

## **Year 9 Transition Review**

The Year 9 transition review is the starting point for a single planning process which supports the young person until they are settled into adult life.

In order to get the most out of this initial Transition Review Meeting, it is important that you help your son or daughter to think about what they like and their hopes for the future before the meeting.

Some young people will need more help than others with this. It may be helpful to ask others, who know them well, what they think. (See 'What could you be doing now?' in section 6)

The Year 9 review should start with the young person's aspirations and ideas for adult life and how these can be met. A person-centred approach should be taken with this, where your son or daughter is at the centre of discussions. (See 'Person Centred Planning' in section 2.)

This is an opportunity to look beyond educational needs and to include wider aspects of life such as health needs, personal and social development, training and employment, transport and independent travel, housing and leisure.

Parent/carer expectations for their son or daughter's adult life should also be included.

The Year 9 review is also an opportunity for early information to be gathered that will support adult services to plan for the young person as an individual and the year 9 cohort as a whole as they progress through later school years.

The Year 9 review must result in a transition plan which records the actions needed to help the young person achieve their short and longer-term goals.

The plan should state who is responsible for carrying out agreed actions. The plan should be reviewed annually and will generally be linked to the annual review for an Education Health and Care Plan or other review processes such as those for Looked After Children.

### **Who else is involved?**

As well as the young person and their parents/ carers, the Year 9 review will involve:

- the Head Teacher of the school
- the school's Special Educational Needs Co-ordinator (SENCO).
- Other relevant professionals will also be invited. They could include:
  - **An educational psychologist** – who will assess a young person's learning and emotional needs and maintain awareness of any key changes for learning and support.
  - **Health professionals such as speech and language (and other) therapists, paediatricians, mental health professionals.** Every health service has a series of assessments which are carried out during appointments with young people with special needs and disabilities. With permission from parents, information from these assessments can contribute to the review meeting. This information will include medical

needs but may also include notes on communication needs, and ideas from discussions on self-care and independent living. This information will help to ensure that effective support is planned in a holistic way.

- **Children and Adolescent Mental Health services (CAMHS)** can provide information about young people with psychiatric conditions who will need to transfer to adult mental health services at age 18. –
- **Transition workers in the Children with Disabilities team and in the Adult Services Learning Disability team.** These teams manage the handover of information from children's to adult services. They also manage information on young people in care ensuring that transition plans are aligned to care plans, personal education plans etc.

Parents and the young person can also identify any key people such as **advocacy services** that they wish to attend the review.

A professional may not always be able to attend a review but they will have provided information from their meetings with the young person.

The school should tell you who has been invited and ask you if there are other people you would like to be invited.

**Prospects** will also meet young people in Year 9, to complete the Preparing for Adulthood Outcomes sheet. This looks at the four Preparing for Adulthood outcomes with the Young Person.

You should also start to discuss with your young person where and with whom, they may wish to live in the future.

### **Health Checks for people with learning disabilities**

Public Health England provides guidance in relation to the annual health checks enhanced service being extended to include young people with learning disabilities aged 14 and over, and the requirement of participating practices to produce a health action plan linked to each person's health check.

Young people with a learning Disability are encouraged to attend an annual health check with their GP practice.