN website

• Travel Training – Good Practice Guide, Department for Transport, May 2011

• New guide on transition planning for disabled young people from BME communities
Why personalisation is important to me

By Nadia Clarke

Personalisation gives disabled people aged 16 control over their lives and gives them ownership and choice over their own social care. For example, some disabled people use personal budgets which mean they can design and pay for their own personalised care package and employ their own personal assistants (PAs) instead of getting this directly from their local council.

Disabled people aged 16 and over can get personal budgets and the amount you get will depend on the assessment your local council makes of your needs. You don’t have to manage the individual budget yourself. If you want, you can ask someone to look after the money for you.

At a glance
Nadia talks about how having a personal budget has helped her to live more independently.

Management: The importance of managing your personal budget

Managing my personal budget at university

I have recently returned to university and I am starting to manage my personal budget. I am planning to manage my personal budget to enable me to live more independently.

About me

My name is Nadia Clarke. I am 18 years old and I am studying Health and Social Care at college. I am an electric wheelchair user and I understand 3 different languages: my first is AAC – this means I use an electronic Communication Aid to speak. I also use British Sign Language (BSL) as I am Deaf; oh I also understand English (which is different to BSL) and use this in college.

I hope to continue to university in 2013 to study Disability Rights which I am really excited about. I want a job where I can raise disabled people’s awareness about their rights and to increase their aspirations and choices. I want to work with disabled children and young people and teach them about life and dreams.

Skill: National Bureau for Students with Disabilities

Personalisation is important to me. It allows me to have more independence and is helping me to reach my goals. I spend the money I get through personal budgets on employing Personal Assistants (PAs). This means I can get the support I really want.

“Personal budgets have allowed me to have more control over my own support and are helping me to fulfil my dreams.”

I feel that it is really important that disabled young people know their rights and how to use them and that everything should be about choice. Disabled young people need to have more choice over the support they get to be able to achieve their goals and aspirations for their future.

I am very excited about personalisation as I think it can really help to change things for disabled people. Personal budgets have allowed me to have more control over my own support and are helping me to fulfil my dreams.

How I use my personal budget

My money comes from Direct Payments and the Independent Living Fund. My whole future depends on this being available. I use my personal budget for everything I do in life, for example, employing my PAs, socialising, swimming, and having physiotherapy.

My PAs are very important to me. They help me to be independent so I don’t need to rely on my parents too much. With the help of my PAs I am able to do anything I want, like going to the pub and partying all night!

My PAs help me with lots of different parts of my life so it is really important to find the right person to do the job. My personal budget means I can choose PAs who are similar in age to me and like the things I like – for example, going cycling!

At the moment I am planning a road trip to Europe with my friends. I am really excited about this. I also plan to travel to many other parts of the world.

My PAs do not support me at college. Instead the college employ support staff who help me with my studies. The support at college is helping me to complete my course.

As well as receiving USA, whilst studying at university I will also be entitled to money from social services to pay for my living support. I will receive this money through my personal budget and will be able to employ my PA.
Getting a Life Newsletter
Transition Information Network

Issue 1 Autumn 2006

Getting a Life Newsletter is for everyone working with and/or disabled young people in transition from childhood to adulthood.

Transition continues to rub up the political agenda with central government taking about a new style of recognising his need to increase awareness, however we disabled young people and their families nothing very changed? Please let us know of things that are happening in your area that have improved the lives of a disabled young person and their family.

Lastly, you will notice that this newsletter has been "re-branded" as a Transition Information Network (TIN) publication. TIN is hosting the Council for Disabled Children and we want to ensure that people can access all our information on transition from one source — the Transition Information Network. For more about TIN see page 1.

All the best,
Lucy Warnes
Director of Children's Services
Council for Disabled Children
www.cdc.org.uk

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Getting a Life
Council for Disabled Children

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Group Work

- How are you linking in to young people as they prepare for adulthood?
- What links do you have with your local schools and colleges?
- What local networks are you linked into?
- What one thing could you do to start improving outcomes for disabled young people?
Thank You

www.transitioninfonetwork.org.uk
http://resources.transitioninfonetwork.org.uk
http://www.transitionsupportprogramme.org.uk

www.ncb.org.uk/edcm
www.ncb.org.uk/cdc