

A cartoon illustration of a young boy with black hair, wearing a purple t-shirt, blue pants, and red shoes. He is standing to the left of the word 'NEXT', which is written in large, bold, magenta letters. The boy's height is approximately the same as the height of the letters 'N' and 'E' in 'NEXT'.

# NEXT STEPS

*A guide to transition planning*

# WHAT DOES “TRANSITION” MEAN?

The process described applies in England and Wales. In Scotland the law says the young person must have a “Record of Future Needs” but the principles are the same. Becoming an adult, experiencing life changes, planning for the future and managing to acquire skills and knowledge for independence is an important time in any young person’s life. When that person also has complex needs and receives support from social care, education and health services it becomes a time of complex planning, exploration and agreeing future directions and pathways.



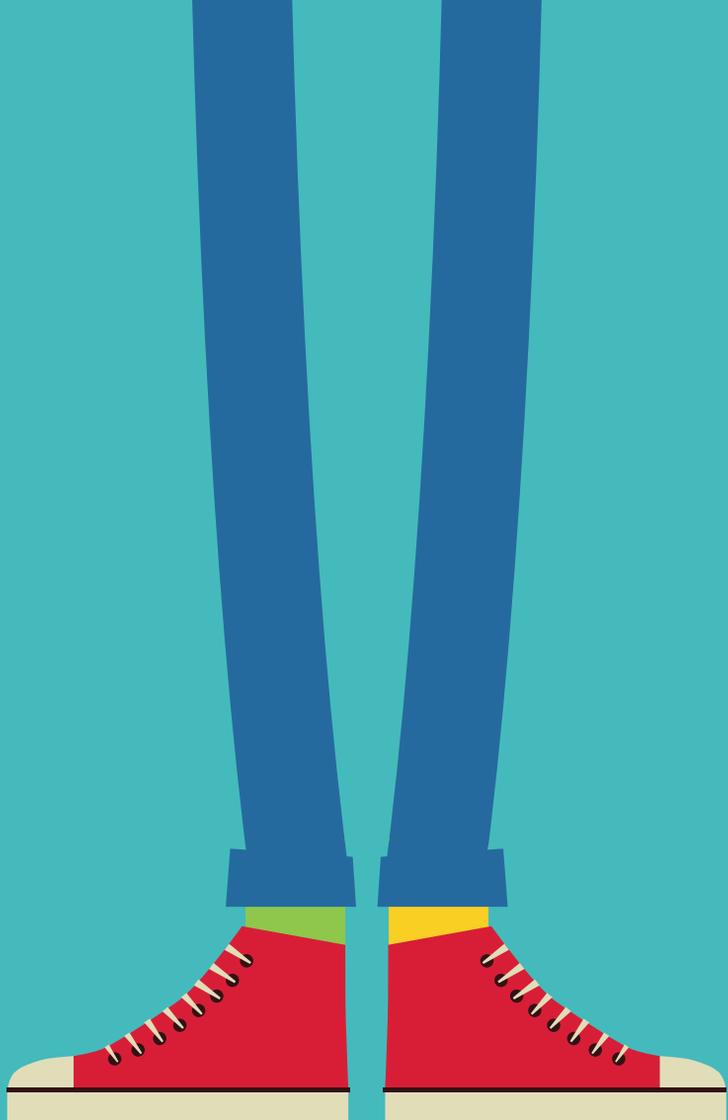
## WHAT IS A TRANSITION PLAN?

It is important that the EHC plan properly addresses the current needs of that person whilst also ensuring that there is a plan for the future. If a time of transition is approaching (Year 9 onwards) then there should always be some focus on what that young person is going to do next and what support they need to achieve that. Appropriate objectives are important.

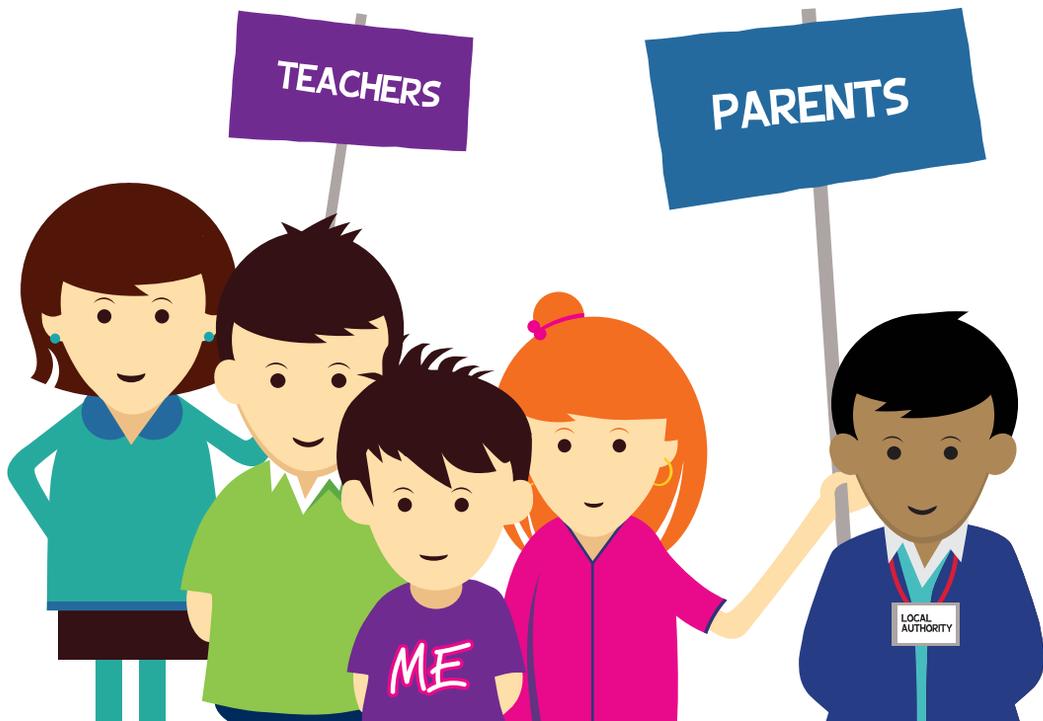
If the young person still has a statement of special educational needs and is approaching a time of transition you should contact your authority and ask about when they intend to convert that statement to an EHC plan. If you are in Scotland or Wales then the process is different and a separate transition plan is likely to be needed.

## OR MAYBE WE CAN HELP?

Of course, you can always talk to us. As an independent specialist provider with 40 years' experience we have a wealth of knowledge ready to share. Call us free on **0800 055 6789** or visit **[www.hesleygroup.co.uk](http://www.hesleygroup.co.uk)**



# THE TRANSITION PROCESS AND WHO'S INVOLVED



## **Involving everyone**

Good inter-agency practice and support for young people with special needs is fundamental to a good transition. Recent history and people's stories tell us that transition is often neglected and communication difficult.

We know parents have to exert pressure on local authorities to achieve what they would like for their sons and daughters in adult life.

We hope this booklet will at least help to briefly explain how the process should work and give a little bit of help towards achieving a smooth transition.

The law encourages a focus on involving the young people in their own decision making. It also emphasises that their family's views should be taken into account and suggests that the local authority should do everything they can in order to achieve the best possible outcomes for young people.

The young person should very much be the focus of any discussions surround transition.

## **Responsive to transition issues**

At Hesley Group we have supported the move into adult services for a great many young people. Some people come into our own adult residential care or supported living services and some move into accommodation elsewhere. Wherever the young people go, we always try our best to support the move in a positive way and do what we can to make the process as smooth as possible.



## **The young person**

In the centre of the transition should be the child or young person. Supporting the young person to take part in decision making can be difficult depending on their capacity. However the young person has to be informed and consulted. At Hesley Group our clinicians will support the young person in decision making. Support from an advocacy service, for example, may be a very good way of helping with this. The Children and Families Act which applies in England states that if a young person is deemed not to have capacity to make a decision about their transitions to post 16/19 education that the parents can take certain decisions on their behalf. Decisions about wider aspects of their life must be taken in the young person's best interests.

Stepping from children's to adult services for young people with complex needs and their families requires careful work and planning to make sure the young persons voice is heard, to take account of the views of relevant people, to help prepare young people and their families and to work well across agencies.

## **Families and carers**

Families and carers need to decide how they may wish to be involved with the future care of their young person. Be prepared and have access to the right information in readiness. Some actions to take:

- Consider the local authority's local offer. This should be produced on the local authority's website and should set out specific information as to the support and provision available in their local area (n/a to Wales or Scotland).
- Ask who the named school contact is
- Get to know the names, job titles and responsibilities of all professionals involved including the named careers advisor

- Find out about target dates and deadline
- Think about what is available and what choices there might be – what you would prefer – then you are in a good position to influence the outcome and achieve a plan that is most suitable

From the annual review in year 9, and at each review thereafter, the focus must be on preparing for adulthood and transitioning planning must be incorporated into the EHC Plan for the young person. Clear outcomes should be agreed and incorporated into the plan. Parents should think about what outcomes they want for their children in advance of any review and ensure these are discussed at the relevant meeting.

It's hard for parents to realise that at the age of 18 their son or daughter becomes an adult and legally (no matter how they feel) they no longer have parental responsibility. Decisions may have to be made in the young person's 'best interests' – please see paragraph on Mental Capacity Act 2005. Where the MCA applies to people aged 16 and over.

16-17 year olds are given the right to make their own decisions as long as they have the capacity to do so. If they do not have the capacity to make such decisions then their parents can make certain decisions on their behalf. This only extends so far as their education. Recent changes in the law mean that parents have more of an input on their child's education when they are 16-17 years old than they can do on other aspects of their life. This may be an area of conflict between parents and the local authorities and if this is the case then we would suggest you seek advice. We are more than happy to discuss this with you.



Every aspect of the young person's life needs to be considered and taken into account. The plan should address areas such as support needed with personal health and social care, further education, health, housing, transport, work, relationships, interests and hobbies.

It is also important that the plan looks at what would be the 'ideal' provision, even if it does not exist as yet, rather than become a process of fitting into existing services.

## **Professionals**

### **Head Teacher**

Heads are responsible for starting the transition review process through the annual review process. They should invite relevant parties to the review meeting and ensure that the local authority is updated accordingly.

### **Teachers**

They provide information about a young person's interests, likes and dislikes, current and future needs. They are involved in developments and changes to the EHC plan that have been highlighted in earlier annual reviews.

### **Connexions Service (only in England)**

Young people with complex needs and learning difficulties can have the support of a Connexions Personal Advisor up to the age of 24. The Connexions Personal Advisor can be contacted through the school.

### **Careers Wales/Careers Scotland**

They will be involved if the young person lives in Wales or Scotland respectively. They are only responsible for further learning and employment.

## **Local Education Authority (LEA)**

Local authorities are responsible for carrying out statutory assessments for young people with special educational needs and for ensuring that any provision specified in their EHC plan or statement is in place. EHC plans run up to the age of 25 as long as the young person is in education.

This follows a very recent change in the law in England and some young people may still have statements of special educational needs. If this is the case, such statements will need to be transferred into an EHC plan in accordance with legal deadlines. Most of these deadlines ensure that a statement is transferred into an EHC plan in advance of a transition.

If you are unhappy with the way that your child's needs are described or the provision in either the statement or the EHC plan, you can appeal against them to the Special Educational Needs and Disability Tribunal (SEND) or SENTW if you are in Wales.

The LEA also offers:

### **The Educational Psychology Service**

which carries out specialised assessments.

### **The Educational Welfare Service**

which advises upon and resolves attendance issues.

### **The Behaviour and Social Support Team**

which can provide advice and practical support on behavioural problems.

### **The Learning Support Service**

which assists with hearing and visually impaired pupils.

### **The Parent Partnership**

which advises parents and carers about the SEN process.

### **Current Provision/Placement Provider**

The school or care provider can supply information on the current levels of education or care being provided, as well as progress and achievements.

### **Housing options**

Living arrangements can vary considerably dependent on the level of need of the individual. Some may wish to remain in the family home or choose to live independently. Others may require different levels of supported living, ranging from a home-helper to full time residential placements.

The type of housing provision and support should be established through the community care assessment and detailed in their care plan.

Local housing departments should work alongside social services helping to identify possible housing options available to the young person.



## Getting the right information

Support staff, teachers and clinicians where appropriate should be able to provide information that builds a picture of the young person's strengths and areas of needs, they should also actively be involved in any development and adaptations during the child's remaining school years, which are recognised in the early transition reviews.

A representative from adults' social services should attend the Year 9 review. They should have been alerted by the young person's education authority.

The Care Act 2014 is due to be implemented in April 2015. This will state that the local authority must carry out a transition assessment for adult social care where the young person is likely to have such needs after turning 18. Despite this being an complicated time where different local , there cannot be a gap in services for that young person.

## CONFUSED?

Don't be. Give us a call and we'll talk you through every stage.

Call us free on **0800 055 6789** or visit **[www.hesleygroup.co.uk](http://www.hesleygroup.co.uk)**

# **SOCIAL OPPORTUNITIES**

**RESIDENTIAL  
CARE**

**SUPPORTED  
LIVING**

**LEISURE TIME**

**DIRECT  
PAYMENTS**

**DAY  
SERVICES**

**RESPIRE  
CARE**

## Health and social care

### Social Services Departments (SSD)

SSD are responsible for community care assessments and services to which a young person may be entitled. These can include social and leisure opportunities, respite care, supported living, Social Services Day Services, direct payments and residential care.

They make the LEA aware of what services are available to families of children with special needs.

They carry out a multi-agency community care assessment which should happen no later than three months before the young person leaves school.

Some areas have specialist transition workers who provide support and advice for parents. They help maintain good, clear communication between the young person and all those involved in the transition planning process.

SSD must be contacted if a young person is not already getting support so that they can receive the appropriate assessments and services, particularly if they will have continuing care needs after leaving school.

We have a team of multi-disciplined experts we can tap into.

Call us free on **0800 055 6789** or visit **[www.hesleygroup.co.uk](http://www.hesleygroup.co.uk)**

## **Learning Disability Partnership Board**

In 2001, the Government produced a report called 'Valuing People'. It is the Government's plan for making the lives of adults with learning disabilities and their families easier.

The Board is part of the local authority and sets up groups to discuss advocacy, family carers, education, health services, health care action plans, transport and person-centred planning.

## **Health Service**

A representative from the health service may attend a transition review if their advice is needed on health issues. These may range from speech therapy, occupational therapy or significant health needs, such as paediatrics, clinical psychologist (behavioural) and psychiatry. The health service often jointly or solely funds future placements where health needs have been identified.

## **Educational Psychologists and Therapists**

These provide an educational evaluation of the current needs and an assessment of future requirements, based upon cognitive ability and behavioural traits.

## **Commissioner of Services**

A Commissioner of Services co-ordinates the placing of services for either social services, health services or, in some cases, both.

# PROTECTING THE RIGHTS OF A YOUNG PERSON?

If things aren't moving in the right direction, there are plenty of organisations out there ready to help, including us.

## NEED A LITTLE ADVICE?

We're just a call away **0800 055 6789** or visit **[www.hesleygroup.co.uk](http://www.hesleygroup.co.uk)**



### **What happens if transition planning does not start in Year 9?**

This should be a focus of the annual review meeting completed in year 9. You should have prepared as far as you can in order to present your views on next steps. If however you are concerned that the review did not adequately cover the necessary issues then contact your local authority, Careers Wales or Careers Scotland, to discuss your outstanding concerns. If concerns remain, then seek independent advice. We are happy to help.

### **Who can offer advice and support to protect the young person's rights?**

**Local authority** – some young people will need support from an independent skilled supporter to ensure that their views are acknowledged and valued. They may need support in expressing their views about education and their future. The Code of Practice states that local authorities should ensure that young people who need such support have access to it.

**Independent Mental Capacity Advocate (IMCA)** – if a young person receives care or health services but does not have relatives or friends to help with decision making, then they will be entitled to an Independent Mental Capacity Advocate (IMCA).

IMCAs are appointed by the Court of Protection to help support the young person in making decisions about serious medical treatment or a change in where they live, but they are not involved in day to day decision making. This responsibility remains with carers or advocates.

The IMCA does not make decisions for the young person but provides support and represents their views and wishes to the Court Appointed Deputy who acts as the decision maker.

**Court of Protection** – established by the Mental Capacity Act 2005 to deal with decision making for adults and, in certain cases, persons under the age of 16 who lack mental capacity. The Court will be the final arbiter for capacity matters. It will have its own procedures and nominated judges.

**The Public Guardian Office** – is the administrator of the court of protection and provides financial protection services for people who are not able to manage their financial affairs because of mental incapacity. The Public Guardian and his/her staff are the registering authority for **deputies**.

A deputy is a person appointed by The Court to manage someone's affairs. They will also work together with agencies such as the police and social services to respond to any concerns raised about the way in which an attorney or deputy is operating.

**SEN Tribunal** – parents and carers can challenge a local authority's decision about a young person's placement via the SEN tribunal process.

It is advisable to seek legal advice. For young people in England between 16-25 with capacity, they can make appeals themselves. It is fully accepted however that they may require the support of their parents in doing so.

If they do not have capacity then parents can make appeals to the Special Educational Needs Tribunal on their behalf.

There is some limited public funding available for SEN appeals. There are an extremely limited number of legal firms who can access such funding for these purposes. Advice can be sought from the Law Society.

**Judicial Review Process** – Some decisions may not be challengeable through the tribunal. If the local authority makes an unlawful decision or fails to do something they are required to do by law, you may be able to challenge this through the judicial review process. Again legal advice would be recommended as such proceedings are taken in the High Court and can be a complicated process. Judicial review, when appropriate, must be taken quickly.

### **Out of area placement**

Sometimes it is very difficult to identify how a person's needs can be met locally, especially when the person has particularly complex support needs. If parents and carers feel that the best interests of the young person can only be met by an 'out of area placement', they have a right to request one. An 'out of area placement' means the young person can be placed further than the current requirement of within a 30 mile radius of home

## **How are a young person's rights protected?**

### **Policies and procedures**

Service providers have different ways of supporting people with severe learning disabilities and complex needs. It is essential that the reason for the young person's behaviour and communication needs are fully understood and the management of their support is dealt with in a person-centred way.

Parents and carers should always have the opportunity to obtain a copy of the provider's policies and procedures which should include information on child/adult protection, behaviour support, physical intervention, risk assessments and complaints.

### **How are the young person's rights monitored?**

All service providers are monitored and inspected to make sure that they are providing a secure environment for the individuals in their care, and that the facilities and the opportunities that they offer meet the standards set by the inspection agencies. The main inspection agencies are:

#### **Care Quality Commission (CQC)**

The CQC inspects all adults health and social care services and grants them a licence to operate.

#### **The Office for Standards in Education (Ofsted)**

Ofsted inspects all children's residential services and schools. Residential services are inspected twice a year and schools every three years.

### **How are the people who work with children and adults at risk monitored?**

People applying for jobs in social care and education are checked by the Police and the Independent Safeguarding Authority by the Disclosure and Barring Service (DBS) before they can start work.

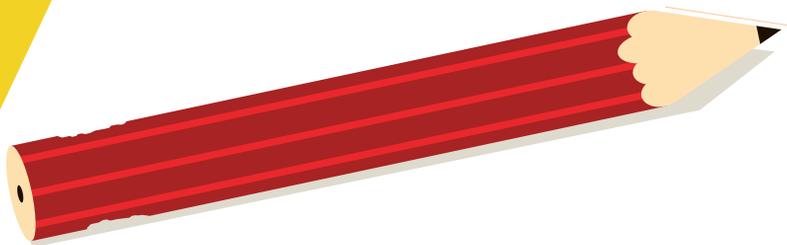
However, the best way of ensuring day to day good standards is to have effective quality assurance and governance systems internally, good quality training and supervision of staff and effective multi- disciplinary working.

If you'd like to learn more about anything, give us free on **0800 055 6789** or visit **[www.hesleygroup.co.uk](http://www.hesleygroup.co.uk)**

# YOUR CHECKLISTS

The checklists provide a framework and guide to the sort of questions that should be considered during the transition process.

If the young person lacks capacity then the parents/carers/IMCA should ensure that decisions being made on the young person's behalf are in his/her best interests.





**BEST INTEREST  
MEETING IN PROGRESS**

## **The Mental Capacity Act 2005**

Any decisions or acts undertaken on behalf of a person who lacks capacity must be taken in their best interests. This usually requires formal meetings to be set up and discussed. However the Children and Families Act that applies in England is slightly different to this in that it provides parents of 16 and 17 year olds the ability to make decisions for their children in relation to their education only.

If you're unsure of anything, call us on **0800 055 6789**  
or visit **[www.hesleygroup.co.uk](http://www.hesleygroup.co.uk)**

# CHECKLIST 1 – YOUNG PERSON'S REVIEW MEETING CHECKLIST

Young people with special needs may need support to ask questions. Some questions may be:

*For your notes*  
↓

What are my options when I reach 16 or 19 – stay at school/college/ specialist residential college/work or training?

What targets do I want to work towards during the remainder of my time at school?

How long can I stay at school?

Where would I like to go when I leave school?

What would I like to do?

*Run out of room here?  
use the notes section at the back*

What support do I feel I will need if I go to college or go to work?

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Who do I want to support me when I leave school?

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What will my school do to help prepare me for leaving school?

---

Where do I want to live?

---

Can I work?

---

Who can I talk to if I'm worried?

---

What interests or hobbies can I follow?

---

When will I see family and friends?

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# CHECKLIST 2 – TRANSITION PLANNING FOR PARENTS

Consider the local offer and the support and provision available for my child.

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Name and contact details of school contact and who leads the transition team.

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Names, contact details, roles and responsibilities of all involved in the review.

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Names and contact details of the careers advisor, Connexions Advisor, or Careers Wales or Careers Scotland.

---

Name and contact details of the person responsible for a person-centred plan.

---

Know the timescales and deadlines involved.

---

Ensure everyone involved understands/has knowledge of the child's special needs.

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Be informed – find out what options are available for your child in further education/health/housing/work/hobbies/benefits and funding.

---

Find out what other families have done.

---

Contact relevant networks/groups/voluntary organisations.

---

Find out the point in the transition process at which Adult Services become involved.

---

# CHECKLIST 3 – PARENT’S REVIEW MEETING

Name and role of person who is chairing or running the meeting.

Who is going to be present, what do they do, what are they responsible for?

Time and place of meeting and travel plans in order to arrive at the meeting on time.

Agenda – a list of what is going to be discussed.

Has everyone involved received up to date information on your child?

List your objectives for the meeting – what do you want to achieve?



# CHECKLIST 4 – AREAS TO THINK ABOUT IN YOUR TRANSITION REVIEW

## Further Education

Does the young person want to continue with further education?

If YES what are the practical and realistic options available?

If NO what would they like to do instead that is a practical and realistic option?

What types of colleges are available? (eg local or specialist residential) *Some specialist learning disability colleges provide services up to 25 years of age.*

What subjects are on offer and what vocational courses are available?

## Checklist 4 - continued

- What activities and learning opportunities are available other than formal education?

### Health Needs

- How are the person's health care needs going to be met?

### Accommodation, Housing and Support Needs

- Where would the young person like to live and if sharing, with whom?
- Is supported living an option?
- Does the person need to be supported in a residential setting?
- What would they like to do?

### Checklist 4 - continued

Would the young person like to work?

What would they like to do?

What type of work is available and realistic?

How can this goal be achieved?

Will the right level of support be in place before the young person enters the workplace?

Does the local area have a supported employment scheme which offers full time or occasional support?

### Hobbies

What opportunities are there for the young person to continue their hobbies and interests?

Are there opportunities to develop new ones?

## Benefits

What changes will there be to existing benefits that the young person currently receives?

What benefits and funding will they be entitled to in the future?

## Aspirations

What are the young person's hopes, dreams, fears and worries?

Is there a particular goal they would like to achieve, place they would like to visit, lifestyle they would like to achieve, etc?

## Inhibiting factors

Are there any factors that would inhibit or prevent any of the above taking place?

How could these be overcome?

# CHECKLIST 5 – WHAT YOU NEED TO LOOK FOR IN A RESIDENTIAL F.E. COLLEGE

This checklist provides the opportunity to directly compare a number of different residential FE colleges at a glance.

Always try to identify a residential college that can meet the young person's particular learning and support needs. Things to consider are:

.....

How will the college meet the person's specific needs?

.....

Where is the college and is it accessible to family and friends?

.....

What facilities does it have?

.....

How many people live there?

.....

How is it staffed?

.....



## Checklist 5 - continued

.....  
How are student groups/classes organised?  
.....

What teaching and learning is provided?  
.....

What specialist support and equipment is available?  
.....

What is there to do outside college time?  
.....

How are family and friends supported to spend time with the person?  
.....

How do they manage the quality of their service?  
.....



# CHECKLIST 6 – WHAT YOU NEED TO LOOK FOR IN A SPECIALIST CARE PROVIDER OF RESIDENTIAL OR SUPPORTED LIVING SERVICES

This checklist provides the opportunity to directly compare a number of different specialist care providers at a glance.

Always try to identify a specialist care provider that can meet the young person's particular daily life and support needs. Things to consider are:

.....

How will the specialist care provider meet the young person's specific needs?

.....

Where is the specialist care provider and is it accessible to family and friends?

.....

What facilities does it have?

.....

Is it accessible to people with a physical disability?

.....

Specialist Care  
Provider 1

Specialist Care  
Provider 2

Specialist Care  
Provider 3


## Checklist 6 - continued

.....  
How many people live there?  
.....

How is it staffed?  
.....

What specialist support is available?  
.....

What is the housing or residential accommodation like?  
.....

What activities can the person take part in? For example, can the person access work, leisure and vocational activities as well as accessing the local community?  
.....

How are family and friends supported to spend time with the person?  
.....

How do they manage the quality of their service?  
.....



# TRANSITION IN A NUTSHELL

We know you've got enough to think about, so we've summed it all up for you.

## Year 9 review

Head teachers are responsible for starting the transition review process and the year 9 annual review should focus on transition and objectives for the future. Amendments to the EHC plan should be incorporated to ensure that objectives can be achieved.

All relevant bodies should be represented at the review meeting in some way. This could involve health and social care as well as education



**When  
and  
why?**

## Year 9 (age 14) to Year 10 (age 15)

The person's needs are assessed and reviewed as part of the annual review process. Amendments should be made to the EHC plan and updated each year.



**WHO  
DOES  
WHAT?**

## **Year 11 (age 16)**

Further assessments should be conducted to ensure and refine the objectives and provision that will be in place for the young person when they leave compulsory education. From April 2015 onwards, local authorities will have to carry out a transition assessment for adult social care if there is likely to be a benefit in doing so or a need for such services. There should be no gaps in provision. By the February of year 11, you should have been informed of the local authority's intentions for the young person. This will afford you the opportunity to challenge them should you need to.

## **Age 19**

Parents/carers/members of the multi- disciplinary team check on and visit providers that can meet the person's assessed care and support needs.

If a place is found – The transition from one provider to another takes place.

- The provider will spend time with the person and their family.
- If the provider is suitable a place will be offered.
- A contract will be signed by the provider and the placing authority.
- A transition meeting will take place with the provider and a plan agreed for moving.
- The person will move to the new service.

There are now a number of providers of educational provision that can continue to provide support for young people between the ages of 19-25. If there is an on-going educational need, the EHC plan should continue up to the age of 25

# ADVICE AND INFORMATION

## General advice

Autismlinks:

[www.autismlinks.co.uk](http://www.autismlinks.co.uk)

BASE - British Association for  
Supported Employment:

Tel: 01204 880733

[www.base-uk.org](http://www.base-uk.org)

Carers UK:

[www.carers.uk.org](http://www.carers.uk.org)

Tel: 0808 808 7777

Citizen's Advice Bureau:

[www.adviceguide.org.uk](http://www.adviceguide.org.uk)

Tel: 03454 04 05 06

Court of Protection:

[www.gov.uk/court-of-protection](http://www.gov.uk/court-of-protection)

Tel: 0300 456 4600

CQC - Care Quality Commission:

[www.cqc.org.uk](http://www.cqc.org.uk)

Tel: 03000 61 61 61

Department of Health:

[www.dh.gov.uk](http://www.dh.gov.uk)

Tel: 020 7210 4850

Directgov - Disabled People:

[www.gov.uk/browse/disabilities](http://www.gov.uk/browse/disabilities)

## Education

Skills Funding Agency:

[www.skillsfundingagency.bis.gov.uk](http://www.skillsfundingagency.bis.gov.uk)

Tel: 0845 377 5000

NATSPEC Association of Specialist  
Colleges:

[www.natspec.org.uk](http://www.natspec.org.uk)

Tel: 0117 923 2830

Ofsted:

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Department for Education

[www.education.gov.uk](http://www.education.gov.uk)

Tel: 0370 000 2288

SKILL – National Bureau for  
Students with Disabilities:

[www.skill.org.uk](http://www.skill.org.uk)

Tel: 0800 328 5050

BILD – British Institution of Learning  
Disability:

[www.bild.org.uk](http://www.bild.org.uk)

Tel: 0121 415 6960

Barry Carpenter Education:  
[www.barrycarpentereducation.com](http://www.barrycarpentereducation.com)  
Tel: 0121 415 6960

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### Benefits and finance

Benefits Enquiry Line:  
0800 882200 (freephone)  
[www.gov.uk/browse/benefits/disability](http://www.gov.uk/browse/benefits/disability)

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### Societies

NAS - National Autistic Society:  
[www.autism.org.uk](http://www.autism.org.uk)  
Tel: 020 7833 2299

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Mencap:  
[www.mencap.org.uk](http://www.mencap.org.uk)  
Tel: 0808 808 1111

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Scope:  
[www.scope.org.uk](http://www.scope.org.uk)  
Tel: 0808 800 3333

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The Challenging Behaviour  
Foundation:  
[www.challengingbehaviour.org.uk](http://www.challengingbehaviour.org.uk)  
Tel: 01634 838 739

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### Directories

Schools for Special Needs Directory:  
[www.schoolsforpecialneeds.co.uk](http://www.schoolsforpecialneeds.co.uk)

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isbi Schools Directory:  
[www.isbi.com](http://www.isbi.com)

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Carehome:  
[www.carehome.co.uk](http://www.carehome.co.uk)  
Tel: 01488 684321

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Special Needs UK:  
[www.specialneeds.uk.org](http://www.specialneeds.uk.org)  
Tel: 01527 834469

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### Legal

Douglas Silas Solicitors:  
[www.specialeducationalneeds.co.uk](http://www.specialeducationalneeds.co.uk)  
Tel: 020 8349 7700

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Maxwell Gillotts:  
[www.maxwellgillott.com](http://www.maxwellgillott.com)  
Tel: 0808 129 3320

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Irwin Mitchell:  
[www.irwinmitchell.com](http://www.irwinmitchell.com)  
Tel: 0870 1500 100

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# JARGON BUSTERS & ABBREVIATIONS

**Advocate** – a person who intercedes or speaks on behalf of another

**Applied Behaviour Analysis (ABA)** – analysis of functions and developing strategies for changing negative behaviour.

**ASC** – Autistic Spectrum Condition.

**ASD** – Autistic Spectrum Disorder.

**AtW** – Access to Work.

**BILD** – British Institute of Learning Disabilities.

**Care plan/support plan** – a plan developed for an individual's care and support.

**Clinical assessment** – an assessment by one or more of a range of professionals including: Speech and Language Therapy, Occupational Therapy, Applied Behaviour Analysis, Psychology or Psychiatry.

**Cognitive theory** – an approach in psychology that tries to interpret behaviour, emotions etc in terms of the knowledge or image of reality.

**Complaint** – the act of complaining; an expression of grievance.

**CQC - Care Quality Commission** – register and inspect hospitals, GP surgeries, dentists, clinics and care homes for adults and supported living home care.

**CLDT** – Community Learning Disability Team

**DBS** – Disclosure and Barring Service.

**DH** – Department of Health.

**Domiciliary Care Organisation** – an organisation which provides care workers to work within the home of a person to give support and care.

**Education, Health & Care (EHC) plan** – the result of an assessment of a child/young person with special educational needs, setting out the education, health and care services that they should receive.

**HELP** – Hesley Enhancing Lives Programme.

**ILF** – Independent Living Fund.

**ISA** – Independent Safeguarding Authority.

**LA** – Local Authority.

**MCA** – Mental Capacity Act.

**Mental Health Act Assessment** – assessment under the 1983 Act to determine whether psychiatric in patient care is required.

**NATSPEC** – Association of Specialist Colleges

**Ofsted** – Office for Standards in Education, Children’s Services and Skills. Inspects and regulates care for children and young people, and inspects education and training for learners of all ages.

**Occupational Therapy (OT)** – the use of treatments to develop or maintain the daily living and work skills of people with a physical, mental or developmental condition.

**PCP** – Person-Centred Planning.

**Person-centred plan** – a plan based on individual needs and preferences.

**Psychiatry** – branch of medicine concerned with the diagnosis and treatment of mental disorders.

**Psychology** – the scientific study of all forms of the function of behaviour, sometimes concerned with how behaviour can be modified.

**SEBD** – social, emotional behavioural difficulties.

**SEN** – Special Educational Needs

**SALT –Speech and Language Therapy** – support with communication, also with swallowing difficulties (dysphagia).

**SSD** – Social Services Department.

**Statement of Special Educational Needs (SEN)** – Statements were replaced by EHC plans in Sept 2014. Existing Statements will be transferred by April 2018.

**Therapeutic Crisis Intervention (TCI)** – a crisis management protocol developed by Cornell University for residential child care facilities.

**Tribunal** – Court of justice or any place where justice is administered.

**Transfer Review** – the process required to transfer a Statement to an EHC plan.

**Young Person** – for the purposes of SEN law, a young person is any person over compulsory school age (16) but below the age of 25. Compulsory school age ends on the last Friday in the June of the academic year in which a person turns 16.

We hope you found our guide helpful. We want it to be as useful as possible. So if you think we've missed something please let us know and we'll do what we can to include it in our next edition.

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