



The Transition Planning Guide

1. WHAT IS TRANSITION PLANNING?

This document focuses on the transition from full-time education into Adult Services, which happens in Year 14 when the student has reached the age of 19 years.

Transition Planning, (sometimes referred to as Future Placement Planning or FPP), is the process that takes place in a young person's life when they are getting ready for the move into adulthood. Planning for this change should start at around Year 9. All Annual Reviews from Year 9 onwards will include a focus on planning for adulthood.

2. WHAT CAN PARENTS DO?

It is empowering for parents to gather as much information as possible, as early as possible!

Knowing what the community resources are in the local area, building trusting relationships with parents in a similar situation or who have experienced something similar – all of this will help parents to navigate through transition out of special school.

At Chailey Heritage Foundation (CHF) we will create as many opportunities as possible for parents to gain knowledge and establish social links. It is really helpful to start finding out about the options available; look on the internet, find the websites, make calls, arrange visits. **The FPP Coordinator at CHF can help with this.**

*'Making Sense of Adult Life' A Guide to Transition, 2018 '... everyone's journey is different... but **there are many sources of information and support, and ... talking to other families can be invaluable.**'*

Seeing that there is a range of provision available for young people with the most complex of needs, run by dedicated and caring professionals, can offer reassurance and help to make the whole process seem a little less daunting.

Gaining an understanding of the Future Placement Planning process itself is also useful, in terms of finding out the support provided by the school and the time frame involved. There is a lot of information held on the Chailey Heritage Foundation website, as well as within this guide.

*'Advice for parents? Go to professionals and say **"What do you think of this?"**.... Be proactive.'*

Parent feedback, CHF, 2019

3. THE LEGAL FRAMEWORK

The legislation which informs the processes involved in leaving school and moving to adult services is the most important point of reference for families and professionals when examining any decision made that impacts on a young person's life. All of the services involved in providing care and support for your son or daughter work within the guidance set out by the Government.

All of the children and young people at CHF have an Education, Health and Care Plan (EHCP), which identifies their educational, health and social needs and sets out the special support needed to meet those needs. This plan is

reviewed once a year, done at an Annual Review at CHF; we start the FPP meetings at the Annual Review which takes place in Year 10.

The majority of young people, including those with EHCPs, complete their further education by the age of 19. In this case, the EHCP can cease at that point as it relates only to education or training. For those who wish to continue with education **beyond 19**, the EHCP will need to be maintained as this represents their entitlement to support. It will be discussed at FPP meetings whether an EHCP is going to be needed post 19. Parents are entitled to appeal against a decision by the local authority to cease to maintain an EHCP, or to challenge the post 19 placement named on the EHCP. Support can be provided by CHF in these circumstances with some free specialist legal support currently being available for parents through IPSEA (see section 8 for further information about IPSEA).

Young people with complex needs will need specialist support in adult life whether or not they go on to post-19 education. Services need to work together at a local level to plan and fund a smooth transition for all YP leaving CHF including children's services, adult social care and housing/health. At school, we coordinate this work through holding FPP meetings and liaising with professionals from each service. Evidence of need is required for any assessment process and we can provide this from school. The medical team and the therapists produce support plans and nursing plans towards this assessment.

Transition workers are often provided by Local Authority Social Care departments to support families during this time. This may be organised through a referral by an allocated Social Worker from Disability Social Work team, or parents can apply for support to a Transition Team directly.

The Department for Education/Department of Health (DoE/DoH) produced the Special Educational Needs and Disability Code of Practice: 0 – 25 years in January 2015. This is the statutory guidance for organisations which work with children and young people who have special educational needs or disabilities; chapter 8 focuses on Preparing for Adulthood.

The Children and Families Act 2014 is a law passed in England that sets out what care and support the YP is entitled to, and what local councils have to do. For vulnerable children, it gives them special protection including those with additional needs. This Act made EHCPs statutory from September 2014. Along with guidance about safeguarding and childcare, the Act includes a chapter on laws and provision for those with SEND.

- The Children and Families Act made it a statutory obligation for local authorities to provide parents with information on SEND provision in their area via the Local Offer. This brings together information and services available in a given local authority area.
- The Care Act 2014 outlined new duties within Adult Social Care to ensure a smooth transition from children's services and ensure continuity of care; under the legislation, children's social care must continue until adult's social care services have been put into place.
- The Social Care Institute for Excellence (SCIE) Care Act 2014 has a section titled Transition from Childhood to Adulthood. Key points include early identification of needs.

4. MENTAL CAPACITY AND DEPUTYSHIP

The question of **mental capacity** is key to Transition Planning because the process depends on decisions made about what happens in a young person's life.

Up until the young person reaches the age of sixteen years, parents have parental responsibility and can make all decisions on behalf of their child. Once an individual has reached sixteen, the question of **capacity** arises – whether the person has the capacity to think and make decisions for themselves.

All decisions must be made in the person's **Best Interests** and if the person themselves has been assessed as not being capable of making these decisions, then legislation is needed to make sure the right thing is done for them.

Following the Mental Capacity Act of 2005, the Mental Capacity (Amendment) Act 2019 was introduced. Mental capacity is assessed by Health Care professionals, Social Care professionals or those experienced in the field. It is always transaction specific; and the least restrictive option is always the desired outcome of any decision.

The Mental Capacity Act applies to major and minor decisions; medical procedures, accommodation, choosing what to eat or wear. A 'best interests' meeting can be held for an individual at any point in the Transition/FPP process if a key decision needs to be made or agreement reached.

If a person is assessed as lacking mental capacity, post sixteen, their parent(s) or adult sibling(s) can apply to the Court of Protection for a Deputyship for Health and Welfare, and/or Finance matters. However, it is quite rare for the Court of Protection to agree Deputyships for Health and Welfare. There is a legal process involved in this application which can take up to a year as well as an application fee. If a Deputyship is obtained, it means the parent has the authority to make decisions on behalf of their son or daughter.

Deputyship does not mean that decisions can be made for a young person automatically, as if they were still a child. One of the principles of the Mental Capacity Act is a *presumption of capacity*, which means that every adult has the right to make their own decisions - and capacity should be assumed, unless proven otherwise.

When a person does **not** have capacity, decisions will be made via the Court of Protection and a Deputyship may give the parents the same rights post-18 as they had prior to their son/daughter becoming 18 in relation to the management of their affairs. Parents should seek independent legal advice about applying for Deputyship.

Lasting Power of Attorney is a similar legal status which can be applied for in respect of a person who **does** have mental capacity and can delegate their own authority, by choice.

These legal processes are not essential to securing a chosen outcome for a young person in adult services but if there is a disagreement over funding or provision, will be helpful at a difficult time.

5. OPTIONS FOR THE FUTURE – WHAT DOES ADULT LIFE MEAN FOR OUR YOUNG PEOPLE?

Between Years 9 and 14, young people at CHF and their families will be looking to make a choice as to where the YP will move on to when they leave the school. Broadly, the options are:

- a place at a specialist or local college,
- a move to CHF Futures provision,
- living at home, perhaps with additional support, and accessing different daytime activities,
- a move into a residential care home.

These options are outlined in more detail below. Each of these require different funding, so whatever the choices made by the young person and their family, the outcome can't be confirmed until the funding has been agreed by the relevant provider.

Any chosen option needs to be thought about **well in advance of Year 14**, as a move into any of these is not guaranteed and follows detailed exchange of information across multiple services. One of the more challenging aspects of Future Placement Planning is the fact that young people and families are required to think about the post-19 options long before they know what kind of funding will be available to them.

Parents are often worried by hearing accounts of examples where young people and their families were left without equipment, services, respite or other requirements during transition, because of failure to agree on who was responsible for funding; however, there are lots of positive examples too.

- Specialist Colleges** which may offer full or part time provision, residential or day courses, short breaks and respite for young people with complex physical disabilities between the ages of 16 and 25. The focus is on education and teaching is provided on site. Some colleges offer work experience opportunities. In order to attend a specialist college the young person's Education and Health Care Plan (EHCP) needs to be maintained, and the chosen placement named in the plan. Funding therefore will be provided by the Local Authority (usually from both Education and Social Care for residential places), this needs to be applied for as early as the system allows, through the Annual Review process. Health funding is not always needed. It is not guaranteed that this funding will be granted, particularly where the Specialist College is located out of the home county as Local Authorities will want to provide a placement in the home authority, unless it can be proved that the local college cannot meet the young person's needs, including those on the EHCP. The Local Authority **will** want parents to explore alternative local provision. There needs to be evidence provided by the school to show that continued progress in learning is possible for the young person.

"I found it very hard looking at the options available, initially..." Parent feedback, CHF, 2019

When your son/daughter reaches year 12, it is a good idea to register your interest at a Specialist College and complete the application form. Information is available on their website and the FPP Coordinator can help with this. Local Authorities must inform parents of their decision regarding a Specialist College by 31st March of Year 14.

- Day Services** are for people with disabilities, usually centring on a day centre, to attend along with other people with learning and physical disabilities. Day centres might access other community services so that the young person experiences a variety of activities in different places, indoors and out. This provision is monitored and evaluated by the Care Quality Commission (CQC). Day services can be paid for via Health and Social Care funding and the young person does not need their EHCP maintained for this. In many cases where the young person continues to live in the family home beyond the age of 19, they will access a varied timetable during the week by taking part in different activities via local day services. Some health services such as Physiotherapy and Occupational Therapy might also be provided in the community. Young people who live at home, supported by Personal Assistants, can access day services; the CHF provision for this is Pathways.
- Residential Care Homes** offer accommodation and day care, and are funded via Social Care; they are regulated by the CQC. Research is needed as to whether the care home can meet the needs of the young person, and whether a place is available. The EHCP does not need to be maintained for this provision. Young people living in Care Homes often take part in community activities outside of the home, as well as a range of activities on site. Therapies may be provided in the community.

- **Futures provision at CHF** is for young people aged up to 25; it can offer CQC-registered accommodation, and access to day services at the Life Skills Centre and the Hub. If the young person has a residential placement i.e. lives on site at CHF, they will have access to on-site NHS services, including Nursing, medical support and therapy input, 24/7 as appropriate. Funded by Social Care, and Health, and regulated by the CQC, the young person does not need the EHCP to be maintained past the age of 19 for this provision as there is no official education element. Health funding is essential for a Futures boarding placement to be agreed, in order to access Chailey Clinical Services.
- **Local College courses** are an option for young people who want to continue their education on a part time basis whilst living at home or at Futures; a range of courses are offered by local colleges with a focus on developing living skills, social skills and work experience. Attendance at these can make up a varied week of activities. The EHCP must be maintained to fund this via Education. Other funding streams can be used where necessary to pay for additional support.

6. FUNDING

- NHS Continuing Health Care (CHC).

This is free care provided by the NHS for adults. It can be provided in a range of settings outside hospital; it can fund health and personal care, and care home fees. Some children from 0 – 17 years of age with complex needs are provided for via NHS Continuing Care (CC). The approach to NHS Continuing Care for disabled young people with complex needs changes when they reach 18 and this transition needs to be managed properly. Young people at age 18 might move from the children's Continuing Care funding through to the adults' **NHS Continuing Healthcare (CHC)**.

If the young person has received CC funding it does not mean that they will automatically qualify for CHC funding once they reach 18. There is a different assessment process. To be eligible for CHC, an assessment by a multidisciplinary team –including Health and Social Care professionals – must take place. All care needs are looked at in detail. A full assessment for CHC is known as a DST (Decision Support Tool); a pre-assessment checklist is carried out prior to this. This assessment requires a good deal of information from a wide range of practitioners involved in the support and care for the young person. This is something that the FPP team at school will help with, and the assessment should take place at CHF as it is really important that the key professionals attend. The MDT assessors will then make a recommendation to the CCG. If successful, then the Health service will fund the post-19 support.

The time frame for a decision is 28 days following full assessment - but it can take longer. The CCG – the NHS organisations that commission local health services - are responsible for the delivery of this funding. In some cases, where it is decided that a young person is not eligible for CHC, the NHS will still pay for some of their health care needs; the Local Authority might contribute funding too, in what is called a joint package.

Following a Continuing Healthcare (CHC) assessment, where an amount of money is allocated to support the young person's health and wellbeing needs, this is called a **Personal Health Budget**. It is aimed at ensuring personalised health care for disabled people and those with long term conditions and can be spent on therapies, personal care, and equipment. There are options available to assist people in managing their personal budget.

A **Personal Budget** is an agreed amount of money that is allocated to a disabled person by their local authority following an assessment of care and support needs. Young people can take their budget in the form of **Direct Payments**, which are payments made by the Local Authority Social

Services department. Money allocated in this way can enable young people to have more choice, control and fun in their lives. It can mean that care is flexible and person-centred, something that is highly valued by parents and young people. Support is needed to help the young person and/or their carer to manage their own personal budget. There are alternatives to this in the form of Individual Service Funds, where a chosen provider manages the money on the person's behalf, for example. Direct Payments can be used to pay for a place at a day centre, assistive technology or a Personal Assistant, for example. A Personal Assistant provides paid care and support with every day activities, including personal care.

7. PROFESSIONALS AND THEIR ROLES AT CHF – WHO DOES WHAT?

At CHF, the aim is to keep the young person central to the Transition Planning process throughout.

Future Placement Planning meetings are held annually from Year 9 and after that, as needed, through to Year 14.

Changes to staff involved in external support services is a often cause of frustration in parents so to balance this, at CHF, we will make sure parents have a regular point of contact.

External professionals that may be invited to and attend FPP meetings include:

- Allocated Local Authority Social Workers, usually from Adult Social Care after age 18. Who attends will depend on the age of your child/young person, and where you are in the transition process.
- A Local Authority SEN Case Officer who co-ordinates the EHCP and works with educational settings to ensure that the necessary resources are in place to meet a young person's needs. SEN Case Officers become involved if a change of placement is requested or if amendments need to be made to the EHCP; and/or if a move to a Specialist College is being considered and the EHCP needs continuing.

*"(Parents) need to look at potential placements at least **two years'** before they are due to leave i.e. when they start in Hanbury. **It might mean just making a list of things to look at, like something you want added to the EHCP...**" Parent feedback, CHF 2019*

"Parents should think about what needs to be written in an EHCP.... Don't just say 'regular physio', specify how much and how often. Be really clear what it is you want in the Health bit." Parent feedback, CHF, 2019

- Continuing Healthcare (CHC) professionals from the local NHS Clinical Commissioning Groups (CCG).
- A local authority social care Transition Team Representative will often attend FPP meetings, to understand the needs of young people coming through the Transition process. This enables the adult social care teams to prepare for the future.

At CHF, the key staff involved in Transition/Future Placement Planning are:

- **Paula Marten – Assistant Head Teacher/Hanbury Department Manager – Future Placement Planning Coordinator.** Paula is the main point of contact for any enquiries with regard to the Transition to Adult Services and Future Placement Planning, from Years 9 through to 14. As well as leading the FPP meetings, and communicating with parents and external agencies throughout, Paula will signpost to other services.
- **Denise Howard – Jewell Trust Family Liaison Worker.** Denise is available to support families through the FPP process as needed, especially in Year 13 and 14. For parents, the role provides access to a professional not directly involved in their child's care to help resolve any difficult issues. Denise works with families in all parts of the school so has extensive knowledge of many of the young people gained over several years, as well as an understanding of the Transition system itself.
- **Susan Duke – Referrals and Placement Manager.** Susan is responsible for the allocation of accommodation within the CHF Futures provision and guiding towards community services that CHF can provide. She plays a large part in transitioning young people to the residential accommodation at CHF, supporting with re-assessment of needs to see if Futures can meet these needs, and supplying the Local Authority and the CCG with fees. Susan also provides support with any questions involved with a requested move to Futures accommodation.
- **Rob Hambrook – Social Care, Operations and Development Director.** Rob is responsible for the strategic direction and development of all social care services. This includes the Residential and Community Services (Leisure and Skills Centre, the Hub and Pathways). Rob is the CQC Nominated Individual for all relevant regulated services. Rob is also a Designated Safeguarding Lead for the Foundation.
- **Class Teachers in the Hanbury Department** play a significant role in helping the young person in preparation for leaving school, working directly with them and their specialist support team to enable understanding of the changes ahead, and ensure that their voice is heard and their feelings recognised. The class teacher is crucial in relation to arranging and implementing a thorough handover when a young person moves on to a new place, be it a day centre or a specialist college.

8. INFORMATION SOURCES

- Independent Lives is a disability charity based in the South East which provides information about Personal Budgets, Direct Payments and other funding sources. There are Personal Health Budget advisors who help people to decide which management method will work best for them. They help to put together a support plan written together with the YP, their family, and a Health Care professional in West Sussex, Hampshire and Portsmouth. Advisors at Independent Lives all care for their own family members with a Personal Health Budget so they speak from personal experience.
<https://www.independentlives.org/>
- IPSEA offers an independent legally based advice, support and training service to help get the right education for children and young people with Special Educational Needs and disabilities. Training is also provided on the legal framework for parents and carers.
www.ipsea.org.uk

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- Reaching Families is an organisation made up of parents and carers which formed in 2008 to help each other; it produces fact sheets, guides and roadshows on the topic of help for parents of children/young people with SEND in West Sussex.
www.reachingfamilies.org.uk
- Information about the Local Offer.
www.thelocaloffer.co.uk
- The SEND Code of Practice, which sets out the key requirements for agencies involved in the Transition process.
www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Chailey Heritage Foundation website contains a range of information about Transition/Future Placement Planning.
<https://www.chf.org.uk/transition.html>
- Chailey Heritage Foundation website includes the Local Offer for both school and residential provision:
www.chf.org.uk/local-offer.html

Year 10

- ☐ Most young people remain at Chailey Heritage School from 16-19 years old, but it **is important** you consider Post-16 placements for your child, as you **will** need to state your preference for Post-16 at the Annual Review. Some Local Authorities will insist you look at local maintained provisions.
- ☐ Local Authorities may ask an Educational Psychologist to come into school to re-assess your child's needs for Post 16.
- ☐ 1st Future Placement Planning (FPP) meeting will take place to start talking about where your son/daughter may go when leaving Chailey Heritage School at 19. The FPP usually takes place following the Annual Review.
- ☐ The FPP Co-ordinator at school will be give you an introduction to the FPP Process and let you know what support is available from school.

Year 11

- ☐ Annual Review will take place in the Autumn term, where again you will need to state your preference for Post 16.
- ☐ Local Authorities **MUST** confirm Post 16 placements by the 31st March, This allows time for families to appeal a decision, if necessary. We can support you with this if necessary.
- ☐ 2nd Future Placement Planning (FPP) meeting will be held following the Annual Review.
- ☐ At the FPP meeting you will be introduced to options available Post 19. It will help if you do as much research as you can, at this early stage.

Year 12

- ☐ FPP meeting will be held following the Annual Review
- ☐ Social Care and Health Representatives will be invited to attend the FPP meeting.
- ☐ You **MUST** start looking at alternative provisions (at least 2), if you are considering a Specialist College. **It will cause problems later on in the transition process if you don't!**
- ☐ You will need to register your interest at Specialist Colleges and complete the application form which can be found on their websites. Should you require support in the completion of the forms, please speak to the FPP Co-ordinator.
- ☐ CHF will support parents on a group visit to one Specialist College. You will need to arrange visits with other colleges independently.
- ☐ Social Services should introduce you to the transition team/adult social care, as transition between services will commence.
- ☐ Further FPP meetings will be arranged depending on level of support families require/request.

Year 13

- ☐ FPP meeting will be held following the Annual Review
- ☐ Parents will need to state preference for Post 19 at Annual Review.
- ☐ Parents **MUST** look at local provisions, and if not suitable, must have good reasons as to why not.
- ☐ EHCP outcomes are likely to be reviewed by the Local Authority.
- ☐ If not done already (we would highly recommend this is done during Yr 12) register your interest at Specialist Colleges and complete the application form, which can be found on their websites. Should you require support in the completion of the forms, please speak to the FPP Co-ordinator.
- ☐ If not looking at Specialist Colleges, you will need to consider the type of Social Care package that would be suitable for your young person.
- ☐ Young people **MAY** have a NHS Continuing Health Care (CHC) assessment. We would recommend you request this to take place at CHF, so appropriate professionals can be invited to attend. If the young person currently has Continuing Care (CC), they will be assessed for CHC. If your son/daughter qualifies for CHC then Health will fund their post 19 support.
- ☐ At 18, benefits will change and you should speak to your Social Worker about these changes.

Year 14

- Annual Review will be held in the Autumn Term, where you MUST reiterate the type of placement/ Social Care package you would like to request.
- Local Authorities must inform you of their decision if considering a Specialist College by 31st March.
- EHCP will likely cease if not considering Specialist Colleges. If this happens and you disagree, you will have 2 months to appeal the decision. You can also appeal if you do not agree with the college named on the final EHCP.
- Continuing Health Care assessment can take place in Year 14, if not yet completed. We would recommend you request this to take place at CHF, so appropriate professionals can be invited to attend.
- Following a CHC assessment it can take 3 months for a decision on funding to be made available.
- Specialist Colleges and alternative Social Care Provisions will undertake their assessment usually in the Autumn/Spring terms. Please be aware that Specialist Colleges generally have an overnight assessment. It is parents responsibility to support these assessments, CHF do not attend.
- If new provisions open in your local area, you may be asked by the Local Authority to visit these.
- Decisions on funding ongoing placement/provision MAY not be received until late Summer, so please be prepared.
- Further FPP meetings are held regularly if required or requested by parents.

Options Post 19 for Young People at Chailey Heritage Foundation



Specialist Colleges - may offer full or part time provision, residential or day courses, short breaks and respite for YP with complex needs up to 25. EHCP must be maintained. Funding must be provided by the LA. Education provided on site.



Day Services - usually centring around a day centre. Community links accessed. Monitored by CQC. Can be funded via Health and Social Care - not requiring maintained EHCP. Can provide a varied daytime programme.



Residential Care Homes offer accommodation and day care; funded via Social Care and/or Health through CHC. Regulated by CQC. Research needed into suitability and availability. EHCP does **not** need to be maintained.



Futures provision at CHF for YP up to 25; it can offer accommodation, access to day services at the Life Skills Centre and Hub; access to on-site NHS services. Funded by Social Care and Health through CHC, regulated by the CQC, EHCP does **not** need to be maintained.



Local College courses - part time whilst living at home or in a care home - life skills offered by local colleges. EHCP **must** be maintained to fund this via Education; other funding streams can be used where to pay for additional support.



Living at home with PAs (Personal Assistants) is an option which works well for some young people. Funding can come from Social Care or Health through CHC; using Personal Budgets. Pathways is the CHF provision for supporting living at home.

Specialist Residential College	Day Services and/or support at home	Futures at CHF	Residential Care Home	Local Day College Course
Start looking at specialist residential colleges in Year 11 or 12. Talking to other parents is helpful.	Start looking at local daytime services in Year 12. Talking to other parents is invaluable.	Start looking at Futures as soon as possible. Talking to other parents is helpful.	Start looking at local care homes as soon as possible. Talking to other parents is helpful.	Start looking at local College courses in Year 12. Talking to other parents is helpful.
Your FPP Coordinator can arrange a visit and help you prepare questions.	Your FPP Coordinator can arrange a visit and help you prepare questions.	Your FPP Coordinator can arrange a visit and help you prepare questions.	Your FPP Coordinator can arrange a visit and help you prepare questions.	Your FPP Coordinator can arrange a visit and help you prepare questions.
At FPP meetings, start finding out about Social Care or Health funding as one or both of these may be needed to fund specialist residential college, as well as education funding. Register interest with your chosen college in Year 12. Complete an application form and attend assessment sessions as arranged. Look at two alternative local authority	At FPP meetings, start finding out about Social Care or Health funding as one or both of these will be needed to fund day services or support at home	At FPP meetings, start finding out about Social Care or Health funding as one or both of these will be needed for Futures. Start discussing a package with Susan Duke.	At FPP meetings, start finding out about Social Care or Health funding as one or both of these will be needed for a Care Home.	Your FPP coordinator will arrange visits for you and your son/daughter at local colleges, and help prepare a list of questions to ask.

colleges; and keep a record of your research and evidence of why they cannot meet your YP's needs.				
Your Social Worker should introduce you to the Adult Social Care Transition Team in Year 12. They will work to devise a Social Care pathway.	Your Social Worker should introduce you to the Adult Social Care Transition Team in Year 12. They will work to devise a Social Care pathway.	Your Social Worker should introduce you to the Adult Social Care Transition Team in Year 12. They will work to devise a Social Care pathway.	Your Social Worker should introduce you to the Adult Social Care Transition Team in Year 12. They will work to devise a Social Care pathway.	Your Social Worker should introduce you to the Adult Social Care Transition Team in Year 12. They will work to devise a Social Care pathway.
Make a request to local authority social care for a pre-assessment for a CHC Assessment (DST for health funding). The YP must have reached 17 before an adult assessment can take place. Express your college preference at the Annual Review. The local authority will decide which college will be named on the EHCP by 31 st March in year 14.	Make a request to local authority social care for a pre-assessment for a CHC Assessment (DST) for health funding. The YP must have reached 17 before an adult assessment can take place. Express your preference for Day services/support at home from Health/Social care as the funder.	Make a request to local authority social care for a pre-assessment for a CHC Assessment (DST) for health funding. The YP must have reached 17 before an adult assessment can take place. Express your preference for the Futures package you require from Health/Social care as the funder.	Make a request to local authority social care for a pre-assessment for a CHC Assessment (DST) for health funding. The YP must have reached 17 before an adult assessment can take place. Express your preference for the care home you require from Health/Social care as the funder.	Make a request to local authority social care for a pre-assessment for a CHC Assessment (DST) for health funding). The YP must have reached 17 before an adult assessment can take place. Express your college preference at the Annual Review. The local authority will decide on the college named on the EHCP by 31 st March in year 14.

The SEN Case Officer coordinates this. You can appeal against the named college.				The SEN Case Officer coordinates this. You can appeal against the named college.
The EHCP must be maintained for a college course to be funded through Education.	The EHCP does not need to be maintained.	The EHCP does not need to be maintained.	The EHCP does not need to be maintained.	The EHCP must be maintained for a college course to be funded through Education.
A Specialist College residential placement needs to be funded by Education and Social Care.	Day services and care from PAs at home can be funded by Social Care or Health funding. The daily LSC and Hub services at CHF can be funded by Social Care, or Health – or both.	Social Care and Health funding is needed for a Futures boarding placement to access Chailey Clinical Services. Using the LSC and Hub services do not require Health funding.	Social Care and/or Health funding is needed for a care home placement.	Education and Social Care funding can be used to support attendance at a local college course.
Key for Jargon Used				
FPP	Future Placement Planning, the process of preparing to leave school and move to Adult Services.			
FPP Coordinator	The main point of contact in school with regard to the Transition to Adult Services and Future Placement Planning from Years 9 through to 14.			
Local Authority SEN Case Officer	Co-ordinates the EHCP and works with educational settings to ensure needs are met.			
CHC	NHS Continuing Health Care. This is provided by the NHS for adults. It can be provided in a range of settings outside hospital; for health and personal care, and care home fees.			
CHC Assessment (DST)	The Decision Support Tool is an assessment by a multidisciplinary team, including Health and Social Care			

	professionals to determine whether CHC funding is recommended for a young person.
Social Worker	Allocated Local Authority Social Workers are usually from Adult Social Care after the age of 18.
EHCP	The Education, Health and Care Plan identifies the educational, health and social needs and sets out the special support needed to meet those needs.
AR or Annual Review	The EHCP is reviewed at an Annual Review at CHF; the FPP meetings start at the Annual Review in Year 9.
PAs	Personal Assistants, who provide paid care and support with every day activities, including personal care.
CCG	NHS Clinical Commissioning Groups are the National Health Service organisations who commission local health services to deliver provision.
Transition Team	Transition workers are often provided by Local Authority Social Care to support families during this time. Can be done through a referral by an allocated Social Worker from Disability Social Work team, or parents can apply for support to a Transition Team directly.
CQC	Care Quality Commission is the independent regulator of all Health and Social Care services in England.
DfE	Department for Education is responsible for children's services and education. The DfE is a ministerial department within the Government.
DoH	Department of Health and Social Care is a ministerial department within the Government which oversees the National Health Service. It is responsible for government policy for health and adult social care matters in England.
Personal Budget	A Personal Budget is an agreed amount of money that is allocated to a disabled person by their local authority following an assessment of care and support needs.
Personal Health Budget	Following a Continuing Healthcare (CHC) assessment, where an amount of money is allocated to support the young person's health and wellbeing needs by the NHS.
Direct Payments	Direct Payments are one form of Personal Budget from the Local Authority Social Services department.



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