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Cardiff and Vale  
University Health Board



# PLANNING FOR MY FUTURE

Transition Protocol for Children and  
Young People aged 14 to 25 with  
Additional Learning Needs: A Multi-  
Agency Approach

This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg.

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# **1 INTRODUCTION**

## **1.1 WHO IS THIS PROTOCOL FOR?**

This protocol is for children and young people with additional learning needs (ALN). It facilitates planning to enable a seamless transition to further education, training and/or adult life, and also outlines how we work together where more than one agency is required to provide support. It is to be used to inform transition planning processes from the age of 14 years up to and including 25 years.

For the purposes of this protocol, the term 'Transition' is used to describe a time in a child and young person's life where planning for adulthood will start, up to the point where a young person has moved through into adulthood successfully.

For the purposes of the protocol, the term 'Additional Learning Needs' refers to a child or young person who has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for 'Additional Learning Provision'.

A child of compulsory school age or person over that age will have a disability or learning difficulty if they have:

- significantly greater difficulty in learning than the majority of others of the same age; or
- a disability for the purposes of the Equality Act 2010 (c.15), which prevents or hinders them from making use of the facilities for education or training, or of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the education sector.

'Additional Learning Provision' means education or training provision that is additional to, or different from, that made generally for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

For the purposes of this protocol, this includes children and young people with permanent and substantial impairments, those who have chronic or terminal illnesses and those with long term emotional health and well-being needs, and where these needs impact on the young person's development and life experiences.

## **1.2 AIMS OF THE PROTOCOL**

The aim of this protocol is to embed early prevention approaches through collaboration which identifies agreed roles, responsibilities, shared practice and processes in supporting young people into adulthood.

This protocol will enable:

- a consistent planning approach for all agencies working with young people, and form the basis for integrated working;

- children and young people, their parents and carers to experience a coordinated multi-agency assessment of need which leads to a single transition plan that is reviewed at least annually;
- a collaborative approach to ensure clear and comprehensive multi-agency planning and an identified point of contact through the transition process for individuals;
- practitioners and planners to maximise their resources by avoiding duplication, benefitting from shared and comprehensive planning information;
- commissioners and stakeholders to receive the information required to support resource predictions and future commissioning strategies; and
- agreement of roles, responsibilities and processes and outline the principles and standards to support transition arrangements.

### **1.3 LEGAL CONTEXT AND ALIGNMENT**

The Well-being of Future Generations (Wales) Act 2015 requires Welsh public bodies, including local authorities and health boards to think more about the long term, to work better with people, communities and each other, look to prevent problems and take a more joined up approach.

The Social Services and Wellbeing (Wales) Act 2014 places a statutory responsibility on local authorities to promote the well-being of people who need care and support by:

- providing people with the information, advice and assistance they need to take control of their day to day life;
- empowering people to produce innovative solutions to meet their care and support needs through local networks and communities;
- ensuring people have a greater voice and control by actively involving them in decisions about their lives; and
- working in collaboration across organisations to make sure the principles of voice and control are achieved within the design and operation of services.

These responsibilities are also reflected in The Additional Learning Needs and Education Tribunal (Wales) Act 2018 which draws attention to:

- ensuring children and young people with additional learning needs have information and support to help them make decisions about their future;
- early preparation for transition to adulthood; and
- a person centred transition plan which is based on holistic assessment of need, with all agencies working together with an understanding of each other's roles, responsibilities, professional frame of reference and legal duties within the transition process.

In 2017 the Children's Commissioner for Wales published 'The Right Way. A Children's Rights Approach in Wales'. A Children's Rights Approach is a principled and practical framework for working with children, grounded in the United Nations Convention on the Rights of the Child (UNCRC).

## **2 PRINCIPLES VALUES AND STANDARDS**

### **2.1 PRINCIPLES AND VALUES**

- Children and young people have individual rights to be listened to, protected and to participate in family and community life, and then at 16years, rights to decision making and independence as an adult. These rights will be respected and due consideration given to individual needs, circumstances and background.
- Children, young people, parents and carers have a right to confidentiality, and unless there is a safeguarding concern, this will be upheld.
- Person centred planning will inform all practice to ensure that the child or young person is at the centre of the transition planning process, with the views of children and young people always sought and recorded wherever possible in any assessment, plan or review.
- Children, young people, parents and carers will be supported to understand services and choices available to them during the transition planning period.
- Children and young peoples' rights to inclusion will inform decision making and be supported by practical assistance and information at every stage of transition. The impact of their needs and the awareness of barriers to inclusion will inform all assessment, planning, implementation and review actions rather than an over reliance upon diagnostic labels.
- A commitment to supporting individuals to access local services within local communities will underpin planning for a young person's future.
- Where a young person's needs can only be met through an out of area provision, planning for the future will include exploring opportunities for the young adult to return to their local communities and services.

### **2.2 PRACTICE STANDARDS**

- Children and young people will be supported to attend transition planning meetings and participate in planning decisions. If they are unable to attend, their voice will be shared through Person Centred Planning (PCP) documentation. Representatives from Careers Wales, student counsellors, advocates or advisers, teachers and other school staff, social workers, the health service or peer support, in addition to the parent or carers, may be needed to support the child or young person in this process.
- Parent and carer views and feelings will be listened to during the transition period and separate systems of support and assessment will be offered to parents and carers as appropriate.
- All invitations to meetings, minutes of meetings and transition plans will be presented in accessible formats for children, young people, parents and carers.
- Children and young people, parents and carers will be given information about transition prior to and in preparation for their first transition planning meeting. This will include information

on the transition process and services involved, options, educational and other developmental opportunities.

- Each participating agency will contribute and work towards to the implementation of a 'single multi-agency transition plan'. Each agency will be responsible for monitoring and progressing its own identified objectives as detailed in the plan.
- Agencies will work to the timescales laid out in this protocol unless there is a demonstrable reason to vary them. Where statutory timescales apply, only allowed exceptions which may be described in the Social Services and Wellbeing Act or ALN Act will be considered.
- Personal information about young people, parents and carers will be shared lawfully within the parameters of the Data Protection Act 2018 and the General Data Protection Regulations (GDPR).

### **3 CONSENT AND CAPACITY**

#### **3.1 CONSENT TO SHARE INFORMATION**

Parents will be required to give consent to share information for children under 16. Where the local authority has parental responsibility, consent will be sought via social services.

If the young person is over 16 and has mental capacity then the young person will be required to give consent to share information.

#### **3.2 CONSENT TO MAINTAIN AN INDIVIDUAL DEVELOPMENT PLAN POST 16**

Children and young people with ALN will have an Individual Development Plan (IDP) describing their identified needs and the provision to meet those needs. This plan is reviewed annually.

In the case of young people, their consent to an IDP being maintained must be obtained. They are entitled to change their mind as to whether they consent at any time, and will be made aware of this by the education setting they attend.

During the last review before a child becomes a young person (i.e. when they are over compulsory school age), they must be:

- supported to understand the rights they will acquire as a young person and any other changes in how they will be supported going forward;
- told that they have a right not to agree for their IDP to continue when they become a young person;
- informed about the consequences of having an IDP or not having one, the steps involved in maintaining an IDP, and how they would be involved and who would see it;
- given the opportunity to talk about any concerns they might have; and
- asked if they are happy for their IDP to remain in place after that point and their response noted in the IDP.

Where a child agrees to the IDP being maintained, they will be given the opportunity to confirm that decision after they become a young person. Where the decision is confirmed, the IDP will remain in place until there is no longer a need to maintain it, or the young person objects.

If a child objects to an IDP being maintained, staff within the education setting will, when the child becomes a young person, reiterate the consequences of their decision, provide further opportunity to talk about and clarify any concerns they might have, and provide them with further opportunities to consent. Where the young person still objects, the IDP must cease.

Where a young person lacks capacity (see section 3.5) to consent to their IDP being maintained, their representative can consent or object on their behalf.

Representatives for **this** purpose are:

- a deputy appointed by the Court of Protection to make decisions on behalf of the young person;
- a donee of lasting power of attorney (LPA);
- an attorney with an enduring power of attorney (EPA); or
- the young person's parent, if the young person does not have a representative listed above.

### **3.3 CHILDREN WHO LACK CAPACITY TO UNDERSTAND INFORMATION AND MAKE DECISIONS**

Children who lack the capacity to understand:

- information or documents that must be given to them in relation to their ALN; or
- what it means to exercise their rights under the ALN system

will still be supported to make significant contributions when decisions are being made about their future, and consideration will still be given to:

- their views, wishes and feelings;
- the importance of them participating as fully as possible in decisions; and
- the importance of them being provided with the information and support necessary to enable participation in those decisions.

Staff within the education setting should know whether or not a child has capacity because they work with them on a daily basis, but where this is not possible, the local health board or local authority will assess capacity.

### **3.4 CASE FRIENDS FOR CHILDREN WHO LACK CAPACITY**

To ensure their voices are heard and respected, and enable them to exercise their rights under the ALN system, a child who lacks capacity can have a "case friend" who can:

- represent and support them; and
- take decisions and act on behalf of the child.

*Case friends can only be appointed or removed by order of the Education Tribunal for Wales and must fulfil certain criterion.*



### **3.5 YOUNG PEOPLE WHO LACK CAPACITY TO UNDERSTAND INFORMATION AND MAKE DECISIONS**

The Mental Capacity Act 2005 applies to everyone aged 16 and over. In line with the principles of the Act, a young person:

- must be assumed to have full legal capacity to make decisions about their future for themselves (the right to autonomy) unless it is established that they lack capacity;
- will not to be treated as unable to make a decision unless all practicable steps to help them to do so have been taken without success; and
- will not to be treated as unable to make a decision just because they make an unwise decision.

All young people, including those who lack capacity, will be provided with appropriate help and support to enable them to make their own decisions, or to maximise their participation in decision making. They will have the opportunity to make significant contributions when decisions are being made about future planning into adulthood, and consideration will be given to:

- their views, wishes and feelings;
- the importance of the young person participating as fully as possible in decisions; and
- the importance of the young person being provided with the information and support necessary to enable participation in those decisions.

If capacity is questioned, a Mental Capacity Assessment should be undertaken by a professional who knows the young person to determine if they have capacity to make a specific decision about their future.

Where it is decided that the young person does not have capacity, then the multi-agency team working with the young person (including those with parental consent) will hold a “*Best Interests*” discussion to identify what is felt to be the most appropriate transition plan to support the young person into adulthood.

## **4 INDEPENDENT ADVOCACY SERVICES**

Information about independent advocacy services will be provided to:

- children and young people;
- parents of children; and
- other people considered to be appropriate (e.g. case friends, representatives of young people who lack capacity).

to support them through the transition planning process.

### **4.1 REQUESTS FOR ADVOCACY FROM CHILDREN, CASE FRIENDS, YOUNG PEOPLE AND REPRESENTATIVES**

Any child, case friend, young person or representative who requests independent advocacy services will be referred by the education setting. Whenever necessary, and where staff identify learners who

would benefit from having an advocate, the education setting will actively offer them the chance to use one.

## **4.2 CONTINUITY IN AN INDIVIDUAL'S ADVOCACY NEEDS**

A looked after child or a child in need with ALN is entitled to an advocate under both the ALN Act and the Social Services and Well-being Act. Wherever possible, consideration will be given to agreeing on a single advocate to support the person.

This should:

- maximise the opportunity to secure continuity in an individual's advocacy needs; and
- reduce the need for the child to have to repeat their experiences, views and wishes to different advocates.

## **5 AVOIDING DISAGREEMENT AND EARLY CONFLICT RESOLUTION**

Children, their parents/carers and young people will be involved in writing the transition plan. Their views, wishes and feelings will be taken into account and they will be encouraged to raise concerns or questions during and in between transition planning review meetings with key professionals.

Working in this way will provide an opportunity to:

- avoid disagreements;
- enable issues to be addressed early; and
- enable disagreements to be resolved quickly, which will prevent problems from escalating.

### **5.1 DISAGREEMENT RESOLUTION SERVICES**

The Local Authority's Education Service will ensure children, their parents/carers and young people know about, and have access to an independent disagreement resolution service to help them with any unresolved disagreements. They will ensure information is provided about the service in an accessible format.

The independent disagreement resolution arrangements will be informal and provide a simple process designed to bring everyone together to clarify the issues and reach a resolution quickly.

The aims will be to build trust and avoid disagreements by:

- improving communication and creating an environment where the concerns can be addressed through open and constructive dialogue;
- ensuring decisions are explained in a way that is understandable to the child, child's parent/carer or young person;
- signposting to independent advocacy services as required;
- discussing the full range of options;
- providing an early opportunity to question decisions, which is key to avoiding disputes and ensuring that, issues are presented and dealt with quickly, rather than becoming entrenched.

The arrangements will complement existing complaint processes which can be accessed within schools, Further Education Institutions (FEIs), and the Local Authority in order to ensure that disagreements can be resolved as soon as possible.

## **5.2 WORKING WITH HEALTH TO AVOID AND RESOLVE DISAGREEMENTS**

Where concerns are raised about health care provision, then the child, parent/carer or young person will be encouraged to discuss their concerns with the health provider.

Where disagreement relates to health services, then the child, parent/carer or young person will be able to access the Welsh Government's arrangements for managing concerns and complaints relating to the NHS in Wales: *Putting Things Right*.

If it would be beneficial for the Local Health Board to be involved in avoidance and disagreement resolution arrangements within Education, the Designated Education Clinical Lead Officer (DECLO) will be contacted for advice.

The Local Authority's arrangements to resolve disagreements and the *Putting Things Right* process can be followed for the same dispute, and where possible, with a single point of contact to attempt resolution.

## **5.3 WORKING WITH SOCIAL SERVICES TO AVOID AND RESOLVE DISAGREEMENTS**

Where concerns are raised about Social Services, then the child, parent/carer or young person will be encouraged to discuss their concerns with the social worker, or team manager.

Where disagreement relates to Social Services, then the child, parent/carer or young person will be able to access the Social Services complaints processes.

Where it would be beneficial for Social Services to be involved in avoidance and disagreement resolution arrangements within Education, the relevant person within Social Services will be contacted for advice.

## **5.4 WORKING TOGETHER TO AVOID AND RESOLVE DISAGREEMENTS**

Where complaints are raised about something that is provided jointly with another organisation, e.g. the multi-agency approach to transition, the complaint will be considered together - with the aim of providing one joint response.

The Local Authority's arrangements to resolve disagreements, the Putting Things Right Process and Social Services Complaints procedure can be followed for the same dispute, and where possible, with a single point of contact to attempt resolution. Where advocacy or support for the learner or family member is needed throughout the resolution process, this should also be provided by a single individual.

## 6 THE TRANSITION PROCESS

### 6.1 THE FRAMEWORK

#### 6.11 INDIVIDUAL DEVELOPMENT PLANS (IDPs)

This protocol follows the educational framework described in the Additional Learning Needs and Education Tribunal (Wales) Act 2018. This states that:

- all children and young people who have additional learning needs will have an Individual Development Plan (IDP); which
- for those in transition can address their support needs in different contexts such as home, school, social life, college, and continuing care.

The transitions element of the IDP in particular can be made up of other plans developed from specific services, to form a holistic overview of the child or young person in one place. This can be used to facilitate integrated transition planning into further education and adult life.

The Act requires schools, further education settings and Local Authorities to hold **an annual review meeting** for every learner with an IDP for whom they are responsible. General guidance for this is laid out in the Additional Learning Needs Code for Wales (2021).

#### 6.12 ANNUAL REVIEWS OF IDPs FROM YEAR 9 (14 YEARS) ONWARDS

Preparation for transition to further education and adult life is a key topic for annual review meetings from year 9 (14 years) onwards. Post school support **must** be considered and the review **must** have a particular focus on next steps after the end of compulsory education, with a focus on helping the learner prepare for adulthood.

All professionals involved with the learner will share high aspirations for their future, and planning for transition will:

- be centred around the pupil's views, wishes and feelings; and
- reflect the principles as outlined within this protocol.

#### 6.13 THE TRANSITION PLAN

In Cardiff and The Vale of Glamorgan, the IDP will include a transition plan for learners from year 9 (14 yrs.) onwards which is specifically designed to facilitate early planning and preparation for adulthood.

Pupils known to more than one service area are likely to have a range of different assessments and plans at transition age relating to their specific needs. With consent, this information will be included in the IDP for the purpose of informing transition and to create a single multi agency transition plan.

Health and Social Services may have transition planning arrangements which are implemented after 14 years. These services will become involved in the transition planning process at the time they start to plan – this could be anywhere between 14 and 17 years and 9 months and will depend on the service areas individual transition arrangements.

Therefore, from year 9 onwards, the IDP annual review meeting and resulting transition plan will be:

- the key process for all agencies working with the learner to facilitate transition; and
- will form the basis of integrated assessment and planning, to which everyone will work to for the coming year.

Other meetings/discussions apart from the annual reviews will be concerned only with implementation planning issues related to the agreed transition plan, unless there are exceptional circumstances which will change the plan significantly, by which an early review should be called

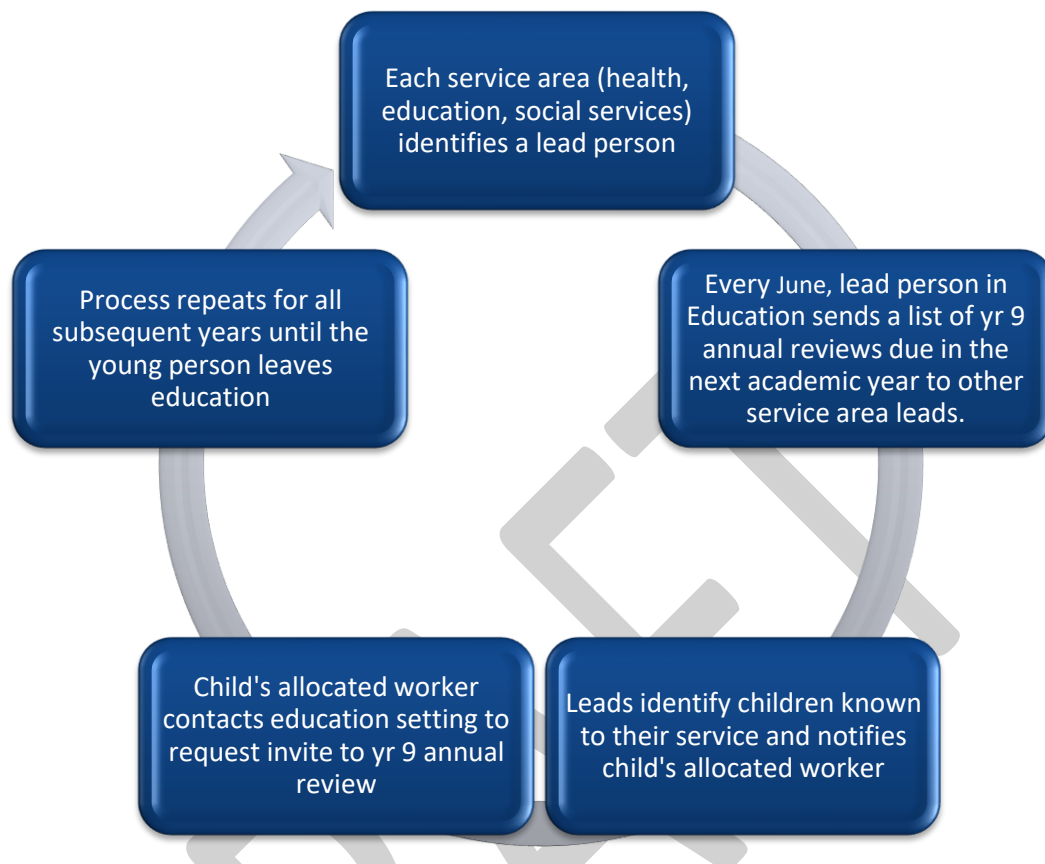
## **6.2 IDENTIFICATION OF CHILDREN AND YOUNG PEOPLE ENTERING TRANSITION**

In order to facilitate communication and coordination, each service will identify a lead person with responsibility for service provision for the group of children and young people known to them. In some organisations, it may be appropriate to have more than one person depending upon the internal management structure (e.g. Adult Learning Disability lead from Social Services).

In June, towards the end of year 8, the lead person for education within the Education Inclusion Service will compile a list of all pupils for whom IDP review meetings are due during Year 9. This will include those pupils funded by the authority but living out of county, those who are engaged in education other than at school, and those attending independent settings. This list will then be sent to the lead people in each of the services supporting transition as outlined within this protocol.

On receipt of the list, the lead person in other service areas will identify those young people who are known to their service and where there is ongoing involvement. The child's allocated worker within that service will then be notified, and will advise the school or education provider of their wish to be invited to attend the future Year 9 IDP annual review meeting.

## Identification of Children and Young People Entering Transition



### 6.3 CHILDREN AND YOUNG PEOPLE NOT ALREADY KNOWN TO OTHER SERVICES WHO MAY REQUIRE MULTI- AGENCY SUPPORT

Children and young people will have an IDP annual review meeting according to the format laid out in the ALN Code for Wales (2021). Throughout this process, some children and young people might be identified as requiring multi-agency support at any time during their transition journey.

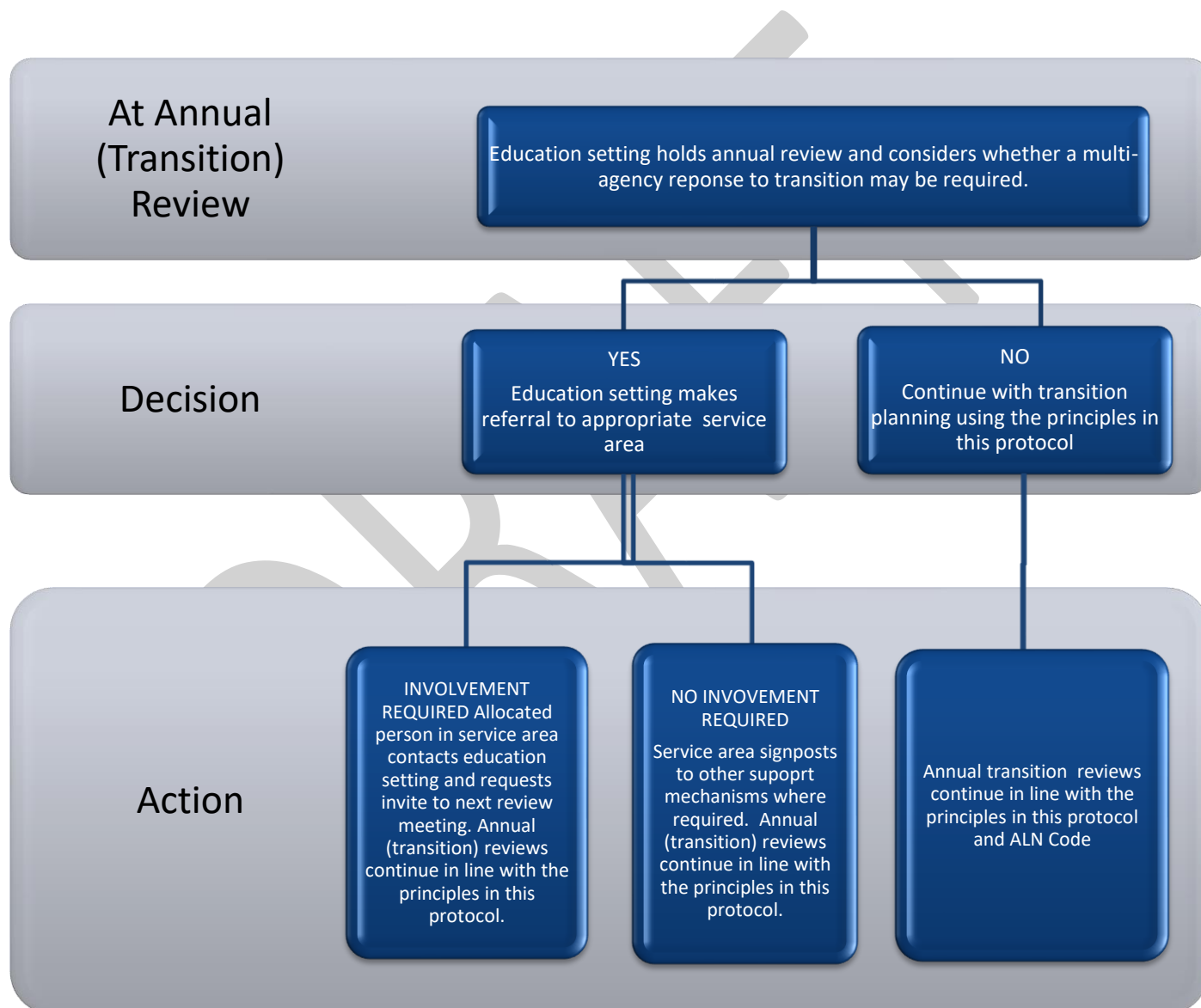
#### 6.31 REFERRALS TO OTHER SERVICES

To facilitate effective and timely transition planning arrangements, it will be important to involve others where there is current multi-agency involvement, or those other agencies who may need to be involved to support transition. Where the education setting considers a multi-agency response to transition may be required, a referral **will** be made to the appropriate service across Health, Social Services, LA Education Service or other appropriate agency.

## 6.32 REFERRAL OUTCOMES

If, following a referral to a service area it is assessed that direct involvement with the child or young person is required to support them through transition to adulthood, the allocated person within that service area will contact the education setting and request an invite to the next annual review meeting. If, following a referral to a service area it is assessed that direct involvement is not required, that service will still offer where appropriate, information and advice, including signposting to other sources of help.

### Children and Young People who may require a Multi-Agency Response to Transition (Considered at every annual review from yr. 9 onwards or earlier if appropriate)



### **6.33 REFERRALS TO SOCIAL SERVICES**

For children and young people already in receipt of care and support from Social Services, a well-being assessment will already have been completed prior to the start of transition planning; and should be included in the planning process.

If a learner is not known to Social Services, and it is identified that they may benefit from a care and support plan to support him/her through the transition process and into adulthood, a referral can be made by the young person/ family or on behalf of them, providing consent has been obtained. If this is the case:

- a social worker will contact the family offering a proportionate Well-Being Assessment;
- an allocated social worker will undertake a wellbeing assessment; and
- a decision will then be made by the manager on any further action required, which may include the need for a care and support plan.

### **6.34 CAIDS-Q SCREENING TOOL: CHILDREN AND YOUNG PEOPLE WITH A LIKELY INTELLECTUAL DISABILITY**

The CAIDS-Q Screening Questionnaire can be used to identify children and young people up to the age of 18 years who have a likely intellectual/learning disability. Education settings will use this tool from yr.9 onwards where a learning disability is suspected, and where it is felt that a learner might have ongoing support needs into adulthood. This will support the referral process to Social Services for these young people, and will help to identify those who are likely to need support well in advance of transition, enabling capacity planning and tracking of future need.

### **6.35 SUPPORTING TRANSITION BETWEEN CHILDREN'S SOCIAL SERVICES CHILD HEALTH AND DISABILITY TEAM AND ADULTS SOCIAL SERVICES (YEAR 9 (Aged 14) ONWARDS)**

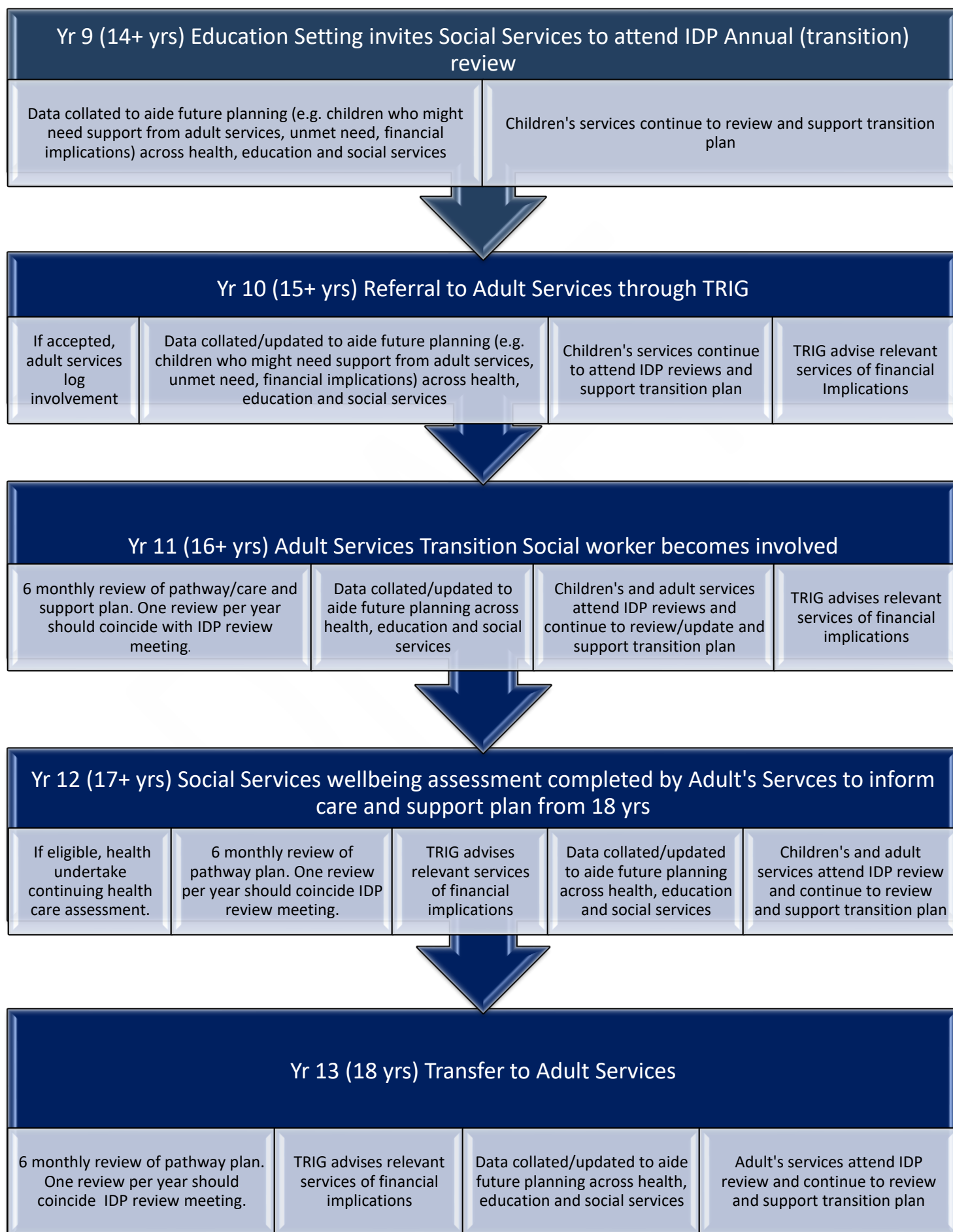
Children known to Social Services Child Health and Disability Team (CHAD) or who become known at any time during the transition phase (yr. 9 onwards) will have the support of a transition social worker from their 15<sup>th</sup> birthday.

Following referral, a well-being assessment will be completed, and if the learner is assessed as requiring care and support, a social worker will be allocated.

After their 15<sup>th</sup> birthday, the child/young person will be listed for discussion at the Transition Review Interface Group (TRIG) which is a multi-agency transition planning forum with representatives from health, social services and education. Referral to adults services will be considered through this forum. The wider remit of the Transition Review Interface Group is explained on page 25.



# Children's Social Services Child Health and Disability Team to Adults Social Services - Transition Interface for Children and Young People who have been Assessed as Requiring Care and Support



## **6.4 REVIEW MEETINGS FOR CHILDREN AND YOUNG PEOPLE WITH MULTIPLE STATUTORY PLANS**

Some children and young people are subject to several statutory planning and review systems. Those who are looked after either on a short or long term basis by the local authority will have Children Looked After (CLA) reviews which will cover much of the same information contributing to transition plans.

Additionally, at age 16yrs, young people in care will be eligible through the Children (Leaving Care) Act (2000) for a Personal Advisor and Pathway Plan to support their move into independence.

Where a child or young person has a care and support plan under Part 4 of the Social Services and Well-being Act (Wales) 2014 Act, or a person who was formerly looked after has a pathway plan and also has ALN, consideration must be given to holding the IDP transition annual review and the care and support plan/pathway plan meeting at the same time. Considering care and support needs and ALN simultaneously may inform what support and provision is most suitable to meet their needs in a more holistic way. Not only will it be an opportunity to optimise holistic transition planning, it could also serve to:

- maximise attendance;
- reduce the need for professionals and families to attend multiple meetings; and
- reduce the need for children, young people and their families to repeat their views wishes and desired outcomes for their future.

### **6.41 FACILITATING COMBINED STATUTORY REVIEW MEETINGS**

To facilitate combined review meetings, the Social Services lead person should:

- identify children and young people with statutory review requirements on the social services database and notify the education setting; and
- liaise with the Independent Reviewing Officer (IRO), Education CLA Coordinator and School Reviewing Officer.

Unless there are specific family, legal or confidentiality constraints, CLA and Pathway Plan Reviews should be arranged to coincide with IDP annual reviews, chaired by the Independent Reviewing Officer (IRO) to address any matters specific to the child/ young person with CLA status. There will then be additional time to complete the IDP annual review meeting, which will be chaired by the IDP review co-ordinator within the education setting, and which will result in a single multi-agency transition plan.

Where CLA or Pathway Plan reviews are required more frequently than annually, a decision will be made at the IDP review meeting as to who should convene the intervening meetings. All meetings will review the transition plan. The IRO will chair intervening 6 monthly CLA/pathway plan reviews.

## 6.5 THE FIRST TRANSITION PLANNING MEETING (YEAR 9): PREPARATION AND PLANNING

### 6.51 PREPARING CHILDREN, PARENTS/CARERS AND YOUNG PEOPLE

The education setting will ensure that children, their parents/carers and young person will be able to play a full part in the first and all subsequent transition annual review meetings. Children and young people will be prepared for the meetings by a member of staff within the education setting or other professionals working with them, if appropriate. Where possible, this person should be someone they have chosen themselves.

Children, their parents/carers and young people may prefer to prepare their views in advance of the meeting. The use of advocacy and interpreter services (where necessary) will be offered by the education setting to help them to do this.

In preparation for the first meeting, information will be provided in advance to children and their parents/carers, on transition, the year 9 review process, and areas of discussion.

To support learners' decision making about their destination post compulsory education, information will be provided about available options, along with information to help them to understand and explore how the support received in school will change as they move into different settings, and what support they are likely to need to achieve their goals and ambitions.

### 6.52 INVITES AND ATTENDANCE

Prior to the first and all subsequent reviews, the education setting will inform everyone who will be invited to be involved in the annual review meeting **at least two weeks** before the start of each term. In addition to those already known to be involved with the learner, education settings will also liaise with the family to consider whether there may be any other agencies supporting them across health, social services and the third sector.

For meetings that will take place at the start of a new term, notification will be provided **at least six weeks** before the meeting. The education setting will send invitations to the lead people in identified services, the child, their parents/carers, or young person alongside any other key persons they consider essential to support a successful review.

The invite will highlight that the **review meeting will have a focus on transition**, and include a request for copies of any information that is relevant to be shared to support transition planning, using person centred approaches. If this information is not available or needs to be updated, the service involved will make a return to this effect.

#### Invites to Careers Advisors

Education settings will invite Careers Advisors to the year 9 review meeting for children who would benefit **from enhanced advice** in addition to the information already provided to them prior to the review, and the careers advice already provided generally for children with ALN in the mainstream setting.

#### Invites to Participating Services (Health, LA Education Service, Social Services)

Participating services need to be represented by the allocated worker for the learner, or a

person within the same service area of sufficient knowledge, who will be able to take part in discussions relating to choices and resources available. The Transition Lead of each service will oversee the decision on attendance and ensure that representation is adequate to enable a transition plan to be formulated at the meeting.

For children and young people in receipt of care and support, their transition social worker will attend, or provide a report outlining details within the care and support plan.

Where a child or young person has a health condition that impacts on their ability to access education or training, the appropriate health professional (s) will be invited. They will be best placed to consider adaptations, therapies and other support that the learner may need. The needs of young people can change significantly as they transition towards adulthood, and a reassessment may be required based on the young person's current needs and the nature of the provision that they are moving to. The manner in which paediatric health care is transferred to the adult healthcare system is crucial to the continued wellbeing of the young person and their willingness to comply with health support and treatment.

Where professionals cannot attend a meeting in person they will;

- attend virtually by means of video or telephone call; or
- provide, in writing, in advance of the meeting, any supporting information that may be required to support the transition plan.

### **Invites to Further Education Staff**

Staff from Further Education Settings will be invited to all reviews, where possible, of learners in their final year at school. However, where a learner with particularly complex needs is planning on accessing Further Education, staff from that establishment will be invited to attend reviews in earlier years and as early as possible. Staff within the current educational setting will identify those learners, and will liaise with the further education setting to provide early notice with a view to them attending the annual review towards the beginning of transition planning.

This will provide an early planning opportunity to:

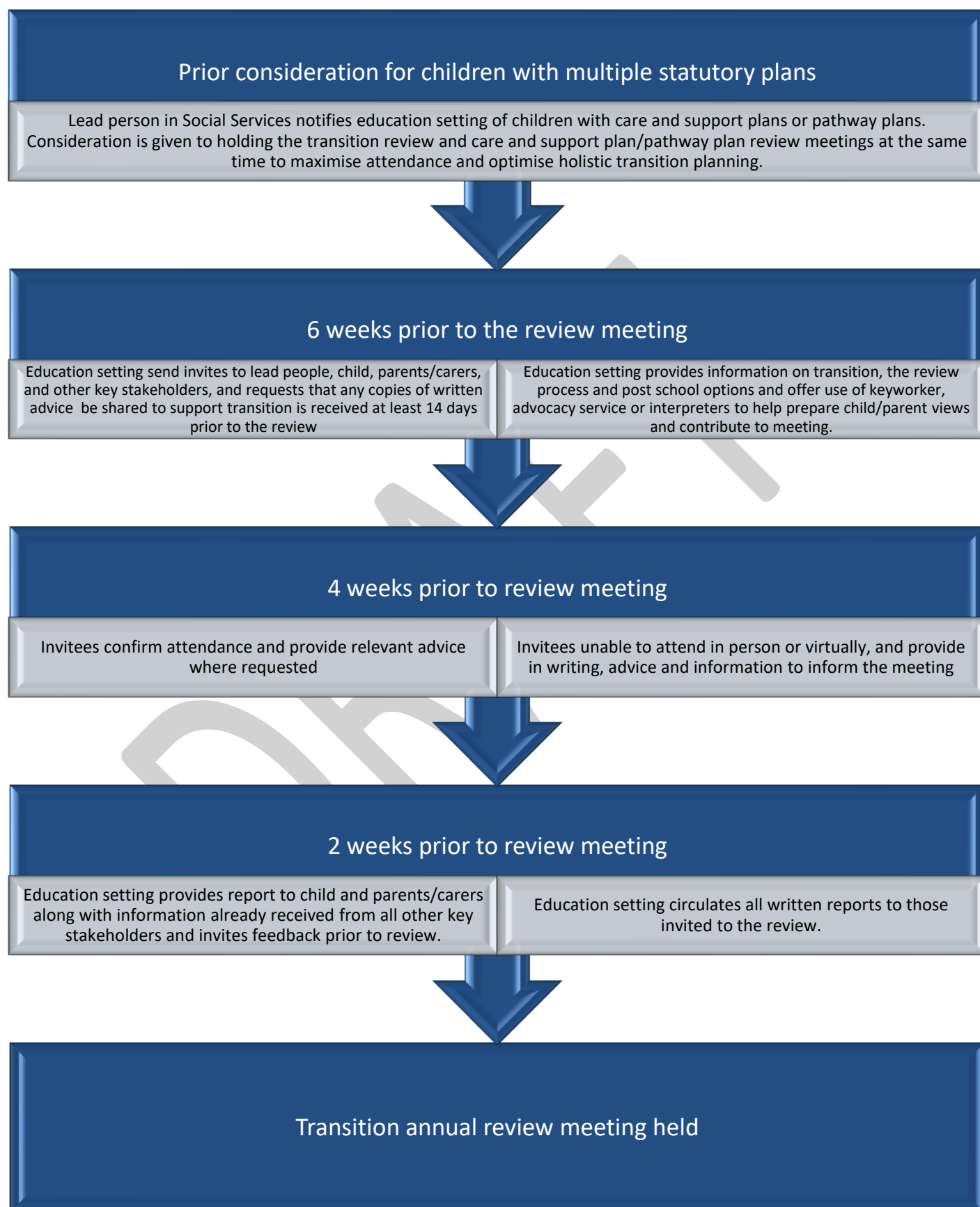
- consider suitability of the placement;
- consider training requirements or what additional provision could be put in place to enable the learners inclusion at the FEI; and
- to consider any other reasonable adjustments that could be made in any context.

## **6.53 CIRCULATING INFORMATION PRIOR TO THE TRANSITION ANNUAL REVIEW**

Before the first, and all subsequent transition review meetings, the education setting will:

- provide a report to the child or young person, and the child's parents/carers;
- invite feedback and views **two weeks** before the meeting; and
- where professionals have supplied advice in advance of the meeting, send the reports to the child, their parents/carers, or young person.

## The First Transition Annual Review Meeting (Year 9): Preparation and Planning



## 6.6 THE FIRST TRANSITION PLANNING MEETING (YEAR 9): DEVELOPING THE TRANSITION PLAN

The year 9 IDP annual review meeting will use person centred practice to draw up a single approach transition plan with the learner, who will be supported to attend and contribute to the meeting.

To ensure everyone has an understanding of any changes in service provision during the transition phase, early thought will also be given to topics such as **funding, independent travel, future educational provision and transfer to adult provision where appropriate, and awareness raising on any other relevant transition related matters.**

The review meeting will be chaired by the IDP Review Co-ordinator within the education setting who will:

- introduce the agenda items;
- share the information already received;
- invite discussion and comment particularly by the child and their parents/carers.

The information will be used to build a comprehensive picture of the learner's wishes and needs and what matters to them, which will inform the transition plan.

The transition plan will be recorded in the transition section (section 3C) of the IDP with clear actions for each service involved to complete over the next year. It will be the single multi-agency plan which all services will work to for the coming year. Any other separate single agency plans will reflect the outcomes within the transition plan to ensure consistency for children and young people.

The transition plan will be in an accessible format and will:

- include basic biographical information about the learner plus communication preferences;
- record whether the learner and family have received information on transition and options;
- reflect the goals, views, wishes and feelings of the learner about their future;
- consider the long term plans for the learner and what support they may require as they move into adulthood across all aspects of their life;
- identify any early conversations that are required with providers of services;
- identify clear and timely actions for each service area involved that need to be taken to support the following year's activity for transition;
- identify any actions for parents/carers and the learner (and agreement on who will support if needed);
- identify any possible unmet need;
- name a transition key worker;
- record the next transition review date;
- record the views about what the child, parent/carer or young person thinks about the plan;
- record consent or otherwise to share the plan and with whom.

All of the outcomes identified in the plan will be based upon an assessed need rather than service patterns and availability of resources. If an unmet need is identified this will be discussed at the meeting and the lead person from the appropriate service area will be informed to ensure this information is logged and raised with managers with responsibility for strategic planning.

Each service area has a responsibility to ensure that any required work on resolving resource and transfer issues is built into their objectives in the transition plan and is carried out before the next review. For this reason, the service area representative attending the meeting should discuss all resource implications with the services transition lead shortly after the meeting and agreement reached as to how objectives will be progressed.

In Year 9, there will be areas where further information about the child's needs is required, and for some children it will be too early to make choices. Further assessment should be built into the action plan, and opportunities taken to arrange for updated information and range of choices explored over the year.

With consent from the child's parent/carer, or young person, a copy of the transition plan will be circulated by the education setting to all participants at the meeting.

## **6.61 CO-ORDINATING THE TRANSITION PLAN - TRANSITION KEY WORKER**

At the first transition review meeting, a key worker will be identified to coordinate completion of the actions agreed and act as a point of contact for everyone involved until the next review.

The role will include:

- being the contact person for any transition plan queries;
- making periodic checks on the progress of the plan with the family; and
- following up progress if necessary.

The role may also include (but could be shared with another):

- preparation with the learner/parent/carer for next review;
- supporting the learner to present their views; and
- convening a review if the young person has left education and transition planning is still required.

The transition key worker will be someone familiar with the aspects of the transition plan and who has regular involvement with the learner. It will be important to ascertain the views of the learner in this matter, who where possible will be able to choose their keyworker.

The key worker could be, for example:

- a member of staff within the education setting;
- a children's services social worker who case manages the child /young person's Transition Care and Support Plan;
- at the age of 18, an adult services social worker if the young person is known to the service;
- a health employee for children and young people with ongoing needs;
- a personal advisor for young people post 16 leaving care; or
- the main carer where appropriate.

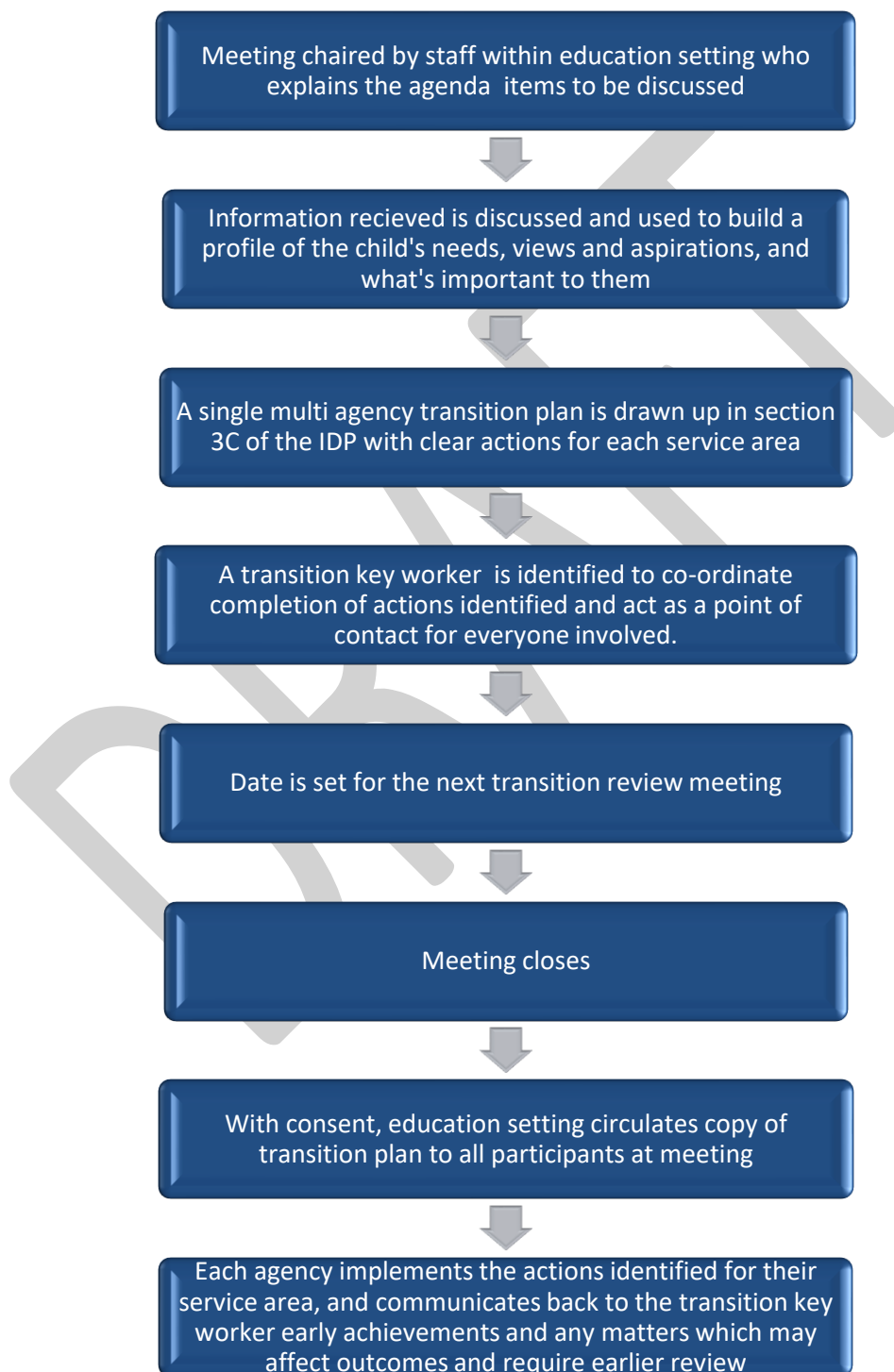
The key working role may change after the first year depending on the work being undertaken with the learner.

## 6.62 IMPLEMENTATION OF THE TRANSITION ACTION PLAN

The transition plan will set out the actions for each service area responsible for implementation.

It will be the responsibility of the professionals involved to support the delivery of outcomes identified within their service area, and communicate back to the Transition Key Worker any early achievements, and any issue which may affect outcomes and require earlier review.

### The First Transition Review Meeting (year 9): Developing the Transition Plan





## **6.7 INFORMATION GATHERING TO SUPPORT AND INFORM FUTURE PLANNING**

Following the year 9 review and for all subsequent reviews, information from the annual reviews and subsequent transition plans will be collated and tracked by each agency to aid future planning for the young person, and support resource predictions and capacity planning. This could inform for example, the number of young people who are likely need ongoing access to support from adults services, health, or enhanced provision from education, and potential unmet need and future resource requirements across health, education and social services.

### **6.7.1 Cardiff and Vale College (CAVC) Multi- Agency ALN Post 16 Transition Forum**

The multi- agency transitions forum will facilitate information sharing, early discussions and planning for young people who:

- would like to attend CAVC and have been identified as needing enhanced transition; or
- already attend CAVC but there are post transition issues or matters related to transition out of further education.

The forum will support timely multi-agency discussions so that young people experience a successful transition, enable potential gaps in provision to be identified and support planning to build capacity to meet need, and anticipate and plan for any other potential issues raised.

The forum membership will include representatives from Education (schools, CAVC, LA), Careers Wales, Social Services and Health.

## **6.8 THE TRANSITION REVIEW INTERFACE GROUP (TRIG)**

Whilst each service area will use regular planning mechanisms to support the transition of individuals, the TRIG will be the multi-agency, integrated transition mechanism which facilitates cooperation, decision making and integration across agencies and services.

The TRIG will be managed by social services and membership will include representatives from Education, Social Services and Health from both children and adult service areas.

The Chair will invite other relevant people to the meeting when necessary, to discuss individual issues, for example housing.

The TRIG will assist with the identification and gathering of information about future needs of young people known to CHAD in transition from the age of 15yrs (Yr. 10), which will enable discussions to plan for any of the following;

- Transfer of packages of care including Direct Payments;
- Joint or tripartite funding agreements;
- Amalgamated planning systems (CLA/Pathway);
- The move between CHAD and adult services;
- Funding of further education and training;
- Planning for education transitions (14-25);
- Housing & independent living requirements;
- Continuing Care transitions; and
- Identified unmet needs.

The TRIG will not replace operational discussions between service areas in managing the delivery of the transition plan, and any virtual transition team meetings that support the development of transition arrangements within service areas.

The TRIG will be held at least quarterly, and highlight the level of current and future needs of the young people in transition.

During TRIG, all young people going through transition where there is multi-agency involvement will be reviewed. Those requiring further actions or information to support resource decisions across agencies will be identified, with nominated individuals tasked with gathering further information.

All agencies responses and decisions to proposed individual transition plans will be noted at the TRIG and distributed to relevant attendees involved with the care and support of the individual discussed.

### **6.81 The Transition Review Interface Group (TRIG) - Dispute Resolution**

The TRIG process supports discussions at the earliest stages to reduce the likelihood of disputes. However, there are times where agreements cannot be sought and decisions may need to be escalated.

It is the responsibility of the chair of TRIG to acknowledge and document the dispute. The TRIG will agree actions with members to escalate further to the appropriate service area where the dispute has arisen to seek resolution.

An outcome to this will be sought at the following TRIG meeting or earlier by the young person's transition lead if appropriate.

## **6.9 SUBSEQUENT TRANSITION ANNUAL REVIEW MEETINGS**

Subsequent annual review meetings will:

- be held at least annually;
- follow the same format as the Year 9 review; and
- continue until the young person reaches the age of 25 years unless, they no longer require an IDP, leave education or training, or once over compulsory school age they no longer consent to an IDP.

For children and young people who are looked after in education, their Care and Support Plan will be reviewed every six months, and in the year before the young person is 18, it may be required to meet termly if the young person's circumstances are complex.

In advance of all subsequent IDP review meetings, an update from each agency on progress on the set objectives will be required and information on newly identified needs. Where necessary, new objectives will be set according to the needs of the learner and a new key worker allocated.

The review preceding planned school leaving age should decide on who should convene, chair and administer the next review meeting. For young people moving on to further education, this is likely to be a staff member within the further education establishment who has responsibility for convening

IDP reviews. In the event of a pupil leaving education earlier than planned, then the key worker will convene the next meeting.

### **6.91 Annual Reviews from Year 11 Onwards**

For children and young people known to social services, at the Year 11 review, and for subsequent reviews, both children's services and adult social services personnel will be invited.

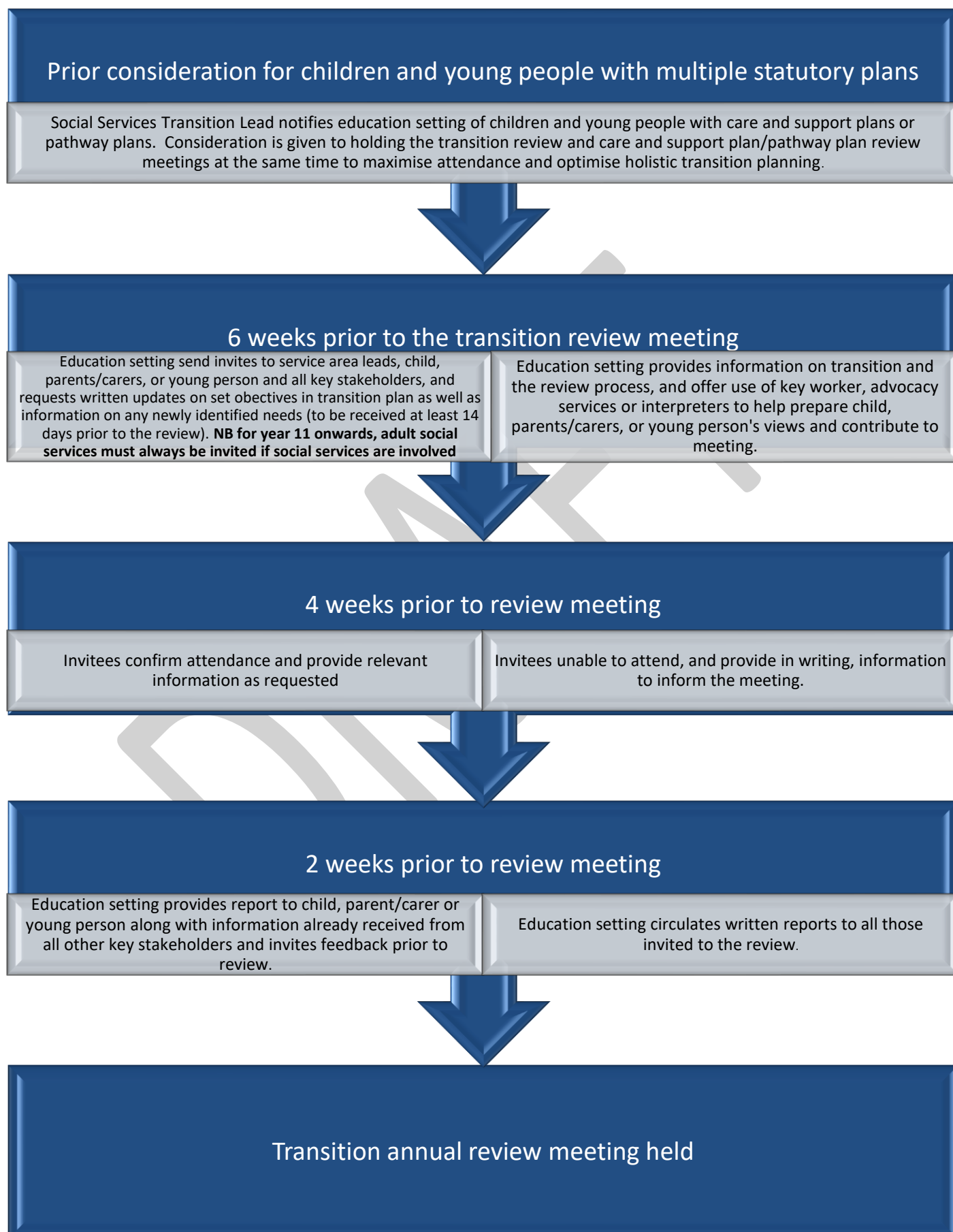
The meeting will discuss:

- the process of undertaking an Adult Wellbeing Assessment; and
- information will be given to the young person and carer about adult services and likely changes of service provision and personnel.

The convenor of the review meeting preceding any anticipated change of service responsibility or new area of need (e.g. at age 17yrs), will issue invitations to other adult service providers where they can be identified. Where there is the possibility that a service will cease completely e.g. paediatric care or not meeting adult eligibility criteria, then a plan for transitional support will be put in place to prepare the young person and minimise the effects of service withdrawal. When an unmet need is identified, then solutions will be explored at the IDP review and the appropriate actions will be recorded in the transition plan.

The transition between children's and adult's service personnel will be planned and a co-working period from the age of 16 will be written into the transition plan.

## Subsequent Transition Annual Review Meetings: Preparation and Planning



## Subsequent Annual Review Meetings: Progressing the Transition Plan



## **6.92 Final Review Before a Young Person Leaves Education or Training**

When a young person is due to leave education or training, their final transition review must include discussions about what happens when their IDP ceases, and what support is available to them in their next stage of life. This will include advice where appropriate about the support provided by other agencies that can help them as they leave education.

## **6.93 Young People who have left Education or Training who Continue to Need Support for Transition**

If a young person leaves education or training (i.e. the IDP and resulting transition annual reviews cease) but continues to have ongoing support needs to enable a successful transition to adult life, services who are still involved will take the lead in continuing to plan to support the young person successfully through transition into adult life. A key worker will be appointed from the most appropriate service area, and transition planning will continue using the principles and practice standards in this policy.

## **7 REVIEW OF THIS PROTOCOL**

Any necessary revision of the protocol will be instigated by The Local Authorities Education and Social Services Departments or the Health Board. Each year, transition leads will invite feedback from their service area following which any agreed amendments will be made to the transition protocol.

## **8 SIGNATORIES TO THIS PROTOCOL**

The services who have agreed to follow the framework of this Protocol are:

Cardiff and Vale University Health Board  
Cardiff Local Authority  
The Vale of Glamorgan Local Authority

### **Legislation and Guidance**

The Well-being of Future Generations (Wales) Act 2015  
Additional Learning Needs and Education Tribunal (Wales) Act 2018  
The United Nations Convention on the Rights of the Child  
Equalities Act 2010  
Social Services and Wellbeing (Wales) Act 2014  
Additional Learning Needs Code for Wales 2021  
Mental Capacity Act 2005  
Data Protection Act 2018

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## 9 GLOSSARY OF TERMS

The glossary below gives the meaning of words and expressions, including abbreviations, used in this protocol.

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| <p>The term <b>Additional Learning Needs or ALN</b> refers to a child or young person who has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for 'Additional Learning Provision'.</p> <p>A child of compulsory school age or person over that age will have a disability or learning difficulty if they have:</p> <ul style="list-style-type: none"> <li>• significantly greater difficulty in learning than the majority of others of the same age; or</li> <li>• a disability for the purposes of the Equality Act 2010 (c.15), which prevents or hinders them from making use of the facilities for education or training, or of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the education sector.</li> </ul> |
| <p><b>Additional Learning Provision or ALP</b> means education or training provision that is additional to, or different from, that made generally for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.</p>   |
| <p><b>Advocacy</b> is a process of supporting and enabling people to:</p> <ul style="list-style-type: none"> <li>• have their voice heard on issues that are important to them;</li> <li>• access information and services;</li> <li>• defend and promote their rights and responsibilities; and</li> <li>• explore choices and options.</li> </ul>  |
| <p><b>Capacity</b> means the ability to use and understand information to make a decision, and communicate any decision made.</p>  |
| <p>A <b>Care and Support Plan</b> is an individual plan of care for people needing care and support under the Social Services and Well-being (Wales) Act 2014. The plan describes what care and support is needed to help people meet their personal outcomes and how it will be delivered.</p>  |
| <p><b>Case friend</b> means a person appointed by the Education Tribunal for Wales to act on behalf of a child who lacks capacity to represent and support them; and take decisions and act on behalf of the child.</p>  |
| <p><b>Child</b> means a person not over compulsory school age (the meaning of which is given by section 8 of the Education Act 1996).</p>  |
| <p>A <b>Children Looked After review (CLA review)</b> is a statutory meeting that brings together key people and professionals who are closely concerned with the care of the child who is looked after by the local authority. It's an opportunity to review the child's care and support plan, discuss progress and make plans for the future.</p>   |
| <p><b>Education</b> includes full-time and part-time education, but does not include higher education.</p>   |

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| <p><b>Further Education Institution</b> or <b>FEI</b> means an institution falling within section 91(3) of the Further and Higher Education Act 1992.</p>  |
| <p>An <b>Independent Disagreement Resolution Service</b> is used to bring together parties in disagreement to clarify the issues and reach a resolution quickly. The process is informal and the service acts to help meaningful discussions to take place. The facilitator is an expert in disagreement resolution and completely independent of everyone.</p>  |
| <p><b>Independent Reviewing Officer</b> or <b>IRO</b> is an officer appointed under section 99 of the Social Services and Well-being (Wales) Act 2014 for a child's case. IROs conduct regular reviews of children in the care of the Local Authority. Their main duties are to monitor the Local Authority's performance, to participate in the child's review and to ensure that the child's wishes and feelings are fully considered.</p>   |
| <p><b>Individual development plan</b> or <b>IDP</b> is a document that contains:</p> <ul style="list-style-type: none"> <li>(a) a description of a person's ALN;</li> <li>(b) a description of the ALP which the person's learning difficulty or disability calls for;</li> <li>(c) anything else required or authorised by or under Part 2 of The Additional Learning Needs and Education Tribunal (Wales) Act 2018.</li> </ul>   |
| <p><b>Mainstream maintained school</b> means a school which is maintained by the local authority that is not—</p> <ul style="list-style-type: none"> <li>(a) a special school, or</li> <li>(b) a pupil referral unit.</li> </ul>   |
| <p>The <b>Mental Capacity Act (MCA) 2005</b> is designed to protect and empower individuals who may lack the mental capacity to make their own decisions about their care and treatment. It is a law that applies to individuals aged 16 and over. The Mental Capacity Act Code of Practice provides detailed guidance on how to undertake assessments of what is in a person's best interests.</p>  |
| <p><b>Parent</b> has the meaning given in section 576 of the Education Act 1996. That definition includes any person who is not a parent but who has parental responsibility for the child and any person who has care of the child.</p>   |
| <p><b>Parental responsibility</b> means all the rights, powers, responsibilities and authority that by law a parent of a child has in relation to the child and his/her property. Throughout the document references to "family" include those with parental responsibility. As defined by the Children Act 1989 c.41 a person with parental responsibility for a child could be:</p> <ul style="list-style-type: none"> <li>• the child's parents;</li> <li>• the child's special guardian (under a special guardianship order);</li> <li>• the child's legally appointed guardian;</li> <li>• a person named in a child arrangements order as a person with whom the child is to live;</li> <li>• a local authority designated to care for the child (under a care order);</li> <li>• a local authority or person with an emergency protection order for the child.</li> </ul> |
| <p><b>Pathway Plan</b> - at age 16yrs, young people in care will be eligible through the Children (Leaving Care) Act (2000) for a Personal Advisor and Pathway Plan to support their move into independence. The Pathway Plan records a young person's needs, identifies actions to be taken, and resources that need to be put in place to support them during their transition to adulthood.</p>   |



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| A <b>Personal Advisor</b> provides young people leaving care with advice and guidance, and assists them in their participation in pathway planning to ensure it properly reflects their individual strengths, aspirations and needs.   |
| <b>Person Centred Planning (PCP)</b> aims to put children and young people at the centre of planning and decisions that affect them. It focuses on the immediate and the future, taking into account the needs, thoughts, concerns and opinions of the individual, and consulting their family and friends and others within their 'personal network'. |
| A <b>Personal Education Plan</b> is a plan included in the care and support plan maintained for a looked after child under section 83(a2A) of the Social Services and Well-being (Wales) Act 2014.   |
| The <b>Putting Things Right Process</b> is the process for raising concerns or complaints in NHS Wales.  |
| For the purpose of this protocol, a <b>representative</b> is a person who acts on behalf of a young person if they lack capacity to exercise their rights under the ALN system.  |
| A <b>Transition Key Worker</b> is someone familiar with the aspects of a child/young person's transition plan and who has regular involvement with the child or young person, their parents and carers. Their role is to coordinate completion of the actions agreed and act as a point of contact for everyone involved until the next review.        |
| The <b>United Nations Convention on the Rights of the Child (UNCRC)</b> is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights.   |
| <b>Young person</b> means a person over compulsory school age, but under 25.   |

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