

# Experience of the transition process

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# **Our starting point – opportunities provided by the reforms**

- 0-25 / E, H and C - more joined up for children, young people and families
- Focus on outcomes
- Personalisation
- Co-production – voice of young people and families informing everything we do
- High needs funding as an ‘enabler’
- Moving from dependence to independence

# What has gone well in Manchester

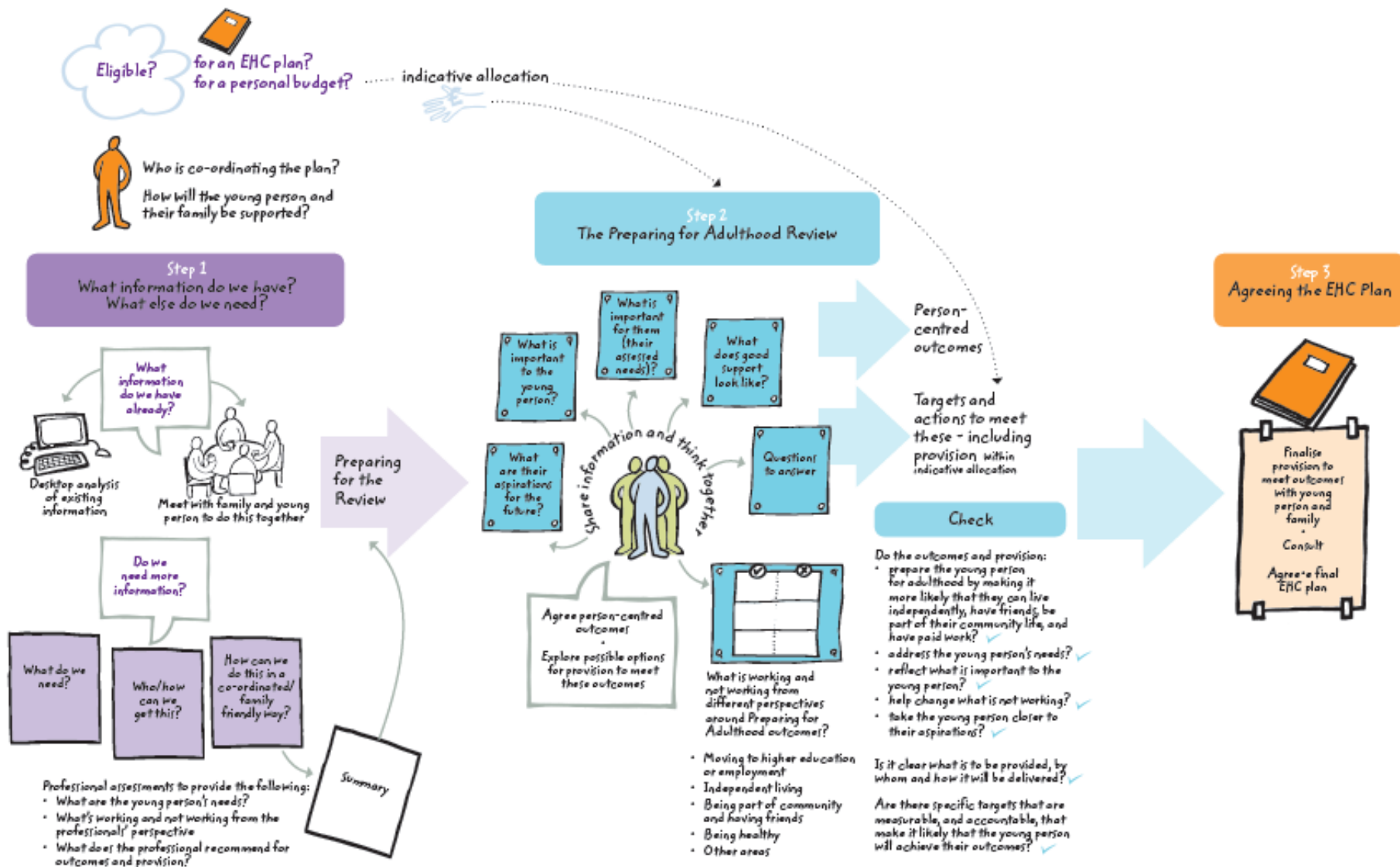
- Hearing the voice of the child/young person and parents reflected in plans
- Person centred approaches in most schools / colleges
- High number of transfer reviews – 720 by July
- Good engagement from child/young person and parents and mostly positive feedback
- Schools have been very receptive to working with LA on lessons learned / continuous improvement of processes

# What has gone well in Manchester

## Reviews:

- Now more holistic – Discussions in reviews have been of a good quality drawing on aspects of child's development not previously considered
- Review meetings have been on excellent forum to discuss that positive aspect of a child's young person's progress and to work towards resolving issues around what's not working and focus on positive outcomes to develop these
- Reviews that happened later in the academic year: spring and summer terms showed good preparation by schools and on improved understanding of the EHC needs assessment process

# Transferring statements and LDAs to Education, Health and Care Plans



# Learning from experience

- Good EHC plans can only be produced if meaningful information is provided by all parties
- Amended all advice and review paperwork to get better information / more outcome focused
- Been clear with schools around when we need advice by and the impact that receiving late advice can have on the assessment.
- Provide information and support at an early stage for children/young people and parents who need it – coffee mornings etc
- Working with schools/colleges on scheduling reviews – blocks caused problems in keeping to 14 week timescale – and need to allow 90 mins

# Learning from experience

- In some cases of school leavers, there have been cases where statement many should have been withdrawn but LA has taken cautious approach and issued a plan as unclear how college would indentify level of need if no plan in place.
- Sometimes confusion around whether health need or care need is linked to SEN or not – and where to put in plan Arrangements for dealing with differing aspirations – young person / parent – education caseworker role
- Arrangements for dealing with differing aspirations – young person / parent
- Outcomes won't change without culture change

# Preparation for adulthood outcomes and key themes





# What next?

- More work on writing outcomes
- Continue to improve reviews and advice
- 1700 more transfer reviews from Statements + LDAs
- Post 16 EHCs – growing number of new requests from 19-25 year olds
- Focus on inclusion
- Change our commissioning – good week planning
- Self evaluation – prepare for Ofsted – how do we know we are improving family experience and long term outcomes?

# Questions?

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