

Protocol for Transition Plans and Learning Difficulty Assessments

Transition planning is a statutory requirement of the Annual Review of Statements of Special Educational Needs for young people in Year 9 and above under the Special Educational Needs Code of Practice 2001.

The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 require:

- a. The local authority to serve a notice on the Headteacher requiring him to convene a meeting and invite a number of people, including the local authority, to review a child's statement (20(6)) and to submit a written report (20(2));
- b. The meeting to consider the transition plan (20(8)(a)) and make recommendations for its contents (20(9)(c)) which the Headteacher will include in his report (20(11));
- c. The local authority to review the Statement and make written recommendations on matters including the transition plan (20(13)); and
- d. The local authority to send a copy of the transition plan to the parents, Headteacher and any other appropriate person (20(14)).

In order to ensure that the local authority fulfils its statutory duty the process outlined below is to be followed:

1. Each term a Project Officer within the Special Educational Needs and Disability (SEND) service will send a notification to all schools and academies informing Headteachers, Special Educational Needs Co-ordinators (SENCOs) and Special Educational Needs (SEN) Governors of the names and dates of birth of all pupils who require an Annual Review and a Transition Plan during the following term. The letter clearly sets out the legal framework around transition planning.

Both Learners with Learning Difficulties or Disabilities (LLDD) Advisers and Educational Psychologists are well placed to remind schools of their statutory responsibilities in respect of Transition Planning and are expected to have this on their agenda when undertaking school contacts.

2. Officers will give priority to attending Year 9 Annual Reviews to support schools and academies in complying with the requirement to produce a Transition Plan. The large number of children with Statements means that Officers will need to exercise discretion. It is expected that they will prioritise attendance at Annual Reviews of children with particularly complex issues or where significant changes to their needs have been identified. Officers will attend all Annual Reviews of children placed in Out of County provision.
3. Schools and academies are required to submit an Annual Review Form to the SEND service within 2 weeks of the Annual Review taking place. If the report is not received a Casework Assistant will send the school a reminder letter. If the report is still not submitted a further reminder will be sent two weeks later.

Appendix B

If there is no report after a further two weeks the Head of Service will be notified and contact will be made directly with the Headteacher.

4. Upon receipt of the completed Annual Review Form for pupils in Year 9 and above, the Casework Assistant will contact the School or Academy to request the Transition Plan, if this has not been included with the Annual Review Form. Where no changes to the Statement are required, a Business Support Assistant will send the school a letter acknowledging receipt which includes a reminder of their legal duties to review and update the plan at each subsequent Annual Review.
5. A standard template for Transition Plans has been shared with schools and academies. This is also available on the County Council website. The template ensures that pupils and their families are at the centre of transition planning and that plans are legally compliant. An Aide Memoire has also been developed to assist schools in addressing specific issues that should form the basis of transition planning.
6. Transition Plans will be quality assured on receipt. If the Transition Plan is not legally compliant, SMART or does not have the young person at the centre of the plan they will be returned to the school. The service will make best endeavours to ensure that appropriate and legally compliant plans are received. The service will advise and support schools to ensure that the Transition Plan is fit for purpose.
7. Under the Learning and Skills Act 2000, S139a(1) a young person leaving school may be entitled to a Learning Disability Assessment (LDA). The LLDD Adviser will undertake a LDA during a pupil's final year if it is understood that the pupil may leave school at the end of that academic year. The LLDD Advisers will track all Year 9 and above students to monitor those requiring LDAs. Where Transition Reviews in Year 11 indicate that a young person is yet to make their mind up about their next educational destination they will be tracked until a decision is made and it is determined whether or not an LDA is required.

LLDD Advisers will contact young people and their families immediately prior to the start of the new academic year to check that their destinations match their aspirations as recorded at their last Annual Review. A summary of the conversation will be recorded on ASPIRE, including details of those who are not engaged in an activity, to provide information for the Careers Team tracking for September Guarantee.

If an LLDD Adviser attends a Year 11 student's Annual Review and it is clear that the young person will be staying into the school's Sixth Form, the LLDD Adviser will clearly record on ASPIRE that there is no requirement to complete a LDA for the current academic year.

All young people with LDAs will be monitored to ensure that programmes remain appropriate and are meeting the agreed outcomes for the individual.