

My Transition Guide

Mo Stiùireadh Eadar-ghluasaid



For Parents,
Professionals,
Partner Services

Do Phàrantan,
Proifeiseantaich,
Seirbheisean Com-pàirteachaidh

VISION

LÈIRSINN

All children and young people in Scotland will be successful learners; confident individuals; effective contributors; responsible citizens. To achieve this every child/young person needs to be:

Safe/ Sàbhailte	<ul style="list-style-type: none">Protected from abuse neglect or harm.
Healthy/ Fallain	<ul style="list-style-type: none">Having the highest attainable standards of physical and mental health.Given access to suitable healthcare.Given support in learning to make healthy and safe choices.
Achieving/ A' coileanadh	<ul style="list-style-type: none">Supported and guided in their learning and development of their skills, confidence and self esteem.
Nurtured/ Ionnsaichte	<ul style="list-style-type: none">Having a nurturing place to live in a family setting with additional help if needed.Where a family setting is not possible, a nurturing place to live is provided in a suitable care setting.
Active/ Gnìomhach	<ul style="list-style-type: none">Having the opportunity to take part in play, recreation and sport.
Respected and Responsible/ Urramach is Cunntachail	<ul style="list-style-type: none">Heard and involved in decisions that affect them.Playing active and responsible roles.Given appropriate guidance and supervision.
Included/ Air an gabhail a-steach	<ul style="list-style-type: none">Accepted as part of the community.Given help to overcome inequalities.

Who this guide is for/ Cò dha tha an stiùireadh seo

This guide is for parents, professionals and partner services who support children and young people who are going through transition.

What this guide does/ Na tha an stiùireadh seo a' dèanamh

- It acts upon the recommendations given by young people in 'It's MY Journey'.
- It takes forward Curriculum for Excellence, Getting It Right For Every Child and uses Highland Council Transition Policy and Procedure [see page 20 for link] to standardise practice.
- It gives information for those supporting and undertaking transition to enable effective contribution.
- It provides a tool and framework to promote children and young people to be active partner's in their transition.
- It enables children and young people to be responsible for their first steps in life long learning.
- It builds on the ongoing good practice of all those involved in transition throughout Highland who base their work on collaboration, co-operation and communication to provide a reporting mechanism for the Child/Young Person's Plan.



How to use the guide/ Mar a chleachdas sibh an stiùireadh

1. Please read this guide in full.
2. Get a copy of 'My Transition Guide for children and young people'.
www.highland.gov.uk/learninghere/psychologicalservice/projects/transition.htm.
3. Support the child/young person to work through the Wellbeing Star on page 9.
4. Support the child/young person to work through the Transition Map on page 11, beginning with either 'I CAN' 'I AM' 'I HAVE' unless the child or young person chooses otherwise.
5. The child/young person's choice of wish may require discussion with an adult so that they plan for an attainable and personally beneficial long term goal.
6. Needs identified using the Transition Map and Wellbeing Star are then transferred onto the To Do List on page 15, or into planning tools such as an IEP.
7. Help the child/young person to consider how to progress their needs.
8. Use the To Do List to monitor and review the progress of their small structured steps.
9. The To Do List can be used to structure formal meetings of the core group, ideally using it with a laptop and projector.
10. If needs are identified by the core group which they cannot meet then refer to the meeting structure on pages 7 and 8 .

What this guide contains/ Na tha san stiùireadh seo

The Transitions Framework	page 5 and 6
Framework for Transition Meetings	page 7 and 8
Wellbeing Star	page 9 and 10
Transition Map	page 11 to 14
To Do List	page 15 and 16
Transition Timeline	page 17 and 18
Further Reading	page 19 and 20
Child's World Triangle	page 21



Where the ideas in the guide have come from/ Cò às an tàinig na beachdan san stiùireadh

It's MY Journey gave very clear messages;

- Transition planning must begin early enough to facilitate a positive transition.
- Transition planning is a different activity from making the transition and may require different skills and activities.
- Transition planning will at all times promote ownership of the process by the child/ young person, by planning with the person - not for the person.
- Planning must be for the person's whole future, not just for the next year.
- Planning will focus on positive action to develop independence and skills needed for a constructive and enjoyable adult life.
- Young people will be supported to make a positive contribution through making the most of their talents and abilities.

These principles underpin the Transition Policy, Procedure and this Guide.

The Vision for Scotland's Children is for all children and young people to be ambitious for themselves and to be:

**Confident Individuals
Successful Learners**

**Effective Contributors
Responsible Citizens**

The Getting it Right for Every Child philosophy promotes an holistic approach to assist integrated working practices within services and the local community so that young people can be safe, healthy, achieving, nurtured, active, responsible, respected and included and so achieve the four capacities mentioned above by implementing the Curriculum for Excellence 3-18 agenda.

Why this guide was created/ Carson a chaidh an stiùireadh seo a chruthachadh

The Highland Council has identified transition planning as a main driver to develop *Curriculum for Excellence in Highland in 2007/8*. Both are underpinned by the principles of *For Highland's Children 2* which sets out the planning for *Integrated Children's Services*. *The Transition Planning Policy* acts as a framework for those with responsibility for transition planning management. *More Choices More Chances* is a strategy to reduce the proportion of young people not in education employment or training.

The Education (Additional Support for Learning) (Scotland) Act 2004, and the accompanying regulations and Code of Practice '*Supporting Children's Learning*' was set up to ensure that professionals have access to clear guidelines to support their involvement in planning for children and young people with additional support needs in an educational context. It aims to ensure that children and young people in Highland are provided with the necessary support framework to help them towards achieving their potential.

Throughout the guide the term/ Tron stiùireadh tha na briathran

- **Parents** should be taken to refer to parents, foster carers, carers who are relatives or friends and care staff in residential settings, wherever it is used. In the absence of parents, local authorities have a statutory duty to take on this role for looked after and looked after and accommodated children.
- **Mind map** is a diagram used to brainstorm, visualise and organise ideas to help decision making and planning. All schools have access to Kidspiration and Inspiration mind mapping software issued by Learning Teaching Scotland.
- **Partner services** are any agencies, voluntary or statutory, that are working with the child/young person and/or family.
- **Child/Young Person's Record** should be taken to refer to a recording document which all children and young people between the ages of zero to nineteen have.
- **Child/Young Person's Plan** is created when two or more agencies work together with a child/young person and their family.

Acknowledgments / Taing do

Marea Foulis, Roseann Christie and Sam Collyer would like to acknowledge the help, support and commitment to this project of:

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Information sharing/ A' co-roinn fiosrachadh

A successful transition requires information to be shared appropriately. All professionals have confidentiality guidance within their professional role and they adhere to this rigorously. If however the information given leads others to believe that the child/young person is at risk, or at risk of harming others, the information must be shared with the appropriate agencies.

The Transition Framework/ Frèam an Eadar-ghluasaid

The aims of the Transition Framework are to/

'S iad amasan Frèam an Eadar-ghluasaid

- Give children and young people the individual support they need when they need it.
- Give a standard, recognisable structure to assist good communication in all forms.
- Provide a framework for seamless transition and to help practitioners meet national policy expectations.
- Foster a sense of partnership by providing a transparent framework.
- Respond to the views of young people and their carers as reported by Highland Children's Forum in 'It's MY Journey'.

How to use the Transition Framework/

Mar a chleachdas sibh am Frèam Eadar-ghluasaid

- All children and young people will be supported through transition by universal processes.
- Every child/young person is unique and having a framework is only a 'sign post' to give direction and focus.
- It has no ideal start or finish date, it does not set down where children and young people are expected to be at some point in time.
- The framework is not a set of rigid objectives or prescriptive steps.

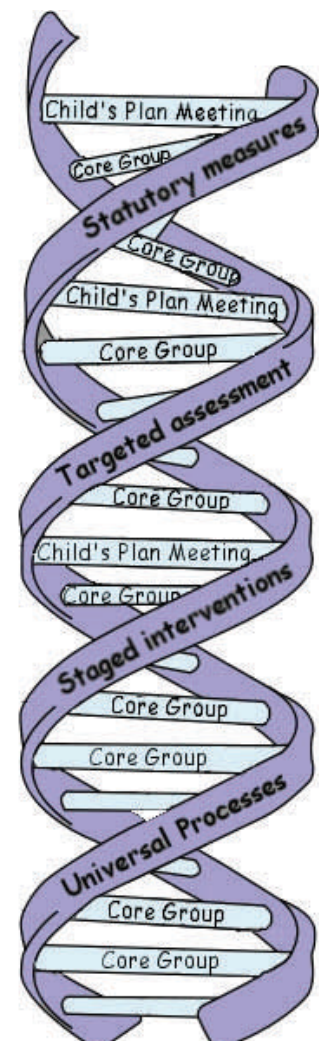
Assessment processes/ Pròiseasan measaidh

- The person with overall responsibility for Additional Support Needs is responsible for ensuring that an appropriate member of staff is allocated to lead transition planning.
- Children and young people will move up and down the spectrum of need; their position will not remain static.

Some children and young people might require a more targeted assessment with a multi-agency focus which will lead to a Child/Young Person's Plan which could include statutory planning processes. A Lead Professional will coordinate this.

Children and young people who have additional support needs receive staged interventions to enable them to achieve their chosen goals.

Every child/young person receives universal provision from education and health and will have a named person. Ongoing assessment is part of this and forms the cornerstone of life long learning.



The Transition Framework/ Frèam an Eadar-ghluasaid

Core Group/ Prìomh Bhuidheann

The core group are people closest to the child/young person who assist and empower them to identify and progress their skills, for example Guidance Staff, Careers Scotland, Parents, Health Professionals, Social Workers etc. This will involve passing information through liaison arrangements that are recorded, e.g. phone, email, discussion or in formal meetings.

- Review progress with child/young person and parent.
- Create/update To Do List.
- Assess and record child/young person's needs using the Wellbeing Star or Child's World Triangle to highlight strengths and pressures. Information fed into the Child/Young Person's Record, Individual Education Plan or other planning tools.

If needs cannot be met by the Core Group then/

Mura ruig a' Phrìomh Bhuidheann air na feumalachdan an uair sin

- Purpose, content and venue of Child/Young Person's Plan meeting discussed.
- Ensure invitation list is agreed, including adult services if appropriate.
- Permissions sought in writing for information sharing.
- Meeting to be organised by Named Person or Lead Professional.
- Chair of meeting to be decided by Named Person's or Lead Professional's Manager.

Liaison Group and or Child/Young Person's Plan Meeting/ Buidheann Ceangail agus no Coinneamh Plana Leanaibh/ Neach Òig

These meetings provide a process for finding solutions to a child or young person's needs. See Getting It Right For Every Child guidance for more information.

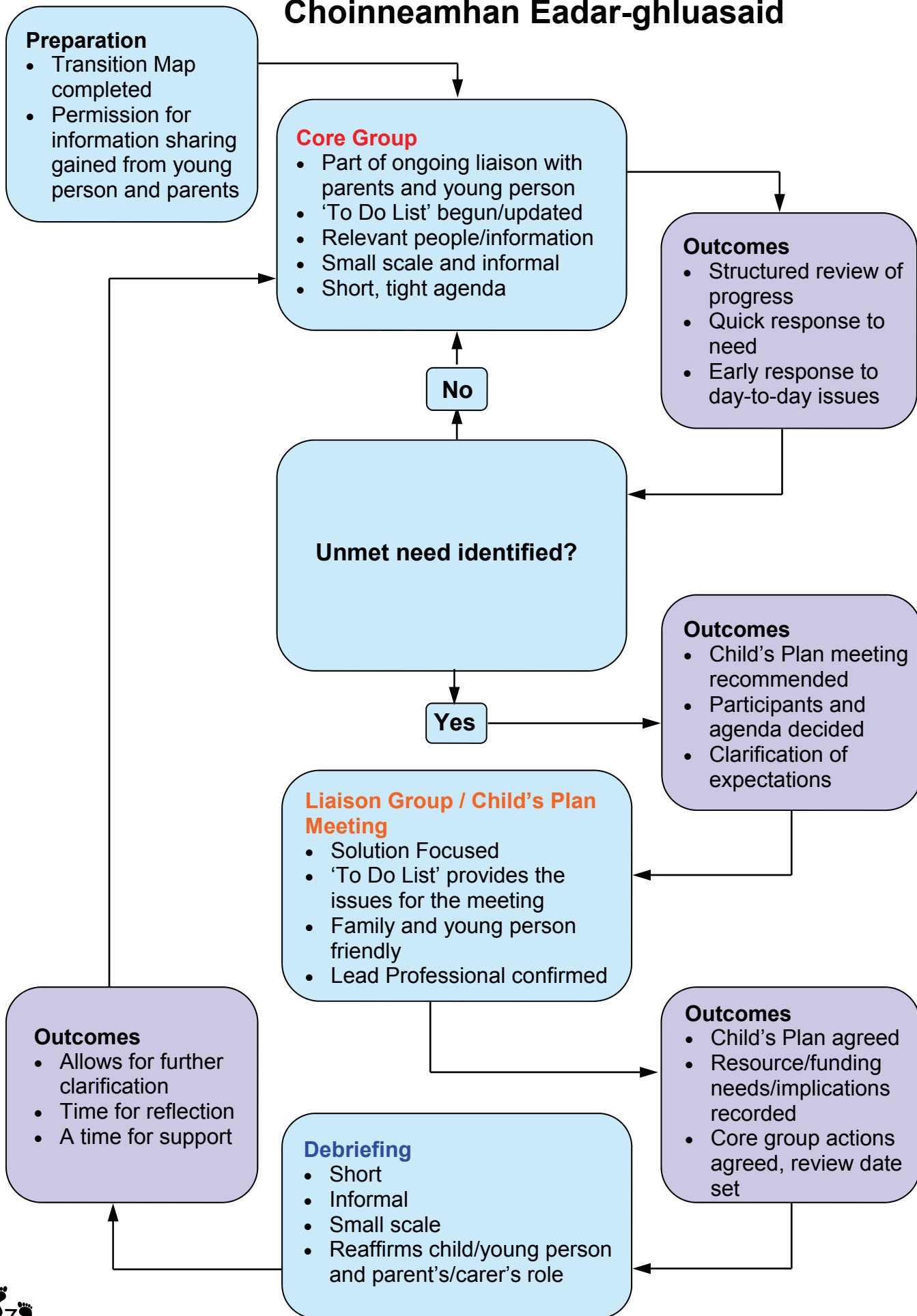
- Lead Professional identified to co-ordinate.
- Consideration of other agency input.
- Communication of achievements, strengths, pressures and needs.
- Construct Child/Young Person's Plan from assessment and To Do List.
- Resource/funding implications recorded and delegated.
- Mechanism for review set in place and recorded in Child/Young Person's Plan.
- If appropriate, adult services made aware of young person's future needs in order that life plan continuum fulfilled.
- Young Person's Plan informs life plan.

Life Plan Continuum/ Plana Beatha Leantainneach

For some young people with complex additional support needs the transition from school into adulthood will require more rigorous life long planning. This will take the form of a Young Person's Plan meeting that will happen by their 18th birthday or 6 months before leaving date. This meeting will occur where possible in the young person's community in order for the young person to anticipate adulthood and the need for life long planning. A lead person from an adult service will be appointed to continue to assist this process.

- Assessment of needs reviewed.
- Assessment of need updated and recorded.
- Resource/funding implications reviewed and recorded.
- Life long learning review by Careers Scotland.

Framework for Transition Meetings/ Frèam airson Choinneamhan Eadar-ghluasaid



Core Group/ Prìomh Bhuidheann

The Core Group will need to continuously liaise through less formal methods that are recorded e.g. phone, e-mail, discussions. Where a formal meeting is needed, the following structure should be used.

Set up/ Cuir air dòigh

- Named person/lead professional co-ordinates meetings and preparation of child/young person and parents; Transition Map completed and advocacy signposted.
- Small, informal meetings held with child/young person and relevant 'key' people.
- Refreshments offered.

Content/ Susbaint

- Feed back relevant information.
- Make sure goals are being met and resources in place.
- Assess and record progress.
- Identify needs, set short terms goals.

Outcome/ Buil

- The To Do List will have small steps which assist the young person. The responsibility for these are assigned to an appropriate person with defined start and review dates.
- The To Do List provides a day to day planning focus to assist all those involved in the child/young person's progress toward transition.
- The To Do List informs and updates other planning tools such as an IEP the Child/Young Person's Plan, a copy to be kept in additional support needs file if required.

If the group identifies needs which cannot be met by the Core Group, then the following occurs/ Ma chomharraicheas a' bhuidheann feumalachdan nach urrainn don Phrìomh Bhuidhinn a choinneachadh, tha na leanas a' tachairt:

Set up during Core Group/ Cur air doigh na Prìomh Bhuidhne

- Liaison group or Child/Young Person's Plan meeting recommended.
- Discuss agenda and purpose of Child/Young Person's Plan meeting.
- Organise seating plan, discuss location and access arrangements for meeting.
- Discuss which professional and outside agencies need to attend to progress the unmet need, agree with parents what information is to be shared with agencies.
- Explain what happens in a 'Solution Focused Meeting'. See further reading section.

Outcome/ Buil

- Child/young person, parents and others are prepared for the Child or Young Person's Plan meeting.

Liaison group/ Child or Young Person's Plan meeting/

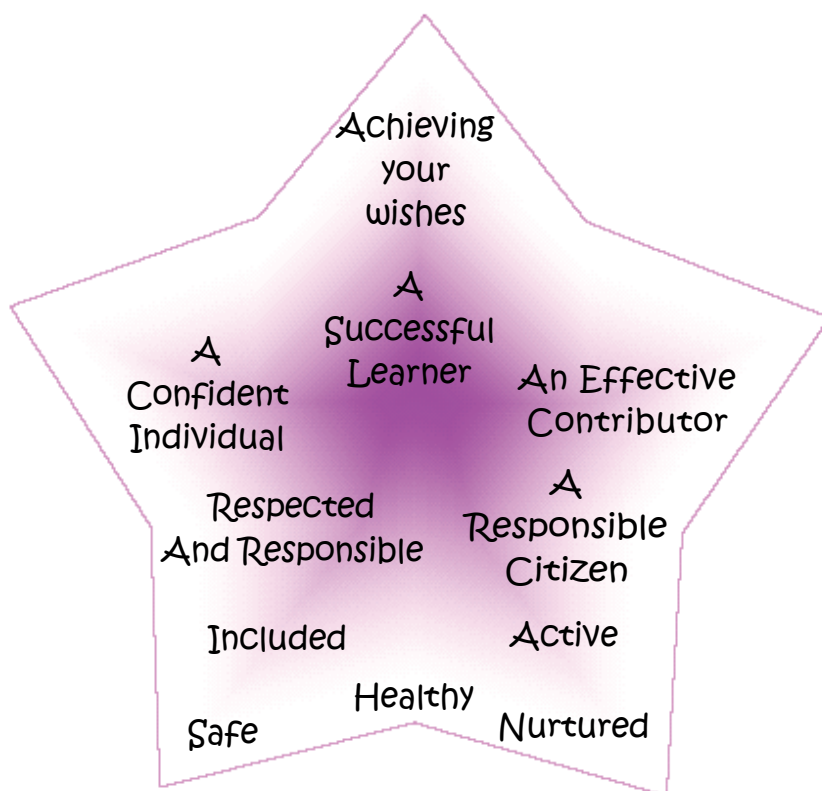
Buidheann ceangail no coinneamh Plana Leanaibh no Neach Òig

- See Getting It Right For Every Child guidance. See further reading section.
- Solution Focused meeting.
- Unmet need identified at the Core Group using the To Do List informs issues that will be discussed using solution focused principles.
- Meeting recorded on plan with family friendly focus using non technical language.
- Plan agreed with target dates set and tasks delegated with review date.
- Lead Professional agreed.
- Plan and record resource and or funding implications which are assigned to an appropriate person for action.

Debriefing/ Brath-aithris

- Child/young person and parents choose someone to undertake this with them.
- Brief session to happen immediately after the main 'Child/Young Person's Plan meeting'.
- Time to confirm that child/young person and parents understood the meeting, outcomes and their role.
- Time out for child/young person to unwind and de-stress before resuming the day.
- Professionals may also need time to confer after the meeting to discuss resource implications etc.

The Wellbeing Star/ An Rionnag Mhathais



The aims of The Wellbeing Star are to

- Help to see what Scotland wants for its children and young people.
- Help the child/young person to begin to identify what they need to achieve their wishes.
- Assist the child/young person to reflect on their life now.

How to use the Wellbeing Star

- This can be used to assist conversations with children and young people about how they feel about their life
- The questions below are structured to engage the child/young person.

- The star begins the process of identifying strengths and needs for the child/young person.
- Where issues arise the websites can provide extra information to support the child/young person.

Is the child/young person Safe, Healthy and Nurtured? Do they

- have a place to live where they feel supported, happy and cared for?
- feel secure in their home and community? Safe from people who could harm them?
- have confidence to be able to plan for themselves and to take informed risks?
- maintain a healthy body and mind?
- know how they feel and have someone to talk to?
- feel confident to be able to get support to make informed and healthy choices?

If the child/young person answered no to any of the questions then information to support them can be found at

- Childline - www.childline.org.uk - 0800 1111 - information for all young people
- Kidscape - www.kidscape.org.uk - if they are being bullied
- Calman Trust - www.leavinghomeinthehighlands.org - for housing advice if they are 16 - 25
- Get Connected - 0800 096 0096 - someone to talk to if they are thinking about running away from home
- Health - www.teenagehealthfreak.org - health information and email 'ask a doctor service'
- Information www.youthinformation.com - information on everything from love to the law



The Wellbeing Star/ An Rionnag Mhathais

Is the child/young person Included and Active? Do they

- have the support to be accepted and understood as an equal at home, work and play?
- like and respect themselves and are they willing to 'have a go'?

Is the child/young person Respected and Responsible, a Responsible Citizen? Do they

- feel heard and involved in decisions that affect them and others?
- have opportunities and encouragement to be confident?
- understand the values and beliefs of others and look at the wider world?

If the child/young person answered no to any of the questions then information to support them can be found at

- Advocacy highland - www.advocacy-highland.org.uk - free support to be heard.
- Duke of Edinburgh Award 14 - 25 - www.spanglefish.com/youthhighland.
- Volunteering Highland - www.volunteeringhighland.org 16+ - get involved in volunteering.
- Highland Council Children's Rights Service - 0800 0853 569 - advice information and support for young people who are looked after or accommodated by the council.
- Highland Children's Forum - www.highlandchildrensforum.org - getting policy makers to listen to children.

Is the child/young person a Confident Individual? An Effective Contributor? Do they

- feel comfortable with themselves and others?
- set achievable goals for themselves?
- understand the skills and needs of others and themselves?
- understand the importance of being a team player?

Is the child/young person a Successful Learner? Do they

- have curiosity; do they want to learn?
- have enthusiasm; are they keen to learn?
- have determination; do they keep trying?

Is the child/young person achieving their wishes? Do they

- feel supported to achieve their goals?

If the child/young person answered no to any of the questions then information to support them can be found at

- Princes Trust - www.princes-trust.org.uk - provide personal development opportunities.
- Scouts/Girl Guides - www.scouts.org.uk, www.girlguidingscotland.org.uk - help for young people to achieve their full potential through fun activities.
- SOAR - 01349 853508 - Activities for young people from 5 to 19 with a range of disabilities.
- Young Scot - www.youngscot.org - advice on Jobs, Careers, Education and Training.
- Careers Scotland - www.careers-scotland.org.uk - support and advice on getting a job.

Transition Map/ Map Eadar-ghluasaid

The aims of the Transition Map are to/ 'S iad amasan a' Mhap Eadar-ghluasaid

- help the child/young person to think about their own wishes.
- help the child/young person to think about the support they might need.
- give the child/young person a tool to help them to plan and be heard.
- help people involved in transition to know who the child/young person is, where they want to go and what they need to get them there.

How to use the Transition Map/ Mar a chleachdas sibh am Map Eadar-ghluasaid

1. Use it like a mind map; see the examples.
www.highland.gov.uk/learninghere/psychologicalservice/projects/transition.htm.
2. Start at whatever box the child/young person chooses.
3. Use photographs, drawings, magazine cuttings, certificates, My Learning Record, academic work. PECS symbols. Interactive DVDs.
4. Do one wish at a time on separate pages.
5. Each box can be done on separate pages or the map can be completed as it is seen.

What the boxes mean/ Na tha na bogsaichean a' ciallachadh



Discuss with the child/young person their **skills and abilities**; record all the things they can do. (...swim, ...write good history essays, ...ride a unicycle)



Encourage the child/young person to think about **who they are**; record everything that describes them as a person. (...a happy person, ...organised, ...a chatterbox)



Discuss with the child/young person their **achievements**; record anything they are proud of doing. (...good friends,...standard grades,...rode a unicycle backwards from Alness to Wick)



Encourage the child/young person to think about their **plans**; record their wishes, plan goals they can achieve by the time on each arrow that will move them closer to their wishes.



Discuss with the child/young person their **needs**, record what they identified they need to achieve the goals they noted at each arrow around the I WILL box.



Encourage the child/young person to think about **people around them who can help**, include anyone that can help to achieve their wishes e.g. Parents, school staff, friends, neighbours, pets.

The timescale; 'now', 'soon', 'later', 'and then' in the mind map, can be changed to whatever timescale fits the child/young person's wishes , e.g. one day, one week, two months, six months, a year.

Transition Map/ Map Eadar-ghluasaid

Ideas for using the Transition Map with children and young people, you can

prepare the child/young person to complete the Transition Map by providing opportunity and practice at self reflection, using tools such as

- Seasons for Growth (Primary Transition) ,(contact your school's Educational Psychologist).
- Primary to Secondary School Transition Pack (www.highland.gov.uk/learninghere/supportforlearners/)
- Thumbs up (contact the Health Promotion library) www.nhshighland.scot.nhs.uk/hirs.

use the Transition Map as a individual, pair, or group activity

- The Transition Map can provide a structure to facilitate one to one discussion/reflection on the child/young person's strengths, needs and their plans.
- It can be used working as a pair. After the child/young person completes it alone they swap it with a close friend to get their idea's about the other's strengths and skills.
- The Transition Map can be used as a class exercise, for example at the beginning of term to help staff find out about the children and young people and help the children and young people identify targets that they hope to achieve over the year.
- The Transition Map could be used to help children and young people to be involved in planning class activities.

use the Transition Map in a more adult directed manner

- The Transition Map can be used to enable the child/young person to explore needs which have been identified by an adult, and help them to have a meaningful say in how these needs are addressed.
- Use the Transition Map to help the child/young person make a meaningful contribution to plans such as their Individual Education Plan.

have anyone that the child/young person is comfortable with to help complete the map

- This could be teachers, parent's careers advisor, youth workers even friends. The best way to find the most appropriate supporter is to ask the child/young person.

support the child/young person to complete the To Do List (see page 15) prior to meetings if they find it hard to participate or do not want to attend the meeting

- The To Do List will create a visual representation of the child/young person's needs and priorities and how they feel they should be supported to resolve them.
- This will flag up identified needs from the Transition Map to all those in the meeting.
- The To Do List can encourage the child/young person to participate in meetings.
- The To Do List can give the child/young person a voice in meetings if they don't attend.

use the Transition Map with children and young people who have no verbal communication or who have limited literacy by using

- Picture Exchange Communication System. (PECS)
- Make the Move; Your Life, Your Future, Your Choice, CD rom from Enable Scotland. www.enable.org.uk/news.php?tid=4§iontype=0&sid=65&id=186
- personal photographs.
- talking mats.
- it to build a collage using cuttings and pictures from magazines etc.

use benchmarks to make the scaling exercise meaningful to the child/young person

- For example, where a need to read better is identified;10 could be reading Harry Potter.
- Or where independent travel is the need then getting a bus into town alone is a 10.
- Finding meaningful benchmarks will require careful support and time to avoid damaging confidence or negating the child/young person's perceived level of need.

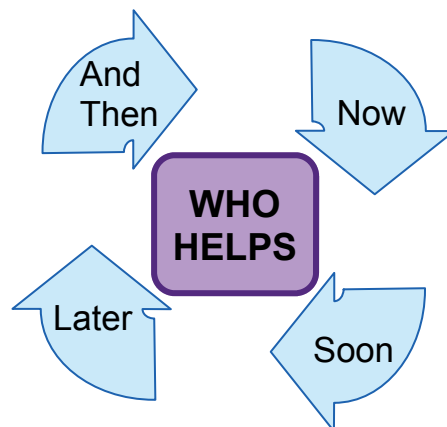
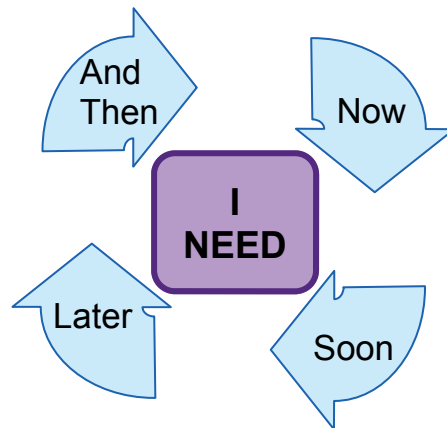
Transition Map/ Map Eadar-ghluasaid

I
CAN

I
AM

I
HAVE

Transition Map/ Map Eadar-ghluasaid



Sign here if you are OK sharing this _____ Date _____

To Do List/ Liosta Ri Dhèanamh

The aims of the To Do List are to/ 'S iad amasan an Liosta Ri Dhèanamh

- Help the child/young person feel they have ownership of their transition.
- Provide a method through which the child/young person can have the confidence to share their views about transition with others.
- Give a method of planning progress which is solution focused and creates manageable steps, each of which are assigned to a named person with clear start and review dates.
- Assist the child/young person and their supporters to highlight areas on which to focus for support and resources.
- Ensure the Core Group uses the Vision for Scotland's Children when reviewing progress.
- Provide a log of decision making that advises an IEP or the Child/Young Person's Record and/or Plan that can be taken away by all involved at the end of the meeting.
- Offer a clear visual representation of the status of needs.

How to use the To Do List/ Mar a chleachdas sibh an Liosta Ri Dhèanamh

- Use the To Do List as a day to day reflection tool to review and monitor progress.
- Use it to give a structure and agenda when the Core Group meets to assess, plan and review progress.
- Use it to provide an instant minute and action plan at the end of Core Group meetings.

Set up/ Cuir air dòigh

- Aim to create a shared focus during the meeting, so think creatively about how you can assist the child/young person to complete the To Do List e.g. electronically using a projector and computer during the meeting or writing the headings onto a flip chart. see www.highland.gov.uk/learninghere/psychologicalservice/projects/transition.htm.
- An advantage of using the electronic method is that the To Do List can be printed and distributed immediately after.

Identifying what needs to be done/ Ag aithneachadh na tha ri dhèanamh

- The child/young person will have completed their own To Do List.
- What they have put in their To Do List goes into the To Do List being used in the meeting.
- Others can then offer needs which impact the child/young person to add to the I NEED column of the To Do List.

Scaling/ Sgèileadh

- Where a numerical scaling system would not be understood a pictorial/visual system could be used like traffic lights, steps or a ladder.
- The child/young person rates how they feel about any new needs offered by the group.
- A realistic notion of where the child/young person is on the scale might require further careful support to avoid damaging confidence or negating their perceived level of need.
- The scaling exercise will prioritise areas where the child/young person needs support.



Finding solutions/ A' lorg fhuasglaidhean

- The group takes a solution focused approach to the needs that are lowest on the scale.
- The Core Group uses the To Do List to specify what will happen, who will be involved, when it will start and when it will be reviewed.
- The planned steps should aim to assist the child/young person to move one place up the scale, creating small steps increases the chance of success.
- If there are needs that cannot be met by the Core Group, then refer to the meeting structure on page 7 and 8.

This space is for things you want to share from the 'I CAN' 'I AM' 'I HAVE' bits of the transition map

I Can - abseil

I Am - usually happy and positive
but can be moody

I Have - great friends

I NEED	Where are you now on a scale of 1 ► 10	What needs to happen to move you up the scale	Who helps	Start date	Review date
To continue to manage my diabetes outside of home and school	8	Input from school nurse to discuss strategies to help me remember—timetables etc.	School nurse, young person,	October 2nd	February 2009
To keep my communicator when I leave school	1	For child and adult speech and language to hurry up and sort out who's going to fund it	Child and adult speech and language	October 10th	Next core group—14th Dec
To consider Direct Payments	2	Find out about options from Highland Council, Invite Adult Service's to discuss at the next available Child's Plan Meeting	School to prioritise for next Child's Plan Meeting	8th Nov	Next core group—14th Dec
Go on work experience	3	Look at Highland Council work experience database	Guidance Parent Young Person	23rd of Nov	Next core group—14th Dec

Anything else people want to add (comments signed and dated)

Transition Timeline/ Loidhne-tìme Eadar-ghluasaid

The aims of the Transition Timeline are to/ 'S iad amasan an Loidhne-tìme Eadar-ghluasaid

- Give an indication of some of the important procedural steps in the transition to adulthood for those with greatest need who require concerted effort and specific planning.
- Highlight key points from the joint Transitions Planning Policy and Procedure where there is most likely to be an entitlement to Social Work Services resources.

From the first assessment in pregnancy/ Bhon chiad mheasadh ann an leatrom

- **Until child is 10 days old** Continual assessment by the Midwife.
- Information passed to Health Visitor who continues Child's Record.
- NHS informs Education of child's needs;
 - 3 years** prior to entry to school if major structural adaptations needed.
 - 2 years** prior to entry to school if minor structural adaptation or staffing needs.
 - 1 year** prior to entry to school familiarisation/training to prepare staff to support child.
- **From 3 months** child can claim Disability Living Allowance. (www.cafamily.org.uk)
- **From 6 months** referrals are made to the Highland Council Psychological Service, generally through health professionals.

Three Months prior to Preschool entry/ Trì mìosan mus tèid iad dhan sgoil-àraich

- Information on child's needs passed to preschool setting by involved health professional.
- Health Visitor remains information link.
- Higher rate mobility component of Disabled Living Allowance can be applied for.
- Children in the Highlands Information Point can offer information, e.g. on advocacy, and support. www.childreninthehighlands.com.

6 months before entering School/ 6 mìosan mus tèid iad dhan Sgoil

- If there are resource implications for school then Child's Plan Meeting is arranged by the Health Professional/Nursery Head Teacher or in some cases by Social Work Service.
- Pre-school staff liaise with school, visits to the new school organised for the child.
- Health Professional/Health Visitor liaises with School Nurse to pass on health information.

Primary School/ Bun-sgoil

- Enterprise Education commences, Careers Scotland Career Box is available.
- **Transition between P3/4** is seen as a transition point for primary school. The contact for information is the class teacher or the head teacher of the school.
- School informs education authority of child's needs.
 - 3 years** prior to entry if major structural adaptations needed.
 - 2 years** prior to entry if minor structural adaptation or staffing needs.
 - 1 year** prior to entry familiarisation/training to prepare staff to support child.

1 year before entering Secondary School/ Bliadhna mus tèid iad dhan Àrd-sgoil

- Primary school liaise with secondary school to pass on information.
- If resource implications are identified then a Child's Plan Meeting is arranged.
- Primary and secondary school liaise to organise transitions events.
- Parents obtain a school handbook for the secondary school.
www.highlandschools-virtualib.org.uk/school_info

Secondary School/ Àrd-sgoil

- The person with overall responsibility for Additional Support Needs must ensure that an appropriate member of staff is allocated to lead transition planning.
- **S1 to S6**, Careers Box may be offered as part of Personal Social Education. Careers Scotland and Guidance staff offer advice on subject option choices if requested in S2. All young people entitled to one to one consultations prior to school leaving date. Meeting out with school can be arranged via Careers Centres. Telephone 08458 502 502.

Leaving Date (Establish intended leaving date as early as possible)					Timeline of planning stages	Planning Stages
S6 Jun	S6 Dec	S5 Jun	S5 Dec	S4		
Age when each stage of planning must start (Planning should begin 3 years before leaving date for young people with significant needs)						
16	15.5	15	14.5	14	Planning begins	<ul style="list-style-type: none"> College options and Vocational Pathways discussed. Careers Scotland Key workers begins assistance. Social Work involvement – Raising Awareness Children’s Service Team Manager alerts Adult Care Service Team Manager to likely need for services. Adult Service Team Manager acknowledges receipt of alert within 1 month. Children’s Service Team Manager ensures Young Person’s Plan completed and made available to Adult Care Team Manager during this period.
16.5	16	15.5	15	14.5	6 months into planning process	Social Work involvement – Active Involvement <ul style="list-style-type: none"> Adult Care worker allocated. Assessment continued from Adult Services perspective in partnership with young person and in parallel with children’s services worker. Direct Payments reviewed. Disability Living Allowance reviewed.
17	16.5	16	15.5	15	12 months into planning process	Social Work involvement – Seeking Resources <ul style="list-style-type: none"> Adult Care assessment completed, handover plan made and communicated to young person and family. Request for additional resources made to the appropriate body, e.g. Area Resource Allocation Panel in Social Work Services, NHS Highland.
17.5	17	16.5	16	15.5	18 months	Social Work involvement – Resource Allocation <ul style="list-style-type: none"> Final funding decision made in principle. Application made to Independent Living Fund etc.
18	17.5	17	16.5	16	End of 2 year planning process	Social Work involvement – Handover/transfer of responsibility <ul style="list-style-type: none"> Life Plan Continuum meeting. New phase of activity as a young adult begins. Funding accessed for services now if required.
Young Person Leaves School or may remain till aged 19						
18.5 /19	18	17.5	17	16.5	Ongoing Life Planning	<ul style="list-style-type: none"> Care and support packages resulting from the above process are reviewed at 6 weeks, 3 months and then at yearly intervals or at the discretion of the case worker but no longer than yearly intervals between reviews. Careers Scotland can offer advice to all ages.

The Joint Transitions Planning Policy and Procedure exists to promote seamless transition. They provide information to enable families and partner services to be aware of the expected standard. These documents work with the Highland Council’s complaints procedure www.highland.gov.uk/comments to hold services accountable to their users.

Further Reading/ Tuilleadh Leughaidh

Advice/ Comhairle

- Careers Scotland www.careers-scotland.org.uk/
- Job Centre Plus www.jobcentreplus.gov.uk/
- PlanIT Plus careers planning www.planitplus.net
- CHIP + It's MY Choice www.chipplus.org.uk/choice.htm
- Enquire www.enquire.org.uk
- Calman Trust, leaving home in the Highlands www.leavinghomeinthehighlands.org
- Advocacy Highland www.advocacy-highland.org.uk

Advice on continuing learning/ Comhairle air ionnsachadh leantainneach

- UCAS www.ucas.ac.uk
- Guides to Higher and Further Education
Official - www.aimhigher.ac.uk, www.hero.ac.uk
Independent - www.push.co.uk
- Adult Education
Scotland - www.learnirectscotland.com
Highland - www.highland.gov.uk/learninghere/communitylearning/adultbasiceducation
- Education Maintenance Allowance www.emascotland.com
- Young Scot advice on Jobs, Careers, Education and Training www.youngscot.org
- Vocational Pathways Programme - opportunity for S3 - S6 school pupils to attend college to study vocational courses. Contact Inverness College for more information on 01463 273406

Advice and Planning Tools for young people with additional support needs/ Comhairle is Innealan Planaidh do dhaoine òga a dh'fheumas taic a bharrachd

- Transition Information Network www.transitioninfonetwork.org.uk
- Contact a Family www.cafamily.org.uk
- Arfur Moes www.autismtoolkit.com/transition%20workbook.doc
- Highland Autism Spectrum Education Network www.highlandschools-virtualib.org.uk/hasen for information on SPELL booklets for primary transition and information on the work experience program for young people with ASD
- Macintyre's Transition workbooks for young people with learning support needs www.macintyrecharity.org/transition
- National Autistic Society resources www.nas.org.uk/nas/jsp/polopoly.jsp?d=119
- Highland Developmental Coordination Disorder Resource pack for transition. Contact HDCCD www.hdcd.org.uk/html/contact.php
- My learning record for Gypsy/Travellers www.highland.gov.uk/learninghere/supportforlearners/specialistservices.htm
- Learning Bytes North Highland College intranet and; sen.skillnetonline.com/SabaWeb
- Rapid assessment tool - Scottish Traveller Education Programme www.scottishtravellered.net
- A guide to Solution focused meetings www.highland.gov.uk/learninghere/psychologicalservice/information-parents/aliaison-group-guidance.htm

Further Reading / Tuilleadh Leughaidh

Benefits/ Sochairean

- UK government <http://www.direct.gov.uk/en/DisabledPeople/FinancialSupport>
Helpline 0800 882200.

Relationships and Sexual Health/ Dàimhean agus Slàinte Ghnèitheach

- Brook www.brook.org.uk
- LGBT Youth Scotland - Advice for young people who are lesbian, gay, bisexual or transgender www.lgbtyouth.org.uk
- Contact a Family booklet for young disabled people www.cafamily.org.uk/packs
- Highland Learning Disabilities and Relationships Group 'Love Is' documents.
www.highland.gov.uk/socialwork/learningdisabilityservices/

Further reading about transition/ Tuilleadh leughaidh mu eadar-ghlusad

- It's MY Journey www.highlandchildrensforum.org/library.asp
- The Road Ahead www.scie.org.uk/publications/tra/index.asp
- Count us IN; We're still here, Successful transitions from secondary school
www.hmie.gov.uk/documents/publication/cuiwsh.pdf
- Reaching the hardest to reach
www.princes-trust.org.uk/main%20site%20v2/about%20us/research.asp

Policy Documents/ Sgrìobhainnean Poileasaidh

- Transitions Planning Policy www.highland.gov.uk/NR/rdonlyres/6F087043-0ABB-4302-AD17-6840F88D759A/0/JointTransitionsPolicy.pdf
- Transitions Planning Procedure www.highland.gov.uk/NR/rdonlyres/D79AD91C-68A8-4F34-A8F4-2DD62DF63D8C/0/JointTransitionsPlanningProcedure.pdf
- A Curriculum for Excellence in Highland www.hvlc.org.uk/ace
- For Highland's Children 2 (2005)
www.highland.gov.uk/socialwork/servicestochildrenandfamilies
- Education (Additional Support for Learning) Scotland) Act (2004) Supporting Children's Learning' www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL
- 'It's Everyone's Job to Make Sure I'm Alright'
www.scotland.gov.uk/Topics/People/Young-People/children-families/17834/10234
- Getting It Right For Every Child www.forhighlandschildren.org/htm/girfec/girfec.php

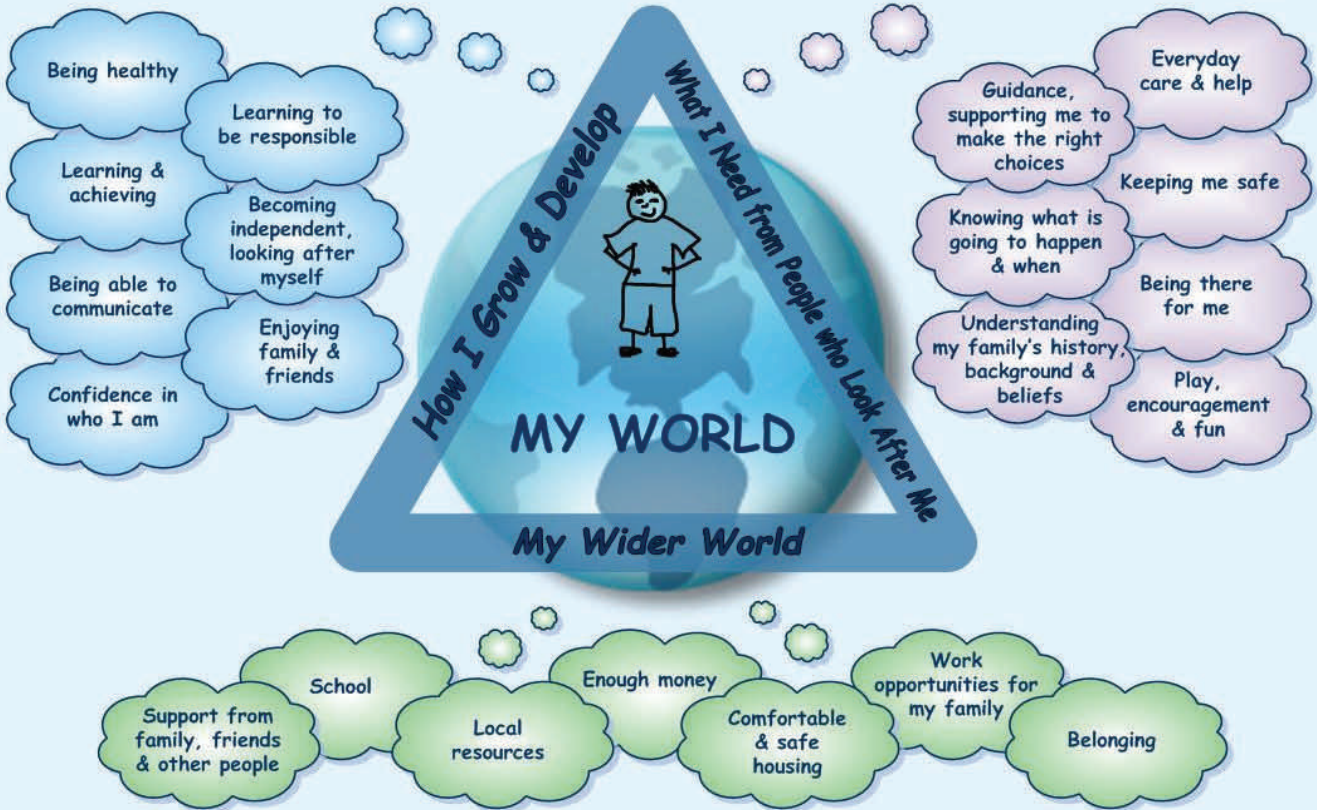
Highland Council cannot guarantee the quality of information on websites run by other organisations.

Add your own and tell us about them/ Cuir d' fheadhainn fhèin ris is innis dhuinn mun deidhinn

marea.foulis@highland.gov.uk

My World Triangle

getting it right for every child



The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development

Supported by/ Le taic bho



Europe and Scotland
Making it **work together**



getting it right
for every child



The Scottish Government

