

Clifton Hill School

A Guide to Transition into Post-19 Services



Preparation

to



Adulthood

Contents

Page 3	Introduction
Page 4	The role of the SEND team.
Page 5	The role of the Transition Team.
Page 8	What to expect during the transition process
Page 13	Post 19 pathway flow chart
Page 14	Colleges
Page 16	Social Care
Page 18	Residential, Housing and Supported Living
Page 20	Key considerations to think about and ask provisions?
Page 22	Financial and Legal Considerations including Benefits
Page 23	Deputyship
Page 24	SEND and Transition Team sources of information

Introduction

Preparing for a successful transition beyond Clifton Hill is a process that starts in Year 9. This allows parents and students plenty of time to research and visit the various post 19 options and ensure that the right provision is in place for their son/daughter when they leave Clifton Hill.

The role of the school in transition is to provide support and advice throughout the process but it is essential that parents become pro-active from Year 9 onwards as it is you who will make the final decisions and submit applications.

The earlier that decisions are made then the greater the support that can be put in place to ensure a smooth transition. If college places are sought, teachers can ensure that the paperwork for EHCP reviews reflect this leading up to Year 14, especially the aspirations and targets.

There are various options available to students once they leave Clifton Hill but the two main routes are a college placement (if a student has evidence of the potential to make further educational progress) or a social care package (a person centered package to make further progress in life skills). For some students there will be elements of both.

As well as preparing for life beyond year 14, parents should also start to think longer term. Some college placements can be as short as 1 to 3 years and so parents must ideally have a plan beyond college before their sons/daughters leave Clifton Hill.

The role of the SEND team.

The Surrey SEND team work to the SEND code of practice and the aim is for transition plans to have a person centered approach. A member of the team will aim to attend Annual review meetings for students from Year 12 onwards. The code of practice states that the majority of students should be educated in mainstream/local settings e.g. East Surrey or Croydon Pathways. We should be aiming to meet the needs of young people locally without the need to use independent providers and Surrey are working to identify and fill the gaps where possible.

The four 'Preparing for Adulthood' outcomes (employment, independent living, community inclusion and health) are usually more successful if delivered locally.

Throughout the process, it is important to keep the needs of the young person at the centre of the process (rather than just the family's wishes). If a residential college placement is being sought, Surrey will look carefully at whether a student's needs could be better met in very personalised supported living alongside a place at a local college.

The SEND post 16 team run transition events for parents in each quadrant once a year, where colleges and housing providers are available to offer advice.

Parents are advised to apply for college places in the Autumn term of a student's final year at Clifton Hill and to put in as many applications as they feel are suitable. All Y14 transition reviews of EHCPs should be completed by Autumn of the final year to allow time for the documents to go to the funding panel to be reviewed and agreed. Parents can name desired placements in the young person's/parent's aspirations documents, section A of the EHCP.

Although EHCPs state they are from 0 to 25, there is no legal right to continued education post 19. Therefore, good attendance at school is important and students need to have shown progress over their time at school for the EHCP to continue. If a young person is not going to college then the EHCP will cease. Transport to college comes from the social care budget. However, if a student has a mobility car, then this must be used for transport to college.

The role of the Transition Team.

The transition team work with young people from 14 – 25 to ensure a smooth transition from children’s services to adult social services. Their aim is to promote independence and to help young people maximise their skills. The transition team try to be involved with a young person through reviews, information gathering, etc. At the age of 18 they become the statutory funding body. They will meet with the young person and their family by the time the young person is 17 ½ years old to carry out a full assessment and ensure that any provision needed is in place. For a young person who has not had access to children’s services, a new referral to the transition team will be made well before they are 18 by the SEND team. The transition team support young people in their transition to adult services, including continuing to provide respite and services already in place that are still needed and helping to plan for life after school.

The transition team will attend annual reviews (where possible) leading up to a young person’s 18th birthday, especially where extra support is required. A Continuing Healthcare Assessment is carried out around the young person’s 17th birthday to identify the right funding pathway – Continuing Healthcare Team (NHS) (for young people with more complex health needs) or the Transition Team.

In terms of the transition process it does not matter which funding pathway is taken – the same provisions can be accessed.

At 17/18 each young person will have an 'Adult social care assessment' to see if they are eligible for services from the transition team as well as the funding required for their social care package.

After the assessment, the young person and/or their families will be notified and sent a copy of the assessment.

The transition team will then put a support plan in place to ensure that the young person's social care needs are fully met. This may include a Personal assistant (PA), day centres/activities, supported living etc.

The plan is then authorised by a manager and can take 6-8 weeks to put in place. It is then reviewed after 3 months, 6 months and eventually annually.

Parents can also have a carer's assessment 6 months before their son/daughter turns 18. This assesses the support that you may need in your caring role.

Each young person will also have a financial assessment to assess what benefits they are receiving and whether they will be required to contribute to their support package.

It is important to note that if the young person has a mobility car as part of their support package then this will most likely be required to transport them to/from respite and day services.

Funding for social care packages can be provided in different ways:

- Directly from Surrey County Council to the provider but Surrey must have a contract with these providers, so it can be restrictive.
- Pre-paid account or Direct payments – where the young person has an account in their name (or a 3rd party), and money from SCC is paid monthly from the support plan. This gives greater flexibility with providers and meeting social care needs. (With direct payments the family must collect receipts etc and submit these to Surrey.)
- Supported managed accounts – Surrey will manage the direct payments for the young person.

Surrey Independent Living Council (SILC) can help to support families with the administration and legalities of direct employment of PAs, etc.

Once the payment method is agreed and the provision is ready the support package starts.

There is an agreement that the money is only used for what is on the plan. Families can ask permission to use it on something different but this **MUST** be approved by the transition team.

If there are any issues a re-assessment can be requested.

What to expect during the transition process.

During Year 9– 11 (students aged 13-16 years)

- From Year 9 onwards, parents/carers will be supported through the transition process..
- A SEND transition plan will be started, noting any options to explore. The support needed to explore these options will also be identified. This document will be updated at each subsequent annual review. The transition team (social care) would also hope to attend.
- The local offer website provides up to date information about provisions available in Surrey.
- Transition events are held throughout the year and are a really good source of information about different providers.

Action points for parents/carers:

- Attend Annual Reviews with ideas of what you would like for your son/daughter beyond Clifton Hill
- Look at the Local Offer website
- Attend transition events and meetings that are arranged.
- Start visiting colleges and providers and put your young person's name on waiting lists if required. Whilst Clifton Hill, the SEND team and transition team can give advice and support, it is the parents'/carers' responsibility to look for and decide on, the next placement
- Seek advice about benefits that will become available when your son/daughter becomes 16.

End of Year 11 options (Post 16)

From year 11 to year 12, this is classed as an End of Key Stage transfer. There are two options to discuss at the annual review.

Either:

Continue into the Clifton Hill Post 16 department or

Seek alternative Post 16 education- Other local SEN schools/colleges have Post 16 departments.

If families felt other schools could meet their son/daughters needs better we would support their applications and help with the transition if they are allocated a place. Any requests for a change of placement for Post 16 need to be registered on the Year 10 annual review so that case officers are aware and can start the 'End of Key Stage Transfer' process.

In some cases, we may recommend that a young person does not continue onto our Post 16 provision and that they continue further education at our local college.

Year 12 (Students aged 16-17)

- Students are assessed (baselined) against the qualification they are taking – Personal Progress or Personal and Social Development. The awarding body for both qualifications is ASDAN.
- Students will be referred to the transition team by the CWDT or SEND team.
- As part of the Post 16 curriculum, all students will access a college link programme or a work experience placement every year. This will encourage the students to engage in a wide range of experiences and familiarize themselves with different college/work environments. This will also enable Clifton Hill to build up a portfolio of things that the young person is interested in.
- All students will become 18 during the following school year (Year 13), some as early as September, and lots of their regular activities, clubs and respite will stop at this point. Parents should start looking ahead to find suitable adult activities/ clubs/ respite during Year 12. Some applications for clubs need to be made 6 months prior to joining to allow for assessments etc.

Action points for parents/carers –Year 12:

- Continue to attend transition events and meetings and re-visit colleges as courses can change and start to come up with a list of preferences.
- Make sure the transition team know that your son/daughter will soon be turning 18 in the next year.
- Put young person's name on the housing register – even if you are not looking for supported living immediately.
- Start looking for suitable new activities, clubs, respite for adults.

Year 13: (Students aged 17-18)

- All young people will have an assessment by the Transition team – this will usually have been done by 2 months before their 18th birthday.
- The transition team are invited to annual reviews.
- School and parents will work with the students to prepare them for transition into different adult services.

Action points for parents/carers – Year 13:

- Continue to attend transition events and meetings.
- Decide on a plan A and have an appropriate plan B as back up.
- Find out how to apply for places at the different providers and note any deadlines.
- Contact the transition team if you have not had an assessment 2 months before your son/daughter's 18th birthday.
- Seek independent advice about changes to benefits when the young person becomes an adult.
- For students with complex medical needs, complete a Continuing Healthcare Assessment.
- If your son/daughter has a high tech communication device that is not their own (e.g. PODD ipad), start enquiring about how ownership will be transferred to your son/daughter when they leave Clifton Hill and how it will be updated etc.
- For students with physio, SaLT and sensory OT needs check a referral has been made to the CTPLD (Community Team for People with Learning Difficulties). They will provide these services once the young person leaves school.

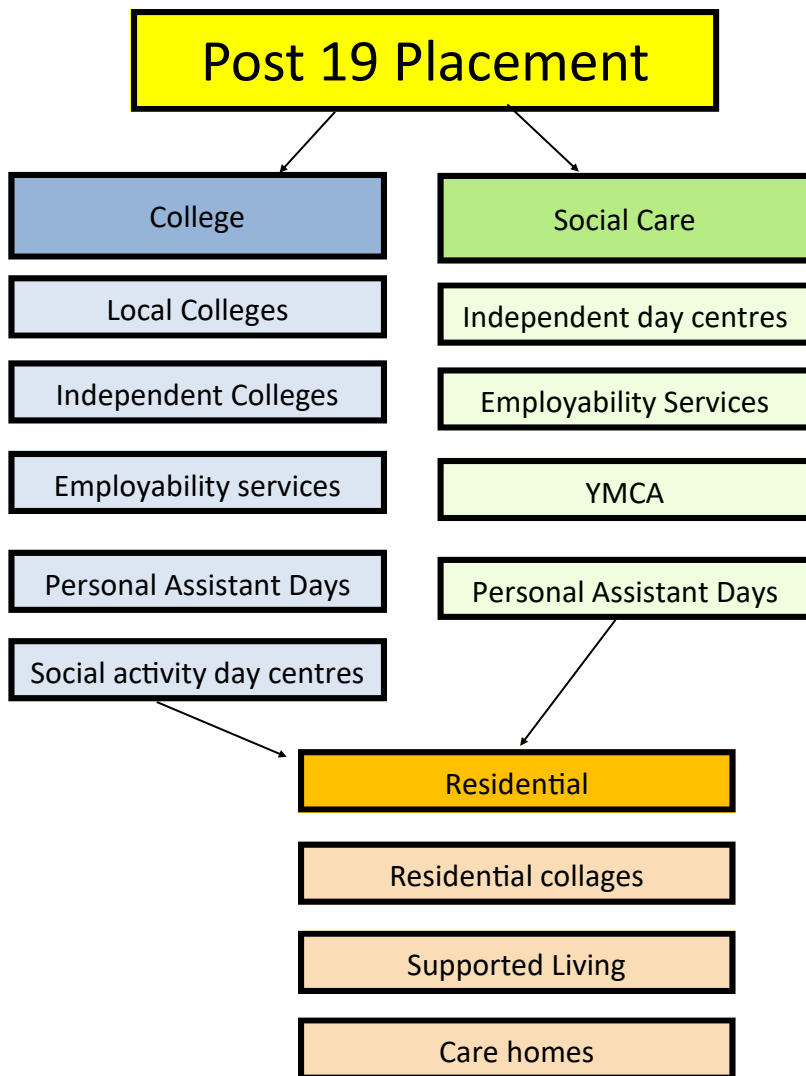
Year 14: (Students aged 18-19)

- By the time students start Year 14, parents should have a clear idea of what provision is sought so that plans can be finalised. Whilst school, the SEND team and the transition team can give advice and support, it is the parents'/carers' responsibility to look for and decide on, the next placement.
- EHCP reviews will be held before December.
- Applications for colleges/social care providers are submitted.
- Assessments for colleges will begin once they have been formally consulted by Local Authority.
- Once a place and funding is confirmed, providers to liaise with the parents/school to arrange transition visits/taster days to ensure a smooth and successful transition and that essential information is handed over. Providers are also invited into school to carry out their own assessments.
- School will ensure that all relevant information is passed onto the new settings.
- For students who are moving to a social care provision with no full time college placement or supported internship, their EHCP will cease.
- Students will have their ASDAN units or BTEC Exams accredited and parents will be invited to an awards ceremony.

Action points for parents/carers - Year 14:

- Submit applications for colleges and social care providers.
- Come to the Year 14 EHCP review with a clear plan in mind either for college or social care.

Throughout Year 9 to Year 14, we constantly reflect on what pathway is the best for each individual young person. We regularly discuss these options at your son/daughters annual review. For some, there is a clear pathway to progress onto Further Education after Clifton Hill. For others, social care pathway is more suited to the individual needs and can have a mixture of social events, life skills and residential.



About College...

- Local Authority colleges will be consulted as to whether they meet need first before any independent colleges are considered
- Independent colleges can be day and/or residential
- Funding for independent colleges is usually ONLY agreed if a local college cannot meet the needs of a student AND that student clearly shows potential for further progress in education.
- Usually a 3/4 day offer, some 5 day available
- Majority of colleges will offer life skills courses. Some colleges follow on to supported internships in the final year (if appropriate).
- Funding reviewed annually and dependent on progress and achieving outcomes
- Application processes vary between the different colleges – so it is important for parents to find out the application deadlines/ procedures for the colleges they are interested in.
- Transport to and from college comes from the social care budget. However, if a student has a mobility car, then this must be used for transport to college.
- If a residential college placement is being sought, Surrey will look carefully at whether a student's needs could be better met in very personalised supported living alongside a place at a local college.
- Good attendance at school is important between years 10-14 (last 5 years) if a college place is sought, as progress throughout KS 4 and 5 must be evident at the Year 14 ECHP review to secure funding for a college place.

College Directory

Name	Location/Borough	Contact information
East Surrey Collage Local Authority	Redhill/Surrey	https://www.esc.ac.uk/about-esc/frequently-asked-questions/special-educational-needs-and-disabilities
NESCOT College Local Authority	Ewell/Surrey	https://www.nescot.ac.uk/about-nescot/student-services/send-information/
Nido Volens Local Authority	Bromley/Croydon	https://www.lsec.ac.uk/courses/send?high-light=WyJuaWRvliwidm9sYW5zliwibmlkbyB2b2xhbnMixQ==
Croydon Pathways Local Authority	Crawley/Croydon	https://clifton-hill.surrey.sch.uk/wp-content/uploads/2022/03/The-Pathway-Centre-Brochure.pdf
Orchard Hill Independent	Various sites	https://orchardhill.ac.uk/
The Orpheus Independent	Godstone/Surrey	https://www.orpheus.org.uk/
Young Epilepsy Independent	Lingfiled/Surrey	https://www.stpiers.org.uk/st-piers-college
Carshalton College Local Authority	Carshalton/Merton	https://stcg.ac.uk/carshalton-college/foundation-learning-send

About Social Care...

- A variety of social care day activities can be provided to form a weekly package
- Opportunities to continue learning within the environment, focusing on functional life skills
- It can be suited to the needs and the interests of the individual
- Access to community services with PA support
- Social care can be used in conjunction with colleges to form a 5 day package
- Some students may consider employability services/work experience
- Some social care providers have links with local colleges for part time courses.
- Some residential providers also provide day services without the requirement to be a resident
- Transport to and from day and respite services comes from the social care budget. However, if a student has a mobility car, then this must be used for transport to day and respite services .

Social Care Directory

Name	Location/Borough	Contact information
Day space day Centre	Reigate, Caterham, Penge	57 Albert Rd N, Reigate RH2 9EL 01737 -241012 https://dayspace.org/
Consensus Residential and day care services	All across the UK	consensusupport.com/
Surrey Choices	Surrey	www.surreychoices.com/
Surrey Day Care Centre directory	Surrey	www.surreycc.gov.uk/adults/choosing-the-right-care/staying-independent/day-centres
YMCA	Surrey	www.ymcaeastssurrey.org.uk/children/disability-activities/lifeworks/
County care	Surrey, Hampshire & Lincolnshire	www.countycare.co.uk/community-skills-project
Bloomin' Arts	Lingfield, Surrey	bloominarts.org.uk/

About Residential, Housing and Supported Living....

- 24 hour support at the level suitable for the individual
- Access to a wide range community services
- Opportunities to develop greater independence
- A wide range of weekly Social opportunities
- 'family' environment and opportunities to develop meaningful relationships with those also in the residential setting
- Secure and safe environments set up for individual needs
- Contact with family as and when desired, e.g. weekends, holidays etc.

If you are looking at supported living for your young person, please talk to the transition team. They will complete an e-brokerage form with you that is then sent out to the providers in the county. You will then be invited to go and view suitable provisions.

This process is about finding the right place for your young person – you don't have to take the first place that is offered. If you are thinking of this , give yourself plenty of time– this means you can then look for appropriate provision that meets the needs of all rather than having to rush into something in an emergency situation.

Most providers are now moving towards a 'supported living' model rather than 'residential'. The provision is very similar. There are just differences in how it is funded. Supported living gives the young person (and their appointees) more control over how their money is spent.

Residential Directory

Name	Location/Borough	Contact information
Active Prospects residential and supported living, respite and emergency care, or care in your own home.	Surrey & West Sussex	https://activeprospects.org.uk/what-we-do/#learning-disability
Consensus Residential services, supported Living services and day care services	All across the UK	https://consensusupport.com/
Voyage care	All across the UK	www.voyagecare.com/supporting-you/learning-disabilities
Supported independent Living in Surrey (search tool)	Surrey	www.surreycc.gov.uk/adults/care-and-support/disability/supported-living
Achieve Together	All across the UK	www.achievetogether.co.uk/our-services/residential-adult-care/

Residential opportunities are often very hard to find and secure placement.

If you hear of any residential providers that you are using or have used which may meet the needs of students at Clifton Hill, please inform school so that they can be added to the directory.

Key considerations to think about and ask provisions?

Prior to visits:

Look at the provider's website to gain the key information about their aims, what their program offers and who is it suitable for.

Make a list of questions to ask.

Decide if you will take your son/daughter with you.

Look at where is it located. Is transport provided? How long will the journey take on a normal day?

Will you be able to meet key staff and/or observe what other service users are doing during the visit?

Colleges:

How many days per week in college and what are the hours/holidays?

How many years is the course and how frequently is the place/funding reviewed?

What are the transport arrangements to/from college?

What are the student numbers in a class/group and what is the student/staff ratio?

What does the daily timetable look like?

What does the curriculum offer and what subject areas are covered/available?

Do students get a choice of subjects?

How often do students access the community?

Do you offer any residential trips?

How does the college communicate with parents/carers?

Are there nurses/therapists on site?

Can you support my son/daughter's current method of communication?

Are you able to update communication aids/high tech devices?

How are the students prepared for transition beyond college?

Are there any links with supported living provisions?

Do you offer taster days/transition visits once funding is agreed?

Social care:

What are the ages of the other clients?

What opportunities are there to access the community?

Do the clients have opportunities to go on holidays/short breaks?

What is the structure of the day?

How many people in a group and what is the staff to client ratio?

What therapy services can you provide?

Is there a nurse on site?

What opportunities are there for socialising with others?

How do you communicate with parents?

What happens if a PA is off sick and cannot support a young person – will there be cover?

Do you offer taster days?

Key considerations after visiting provisions:

Was it welcoming?

How far away is it and how will your son/daughter get there?

Did the students/clients seem happy/motivated and engaged in their learning or activities?

Can you see your son/daughter at this provision?

Are the activities meaningful and age appropriate?

Financial and Legal Considerations including Benefits

It is important that parents seek independent advice about benefits that are available from the age of 16. Some benefits that are available at 16 can stop eligibility for other ones and therefore benefits should be worked out on an individual basis and parents need to look closely at what is best for their family situation.

Staff at Clifton Hill are unable to fully advise on this. Social workers/case workers and your local citizens advice bureau should be able to advise you.

Some of the key benefits that your son/daughter might be eligible for are:

- PIP – Personal Independence Payment for 16+
- ESA – Employment and Support Allowance
- 16-19 vulnerable student's bursary – applied for via school
- Carer's allowance – for parents/carers.

You will receive a letter about Child Benefit when your son/daughter approaches the end of Year 11, asking if they are staying on in education etc in order for you to continue claiming it. It will ask what course/qualifications your son/daughter is studying.

The qualifications we work towards at Clifton Hill in Post 16 are either ASDAN Personal Progress or ASDAN Personal and Social Development. Some students are able to achieve BTEC Functional Skills in English and Maths. Your class teacher will be able to tell you which qualification your young person is working towards.

Independent advice should also be sought about opening bank accounts for students as many parents have found that leaving this until a young person is 16 is often too late.

Deputyship

Deputyship is the legal framework that gives named adults the legal rights to control another adult's finances and to make decisions about their health and welfare, including where they live.

It has to be set up through the court.

You can apply to become someone's deputy if they 'lack mental capacity'. This means they cannot make a decision for themselves at the time it needs to be made.

They may still be able to make decisions for themselves at certain times.

There are two types of deputyship:

- Property and financial affairs deputy - You'll do things like pay the person's bills or organise their pension.
- Personal welfare deputy - You'll make decisions about medical treatment and how someone is looked after.

For more information talk to your young person's social worker or school. You can also look on the website - www.gov.uk/court-of-protection.

SEND and Transition Team sources of information

<p>Surrey SEND</p> <p>https:// www.surreylocaloffer.org.uk</p>	<p>Surrey SEND information, advice and support service (SSIASS) - ssiass@surreycc.gov.uk, sesen@surreycc.gov.uk</p>	<p>01737 737300</p> <p>0300 200 1015</p>
<p>Surrey Transition</p>	<p>transi- tionteam@surreycc.gov.uk</p>	<p>01276 800270</p>
<p>Croydon SEND</p> <p>https:// localoffer.croydon.gov.uk/ kb5/croydon/directory/ home.page</p>	<p>senenquiries@croydon.gov.uk</p>	<p>020 8604 7263</p>
<p>Croydon Transition</p>	<p>transitiondutyin- box@croydon.gov.uk</p>	<p>0208 726 6000 Ext 21162</p>
<p>Sutton SEND</p> <p>https://www.sutton.gov.uk/ sutton-s-local-offer</p>	<p>Sen.team@cognus.org.uk</p>	<p>020 8 323 0454/0453</p>
<p>Sutton Transition</p>	<p>suttoninfor- mationhub@sutton.gov.uk</p>	<p>02087705000</p>

If you would like further information in regards to the person allocated to your son/daughter for either the Post 16 SEND team or the Transition Team, Please ask Jackie Grice, Clifton Hill's School SEND administrator.

For any other information please contact
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