

# Supporting Children's Transitions



We Learn We Change

Working together for social change

with  
**BAKER & JOY**  
COMMUNITY INTEREST COMPANY

## Module Handbook (Blended learning)

Name \_\_\_\_\_ Date \_\_\_\_\_

## Welcome to Supporting Children's Transitions

This is one module from our Care Matters Programme, which comprises a range of modules for families and workers involved in supporting people's well-being. Like all our modules, it is person-centred and based on research, policy, practice and the expertise of experience. Successful completion of the course and the on-line final assessment leads to the award of a module certificate. Successful completion of five or more modules leads to the Care Matters Course certificate.

## Our Learning Agreement

As a learning group, to get the best from today, we commit to:

- Listen well
- Engage in the learning and share from our experience
- Respect each others views
- Maintain confidentiality
- Keep to programme times
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## Learning Outcomes:

By the end of the day, you should be able to:

1. Identify planned and unplanned transitions experienced by young people
2. Summarise current legislation and guidance on stability and transitions
3. Communicate effectively with young people about transitions
4. Support young people when an unplanned move has been decided

## My Learning goals for today:

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## Programme

Your trainer today is:

(see course information)

We commit to cover the learning outcomes of the module within the advertised start and end times. The times of each session and the breaks may be adjusted by agreement during the day. We may spend longer on one topic and less time on another according to the needs of the learning group.

|       |  |
|-------|--|
| 9.30  | Welcome and introductions                      |
| 9.45  | The who, when, what and why of transitions     |
| 10.10 | Transitions Legal Framework                    |
| 11.05 | BREAK  |
| 11.20 | Communication in transition: Case Study part 1 |
| 11.55 | Child/centred practice: Case study part 2      |
| 12.20 | Learning review                                |
| 12.30 | END  |

## Transitions Quiz

Take the [initial assessment quiz](#) on our e-learning site to test your existing knowledge of Supporting Children's Transitions before the training day.

You will get feedback when you submit your answers.

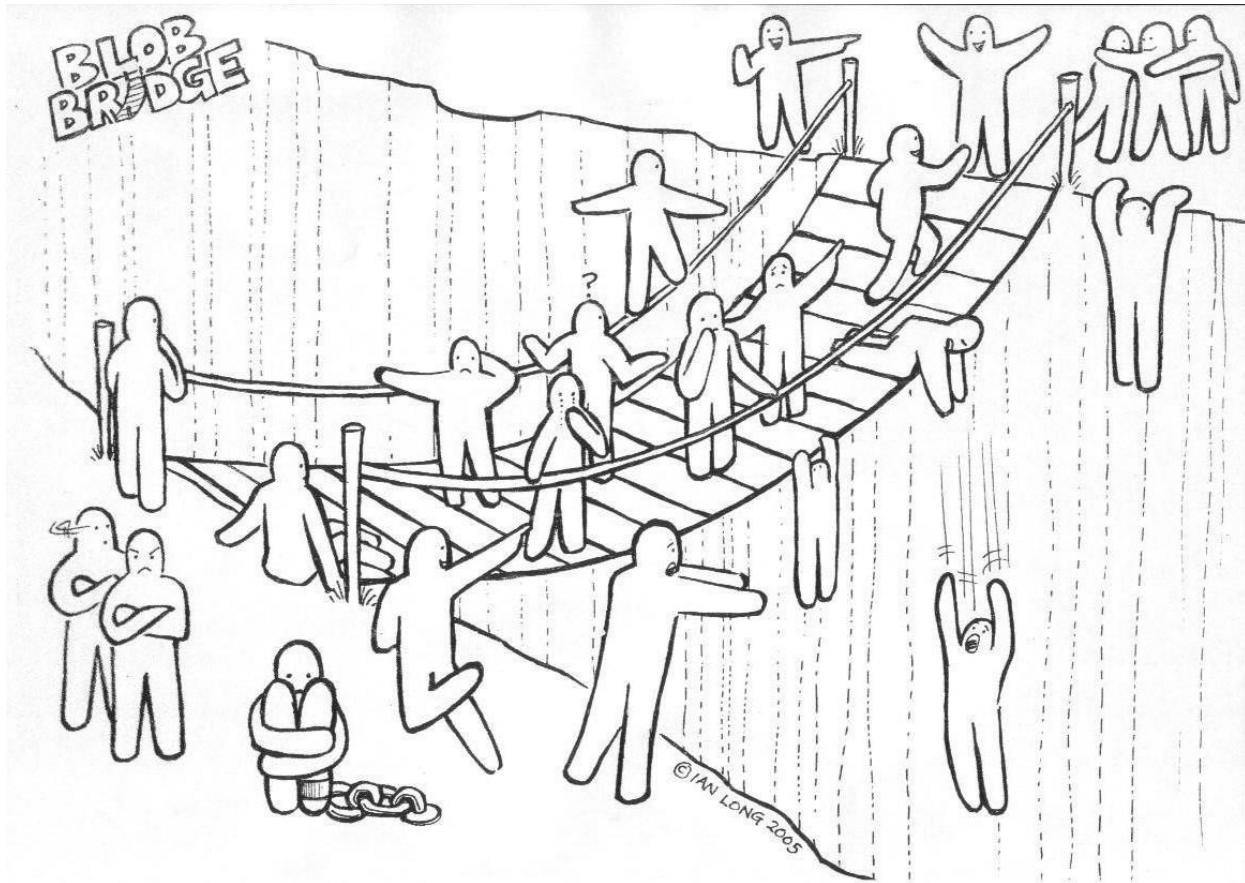
Note any questions below to raise on the training day. Note any amendments to your personal learning goals on page two.

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**During the day...still got questions? Note them here to write on the board and we'll answer them during the training; or post on the course forum after the training day.**

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## Your Transition Journey



What is a transition?

1. An ending (planned or unplanned)
2. A new beginning (launching into a new situation)

How many times have you moved house?

How many times did you change school?

**As you reflect on your own transition journey, make notes here of points that will help you support young people in transition.**

## The Who, When, What and Why of Transitions

### **WHO are the children and young people who face transitions?**

Disabled young people, young people with special educational needs and looked after young people are the most significant groups in children's services that face significant transitions.

Recent legislation, especially the Care Act 2014, Children and Families Act 2014 and SEND Code of Practice 2015 include detailed guidance about how to support successful transition

and the rights of children, young people and families in the process.

Research (*Townley et al 2009*) found that advocacy support in transition leads to benefits:

- + increased and better quality involvement of young disabled people in transition planning
- + a positive impact on the behaviour and knowledge of professionals regarding disability and disabled people
- + advocating for more and better quality opportunities at transition.

Careleavers' rights to a Personal Adviser and a Pathway Plan are covered in more detail in our Pathway Planning for Careleavers module.

See SCIE website for more e-learning courses on the Care Act 2014 and transitions.

## The Who, When, What and Why of Transitions

- Draw an outline of a young person below
- Write examples of all the transitions they may experience
- Add examples of the key issues they may face during transitions

- So - WHY is good transition so important?

## Transition Principles

What do you think should be the key principles underlying effective transition?



## Transition Legislation Key

| Legislation  | Transition   |
|--|--|
| Children Act 1989<br>CA Guidance & Regulations Vol. 3<br>Children (Leaving Care) Act 2000                              | Transition from looked after young people to careleavers, including disabled young people.                           |
| Care Act 2014 (espc. Chapter 16)   | Transition from children to adult services, for young people and carers.   |
| Children and Families Act 2014 (part 3)<br>Special Educational Needs and Disability Code of Practice 0-25 years (2015) | Children and young people with disabilities, requiring special educational provision, from early years to adulthood. |
| Mental Health Act 2004   | Children moving through mental health services, especially with sections.  |
| Mental Capacity Act 2005   | Young people who lack capacity when transition plans & decisions are made.   |
| Equality Act 2010  | Disabled and other young people with protected characteristics   |

## Notes about Legislation

## Transition Rights Challenge

Use the information in the Transition Rights handout and any local protocols, to answer the following questions:

1. Who must be provided with support to participate in transition decisions about a child or young person?
2. What happens when a young person reaches the end of compulsory school age? When is that?
3. Under what circumstances does a young person have a right to an advocate?
4. Name three qualities the guidance says are required of the advice and information young people receive.
5. What does EHC assessment stand for and who has the right to request it?
6. When **must** local authorities start transition planning?
7. What are the four areas of adult life that transition plans should cover?
8. What should young people aged 16-19 (or 16-25 with an EHC Plan) be supported to do?
9. In addition to education, what three services does the guidance state must support young people to move from child to adult provision?
10. What must be included in transition assessments for adult social care?
11. When can local authorities stop providing services to young people?
12. Who should carry out the EHC assessment for looked after children?
13. Which young people should have a Pathway Plan as well as an EHC Plan?
14. Name three other groups of young people who have specific transition rights.

## Transition Rights

Summarise for children and young people with special educational needs or disabilities, what are their key rights in transition.

Write a script or the key points of how you could explain to young people.

or

Design a poster, Facebook page, Tweets or other social media campaign.



## Communication in Transition

What is it like to be a young person facing transition? How easy is it to participate in the process? Make notes from the empathy exercise here:



See the Communication Workbook for one example of a communication tool you can use with children and young people.

What other tools can you use in your practice?

## Case Study: Zainab (part 1)

It is the middle of the summer term and Zainab is 16 years old. She has cerebral palsy and uses a wheelchair. She has a learning disability and can struggle to understand complex and abstract issues. She communicates verbally and using a Talking Mat or PECS. She can communicate her wishes and feelings about most concrete aspects of daily life, but struggles to participate fully in professionals meetings as the discussion tends to become too complex and abstract. She is proficient with her wheelchair and can travel independently on known routes. She is outgoing, makes friends easily and enjoys cooking and social activities.

Zainab's parents run a corner shop in East London. They have 4 other children aged 6 to 13 and her father's elderly parents live with them in a flat above the shop. It is not accessible, and as both parents share responsibility for working in the shop and caring for the family, Zainab cannot visit often. She has been in a residential school on the South coast (run by "Haven LA") since she was 5 years old; and because she gets respite care most weekends and holidays she has Looked After Child status.

Zainab has an EHC that was started when she was in year 9. Her school only caters up to Yr 11 and the plan is that she moves into a residential college close by, where she can study catering, serve in the canteen and spend time on the beach with her friends. Zainab's parents expect that she will move to an adult residential facility when she is 21, as they feel she is not safe to live independently. She can undertake most practical tasks but they think she is unable to budget and is vulnerable to exploitation. Zainab's social worker, Grace, works for "City LA", the London borough where the family live. Most of Zainab's care is funded under section 20, paid for by the London authority. Physiotherapy, special swimming lessons and aids such as her wheelchair are paid for by Haven health authority, as she uses the services there.

Grace told Haven LA that it is their job to assess Zainab for adult services and provide leaving care support, as she is ordinarily resident there. However they refused, saying that as she was looked after by City LA it is up to Grace to initiate the Pathway Plan. Grace agrees with Zainab's parents that she would be better in a supported living facility. City LA have told Grace to reduce costs, so she liaised with adult services and found a residential unit a bus ride away from Zainab's family. It has 12 residents, mostly aged 45-65. There is an FE college nearby which has courses in hospitality, although no catering programmes. Grace says there are lots of fast food places where Zainab should be able to get a work placement.

You are an advocate at the school and Zainab has asked you to come to her review meeting, as she knows this will be an important time to prepare for the move in the Autumn. At the meeting, Grace presents the new plan as a decision. Zainab's parents are surprised at the sudden change, but accept Grace's explanation about budget cuts and agree it is better to get Zainab settled before she finishes education. That way she will still have some friends her own age. They agree to a move at the end of term, in 2 weeks time. Zainab doesn't say much at the meeting, so you arrange to meet with her afterwards to review what happened. You ascertain that she thought they were talking about moving to a new house with other students from her current course. When she realises that it means changing college and moving away from the coast, she gets very upset. She wants you to try to stop the move.

**What rights does Zainab have?**

**What arguments and strategies can you use to challenge the decision on Zainab's behalf?**

**How will you communicate with Zainab about the process and ascertain her view, wishes and feelings**

## Learning Review

1. Have you met all your learning goals (*see page 2*)?
  
2. What are your main learning points from today?
  
3. What will you do differently now in your practice?
  
4. Any further areas to research or further training needs?

## Next Steps

Don't forget to log on to [www.welearnwechange.org.uk](http://www.welearnwechange.org.uk) to:

- download the rest of the course resources including today's presentations
- take the on-line final assessment quiz and evaluation
- download your course certificate
- contact the learning group and your course tutor with any follow-up questions.

*Thank you for learning with We Learn We Change; we hope you found it informative and inspiring. Please join our mailing list (via the website) for updates and information about further free resources, publications, course discounts and open events.*

## Bibliography

All resources that are available electronically can be downloaded from the course library on our website [www.welearnwechange.org.uk](http://www.welearnwechange.org.uk)

### Legislation and Guidance

Children's Act 1989

Children Act 1989 Guidance and regulations Volume 3

Children (Leaving Care) Act 2000

Care Act 2014 & Guidance (espc chapter 16)

Children and Families Act 2014 (espc. Part 3)

Special Educational Needs and Disability Code of Practice 0-25 years (2015)

Extending Personal Adviser support to all care leavers to age 25 (2018)

Mental Health Act 2007

Mental Capacity Act 2005

Equality Act 2010

United Nations Convention on the Rights of the Child (UNCRC)

Working Together to Safeguard Children 2018

*See also local authority transition protocols and guidance.*

### Reports and Research

*Townsley R, Marriott A and Ward L, Access to Independent Advocacy: An Evidence Review, Office for Disability Issues 2009*

*UCLAN/NCB Independent Advocacy: Impact and Outcomes for Children and Young People; Office of the Children's Commissioner 2013*

### Useful Resources

Care Act 2014: transition from children's to adults' services - key resources; SCIE 2014

*Adams, M; Brady, L; Johnson, M. An Advocate's Guide to Complaints in England; Pavilion 2018*

Care Act 2014 and Preparing for Adulthood Factcheats, Contact 2016