

Transition Support & Planning Process for 16 – 18 year olds Not In School

LEGAL CONTEXT

The introduction of the Education (Additional Support for Learning) (Scotland) Act 2004 (the 2004 Act) and subsequent amendments in 2009, clearly outlines the duty placed upon Local Authorities to engage in timely and effective planning for all children and young people at all stages of transition, with a particular focus on planning and support for the transition to the post school sector.

The Children and Young People (Scotland) Act which became law on 27th March 2014 also makes provisions for this crucial transition. For young people who leave school before they are 18, the provisions in the Act continue to apply until their 18th birthday. This means that the local authority where they live will make available a Named Person (NP) and, should there be any wellbeing needs which require additional support, consideration will be given to preparing a Single Child's Plan to record and coordinate that support.

The Plan's provisions can apply until the young person's 18th birthday, and on a non-statutory basis beyond that. The fact that the young person has left school has no bearing on the decision to develop a Single Plan where there is a wellbeing need which requires a targeted intervention to improve outcomes.

These functions will also apply to those between the ages of 16 and 18 who are deemed to be 'adults at risk' or an 'adult with incapacity' under the Adult Support and Protection (Scotland) Act 2007. This means that someone who is deemed to be an 'adult at risk' or an 'adult with incapacity' under the 2007 Act may have a Plan, which will include a wellbeing assessment, and details of any targeted interventions aimed at addressing adult protection issues.

WELLBEING CONCERNS

As with children of any age, there will be a range of circumstances which might give cause to raise a wellbeing concern. For some young people this might relate to barriers to their participation in a post school option of education, training or employment, while for others there may be health concerns which require support, or involvement in activities which bring them to the attention of the police or youth justice services.

The GIRFEC National Practice Model provides the framework for considering information, assessing needs and determining a relevant and proportionate response. Where an individual has complex needs requiring support through a targeted intervention, then support should be coordinated via a Single Plan and there will be an identified Lead Professional to ensure the plan is effectively managed. There should be a clear link between the Lead Professional and the Named Person

TRANSITION FROM SCHOOL

To support the transition from school it is important that good information is shared with young people and their parents/carers about the planning, timescales and processes for leaving school. The needs of the young person remains central to this process and **all** young people, regardless of any difficulty or disability, should receive the support they require to participate fully in this process. Planning for those young people who require targeted or specialist levels of transition should begin at Secondary 3 to ensure that a successful and supported transition is achieved.

As part of this transition process the school will check that there is no ongoing Single Plan. If there is a Plan in place, then it will be transferred to the Named Person in the Skills for Learning & Work Team and the current Lead Professional will be informed of this change.

Where a young person is leaving a school managed by another Local Authority or an independent school, the Named Person at those establishments will have a duty to inform the Skills for Learning & Work Team in time for them taking over the NP responsibility. This will involve providing details of the date of the transfer, name and address of the young person and parents.

Any information transferred about the young person's wellbeing should be accurate and up to date and suitable to support the on-going role of the new Named Person. It is likely that this will also include routine information which may be relevant to the young person's future participation in education, training or employment.

TRANSITION FROM PRISON

Whilst a young person is in the custody of the Scottish Prison Service, either on remand or serving a sentence, the Prison Service will provide the Named Person service. Following their release, the local authority where the young person will reside will have responsibility to provide the NP service. The Named Person in the Scottish Prison Service will transfer wellbeing information as appropriate at the end of the period of custody to the Skills for Learning & Work Team.

TEAM AROUND YOU MEETINGS

LEVEL 1

A Level 1 meeting should be convened when the Named Person's assessment is that mainstream resources within their own agency is not sufficient to address the wellbeing concern(s) identified, but there are sufficient other resources from within the wider agency to provide effective support to the young person. These support packages may be relatively complex but they are still contained within a single agency.

The Level 1 meeting should construct a Plan using the Wellbeing Indicators to identify desired outcomes for the young person and the actions required by whom and by when to achieve them.

LEVEL 2

A Level 2 meeting should be convened when the Named Person's assessment is that there are insufficient resources within the single agency to address the wellbeing concern(s). This means that the NP can contact any agency from the Statutory or Voluntary sectors and make a reasonable request for their assistance, or attendance at a Team Around You meeting, as potential partners to a Single Plan, regardless of whether or not that agency has prior knowledge of the young person.

Where there is a Lead Professional already appointed the Named Person must ensure that they are involved in any discussion to call a Level 2 Meeting. The agency concerned then has to make a judgement about whether or not the service they provide is appropriate or whether they have the capacity to become involved at that point in time but it is no longer the case that an agency can refuse to become involved simply because they do not currently know that young person.

An important task for the Level 2 meeting is to allocate a Lead Professional who will construct, co-ordinate, review and communicate with all partners who may be involved in the Single Plan. It is important to note that there will only be one Plan. Other specialist assessments may take place but they must be incorporated into this Single Plan.

REVIEW

After the Team Around You meeting has taken place, and in advance of any review date set, it is good practice to maintain contact with the young person and where appropriate, their family, to monitor the progress of what has been agreed at the meeting. This will ensure that the young person and their family are partners to their own plan which will make achieving the outcomes much more likely.

If a partner agency is considering ending their involvement, a review meeting should be held, particularly if they are providing the Lead Professional role. The review meeting should consider the implications for the Single Plan of any agency ceasing to be involved and review the plan accordingly. It is particularly important for a young person and their family that they are aware of who their new Lead Professional is (if required) or whether the Named Person is to resume the main responsibility for the child's plan.

WHO SHOULD ATTEND

The Team Around You is to establish or review a Single Plan with the **young person at the centre** of that planning process. Only those who may be directly involved in providing support should attend or those who the Named Person or Lead Professional is of the opinion can enhance the process This is specifically intended to make the process as meaningful as possible for the young person.

Please note that it is appropriate to convene a Team Around You meeting to discuss wellbeing concerns even if a young person declines to attend. The Named Person or Lead Professional can then feedback the outcome of the meeting to the young person, share the Plan with them and elicit any opinion they might have

ADMIN SUPPORT

Integrated Children's Services administration will provide, where possible, admin support to note the Single Plan that will emerge from a Level 2 meeting. ICS Admin will also co-ordinate the invites to the Level 2 meeting.

If admin support is not available then it is acceptable for the Named Person or Lead Professional to note the meeting and update the Single Plan themselves. The updated note and Single Plan must then be forwarded to central ICS admin (ics.team@dundeecity.gcsx.gov.uk). This is for quality assurance purposes and will ensure a database is established that can be used to monitor outcomes that emerge for young people on a longer term basis. This will also help identify gaps in services and resources and highlight good practice examples.

CONTACT DETAILS

Named Person Service (16 – 18 year olds who have left school)
Skills for Learning & Work Team
Discover Opportunities Centre
22-24 Crichton Street, Dundee, DD1 3AN

Duty Line
Email

01382 434043
Teamaroundyou@dundeecity.gov.uk

APPENDIX A - TARGETED TRANSITION PLANNING CHECKLIST

Pupil Name:	Date of Birth:
Intended Transition Destination:	Date of Transition:
Lead Person:	Position:
Reason(s) for Transition Support:	

School / Lead Person Actions	Notes	Date	Initial
Provide parent/carer/young person with relevant leaflet describing transition planning			
Gain consent from parent / carer to gather information and share with transition partners			
Gain consent from young person to gather information and share with transition partners			
Set date for planning meeting and invite parents / carers, young person, Named Person and other individuals and agencies			
Send out response forms for parents/carers/other individual agencies to inform planning meeting			
Gather the views of the young person in the most appropriate way to inform the process			
Record an accurate minute of the meeting which: - records parent/carer and young person's consent to share information - outlines agreed outcomes - comprises a comprehensive transition plan - identifies the Lead Professional who will co-ordinate planning			
Send out copies of the minute and transition plan to parents / carers, the young person, the Named Person, other individuals and professionals, the receiving provision and to the Support for Learning Manager (Education Department)			
Implement transition plan in accordance with agreed timescales and relevant partners			
Following Transition - call or visit receiving provision to check on arrival and initial engagement in new placement			
Agree a date for post-transition review meeting and ensure that invitations will be forwarded to parents, carers and relevant others involved in transition planning and ongoing support			
Minute of review meeting to be taken by receiving provision and copied to all participants and relevant others			
Attend review meeting and provide feedback as appropriate re transition process and success of intended outcomes			

