



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL

**Childrens Services
and
Health and Wellbeing Directorates
Transitions Protocol**

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Chapter 1: Document Control

1.1 Introduction

This chapter logs the revisions, versions, approvals and distribution of this Procedure. The procedure is intended to detail transition processes from children's to adults' social care in Bradford.

Version	Status	Revision Date	Summary of Changes	Author
1.1	Draft	November 2021	<ul style="list-style-type: none">Initial draft for circulation	Ryan Cowley-Sharp
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1.6	Final version	February 2022	<ul style="list-style-type: none">Final agreed version	Ryan Cowley-Sharp /Elaine James

1.2 Procedure Review

1.2.1 The Assistant Director SEND and Inclusion and the Head of Service, Adult Social Work shall complete a review of the procedures annually.

1.2.2 This will take place through an annual review meeting involving as required Childrens Services' Head of Service and Health and Wellbeing Service Managers and recommendation to each Directorate Management Team for acceptance of any revisions to the procedures.

Chapter 2: What Is Transition and Who is Eligible for Support?

This chapter explains transition in the context of social care support and outlines the process for supporting young people from children's social care into adult social care. It also outlines the eligibility criteria for specific teams within adult social care.

2.1.1. Life Transition

2.1.1. Transitions occur at various stages throughout a young person's life: from starting school, leaving primary school and starting secondary school, to preparing for independence and leaving home. Each transition can be fraught with uncertainty, fear, confusion, or embraced with enthusiasm and excitement about what happens next. These transitions coincide with physical, emotional and psychological developments that are coupled with changes to roles and relationships with family and friends, professionals and the wider community.

2.1.2. What makes the difference in how these transitions are experienced is the planning, understanding and information available to those facing transition. When it goes well children, young people and their families can look to the future confident that the individual and their families will be prepared for adult years with whatever guidance, support and community opportunities are available.

2.2. *Service Transition*

2.2.1. There has been a growing governmental recognition of the importance of the period covering the last few years at school and the first years of adult life in determining what will happen to young people throughout their adulthood. Government guidance has highlighted the need for agencies to develop robust protocols to ensure positive outcomes for all young people going through the transition process and in particular for protocols to address the specific needs of children with additional support needs.

2.2.2. Central to achieving these positive outcomes is the need to ensure that young

people are fully involved and participate in the planning process and are supported to have as much choice and control over their lives as possible. Those young people who go through this transition process may also have an Education and Health Care Plan (EHCP).

- 2.2.3. For those young people with Special Educational Needs or Disabilities (SEND) there is a particular emphasis within the *SEND Code of Practice* (2015) on preparation for adulthood; services and professionals working with young people with SEND should ensure that planning captures the four strands of work and higher education, independence, community inclusion and health from the age of 14 at the latest.

(For more information on the Special Educational Needs and Disability Code of Practice: 0 to 25 years see here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

2.3. How does transitions support work?

Transition support will look different for young people and their families depending on whether or not they currently receive social care support.

2.3.1. Age 14 to 18

Where a young person is already involved with children's social care (either CCHDT or the Children and Families Team) their social worker will start the process of referral to adult social care sometime between the ages of 16 and 18. This will depend on individual circumstances and levels of need. If a young person is receiving support from CCHDT a social worker from the PfA/Front Door service will usually become involved as a secondary worker at around 16.

All social care teams will carry out work to support transition from children to adult social care, including joint planning and assessment.

The PfA / Front Door Team (formerly Preparation for Adulthood Team) will support young people with specific support needs transition from children's social care. Joint working with children's social care will begin at age 16 and a transition care act assessment to assess likely needs under the Care Act 2014 will be undertaken before the young person turns 18.

The young person must have a diagnosed disability to be eligible for support from the PfA / Front Door Team:

- Learning Disability
- Physical Disability
- Complex Health Conditions
- Sensory Impairment
- Autism Spectrum Disorder

They must also have an EHC plan.

A social worker from PfA / Front Door Team will be allocated on or around the young person's 16th birthday; this social worker may attend any relevant meetings before they are allocated if there are any major concerns that would impact on the transition into adulthood, for example the Year 9 EHC plan annual review.

Once the young person is allocated a PfA / Front Door social worker the focus of the work age 16 to 18 years will be on preparation for adulthood. This will involve working with the young person, their family, carers and professionals to explore existing support in order to facilitate the achievement of the young person's aspirations and shape the support moving forward. This will involve, wherever possible, attending all statutory meetings relating to the young person's development and ensuring that need is defined and provision is linked back to the young person's aspirations and the shared outcomes across health and education. All decision making will be informed by the young person's wishes and feelings, in line with the Mental Capacity Act 2005.

(For more information on the Mental Capacity Act 2005 see here:

<https://www.legislation.gov.uk/ukpga/2005/9/contents>)

2.3.2. **Age 17**

Early Help plans

The PfA / Front Door Team may become involved with young people at age 17 who don't have a social worker but who may have an Early Help Plan and Direct Payments or services that will need to continue into adulthood. Any referrals should be made through the PfA / Front Door Team duty function.

2.3.3. **Age 18 to 25**

The PfA / Front Door Team will become the primary worker if already involved prior to the individual's 18th birthday until such time as the EHC plan is ended and a social care plan put into place. A review will be held 6 weeks after the final support plan is implemented and a transfer to the CTLD locality team implemented.

The PfA / Front Door Team will remain involved until complex transition issues are resolved and support plans formalised; the young person will then be transferred to the relevant adult social work team.

2.3.4 Mental Health Transitions

Young people who do not have a disability but do have a formal mental health condition and who are placed with Bradford District local authority area or who are registered with a Bradford GP, shall transition from Child and Adolescent Mental Health Services (CAMHS) to adult Community Mental Health Teams, which are managed by the community health trust provider, Bradford District Care Trust. This is an established pathway and the CAMHS Team has a dedicated Mental Health Transitions Worker to facilitate this process.

Young people who are in receipt of support from CAMHS and who have been detained under the Mental Health Act, or under Section 20 of the Children's Act, out of the Bradford Local Authority Area, but who are registered with a Bradford GP, shall be referred to the Community Mental Health Team Single Point of Access, which is managed by the community health trust provider. A social worker from the integrated service, managed by BDCT, shall be allocated to complete a Care Act assessment.

2.3.5 Vulnerable Young People in Transition

Young people without a disability who may be at risk of homelessness, substance misuse, exploitation or abuse should be discussed with the adult senior Social Worker who is allocated to support the Exploitation Hub from the Safeguarding Adults Service, and is advised to do so referred onwards through the Adult Information and Advice Hub. Information and advice shall be provided to meet short term support needs through the Information and Advice Hub. Where there remains the possibility of eligible needs under the Care Act which require long term support, an onwards referral shall be made to the appropriate adult social work long term support service for a Care Act assessment.

Some young people may have Looked After Children status; many of these will have experienced significant childhood trauma but are unable or not willing to engage with support.

For advice and guidance in these situations, a case discussion should take place to identify a pathway or signpost the young person to the relevant service.

Chapter 3. How is transition managed?

3.1. Introduction

This chapter sets out the governance and management structures in Bradford that apply to the transition between services across children's social care, adult social care and health.

3.2. Responsibilities

3.2.1. Responsibility for transition is shared between social care, education and health. There are different pathways for young people leaving Children's Services and different arrangements which provide governance for financial, clinical and professional decisions depending on which pathway for transition is the most appropriate to meet Care Act eligible needs going forwards.

3.2.2 There is a transitions governance structure which takes the form of the following arrangements in Bradford:

- Joint Placement Panel
- High Cost Cases Panel
- Learning Disabilities and Preparation for Adulthood Joint Quality Assurance Forum
- Mental Health Joint Funding Panel
- Older People and Physical Disabilities Joint Funding Panel

3.2.3 Joint Placement Panel is chaired by the Assistant Director SEND and Inclusion and attended by representatives from the health commissioning Personalised Commissioning Team, Service Managers from Children's Services and the Assistant/Service Manager for Adult Services. The purpose of the Panel is to consider all support plans for young people with a disability from age 16 who Children's Services assessment indicates may also be eligible to be considered for continuing support from adult social care post 18 in addition to continuing funding from the Special Educational Needs and Disability Service. For any support plan finalised in Children's Services and by the SEND Team at Joint Placement Panel to also be considered for

continuity by adult social care beyond 18, it must also be approved by the adult social care Service Manager at this meeting and also at the relevant adult social care Panel as outlined below.

3.2.4 High Cost Cases Panel is chaired by the Head of Service/Service Manager for Through Care and attended Team Managers from Through Care Services and the Assistant/Service Manager for Adult Services. The purpose of the Panel is to consider all support plans for young people with a disability from age 16 who the Through Care assessment completed in Children's Services indicates may also be eligible to be considered for continuing support from adult social care post 18. For any support plan finalised by Children's Services at the High Cost Placement Panel to also be considered for continuity by adult social care beyond 18, it must also be approved by the adult social care Service Manager at this meeting and also at the relevant adult social care Panel as outlined below.

3.2.5 Learning Disabilities and Preparation for Adulthood Joint Quality Assurance Forum is chaired by the Head of Service/Service Manager for Learning Disabilities and Preparation for Adulthood and attended by representatives from the health commissioning Personalised Commissioning Team and Team Managers for Adult Services. The purpose of the Panel is to consider all support plans for adults with a learning disability, who have eligible needs under the Care Act, where there is a duty to meet those needs, to be quality assured and considered for approval.

3.2.6 Mental Health Joint Funding Panel is chaired by the Service Manager for Mental Health Services and attended by representatives from the health commissioning Personalised Commissioning Team and Community Mental Health Team Managers for Adult Services. The purpose of the Panel is to consider all support plans for adults with a mental health condition, who have eligible needs under the Care Act, where there is a duty to meet those needs, to be quality assured and considered for approval.

3.2.7 Older People and Physical Disabilities Joint Funding Panel is chaired by the Assistant/Service Manager for Older People and Physical Disability Services and attended by representatives from the health commissioning Personalised Commissioning Team and Team Managers for Adult Services. The purpose of the Panel is to consider all support plans for adults who have eligible needs under the Care Act, and who do not have a learning disability or mental health condition, where there is a duty to meet those needs, to be quality assured and considered for approval.

Chapter 4. Transitions Procedure

4.1 From Year 9 to Year 13

4.1.1 Year 9 (Age 13/14)

Where a young person has an EHC plan, Year 9 Annual Reviews are an important part of their journey for future health, education and social care planning. This review is the fundamental building block for the young person's journey in preparation for adulthood. The young person by virtue of their disability will be entitled to an assessment under the Care Act 2014, not at this stage but before their 18th birthday. The EHC plan will cover the young person's aims and aspirations for the future and outline provision to support them to prepare for adulthood, school leaving and any future education or training placement. It is essential that the allocated children's social worker attends and contributes to the Annual Review as any social care delivery will be from Children and Families until the young person reaches the age of 18. It is also essential that relevant health professionals involved in the young person's care and support attend these meetings. It is the school's responsibility to organise and plan EHC plan Annual Review meetings. They should invite all relevant professionals and ask for written contributions prior to the meeting, and circulate these reports at least 2 weeks before the Annual Review meeting date. Referrals to attend and support with PfA / Front Door Team input into EHC plan Annual Reviews can commence at the year 9 reviews. A worker from the PfA / Front Door Team could also attend this annual review as a secondary worker and to begin the transition to adult social care. Work will be done to establish whether the young person is likely to have support needs under the Care Act when they turn 18 and recorded by the PfA / Front Door worker on the adult social care management information system (SystemOne).

4.1.2 Year 12 (Age 16/17)

- 4.1.2.1 The capacity of young people from age 16 to make decisions about how their support needs are best met will be assumed by the PfA / Front Door Service in keeping with the statutory principles of the Mental Capacity Act 2005. Where there is evidence that a young people may lack the mental capacity to give valid consent the statutory framework provided for by the

Mental Capacity Act shall be followed to ensure that all practicable steps are taken to enable supported decision making and that their wishes, feelings and beliefs are central to how support is arranged and provided. In order to be lawful, any decision which is taken on behalf of a young person who is assessed to lack to the mental capacity to give valid consent to specific decisions must be necessary, must also be proportionate and must be the least restrictive option.

- 4.1.2.2 Annual Reviews for young people who have left school will be arranged by the post 16-education provider. Schools shouldl arrange annual reviews of the EHC Plan as in previous years.
- 4.1.2.3 When a young person reaches the age of 16, their financial position may change in a number of ways depending on individual circumstances; therefore, the Children and Families worker should review the position. This may include:
- An assessment for eligibility for Continuing Health Care
 - Personal Independent Payment (PIP) – if this has been claimed on behalf of a young person they are now eligible to claim it in their own right.
 - Any other financial assistance which the young person may be eligible for.
- 4.1.2.4 A synopsis of case work will be presented to by the allocated Children's Services Team Manager/Social Worker at either Joint Placement Panel or High Cost Cases Panel. Where the adult services representative at the Panel(s) identify that there is a potential for an adult pathway, then a referral shall be made to the Preparation for Adulthood Service, to be no later than 17 ½ years of age, for initial screening for eligibility under the Care Act 2014. Once initial screening has identified potential for eligibility for adult social care is determined, through identification of a diagnosed physical or mental impairment, then where the Children's Services support plan appears legally complex and shall potentially require future adult social care funding, the Assistant Service

Manager/Team from the Learning Disability and Preparation for Adulthood Service shall consider allocating a secondary worker from the PfA / Front Door Team. This worker shall take the lead in relation to eligibility under the Care Act, the Mental Capacity Act 2005 (and the Deprivation of Liberty Safeguards and or Court of Protection) and Continuing Health Care.

4.1.3 Year 13 (Age 17/18)

4.1.3.1 As the young person approaches 17 ½ years of age, the PfA / Front Door worker shall undertake to complete a Care Act assessment to determine eligibility for adult social care support from age 18. As required by Section 3(1) of the Care and Support (Assessment) Regulations 2014, the assessment shall be carried out in an appropriate and proportionate manner, and involve the participation of the young person. This may require reasonable adjustments to ensure that all practicable steps are taken to ensure the wishes, feelings and beliefs of the young person remain central to the assessment process. This may involve the assessment taking place over such a period as the PfA / Front Door Worker considers it necessary to establish accurately the young person's level of need (S3(3)). As described in Sections 2.48-2.54 of the Care and Support statutory guidance to the Care Act, in order to be consistent with a strengths based approach, the assessment shall take into account the young person's own capabilities, potential for improvement and the role of support from friends and family.

4.1.3.2 In keeping with Section 3(2) of the Assessment Regulations, the assessment shall consider the young persons:

4.1.3.2.1 Wishes and preferences

4.1.3.2.2 The outcome they are seeking from the assessment

4.1.3.2.3 And the severity and overall extent of their care

needs

4.1.3.3 The assessment shall determine whether or not the young person meets eligibility for adult social care, within the meaning provided for by Section 13 of the Care Act. Section 2 of the Care and Support (Eligibility Criteria) Regulations 2015 specify that an adult's needs meet eligibility criteria if:

4.1.3.3.1 The needs arise from a physical or mental impairment; and

4.1.3.3.2 As a result of that impairment the adult is unable to achieve two or more outcomes which are specified within the regulations

4.1.3.4 To be considered as an eligible outcome, the assessment shall also consider whether the young person is:

4.1.3.4.1 Unable to meet the outcome without assistance

4.1.3.4.2 Able to achieve the outcome, but doing so would cause significant pain, distress or anxiety

4.1.3.4.3 Able to achieve the outcome, but doing so would endanger their health and safety

4.1.3.4.4 Able to achieve the outcome, but doing so would take significantly longer than expected

4.1.3.5 Adult social care is subject to nationally determined fairer charging arrangements. To assess and support the young person in relation to charging for adult social care, the PfA / Front Door worker shall make a referral to the Financial Assessment Team in adult social care, in keeping with Section 13 and 14 of the Care Act.

The Financial Assessment Team will complete a Fairer Charging Assessment to determine the level of financial contribution that the young person must make to services received once they become

18. The Financial Assessment and Benefits Team will also complete or refer for a benefits check to look at any changes in income that may occur as the young person reaches 18.

4.1.3.6 Having finalised the assessment, in keeping with Section 18 of the Care Act, the PfA / Front Door worker shall consider whether there is a statutory duty for Bradford Council to meet the eligible needs of the young person. The young person's needs shall be met by Bradford Council if:

4.1.3.6.1 The young person is ordinarily resident in the area within the meaning of the Care Act Section 39(1) and

4.1.3.6.1.1 Their costs do not exceed any cap

4.1.3.6.1.2 And there is no relevant charge which the Council may apply in keep as an outcome from the financial assessment undertaken under Section 14 of the Care Act.

4.1.3.7 The PfA / Front Door worker shall also give consideration as to whether an exception for provision of health services (Section 22 Care Act) applies due to the young person having a primary health need which should be met from the relevant health commissioner. The PfA / Front Door worker shall refer to the health personalised commissioning team in keeping with Department of Health and Social Care guidance. The worker shall also provide advice and assistance as far as reasonably practicable to the young person. The assessment for primary health care need shall consider the complexity, intensity and unpredictability of the health care need.

4.1.3.8 Once eligibility for adult social care has been established, and if the duty to meet need is also met, the PfA / Front Door worker shall confirm the outcome from the assessment with the children's worker. The transfer of the primary children's worker on the young

person's 18th birthday shall be recorded on Liquid Logic (LCS) by the children's worker and the closure of involvement for Children's Service shall be noted in progress notes by the PfA / Front Door worker on the adult social care management information system (SystemOne).

As there can only be one primary worker there is no joint case management, however, adult social care may allocate a social worker as a secondary worker to co-work from 16 years. All involvement of the PfA / Front Door worker, or an adult social worker from another service, shall be recorded on the adult social care management information system (SystemOne).

- 4.1.3.9 Having finalised all assessments, eligibility has been established, and the duty to meet needs is met, the PfA / Front Door worker shall prepare a Support Plan on SystemOne in keeping with Section 25 of the Care Act. Where the young person has an eligible primary health need, the Support Plan shall be prepared jointly with the relevant worker from the personalised health commissioning team in keeping with Department of Health and Social Care guidance.

4.2 Year 14 and beyond (Age 18 TO 25)

4.2.1 Year 14 (Age 18/19)

- 4.2.1.1 Following appropriate assessment and through the EHC plan review, any education placements that require joint funding with adult social care and health will be informed by the relevant evidence and information and will be agreed prior to the issuing of any amended or final plan.

4.2.2 Age 18 – 25

- 4.2.2.1 Adults with a physical or mental impairment are entitled to an assessment under the Care Act 2014. Following the assessment, if Care Act eligibility is met an application may be made to identify an appropriate support plan and individual budget. This includes young

people who do not have an EHC plan or who have had no previous social care support. In these cases an assessment would be undertaken through the Adult Access Point and referral made to the appropriate teams. The PfA / Front Door Team will undertake assessments where referrals are made directly to their duty function, using the Let's Connect assessment.

- 4.2.2.2 For those young people who are being supported by the PfA / Front Door Team, approval for the support plan will come from the PfA / Front Door Team manager prior to the young person's 18th birthday.
- 4.2.2.3 Following an initial six-week to three-month review all adults in receipt of adult social care and health services will have a minimum of one annual review to determine progress.
- 4.2.2.4 Education can be provided through an EHC plan to a young person with disabilities up to the age of 25 where appropriate. A small number of young people who were looked after are entitled to ongoing support under the Children Leaving Care Act (2000) until age 25.
- 4.2.2.5 Once a young person leaves education or reaches the age of 25, they will be allocated to a CTLD Locality Team. A handover will take place between PfA / Front Door and the Locality worker and joint working will commence where cases are more complex.

4.3 *Young People not previously known to Children's Services*

- 4.3.1 Situations may occur in certain circumstances where young people who were previously unknown to services will need support and planning: for example, due to people moving house, or as a result of a young person moving into the area. Initial referral should be made to the adult social care Access point for a young person over 18 or to Children's Services Integrated Front Door if the young person is under 18. If the person meets criteria for the PfA / Front Door Team a worker from that team will be allocated to commence an assessment.

4.4 *Necessary and Proportionate Support Planning*

4.4.1 The general philosophy is for Bradford to support young people to remain connected to natural networks of support from family and community. It is only in exceptional circumstances, which is when all local options have been investigated and exhausted, that consideration would be made as to whether it is necessary and whether it is proportionate for an area option to be considered to ascertain whether it is the least restrictive option. This fits with the Bradford overall strategy.

Chapter 5. PfA / Front Door Team eligibility and transition criteria

5.1. Introduction

5.1.1. This chapter explains the criteria for eligibility for support during transition from children to adults services through the PfA / Front Door Team.

5.2. Eligibility Criteria

5.2.1 The PfA / Front Door Team will work with young people whose needs cannot be met by non-specialist services because, even with reasonable adjustments, their learning disability prevents this. People who are ordinary resident in BMDC assessed as having a profound, severe or moderate learning disability may be eligible for support from the team.

5.2.2 In order to be eligible under the Care Act 2014 for support from adult social care, you must have evidence of a diagnosis of a mental or physical impairment. The specific criteria for the PfA / Front Door Team also requires that there is evidence of a formal diagnosis of as follows:

- Significant impairment of intellectual functioning
- Significant impairment of adaptive/social functioning
- Age of onset in early childhood.
- A profound physical disability*

All three criteria must be met for a person to be considered to have a learning disability and meet criteria for the PfA / Front Door Team. The young person should also have an EHC plan in place.

*Profound physical disability does not require all 3 elements to be met.

5.2.3 Evidence of a profound, severe or moderate learning disability will be required and could include:

- The person attends a Special School for children with profound, severe to moderate learning disabilities

- The person has an EHC plan which evidences profound, severe or moderate learning disability as a primary need.
- The person has a specific diagnosis or syndrome usually associated with profound, severe to moderate learning disabilities.
- The person has already had an assessment, which indicated a profound, severe or moderate learning disability.

The PfA / Front Door Team will only work with young people who have a mental health condition where this is secondary to a disability. The young person must also be eligible for services with regards to the Care Act 2014. Those young people who are not will be signposted to universal mainstream services by the Children's Services worker who shall complete the Pathway Plan setting out the young person's destination and rights from age 18 including securing support in relation to housing and benefit entitlements.

For more information on the Care Act 2014 see here:

https://www.legislation.gov.uk/ukpga/2014/23/pdfs/ukpga_20140023_en.pdf

5.2.4 *If the person has reached age 16 without previously having required support from secondary health care learning disability services, the referrer will need to be very clear why the person is now requiring more specialist services. Evidence shall be required that all practicable steps have been taken to consider least restrictive interventions which maintain natural networks of support from family and community and keep the person connected to their locality and friendship groups.*

5.2.5 If the young person's specific need is not related to them having a diagnosed learning disability (with the exception of young people whose needs include a profound physical disability) then a strengths based approach should be taking to ensure that reasonable adjustments are being made to enable access to universal services or more targeted support which is available through community and locality networks. A decision will be

made on referrals made on an individual's presenting need, ensuring the most appropriate service is offered. This is in line with Care Act (Assessment) 2014 and Care Act (Eligibility) 2015 Regulations.

5.3 Age Criteria

5.3.1 Individuals shall be aged 16 or over at the point of referral for service delivery.

5.3.2 Referrals to the PfA / Front Door Team to attend and support EHC plan Annual Reviews can commence at the year 9 reviews.

5.3.3 For more information on Year 9 EHC plan reviews and preparing for adulthood, see this link:

<https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm>

Chapter 6: Transitional Safeguarding

6.1.1 The framework for how the Local Authority shall respond to a concern raised about a young person who is transitioning between Children's Services and Adult Social Care is informed by *Bridging the Gap: Transitional Safeguarding and the Role of Social Work with Adults*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/990426/dhsc_transitional_safeguarding_report_bridging_the_gap_web.pdf

6.1.2 The approach taken shall ensure that adolescents and young adults are able to be fluidly supported where there is a concern that they may experience harm or abuse and that because of their physical or mental impairment they are unable to keep themselves safe. The approach focuses on providing a safeguarding response to young people during adolescence into adulthood, recognising that transition is a journey not an event, and every young person will experience this journey differently.

6.1.3 Where a safeguarding allegation is made when the young person aged 16-18, Children Service's staff shall lead on the investigation under Section 47 of the Children Act 1989 and shall coordinate protection planning within the Child Safeguarding Procedures. The PfA / Front Door second worker, where allocated, role shall be to support information sharing and advising in relation to the young person's disability and any reasonable adjustment required to enable the young person's supported involvement in decision making regarding both the outcome they want from the safeguarding inquiry and any protective measures to be planned for to maintain their safety going forwards.

6.1.4 Once a young person turns 18 any concern raised shall be responded to in keeping with the Joint Multi-Agency Policy and Procedures for West Yorkshire, North Yorkshire and York.

<https://www.saferbradford.co.uk/media/huej4ai4/joint-ma-safeguarding-adults-policy-procedures-summary-updated-august-2021.pdf>

6.1.5 Where a concern is raised about an adult (18+) the adult worker shall consider eligibility for a Care Act Advocate or whether an Independent

Mental Capacity Advocate should be allocated through the adult service's contract with Voiceability.

Chapter 7. Preparing for Adulthood

7.1. Introduction

7.1.1 The Children and Families Act (2014) places a duty on local authorities, education and health to prepare young people with SEND for adulthood from as early an age as possible; this joint planning must be in place by Year 9 (age 14). Local authorities *should develop a shared vision and strategy which focuses on aspirations and outcomes, using information from EHC plans and other planning to anticipate the needs of children and young people with SEN and ensure there are pathways into employment, independent living, participation in society and good health.*

7.1.2 As set out in the SEND Code of Practice (2015), Preparing for adulthood means preparing for:

- higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life

7.1.3. Section 8.3 of the SEND Code of Practice (2015) sets out the following duties for local authorities to support young people preparing for adulthood:

- when carrying out their functions, to support and involve

the child and his or her parent, or the young person, and to have regard to their views, wishes and feelings. This includes their aspirations for adult life

- to offer advice and information directly to children and young people. This includes information and advice which supports children and young people to prepare for adult life
- together with health services, to make joint commissioning arrangements about the education, health and care provision of children and young people to secure positive adult outcomes for young people with SEND.
- to keep education and care provision under review including the duty to consult young people directly, and to consult schools, colleges and other post-16 providers (t.co
- to co-operate with FE colleges, sixth-form colleges, 16-19 academies and independent specialist colleges approved under Section 41 of the Children and Families Act 2014
- to include in the Local Offer provision which will help children and young people prepare for adulthood and independent living, to consult children and young people directly about the Local Offer and to publish those comments including details of any actions to be taken.
- to consider the need for EHC needs assessments, prepare EHC plans where needed, and maintain and review them, including the duty to ensure that all reviews of EHC plans from Year 9 (age 13-14) onwards include a focus on preparing for adulthood and, for 19-25 year olds, to have regard to whether educational or training outcomes specified in the EHC plan have been achieved

- to make young people aware through their Local Offer of the kind of support available to them in higher education and, where a higher education place has been confirmed for a young person with an EHC plan, to pass a copy of the EHC plan to the relevant institution and to the assessor for Disabled Students Allowance with the young person's permission

7.1.4 Once the young person is allocated a PfA / Front Door Team worker, the focus of the work age 16 to 18 will be on preparation for adulthood. This will involve working with the young person, their family, carers and professionals to explore existing support, the young person's aspirations and shape the support moving forward. This will involve, wherever possible, attending all statutory meetings relating to the young person's development. All decision making will be informed by the young person's wishes and feelings, in line with the Mental Capacity Act 2005.

7.2. List of Transition Assessments required for Preparing for Adulthood

ASSESSMENT	SUMMARY	AGE OF YOUNG PERSON
Children and Young People Assessments		
Children and Families Assessment	All children with a disability are entitled to an assessment under Section 17 of the Children Act 1989 (this is commonly known as a Children and Families Assessment).	Valid until 18 th birthday
Early Help Plans	This is when social work intervention is not required, however a nominated lead professional is identified to coordinate small packages of social care support.	Valid until 18 th birthday
Pathway Plans	This is a multi-agency assessment required under the Children Leaving Care Act 2000, completed when the young person is age 15-16.	PA entitlement valid until 21 st birthday
Adult / Transitions Assessments		
Care Act: Let's Connect Assessment	The adult assessment completed under the Care Act 2014.	
Mental Capacity Act 2005	Assessments completed on significant life decisions: <ul style="list-style-type: none"> • Finance • Residence • Care and Treatment • Sexual Relations • Regulating Contact 	Decision-specific assessments start at age 16 (both Children's and Adults Social Workers to complete)
Adult Risk Assessment	Written in conjunction with MCA assessments as part of risk enablement post-18.	
Financial and Benefits (FAB) Assessment	To look at the financial contribution to care and support post-18.	
Adult Care and Support Plan	Funding approval sought from relevant Adult Service Delivery Manager prior to 18 th birthday.	
Education		
Education Health and Care Plan (EHC plan)	A legal document setting out the Education, Health and Care needs and provision of the young person.	Valid until age 25 or until educational outcomes have been achieved
Health		
Continuing Health Care Assessment	Checklist eligibility leads to decision making tool.	

Chapter 8. Legislative Framework

8.1. Introduction

- 8.1.1. The following list covers the main legislation, guidance and policies that have an impact on the transition to adulthood for young people with a disability.

8.2 UN Convention on the Rights of the Child (1989)

The UNCRC is an international treaty, which was ratified in the UK in 1991. Articles 12 and 13 of the Convention enshrine the right of all children to express their views and for these to be taken into account in decisions that affect them. Further to this, Article 23 focuses specifically on disabled children and young people, recognising their right to dignity, independence and participation within their community.

<https://www.gov.uk/government/publications/united-nations-convention-on-the-rights-of-the-child-uncrc-how-legislation-underpins-implementation-in-england>

8.3 UN Convention on the Rights of Persons with Disabilities (2006)

Embodies the rights of disabled people to equal participation in public, political (Article 29), cultural life (Article 30) and within their community (Article 19). The convention also states that disabled children and young people should have access to the same rights and freedoms as all children and young people, with particular reference to ensuring they have the right to express their views on all issues which affect them and to be provided with the appropriate support to enable them to do so (Article 7). This is supported by Article 21 which states that to enable

disabled people to exercise their right to freedom of expression, states parties should take steps to ensure that they are able to receive and impart information using a range of formats, including assistive and augmentative communication, and that information provided to the general public should be made available to disabled people in a range of accessible formats.

www.un.org/development/desa/disabilities

8.4 Children Act (1989)

- Provides the framework for social care services for children and young people. Includes the need for the views and interests of children to be taken into account.

The Act has been amended by numerous statutes.

<http://www.legislation.gov.uk/ukpga/1989/41/contents>

8.5 Children Act (2004)

- Made various amendments to the Children Act 1989.
- Sets the legislative foundation for the actions agreed as a result of Every Child Matters. Includes provision for the establishment of a Children's Commissioner and for each children's service authority in England to make arrangements to promote co-operation between the authority, its partners and other appropriate bodies to improve the well-being of children in the authority's area relating to areas which include physical health, emotional wellbeing and education and training.
- Sets out a mechanism for establishing a database and sharing information. Brings in roles of Key worker and lead professional
- States that the views and wishes of children and young people should be ascertained and given due regard in determining the provision of services to them.

8.6 Education Act 1996

The transition review process which forms the main monitoring and planning tool for most disabled young people is built on this Act and the code of practice issued under it, the SEN Code of Practice 2001.

8.7 Autism Act 2009

This legislation sets out a duty on central government to publish an autism strategy, and on local authorities and the NHS to work in collaboration with local partners to take forward the key priorities. Crucially, at its core, people with autism need to have access to a clear pathway to diagnosis and know that this pathway is aligned with care and support assessments, and that there is post-diagnostic support available even if the person does not meet social care support criteria.

Local authorities and NHS bodies should ensure the provision of an autism diagnostic pathway for adults including those who do not have a learning disability and ensuring the existence of a clear trigger from diagnostic to local authority adult services to notify individuals of their entitlement to an assessment of needs. NICE guidance and NICE Quality Standard on autism represent best practice when developing diagnostic services and related services.

Local authorities should also ensure that people with autism are aware of the right to access a needs assessment (for the adult) and a carer's assessment (for the carer). The process of obtaining one should align with the diagnostic process and be offered at the diagnosis stage and a referral made if needed.

8.8 Children and Families Act 2014

Part 3 of the Children and Families Act 2014 transforms the system for disabled children and young people and those with SEN, so that services consistently support the best outcomes for

them. The reforms create a system from birth to 25 through the development of coordinated assessment and Education, Health and Care Plans; improving cooperation between all services responsible for providing education, health or social care; and giving parents and young people greater choice and control over their support. The SEND reforms focus on the following themes: • Working towards clearly defined outcomes • Engagement and participation of parents and young people • Joint Commissioning and developing a Local Offer of support • Coordinated assessments and Education, Health and Care Plans • Personalisation and personal budgets. Preparation for adulthood is a key element of the reforms that cuts across all of these themes.

The Children and Families Act 2014 and the Care Act 2014, both significantly strengthened the rights for young carers.

The Children and Families Act 2014 obtained royal assent and became law on 13 March 2014. This is a landmark and wide-ranging act designed to fully reform services for vulnerable children, by giving them greater protection, paying special attention to those with additional needs, and also helping parents and the family as a whole.

Although incorporated into one single Act, due to the extent of the changes made, many elements came into force at different times, with most by the end of 2015.

There are nine important parts to the Act, each of which makes substantial changes and new provisions to various areas of child welfare and family law.

- Part 1. Adoption
- Part 2 Family Justice
- Part 3: Children and young people with special educational needs (SEN) and disabilities

The largest part of the Act deals with laws and provisions relating to children who have special educational needs or disabilities. It was determined that the existing system simply did not perform well enough for these particularly vulnerable groups of people, and that a new approach was required, following reports and green papers published by the Department of Education in years preceding the Act. Major changes revolved around giving families better control over the welfare of their child. New provisions put in place by the Act included the following:

1. A new Education, Health and Care (EHC) Plan based on a single assessment process will replace special education statements. EHC plans are documents that support children, young people and their families from birth to 25.
2. The commissioning and planning of services for children, young people and families is now run jointly by health services and local authorities as a result of the Act.
3. Extends the rights to a personal budget for the support to children, young people and families
4. Local services available to children and families must be made available in a clear, easy to read manner.
5. Local authorities must involve families and children in discussions and decisions relating to their care and education; and provide impartial advice, support and mediation services. Part 3 of the Children and Families Act 2014 transforms the system for disabled children and young people and those with SEN, so that services consistently support the best outcomes for them. The reforms create a system from birth to 25 through the development of coordinated assessment and Education, Health And Care Plans; improving cooperation between all services responsible for providing education, health or social care; and giving parents and young people greater choice and control over their support. The SEND reforms focus on the following themes:

- Working towards clearly defined outcomes
- Engagement and participation of parents and young people
- Joint Commissioning and developing a Local Offer of support
- Coordinated assessments and Education, Health and Care Plans
- Personalisation and personal budgets.

Preparation for adulthood is a key element of the reforms that cuts across all of these themes.

- Part 4 Childcare
- Part 5 Child Welfare
- Part 6 The Children's Commissioner

The Office of the Children's Commissioner for England was set up in 2005 with the aim of championing the interests of children in the country. In the Children and Families Act 2014, the Children's Commissioner's role was increased from simply representing the views and interests of children to focusing on, and promoting and protecting the rights of children.

- Part 7.8 & 9 Working Rights to leave & Pay

For all children and young people with special educational needs and disabilities, including those with EHC plans.

- The Children and Families Act (CAFA) 2014 is statute law. It is legally binding which means that the Local Authority and schools/colleges must comply with it or else they are acting unlawfully. Part 3 of the CFA 2014 contains all the relevant sections about children and young people with SEN and disabilities.

https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

- The Special Educational Needs and Disability Regulations 2014 are the main set of Regulations underpinning the CAFA 2014. There have been some amendments made to these Regulations which you should read alongside them. Together they provide information to support the law contained within the CAFA 2014. They are also legally binding.

<https://www.legislation.gov.uk/CAFA2014>

- The Special Educational Needs (Personal Budgets) Regulations 2014. This is a special set of Regulations dealing with personal budgets and direct payments.

<https://www.legislation.gov.uk/ukdsi/2014/9780111114056>

- The law is set out and expanded upon in SEN and Disability Code of Practice (the “Code”). This Code provides much more detail on the legal framework relating to special educational needs and disabilities. Wherever the Code says a LA or another entity should do something, this is statutory guidance. The Code is not law. If there is any difference what CAFA and the Code says the CAFA takes precedence.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

8.9 Health and Social Care Act 2001

- S57 covers direct payments and extended their use to disabled young people aged 16 and 17.
- S58 added S17A to the Children Act 1989, which made provision about direct payments in respect of children.

www.legislation.gov.uk/ukpga/2001/15/contents

8.10 Carers and Disabled Children Act 2000

- The Act requires local authorities who receive a request for a carer's assessment to assess the carer's needs and provide services which they think are appropriate and will support the carer to continue in their caring role. The services provided may be physical help or other forms of support. No such provision was made in relation to children's services because local authorities can provide services to the family under section 17A of the Children Act 1989. There is some overlap between the Carers (Recognition and Services) Act 1995 and the 2000 Act.
- (1) The local authority must consider the assessment and decide — (a) whether the carer has needs in relation to the care which he provides or intends to provide; (b) if so, whether they could be satisfied (wholly or partly) by services which the local authority may provide; and (c) if they could be so satisfied, whether or not to provide services to the carer.
- (2) The services referred to are any services which — (a) the local authority sees fit to provide; and (b) will in the local authority's view help the carer care for the person cared for, and may take the form of physical help or other forms of support.
- (3) A service, although provided to the carer — (a) may take the form of a service delivered to the person cared for if it is one which, if provided to him instead of to the carer, could fall within community care services and they both agree it is to be so delivered; but (b) if a service is delivered to the person cared for it may not, except in prescribed circumstances, include anything of an intimate nature.

http://www.legislation.gov.uk/ukpga/2000/16/pdfs/ukpga_20000016_en.pdf

8.11 Care Act 2014

This legislation is the main legislative framework in terms of Adult Social Care. The Care Act sets out Local Authority's duties in relation to assessing people's needs and their eligibility for public funded care and support. The major elements of the Act are:

- Local Authorities have a duty to promote the wellbeing of carers.
- Anyone receiving care and support from a regulated provider which has been arranged by the Local Authority will be covered by the Human Rights Act 1998.
- That Local Authorities must enable users or potential users of care services to access independent financial advice on their care funding.

Adult safeguarding under the Care Act was made a statutory responsibility and replaced previous policy and guidance in the form of No Secrets Guidance 2000.

8.12 Children (Leaving Care) Act 2000

The Act amends the previous provision for care leavers set out in the Children Act 1989 and is designed to improve the life chances of young people living in and leaving local authority care. Provides an entitlement to an assessment and a Pathway Plan and a personal adviser for each looked after and former looked after young person to improve the:

- preparation and planning for leaving care
- financial arrangements for care leavers
- and to ensure that young people continue to receive the support they need to make an effective transition to adult life.

<http://www.legislation.gov.uk/ukpga/2000/35/notes/division/2>

8.13 *Equality Act 2010*

This act provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. It provides Britain with a discrimination law which protects individuals from unfair treatments and promotes a fair and more equal society.

8.14 *Mental Capacity Act (2005)*

The Mental Capacity Act (2005) supports the principle that a person has the mental capacity to consent to decisions made about them, including protective measures, unless proven otherwise. It is therefore essential to include young people aged 16 or above in discussions about how to protect them from the risks they face from abusive situations. Where young people aged sixteen and above lack the mental capacity to consent to protective measures, they have rights under the Mental Capacity Act, which are not applicable for younger children.

8.15 *Mental Health Act 1983*

This legislation is the main piece of statute that covers the assessment, treatment and rights of people (including young people) with a mental health condition. This Act covers compulsory admission, rights of appeal, the powers and role of the Nearest Relative and consent to treatment. The use of the Act is reviewed and regulated by the Care Quality Commission.

Bradford Council Preparation for Adulthood Guide Social Care



In Bradford we want you to have the best start in life. 'To be afforded the same opportunities as everyone else. To be able to live the life you want; with your hopes, dreams and ambitions not being seen. To be able to find employment and develop meaningful relationships and ultimately live the life you want'



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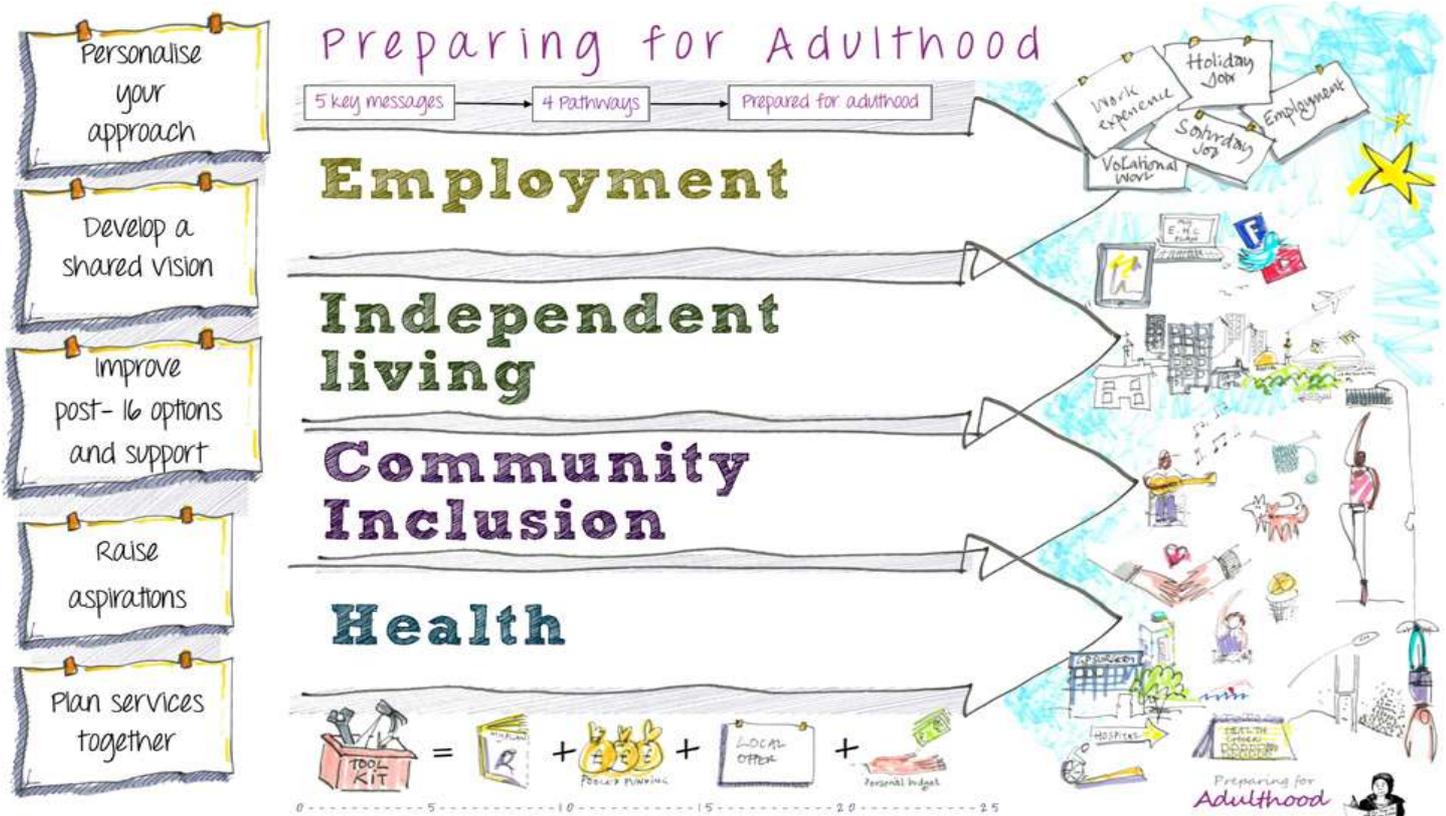
Section 1: Vision

This vision came from the preparation for Adulthood day facilitated by NDTI on 16th April 2019.

'To be afforded the same opportunities as everyone else. To be able to live the life you want; with your hopes, dreams and ambitions not being seen. To be able to find employment and develop meaningful relationships and ultimately live the life you want'

Preparation for adulthood means:

- Higher Education and/or employment – Exploring different education and employment options. Support for becoming self-employed, apprenticeships, internships and/or planning for college/university
- Independent Living – Having choice, freedom and control over your life. Control over where you live and who supports you if you do require support.
- Community Inclusion – To be an active part in your local community. Have friends and real relationships. Be included in your local community.
- Health – To live as healthy a life as you want.



Section 2: Role of PfA

Preparation for Adulthood describes the process of moving from childhood into adult life. Our team seeks to ensure that young people aged 16-25 with physical or learning disabilities have targeted support to meet their aspirations. The focus is around 4 areas; Employment, Independent Living, Community Inclusion and Health. We understand that the needs of each individual are different and we work alongside young people so that they have a say on what they want for their future.

A PfA social worker will be allocated at aged 16. The social worker will act as the key support in terms of transition, working toward the PfA outcomes set out above and working with the young person, family and professionals regarding the changes in legislation, rights of the young person and helping to develop a plan as the person moves toward adulthood.

Section 3: Legislation

There are number of different legal processes that may accompany young people on their journey through to adulthood. These need to be considered in line with local initiatives that aim to enhance and improve the transition process.

The Mental Capacity Act

The Mental Capacity Act signifies a key to change into how professionals, families and carers can make decisions with young people and adults. The Mental Capacity Act sets out 5 key principles:

Assume Capacity	It should be assumed that everyone can make their own decisions unless it is proved otherwise	No one should assume that a young person cannot make a decision just because they have SEN or a disability
All Practicable Steps	Do not treat people incapable of making decisions unless all practical steps have been taken to help them	A person should have all the help possible to make and communicate their own decisions before it is decided they are unable to do so
Unwise Decisions	A person should not be treated as lacking capacity just because they make an unwise decision	Disabled young people and those with SEN have the right to take risks if they understand the consequences of the risks, they are about to take
Best Interests	Actions or decisions carried out on behalf of someone who lacks capacity must be in their best interests	<ul style="list-style-type: none"> • This only applies to young people who do not have capacity to make their own decisions. • For a young person who has capacity their decision cannot be overturned because it is deemed to be in their best interest to do so (see principle 3) • It is important to be clear about what is in the best interest of the young person and not be confused by what is in the best interests of those who support them

Least Restrictive	Actions or decisions carried out on behalf of someone who lacks capacity should limit their rights to freedom of action as little as possible	Before doing something to someone or making a decision on their behalf consider whether the outcome could be achieved in a less restricted way
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The Children and Families Act and the Care Act

The Children and Families Act and The Care Act are two acts that work together to support children and young people to prepare for adulthood. There is a strong link between the Children and Families Act and the Care Act guidance regarding: Co-production and participation, outcomes and wellbeing, joint commissioning and personal budgets, advice and information, timing for Transitions Assessments and Continuity of care.

Children and Families Act 2014	Care Act 2014
Single coordinated assessment and planning process of Education, Health and Social Care for young people with SEN up to age 25 using a person centered approach	Where there is “likely need” for support post-18 and when it is of “significant benefit” there is a duty to carry out: <ul style="list-style-type: none"> •Child’s Needs Assessment (CNA) •Child’s Carer’s Needs Assessment •Young Carer’s Needs Assessment
Preparing for adulthood from year 9 focus on: <ul style="list-style-type: none"> • Outcomes • Person centred practice • Choice and control over support for young people and their families • The involvement of parents and young people in decision making (young people from 16) • Young people participating in planning for their future 	Focus on: <ul style="list-style-type: none"> •Outcomes •Promoting wellbeing •Promoting independence •Choice and control over support. Duty to prevent or delay the development of care and support needs.

Care Act Assessments for adult care or support must consider the current needs for care and support, whether the young person is likely to have needs for care and support after they turn 18, and if so, what those needs are likely to be and which are likely to be eligible needs.

Section 3: Preparation and Planning

This section highlights key parts of the preparation for Adulthood pathway; including what happens when and whose responsibility this is. This is set out in Yearly sections; one year accounts for a school year (1st September to 31st August). The top section summaries the core actions which should take place each year to ensure a smooth transition.

A social worker from the Preparation for Adulthood team will attend all EHCP reviews from aged 16 onwards with a specific focus on preparation for adulthood goals. They will use the review tool created by NDTI to ensure Preparation for adulthood goals are embedded within the EHCP plan.

This document can be found here:

<https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm>

Year 12 16 -17 Years Preparation for Adulthood EHCP Review

What Should Happen?	Who Should Do it?	Guidance
Look at the Local Offer Website	Young person, school, parents.	https://localoffer.bradford.gov.uk/
Young Person, parents and carers to be consulted about: <ul style="list-style-type: none"> - Date of review - Advocacy services - Professionals involved 	School/Post 16 provider	
Invite appropriate people to attend the review at the beginning of the Autumn term.	School/Post 16 provider/Parents	Social care can be invited to reviews via the Duty inbox transitions.duty@bradford.gov.uk
Pre-review meeting/discussion should take place to explain the review process to the young person and their family.	School/Post 16 provider SEN Coordinator (SEND)	Help with understanding change and making choices. Time needs to be set aside for transitions preparation and to build circles of support.
It is good practice for the EHCP review to be integrated with other reviews such as CIN/CLA if this enables it easier for parents to attend.	Children's Social Care/School	If an integrated Review is taking place then time needs to be allocated for this.
Information, advice and support must be provided to the young person about what transitions means for their future. Further education, employment and support opportunities.	School Adult Social care SEN Coordinator	Social worker will complete a PFA Year 9 review tool and any actions from this must be embedded within the EHCP.
At this Review a PFA social worker will be appointed to jointly work between the ages of 16-18 to focus on the Care Act assessment and eligibility for adult social care.	Adult Social Care	This ensures continuity during the transition process and young people are not waiting until 18 to see what services may be available.
The social worker will complete the PFA review document here: https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm		

Year 13 17 - 18 Years Preparation for Adulthood EHCP Review

What Should Happen?	Who Should Do it?	Guidance
Look at the Local Offer Website	Young person, school, parents.	https://localoffer.bradford.gov.uk/
Young Person, parents and carers to be consulted about: <ul style="list-style-type: none"> - Date of review - Advocacy services - Professionals involved 	School/Post 16 Education	
Invite appropriate people to attend the review at the beginning of the Autumn term.	School/Parents/Post 16 Education	Social care can be invited to reviews via the Duty inbox transitions.duty@bradford.gov.uk
Pre-review meeting/discussion should take place to explain the review process to the young person and their family.	School/Post 16 education SEN Coordinator (SEND)	Help with understanding change and making choices. Time needs to be set aside for transitions preparation and to build circles of support.
It is good practice for the EHCP review to be integrated with other reviews such as CIN/CLA if this enables it easier for parents to attend.	Children's Social Care/School	If an integrated Review is taking place then time needs be allocated for this.
Information, advice and support must be provided to the young person about what transitions means for their future. Further education, employment and support opportunities.	School/post 16 education Adult Social care SEN Coordinator	Social worker will complete a PFA Year 9 review tool and any actions from this must be embedded within the EHCP.
At this point your Care Act assessment should be complete. Providing you with clarity on what support adult social care will provide.	Adult Social care School/Post 16 education	Any support offered from adult social care should be embedded within your EHCP
The social worker will complete the PFA review document here: https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm		

19+ continuing in education Preparation for Adulthood EHCP Review

What Should Happen?	Who Should Do it?	Guidance
Look at the Local Offer Website	Young person, school, parents.	https://localoffer.bradford.gov.uk/
Your EHCP will continue to be reviewed annually	Post 16 provider Health Adult Social Care	The PFA Locality Pod will remain involved to support and support with the EHCP process
Post education option will continue to be discussed such as employment/supported employment and further education	School/College Adult Social Care	Careers advice should be provided by the school/college. Your social worker can support you to look into employment options and extra support you need.
PFA team will continue to support up whilst you remain in education	Adult Social Care	
<p>The social worker will complete the PFA review document here: https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm</p>		

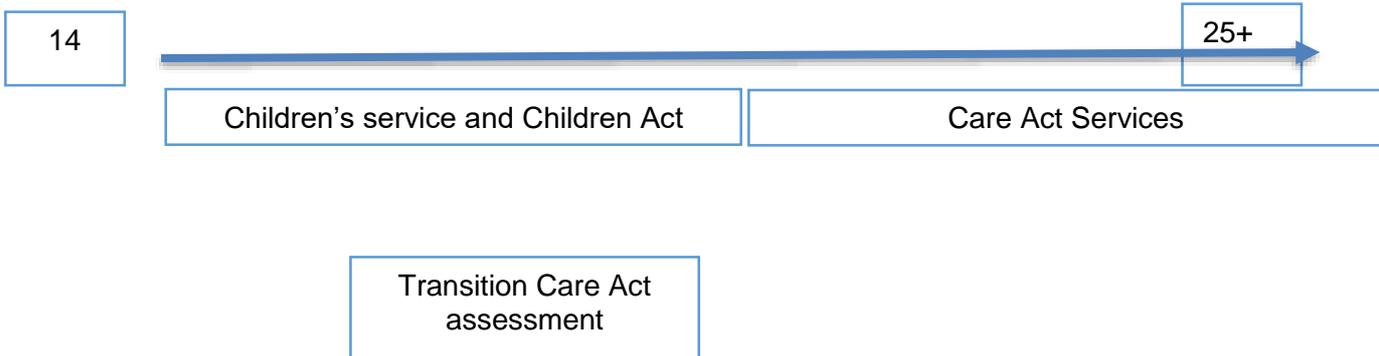
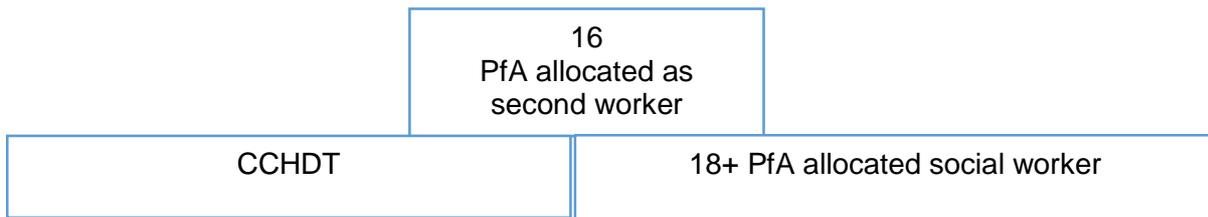
Leaving Education Preparation for Adulthood EHCP Review

What Should Happen?	Who Should Do it?	Guidance
Look at the Local Offer Website	Young person, school, parents.	https://localoffer.bradford.gov.uk/
The PFA locality team will support you when you decide to leave education into post educational opportunities	Adult Social Care	
The PFA team will work with commissioners to ensure the right opportunities are there for young people leaving education.	Adult Social Care	These decisions will be made before you are 18 to ensure your aspirations have been met.
Following leaving education and you have the support you require the locality pod with undertake a review to ensure the support you have is working well.	Adult Social Care	Following a review if you continue to require support you will then be transferred to the adult services community learning disability team.
<p>The social worker will complete the PFA review document here: https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm</p>		

Section 4 – PFA Service Shape

The Preparation for Adulthood (transitions) Service supports young people aged 16 – 25 who are in education and/or leaving education. The criteria for the Preparation for Adulthood service can be found as an appendix to this document.

The team has a designated duty offer to ensure continuity and a single clear message for young people and their parents/carers. The duty worker can be contacted on transitions.duty@bradford.gov.uk and will respond within 24 hours to any requests made. There are 4 localities within the service designated to each of the locality areas; Keighley and Craven, East Bradford, West Bradford and South Bradford. The locality will support and undertake any necessary work.



Each locality has a focus on building relationships with each of the schools in their area. The four Special Schools; High Park(West) Hazelbeck (East), Southfield (south) and Beechcliffe (Keighley). PfA social workers have a presence in each school and have weekly meetings with each school.

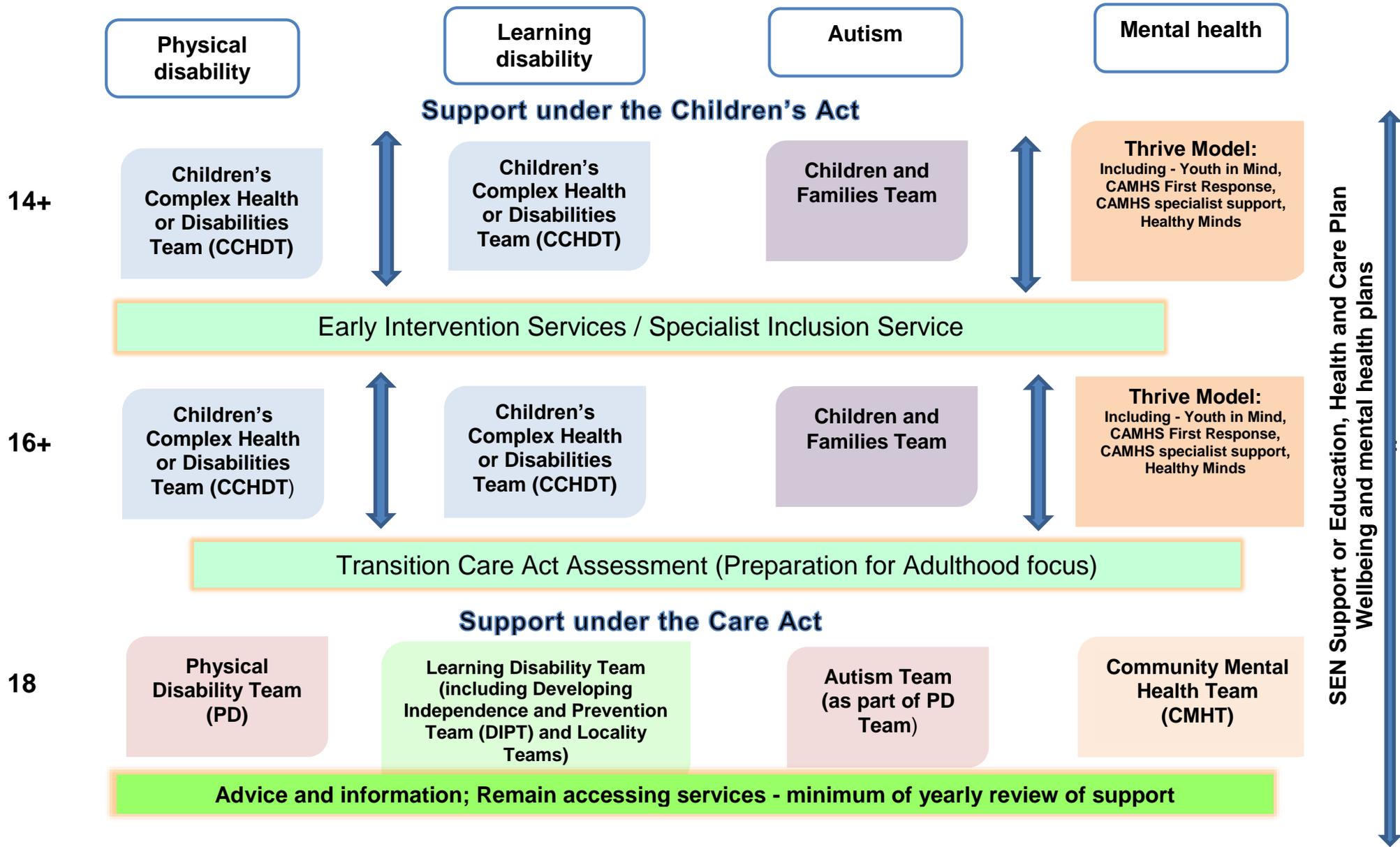
The PfA worker will work alongside colleagues in children's social care, education and health to support and promote PfA outcomes, ensure legal frameworks are followed and work with the young person to promote their outcomes in line with their aspirations.

Joint working with Children's services

The PfA service is an adult service, taking into account the majority of the transitional period (16-25) the person is an adult. There are also a number of changes regarding the law and rights of the person in this period such as the right to make your own decisions (MCA) including decisions around sex, voting rights and housing etc. Therefore it is vitally important the PfA worker is involved with a young person to ensure everyone working with them understands the rights of the person and the lawful processes to be followed. This

also means there will be overlap between Children's Services and The Children Act 1989 and other legislation. For all Young people 16-18 the allocated PfA worker will act as the 'secondary worker' and all recording will be made on the adult (SystemOne) system. This ensures timely and appropriate transition into the adult pathway. Children's social care should work jointly with the PfA service to ensure timely and appropriate transition into adulthood services.

Appendix 2: PfA Journey: Diagram 2022



Further information and links

- CCHDT

[Local Offer information on CCHDT](#) including eligibility criteria and referrals

- Adult Social Care

Care Act information and eligibility: [Information on Adult Social Care eligibility criteria](#)

Referrals: [Information on Adult Social Care support and referrals](#)

- Preparation for Adulthood (PfA) / Front Door Team

Eligibility criteria:

The PfA / Front Door Team will work with young people whose needs cannot be met by non-specialist services because, even with reasonable adjustments, their learning disability prevents this. People who are ordinary resident in BMDC assessed as having a profound, severe or moderate learning disability may be eligible for support from the team.

In order to be eligible under the Care Act 2014 for support from adult social care, young people must have evidence of a diagnosis of a mental or physical impairment. The specific criteria for the PfA / Front Door Team also requires that there is evidence of a formal diagnosis of:

- Significant impairment of intellectual functioning
- Significant impairment of adaptive/social functioning
- Age of onset in early childhood.
- A profound physical disability*

All three criteria must be met for a person to be considered to have a learning disability and meet criteria for the PfA / Front Door Team. The young person should also have an EHC plan in place.

*Profound physical disability does not require all 3 elements to be met.

Evidence of a profound, severe or moderate learning disability will be required and could include:

- The person attends a Special School for children with profound, severe to moderate learning disabilities.
- The person has an EHC plan which evidences profound, severe or moderate learning disability as a primary need.

- The person has a specific diagnosis or syndrome usually associated with profound, severe to moderate learning disabilities.
- The person has already had an assessment, which indicated a profound, severe or moderate learning disability.

If the person has reached age 16 without previously having required support from secondary health care learning disability services, the referrer will need to be very clear why the person is now requiring more specialist services. Evidence shall be required that all practicable steps have been taken to consider least restrictive interventions which maintain natural networks of support from family and community and keep the person connected to their locality and friendship groups.

If the young person's specific need is not related to them having a diagnosed learning disability (with the exception of young people whose needs include a profound physical disability) then a strengths based approach should be taking to ensure that reasonable adjustments are being made to enable access to universal services or more targeted support which is available through community and locality networks. A decision will be made on referrals made on an individual's presenting need, ensuring the most appropriate service is offered. This is in line with Care Act (Assessment) 2014 and Care Act (Eligibility) 2015 Regulations.

When an EHC plan is ceased (either the young person reaches the age of 25 or their educational outcomes are achieved) the PfA / Front Door Team will work on a transition plan into the Learning Disability Locality Teams.

Referrals: [Local Offer information on PfA Team including referrals](#)

- **Thrive Framework:**

The Thrive Framework for system change is an integrated, person centred and needs led approach to delivering mental health services for children, young people and their families. It conceptualises need in five categories: Thriving, Getting Advice and Signposting, Getting Help, Getting More Help and Getting Risk Support.

The model is being used as a basis to describe the local mental health offer to children and young people. Examples of services by each category are provided to illustrate this.

- **CAMHS**

[Local Offer information on CAMHS](#)