



St Elizabeth's School

Transition Policy

Approval date: April 2021

Review date: January 2023

Responsible Person: Sam Steinke-Sanderson

St. Elizabeth's School and Children's Home

Policy for Transition

"Our community is together to live and learn together"

Definition

Children's Home's Regulations 2015

Regulation 6(2) (b) (vi) Staff help each child to develop resilience and skills that prepare the child to return home, to live in a new placement or to live independently as an adult;

Quality Standards 2015,

3.27 Staff must help each child to prepare for any moves from the home, whether they are returning home, moving to another placement or adult care, or to live independently. This includes supporting the child to develop emotional and mental resilience to cope without the home's support and, where the child is moving to live independently, practical skills such as cooking, housework, budgeting and personal self-care.

3.28 As the home will have a day to day understanding of young people's capabilities and needs, children's homes staff will have a valuable contribution to make to the pathway planning process. They should actively seek to make the fullest contribution, working with other relevant persons.

11.9 As well as longer-term support for children to move on from the home effectively (regulation 6(2) (b) (vi)), the home has an important role in supporting each child leaving the home in the period immediately before their departure. The registered person should work with the placing authority to ensure that each child's transition is planned and help each child to prepare for leaving both practically and emotionally.

St Elizabeth's recognises the importance of supporting young people as they prepare to leave education and care in a way which helps them to reach their potential and aspirations.

Aims

- Young People are prepared for a smooth transition to their next placement.
- New placements are identified that can meet the needs and continued development of young people.
- Young people are involved in their own transition planning and decision making as much as they are able to be.
- Placements are identified at an appropriate time to ensure a planned and tailored transition is achievable.

- St Elizabeth's will work in partnership with young people, families and placing authorities to achieve positive transition.
- Continuity of care, health services, access to further education or life long learning is achieved for young people as they move into adulthood.
- Developing effective and optimal independence skills in order to prepare for transition into adult services
- To ensure that young people feel emotionally supported and have opportunities to express their feelings as they prepare for transition.
- To ensure that young people, have access to advocacy services where required.

Guidance and practice

General

Children and Young People generally leave St Elizabeth's at the end of Year 14 (age 18/19 years). Occasionally young people leave at the end of Year 11 (age 15/16 years) and some stay on for an extra ordinary year and leave during or at the end of year 15 (age 20).

In some cases, placements end early because St Elizabeth's can no longer meet the young person's needs or they are ready for a different placement. In these cases, St Elizabeth's will endeavour to support a planned transition and will work with the young person, family and local authority in order to achieve this. If this is not possible or in the best interests / welfare of the young person, or the St Elizabeth's community, St Elizabeth's may have to ask that the young person leaves prior to a planned transition being achieved.

Annual Reviews and Transition Reviews and Multi-Disciplinary Team Meetings

All children and young people at St Elizabeth's have an Education Health Care Plan (EHCP). As a statutory requirement these are reviewed annually. St Elizabeth's prepares a multi disciplinary report and hosts the review meeting. Review meetings will start to consider transition during Year 9 (14+).

St Elizabeth's commits to having representatives from education, residential, therapy, care, and health at all annual review meetings. Where appropriate, positive behaviour support may also attend.

During Year 14, annual reviews will be held during the Autumn Term to identify actions for all professionals and family to achieve positive transition. The target is that by this time, the team around the young person will be identified (externally as well as internally), the young person's wishes and aspiration will be known and there will be common shared goals and actions that reflect these as closely as possible. A clear, bespoke transition plan will be developed from this meeting. There will follow a series of planned transition meetings and multi disciplinary team meetings that will review the plan and associated actions, and focus on what support the young person requires.

Looked After Children and Pathway Plans

Children and young people that are Looked After by the local authority will have reviews twice a year (CLA review). St Elizabeth's will attempt to coordinate one of these CLA reviews with the Annual Review. The local authority is responsible for providing a pathway plan for child looked after once they reach the age of 16. CLA reviews will identify transition issues and actions. St Elizabeth's will ensure that transition plans and pathway plans are coordinated by ensuring good communication and information sharing. Pathway Plans must incorporate the young person's views. St Elizabeth's will request a Pathway Plan where one has not been developed with the local authority.

Consultation

Children and Young people will be helped to prepare to have their voice heard at their Annual, Transition and CLA review meetings by using a range of consultation methods suitable to their needs – these may include: preparing a PowerPoint, preparing to attend the review, completing a consultation booklet, questionnaire or computer programme, meeting with an advocate or preparing a written piece with or without help. Consultation with young people will be appropriate to their individual needs.

Identifying placements

St Elizabeth's will work closely with young people, families and local authorities to identify suitable placement options. With the permission of the young person and family, St. Elizabeth's multi disciplinary teams will share appropriate existing information, experiences, plans and knowledge with placing officers and potential providers to ensure that informed decisions are made. St Elizabeth's will make recommendations in regards to the suitability and type of potential placements. During the assessment and identification process, St Elizabeth's will welcome visits from potential providers and transition professionals. St Elizabeth's will raise any concerns about any aspect of the planning process.

Preparing for transition

St Elizabeth's will ensure that the newly identified placement has all the relevant and appropriate information to make the new placement a successful and positive experience. This will include care plan, learning plan, behaviour support plans and risk assessments.

Staff from the new placement will be made welcome to visit and spend time with young people at St Elizabeth's, observing their care and learning routine and meeting with the multi disciplinary teams.

St Elizabeth's staff will also support visits to the new placement with a view to supporting the young person to form new relationships and feel comfortable in their new surrounding.

The speech and language team will prepare a communication passport to aid transition and where possible the young person will be involved in developing this passport.

Residential staff will use a transition booklet to support the young person to prepare for their transition. Key Work sessions will be regular and focus on transition experiences and offer the young person a safe space to talk about their thoughts and feelings.

Curriculum staff will use lesson time to think about moving on, new learning opportunities and managing endings.

Transition periods are an emotional and scary time for young people and their families. The multi disciplinary teams recognise and acknowledge this.

The Positive Behaviour Support Team will support young people and staff through the period of transition to enable young people to manage the challenges and opportunities this significant life change will bring.

Health

The St Elizabeth's Health Agency will support transition by attending review and transition meetings and providing relevant information to inform decision making. Once a new placement has been identified, the team will make referrals to neurology consultants (where required) and make contact with appropriate adult health services in that local area to facilitate a clear handover.

The nursing needs assessments and health care plan will be fully up to date and shared with the new services. The health teams will complete any assessments or new placement paperwork as required and share as much information as possible to ensure a smooth transition of health services.

The young person will stay registered with the GP at St Elizabeth's until the time of transition and the health team will provide a month's supply of medication on leaving the service.

Independence and Work Related Learning

St Elizabeth's will ensure that, as far as possible considering the child's level of understanding and functional ability, daily life at St Elizabeth's will offer opportunities for the development of knowledge and skills needed for adult life and as much independence as possible.

Staff will work in partnership with young people, families, carers and professionals to ensure children are helped to prepare for adulthood and a level of independence appropriate to the individual needs of the young person.

This includes support to:

- Establish positive and appropriate social relationships
- Develop positive self esteem
- Prepare for the further learning, work related opportunities, college, or adult services
- Prepare for moving in to supported accommodation
- Develop practical skills, including shopping, buying, cooking and keeping food, laundry and housekeeping

- Personal self care and understanding and taking responsibility for personal belongings.
- Develop financial capability, knowledge and skills
- Accessing the community
- Taking responsibility for health needs where possible and appropriate.

All children and young people at St Elizabeth's work towards Independent Living Skills targets during their residential time focussing on Personal Activities of Daily Living, Domestic Skills of Daily Living, Accessing the Community, Leisure and Health. This programme encourages and monitors progress toward as much development of independence skills as possible.

The school curriculum includes opportunities for work related learning, work experiences, personal, social and health education, functional numeracy and literacy skills

Individual Learning Plans cover Literacy and Communication; Numeracy and Cognition; Emotional and Behaviour; Physical and Therapy; Life Skills and Personal.

Early days

The first few days, weeks and months of a new placement can be an anxious time. St Elizabeth's staff will work with the young person, family and new placement to agree the best way to support these first few weeks. This is different to each individual. Occasionally, St Elizabeth's will provide staff to support the first few days in a new placement, where this has been agreed by all parties and the local authority.