

## Transition and transition services for people with autism

A survey of 25 questions was circulated between 29 June and 24 July 2015 via a Survey Monkey web link relating to transition and transition services for people with autism. 85 people accessed the survey but only 49 valid responses were received.

### Summary

The majority of respondents were from Hampshire, only 12% from other LAs (none from Isle of Wight). Almost 70% were parents/carers of a child with autism under 18. Only 4% were on the autistic spectrum themselves. 43% have young people aged 16-18. 20% had young people at school aged 14–16 yrs.

The majority (68%) of people surveyed, who were going through transition, were described as having Asperger Syndrome or High-functioning autism. 21% had autism with accompanying learning difficulties.

Most respondents said they understood the term 'transition' and related it most closely to moving from school to college. Generally the expectations of transition were low and respondents found it difficult to get information. Over half the respondents didn't feel their views were taken into account during the transition process. The involvement of young people in the process was variable due, in part, to their ability to take part.

45% of respondents expected the transition process to start during year 9. However, the remainder didn't expect this to start until at least year 11. The majority of respondents expected transition to finish at age 25, although a quarter thought this would be at age 19.

The main area discussed during transition related to education. The majority of respondents did not discuss employment, housing or health. All except one respondent had involvement from outside services, most being education-related.

The input from outside services was generally poor for all except education. CAMHS input was variable, with no 'excellent' ratings and almost half rated 'poor'. Training/employment was rated 'poor' by over two-thirds of respondents (who had input).

Having a key-worker/contact was cited as something which could make the process more consistent. A need for more input relating to, for example, CAMHS, housing, training, employment and life-skills would be beneficial.

Over 50% of respondents had not received an explanation of EHCPs. 68% of respondents' young people previously had a statement. Where no EHCP or statement was/had been in place, over two-thirds of respondents had no discussion about transition offered. Just over half of respondents' young people do not have or are not due to have an EHCP. Of those who do, over half consider the process to be poor in all areas. In particular, health and social care input was rated as poor in most cases. A number of respondents stated they did not know what an EHCP is.

Most respondents said there had been careers advice but little other training for employment and no access to apprenticeships. Two thirds of respondents' young people have no defined destination post 19. None cited employment as a defined destination and just over a quarter identified further or higher education as the destination.

Transfer from child to adult services was generally rated as poor by over two-thirds of respondents for all services. Employment and housing, in particular, appear to be areas in need of improvement in service.

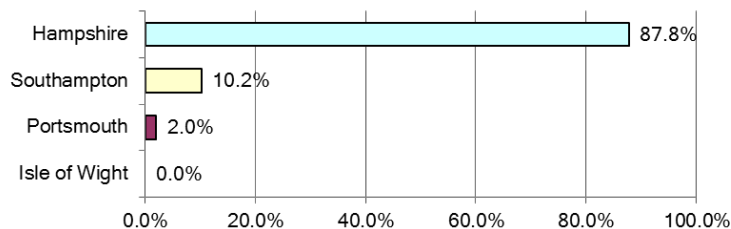
Of the responses received there was obvious concern around how the transition process, from school to college and then onwards, was conducted and administered. There were comments around lack of knowledge in the whole process from some parents/carers who felt isolated with differing amounts of information received and from different agencies.

The consensus was that agencies were not working together enough to provide a consistent service across the county to meet the needs of young people with autism. Parents and carers are worried that their young people are not getting the full opportunities to make choices that will bring them stability and make a successful transfer in to adult life in all areas of their lives.

A more detailed breakdown of the data collected follows for each question, with appendices for all questions for which open-ended responses were received.

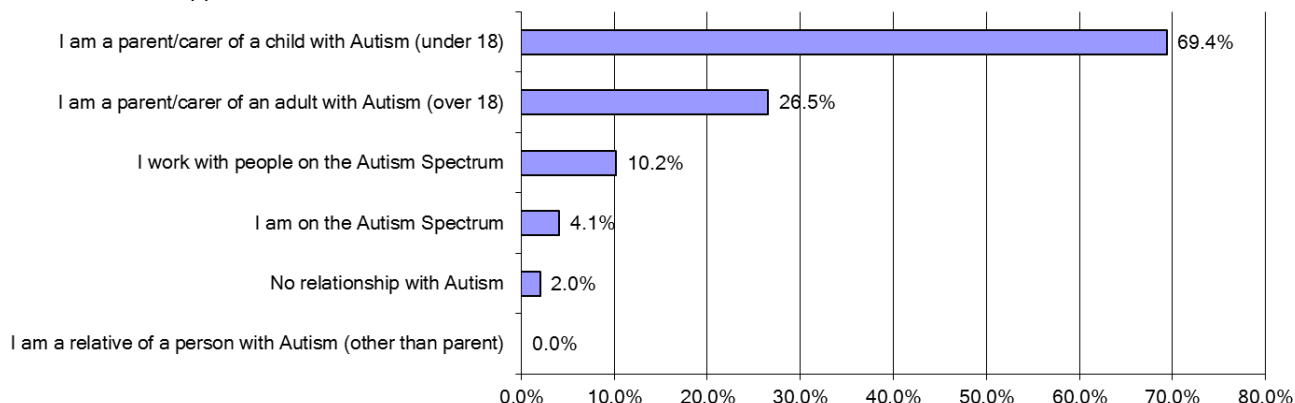
### 1. Which area local authority do you live in?

Answered: 49 Skipped: 0



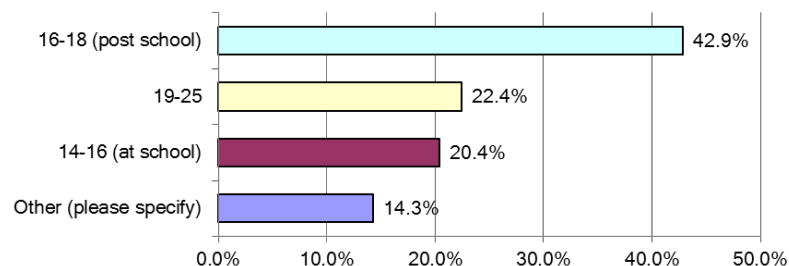
### 2. What is your relationship with Autism?

Answered: 49 Skipped: 0



### 3. How old is your person with Autism?

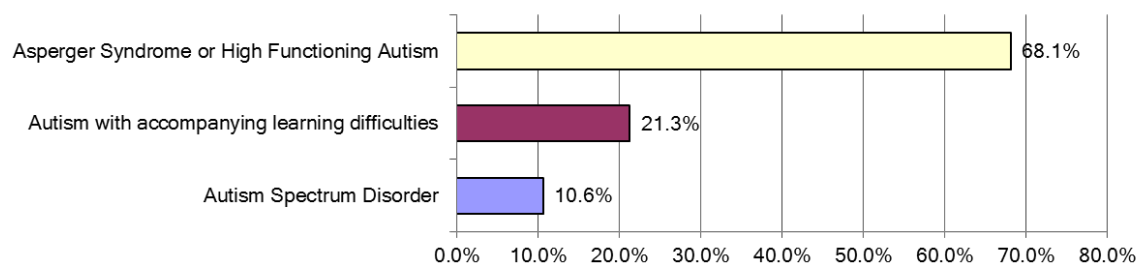
Answered: 49 Skipped: 0



Other: 5 under 14s, one 17 year old at independent school until 19 and one 28 year old.

### 4. How would you describe the level of Autism regarding the person going through the transition process? How would describe yourself if this is you?

Answered: 47 Skipped: 2



### 5. What is your understanding of the term transition in this context?

Answered: 48 Skipped: 1

The majority can be summarised under the quote of "I understand that the term 'transition' is used to describe the support and services that are available to equip a young person with the transition from school to the next stage of their choice." With most responses relating from the move from school to college. 5 responses stated they did not know or were unsure of the meaning.

See appendices for all responses.

## 6. What are/were your expectations of the transition process?

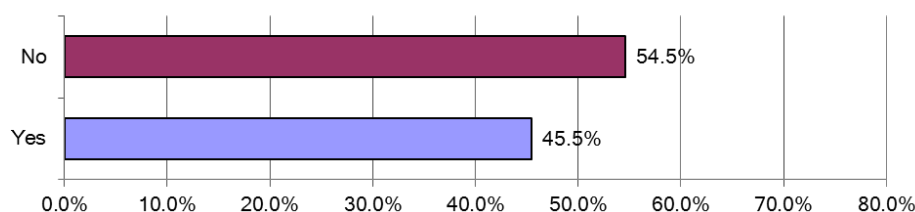
Answered: 47 Skipped: 2

Responses talked about expecting support and advice as well as practical steps such as visits to next placement. In general expectations were low and information was difficult to come by.

See appendices for all responses.

## 7. Do you feel your views are/were being taken in to account while going through the transition process?

Answered: 44 Skipped: 5



## 8. In what way (if any) is/was your young person involved in transition?

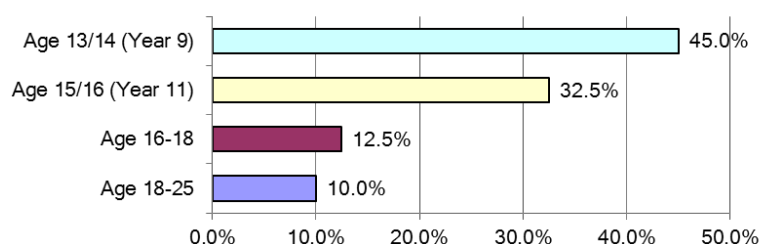
Answered: 42 Skipped: 7

A mixed response from not being involved due to communication difficulties/high anxiety or mental health issues to being involved through parental pressure to ensure inclusion.

See appendices for all responses.

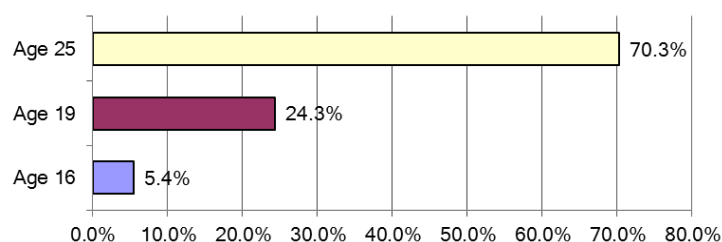
## 9. At what point did/do you expect the transition process to start?

Answered: 40 Skipped: 9



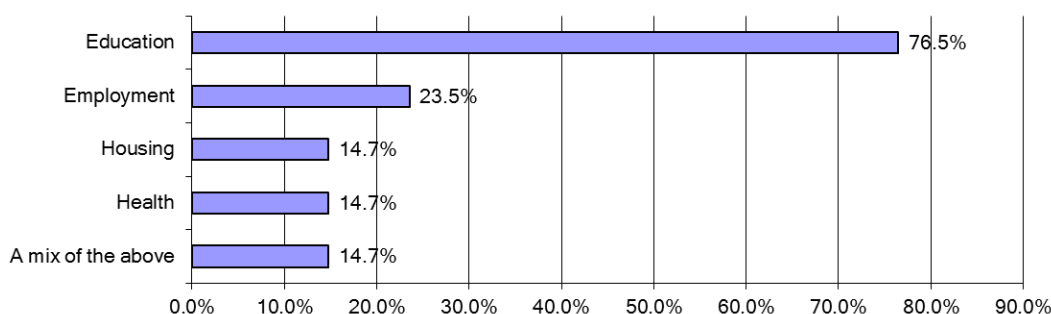
## 10. At what point did/do you expect the transition process to finish?

Answered: 37 Skipped: 12



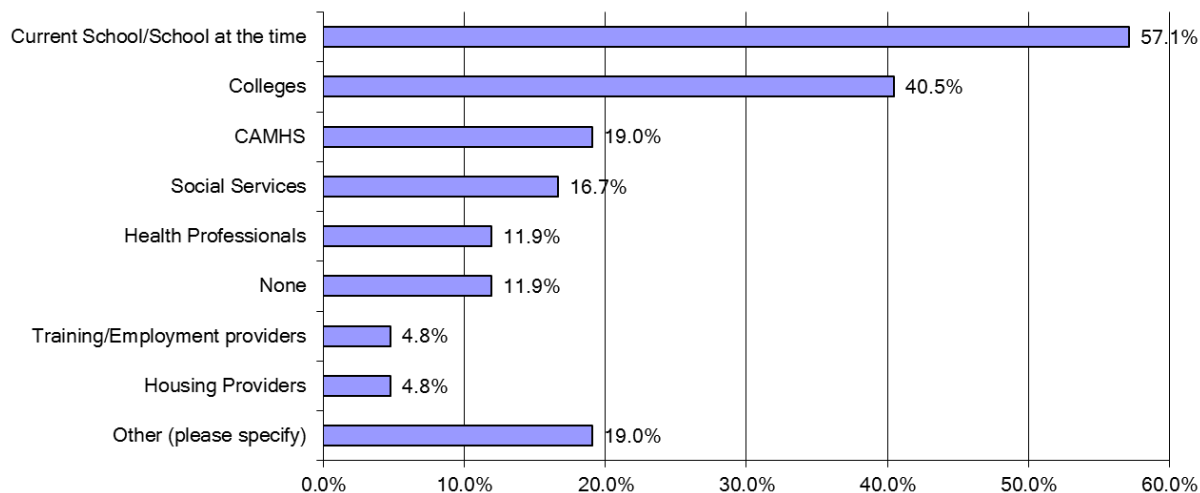
## 11. If already started/finished, what has been discussed? Tick as many as appropriate

Answered: 34 Skipped: 15



## 12. Were outside services involved? If so who? Tick as many as appropriate

Answered: 42 Skipped: 5



Other agencies involved included Local LD team, Enham Trust, Passenger transport Hampshire County Council and local GP. One respondent stated no help or advice had been given and only received a letter to say SEN statement had been ended due to her age.

## 13. How would you rate the input from services involved?

Answered: 43 Skipped: 6

|                               | Excellent  | Good       | Satisfactory | Poor        | Total |
|-------------------------------|------------|------------|--------------|-------------|-------|
| Education                     | 17.9%<br>7 | 15.4%<br>6 | 28.2%<br>11  | 38.5%<br>15 | 39    |
| Health                        | 21.1%<br>4 | 10.5%<br>2 | 10.5%<br>2   | 57.9%<br>11 | 19    |
| CAMHS                         | 0.0%<br>0  | 15.4%<br>2 | 38.5%<br>5   | 46.1%<br>6  | 13    |
| Housing                       | 0.0%<br>0  | 11.1%<br>1 | 22.2%<br>2   | 66.7%<br>6  | 9     |
| Training providers/Employment | 14.3%<br>2 | 7.1%<br>1  | 7.1%<br>1    | 71.5%<br>10 | 14    |
| Other                         | 12.5%<br>1 | 0.0%<br>0  | 25.0%<br>2   | 62.5%<br>5  | 8     |

## 14. Is there any additional input from other services which you feel would/could be of benefit?

Answered: 31 Skipped: 18

CAMHS, housing, training providers, health, Mentoring from education, Life skills from education, Housing opportunities, Employment opportunities, A nominated key worker would be helpful, Far more information on finance, Connexions service reinstated.

See appendices for all responses.

## 15. What would/could make the process easier?

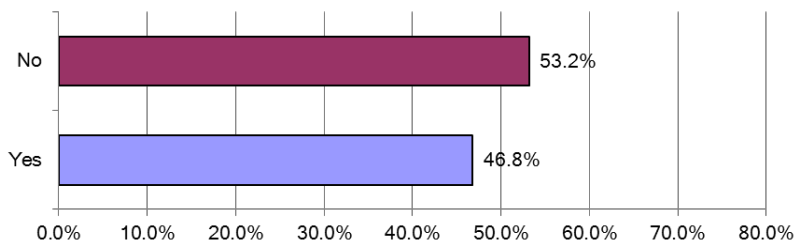
Answered: 39 Skipped: 10

Having the same key personnel, i.e. Social Worker, SEN, TSW, etc. throughout the process for continuity, consistency, etc. and not having to chase up meetings with a clear plan of expected events during the process. PCP approach.

See appendices for all responses.

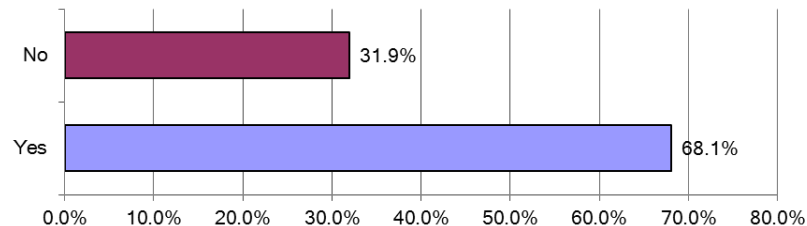
## 16. Have EHCPs been explained to you?

Answered: 47 Skipped: 2



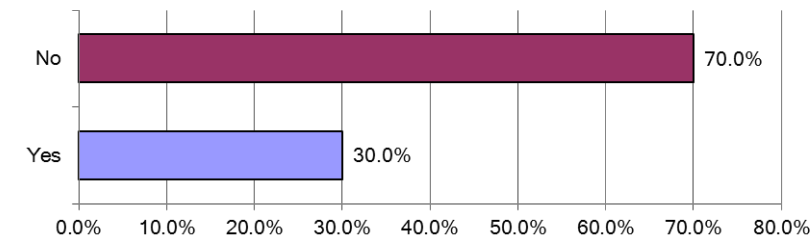
## 17. Did your young person previously have a statement?

Answered: 47 Skipped: 2



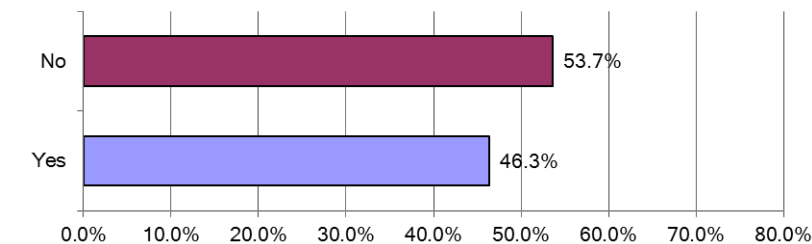
## 18. If no EHCP in place or no previous statement has transition been discussed?

Answered: 20 Skipped: 29



## 19. Does your young person have an EHCP or is due to have one in the near future?

Answered: 41 Skipped: 8



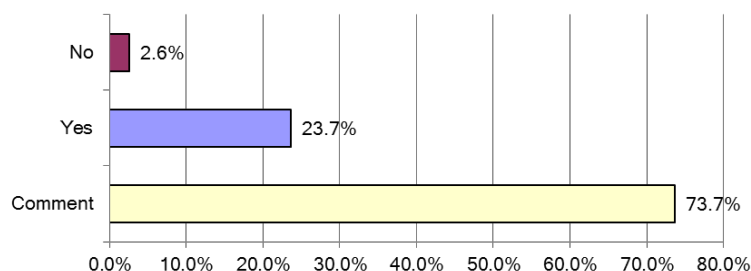
## 20. How do you rate the process of getting/maintaining an EHCP for your young person?

Answered: 33 Skipped: 16

|  | Excellent  | Good       | Satisfactory | Poor        | Total |
|--|------------|------------|--------------|-------------|-------|
| Application  | 6.3%<br>1  | 18.7%<br>3 | 18.7%<br>3   | 56.3%<br>9  | 16    |
| Education input                                      | 17.6%<br>3 | 17.6%<br>3 | 5.9%<br>1    | 58.9%<br>10 | 17    |
| Health input   | 0.0%<br>0  | 7.7%<br>1  | 23.0%<br>3   | 69.3%<br>9  | 13    |
| Social care input                                    | 0.0%<br>0  | 7.7%<br>1  | 15.4%<br>2   | 76.9%<br>10 | 13    |
| Maintenance of EHCP<br>(follow up/monitoring/review) | 10.0%<br>1 | 0.0%<br>0  | 30.0%<br>3   | 60.0%<br>6  | 10    |

## 21. Do you think the EHCP has value?

Answered: 38 Skipped: 11

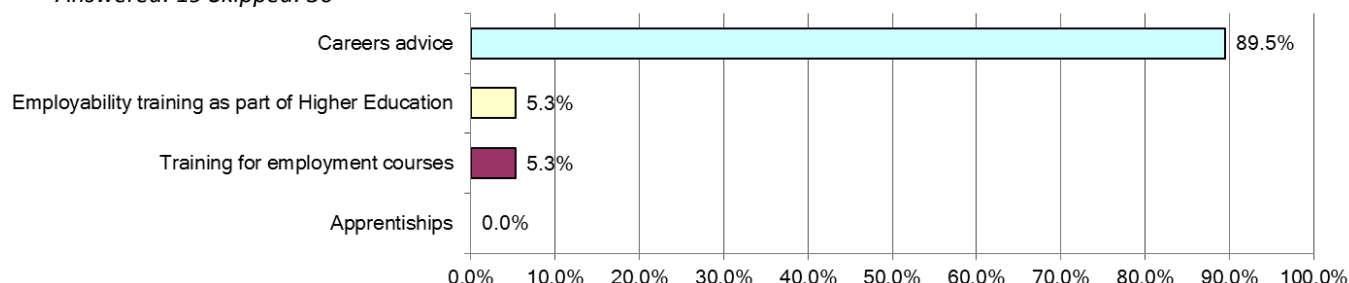


"It will have value BUT getting one in time for the deadline is a bit worrying. It is being delayed due to staff shortages. It has been stated that support for my son will continue until a care assessment is done. If he meets the criteria the support will continue. My worry is that he will not meet the criteria. What will happen to him if he does not get the support he will need as autism is a lifelong condition! There are going to be appeals and tribunals which will have a financial and emotional cost. The delays will have adverse effects on the young people."

See appendices for all responses.

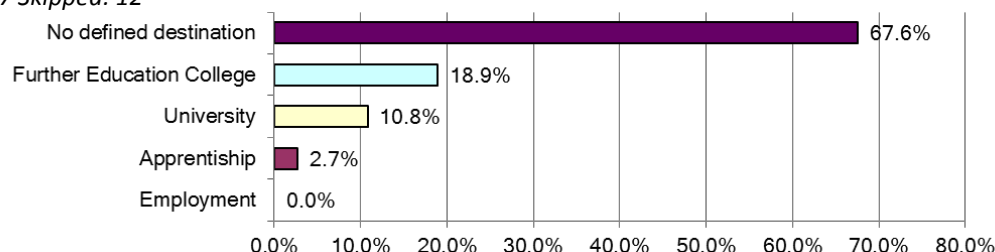
## 22. What training for employment has been/is in place for your young person?

Answered: 19 Skipped: 30



## 23. Did/does your young person have a defined destination post transition post 19? If so where?

Answered: 37 Skipped: 12



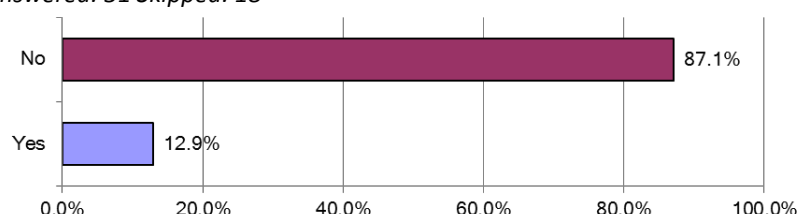
## 24. How would you rate the transfer of your young person from child to adult services?

Answered: 35 Skipped: 13

|            | Excellent  | Good       | Satisfactory | Poor         | Total |
|------------|------------|------------|--------------|--------------|-------|
| Education  | 4.0%<br>1  | 16.0%<br>4 | 8.0%<br>2    | 72.0%<br>18  | 25    |
| Housing    | 6.25%<br>1 | 6.25%<br>1 | 6.25%<br>1   | 81.25%<br>13 | 16    |
| Health     | 5.3%<br>1  | 5.3%<br>1  | 15.8%<br>3   | 73.6%<br>14  | 19    |
| Employment | 0.0%<br>0  | 0.0%<br>0  | 10.5%<br>2   | 89.5%<br>17  | 19    |

## 25. Do you feel there is/was a joined up approach between services during transition?

Answered: 31 Skipped: 18



## Appendices – full responses to open-ended questions

### Question 5 – What is your understanding of the term transition in this context?

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|--|
| I understand that the term 'transition' is used to describe the support and services that are available to equip a young person with the transition from school to the next stage of their choice. |
| Moving on from school to college.  |
| The process of moving from being a child into adulthood and the services used.   |
| Moving from an education environment to a work one.  |
| Change from one place / state to another.  |
| From primary to secondary.   |
| Moving through further education.  |
| Moving from education to higher education or employment.   |
| Transfer of care giving responsibilities, also change in level of expectation of the person with autism.   |
| Moving on to adulthood & associated services.  |
| Moving from one phase to another e.g. from education into the community.   |
| Transition from school into either further education/training or work.   |
| Transfer to new secondary school.  |
| Moving from children's services to adult.  |
| Moving from secondary education to College. Also change from statement to Healthcare plan.   |
| Moving on from school.   |
| Passing from children's services to adult.   |
| I believe it describes the movement of a young person from education into adulthood.   |
| Moving through stages in the different education/training.   |
| Going from Secondary school to college or going from Statement to the new version.   |
| To change placement for education.   |
| Moving from one educational stage to the next.   |
| Moving from Secondary school to college.   |
| Moving on.   |
| Moving from setting to setting, i.e. school to college.  |
| Moving on to the next stage of education.  |
| A change in environment and/or circumstances and expectations.   |
| Not sure- transition from child status to adult status?  |
| I'm not sure what you mean here.   |
| Leaving school.  |
| Getting a job after college.   |
| Moving from one situation to another i.e. leaving college to go into the workplace / university.   |
| The move from child services to adult PLUS switch to EHC plan.   |
| Transition from school to college.   |
| A smooth planned journey from one experience (e.g. care school college) to another.  |
| Moving from one phase of education to the next.  |
| Moving from school education to college and then to adulthood.   |
| Help with setting the young person on the right path for the future taking into account their strengths and weaknesses.  |
| Moving to college.   |
| Moving on to the next part of school/life.   |
| A move from children's service support to adult services support.  |
| Moving from one year/school to the next.   |
| Moving from one education establishment to another or moving into the world of work.   |
| A move which caters for our son's changing needs.  |
| Change from one stage to the next, or one place to the next.   |
| Moving on from /to school /college.  |
| Leaving school and going to college.   |
| Children to adult. School to provisions.   |

## Question 6 – What are/were your expectations of the transition process?

|  |
|--|
| Not yet had to consider the provision that may or mayn't be available yet.   |
| Still going through not starting college until September.  |
| Support and information on what is available and how to access services, accommodation, training, work etc.  |
| That we would be supported all the way with this process.  |
| Change.  |
| Communication between schools and educational progress in the first two years of moving to secondary.  |
| None.  |
| That there would be a clear set of options in moving from 6th form college to more education or work. This was certainly true when moving from school to 6th form college, but not the next transition.  |
| I have very low expectations as we have not had any support signalling that the relevant authorities acknowledge the care needed - regardless of whether they feel they have the transition under control.   |
| Another round of numerous meetings and paperwork - all more relevant to the people responsible for completing them than the young person involved.   |
| That all agencies would work together to accomplish the best planning and provision for the young person.  |
| Additional help to meet my child's needs.  |
| Frequent visits in class day time. Spend a few full days at the school.  |
| I expected more adult support for my son. Someone who had a good knowledge of Aspergers and would support and help him.  |
| For my son to be supported, see the college when it's not very busy & see places that are available to go to outside lesson time. Get help with making good subject choices & understand what work is required outside of lessons. Timetable , map, subject teachers etc.                          |
| Lots of support and advice relevant to us.   |
| I had hoped there would be more support for adults.  |
| None! As I was aware how scarce the services were.   |
| That it would be a confusing + unsettling time.  |
| I hope they will continue to get good support at college and beyond. Statement to new system: unknown.   |
| For my son to be placed in the best match to meet his needs & a place he feels most comfortable.   |
| There should be a handover from school to sixth form college. The college should be knowledgeable about Asperger's syndrome and be ready to collect information about their new student.   |
| That start the transition process early as possible to make a decision which school or college to attend.  |
| Very low given experience of older child being 2 years older.  |
| Easy process without having to fight for stuff my son needs.   |
| That support would be there to guide and advise my daughter. That extra time would be made available to help her decide her next choices.  |
| I had hoped my son would have had support at college with job interviews, where to look for work and what happens after A levels if not going to university. He had nothing and is now just at home anxious about next steps.  |
| No idea of the transition process or what it is. The first I heard of it was the email indicating about this survey.   |
| None.  |
| Exactly as they are; difficult.  |
| That there would be consultations and support.   |
| An effort to remove service provision and limit costs to state and aid to child / adult.   |
| The level of support he would get, would they be enough for him.   |
| Very Poor. I had to take the lead to ensure it was done in a timely manner and not last minute even with a very good secondary school. It took 2 years to plan secondary to college and then chosen college pulled out package on over 24hours before Sept start date and a transfer was required. |
| That the SEN at the secondary school would liaise directly with the SEN at the college and that my son would have an introductory tour on his own of his new college before he started.  |
| I expected informed and thoughtful child/young person centred advice, and further education to meet his needs and support my son in his transition to adulthood.   |
| Help with the above.   |
| They were good, we have been mislead.  |
| We were hoping that the process would be explained but now that my son is in college I feel it is hard to know what is happening.  |
| A series of meetings to jointly complete a comprehensive assessment of the ongoing and future needs of my son.   |
| Unsure.  |
| A key worker to monitor, guide, nurture, advise, and communicate needs between parties.  |
| My expectation was that transition would be a seamless move from children's services to adult services. I also expected that our son would be included in the decision making process as it is his future being discussed.   |
| Guidance on what was on offer in relation to schooling and relationships.  |
| That information from the junior school would be passed on to secondary school and to meet the new SEN. Also for my child to have extra days to get used to the new school before the move.  |
| For it to be as smooth as possible for my daughter.  |
| Pointless due to the a) lack of money b) lack of provision.  |



## Question 8 – In what way (if any) is/was your young person involved in transition?

|  |
|--|
| Not applicable.  |
| Meeting with Careers Adviser, Meeting with special needs team at College.  |
| My Son is non-verbal so I spoke for him during the process based on my knowledge of his likes, needs, ability etc.   |
| Often as a bystander being pushed around....from in care... to community... homelessness etc.  |
| Not at all until problems developed at secondary.  |
| He is at local college, due to us paying for him to go to another college early and managing all the problems of moving and transport and coping.  |
| He is involved in all the meetings.  |
| I act as his P.A. and involve him as much as possible so that he can make the choices he is capable of making.   |
| None due to lack of understanding & non-verbal.  |
| Very difficult to engage as very anxious about next steps.   |
| He was aware of the support we were trying to get him.   |
| None at all no visit to his primary school from his secondary year head - no contact at all, very poor.  |
| Constant assessments.  |
| So far have had a person visit the school to ask questions about possible jobs but was of little help.   |
| He was asked his opinion but couldn't really be bothered as there would be no support anyway so why should he make the effort?   |
| As above.  |
| To early on to answer this but I know the school plan to include them. They are still in Year 10 and transition doesn't properly begin until year 11. Just pre-transition informal discussions & a Post 16 event for the whole of year 10. |
| He has visited a few colleges & chosen where he felt the most comfortable.   |
| My child and I attended the college to discuss her needs but due to staff changes the notes from our interview were lost. When she started no one knew we had even been in to see them.  |
| She was involved in the meetings with staff and educational physiologist.  |
| None, due to level of understanding.   |
| Very little, due to his level of understanding.  |
| None.  |
| Hasn't been involved, this transition wasn't even considered.  |
| No involvement as we don't know anything about it. Not been told.  |
| He was involved at secondary school but didn't really want to participate. I don't know at college.  |
| Asked opinions and attended initial transition meeting.  |
| Was asked his views and any problems he might have about going to college.   |
| Fully from visits to his views and aspirations.  |
| I arranged for my son to visit his new college before he started. I also arranged for him to spend time talking to other students who were already at the college.   |
| Not involved as he finds it difficult to express his views verbally.   |
| He was not - he became a passive observer.   |
| Take to the college for a taster day and promised things they were never going to do.  |
| When he was at school he was asked where he wanted to go but now he feel lost.   |
| He wasn't. The transition social worker met him but he was beginning to suffer mental health problems at this time so could not engage in the process in any meaningful way.   |
| Given social stories, extra time to talk about it, given extra visits at the end of the school year and before school starts again; not gone through school change yet.  |
| Previsits to the next establishment and discussions about where he was going.  |
| Transitional Social worker did come to meet our son but I feel that he ought to have been included more.   |
| Hampshire had one interview with our son, other than that he was not involved. He received no guidance just told that he need to make choices for the future but not how to achieve his aspirations and expectations.                      |
| Attended the extra days at the new school, but not involved in the meetings.   |
| We are just about to start it.   |
| She can't be, but even more reason that my views as her strongest advocate should have been heard.   |

**Question 14 – Is there any additional input you feel from other services which you feel would/could be of benefit?**

|   |
|---|
| I have only ever had one type of provision. This has been an Applied behavioural Analysis (ABA) programme. With ABA, I have been able to function successfully within a mainstream primary school and have not had the need for any other external agencies to be involved including a paediatrician, SALT and OT.  |
| We have had no help from any of the services at all. My son still lives at home and doesn't work. We have no support at all.  |
| Primary Mental Health Workers/links between school and CAMHS that liaise with families.   |
| Mentoring from education. Life skills from education. Housing opportunities. Employment opportunities.  |
| As yet we have had no input from anyone about the options for support (education, employment or housing) beyond 6th form college.   |
| A nominated key worker would be helpful.  |
| Pass - don't know.  |
| Support from Hampshire CC (Education) through the extended support that should now be provided up to age 25.  |
| No.   |
| Far more information on finance.  |
| Provide more support emotionally.   |
| Only those listed above which we weren't offered.   |
| I need someone to talk me through what will happen in the process of changing from a statement to the new version but the school are being very helpful about helping choose a college. There being a transport to college scheme like the county council provided taxi they use for school. We really only have one possible college that does A levels we can get them too without it & we can't book a taxi for them ourselves as the council pre-book all local taxis for school transport. |
| I'm not sure.   |
| No.   |
| Health, social services, training/employment all neglected.   |
| Support to get school attendance back on track, exam counselling re what she needs re course entry requirements, specialist provision available, SEN availability at college.   |
| Connexions workers at college making access to them easy, having a tutor with knowledge of ASC at college.  |
| Don't know because I don't know what the services are meant to offer in terms of help & advice.   |
| I don't even know what could be involved in that let alone say whether I'd need/want it.  |
| I think a reassessment by CAM would help - as child discharged from CAMS as they felt they could no longer add any value over and above what we had learnt to provide as parents and the school provision.  |
| Eastleigh college is the best in the area with college house, but only 12 places, be good if other colleges offer similar schemes, they are more students than places.  |
| Health equals our sons paediatrician not all health.  |
| Secondary education in general needs to be more aware of the challenges facing students with AS, and be proactive in anticipating worries / difficulties. I also think that colleges need to communicate more amongst the teaching staff - my son has been there a year and I am still telling his teachers that he has AS.   |
| Social services, CAMHS, housing, an overall viewpoint of what was available from colleges across the county. .it is too difficult to find specialist services in colleges myself e.g. I have now had to look at colleges across the whole county.   |
| It would have been nice if the Connexions woman had turned up rather than receiving a card pushed across the table with the message - contact her if you need her.<br>It would have also been helpful if instead of sugary words about my child being capable of 'anything' in the 'all must have prizes' mode of speech, someone had actually looked at my child and given us some idea of what he could achieve in the future.  |
| It might have been useful to have health and housing involved as well as possibly agencies to discuss the options for the future in terms of the above.   |
| There has been no preparation for the world of work or adult life. Transition from school to college was OK but there is no monitoring and no transition work post 18.  |
| Housing and employment opportunities and associated services would be beneficial as our son "matures". They have aspirations like their peer group but NOT the same opportunities because of their extra/SN needs.  |
| CAMHS, housing, training providers, health.   |
| No. Sort out the state of the other services first, before adding another opinion in the mix.   |

## Question 15 – What would/could make the process easier?

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| Not having to facilitate/chase up meetings and contact transition team. They should have contacted me on behalf of my son.   |
| Having the same key personnel i.e. Social Worker, SEN, TSW etc. throughout the process for continuity, consistency etc.  |
| More joined up working.  |
| Education for schools.   |
| Having a point of contact for support in transition.   |
| Joined up services!  |
| Clear timetable of events that can be anticipated from Year 10 onwards including management of the GCSE period lessons. School should not finish for 16 year olds until the end of the term when everyone else finishes in July. It's not fair to have youngsters thrown out of the system for 1/4 of the year between GCSE exams and college starting - they are supposed to be in full time education until 18 and no-one has thought through the implications of this and how it affects children post GCSE exams. We desperately need a social development programme in schools to bridge the gap for all pupils.... something engaging they can be proud to take part in. |
| Less bureaucracy & meetings.   |
| Better communication between services. Nobody is leading.  |
| The forms and process from Hampshire CC (Education) were geared to younger children (of school age) - as my son is nearly 20, most of the questions did not apply/ were not relevant.  |
| Start process in the summer term with frequent class time days at new school.  |
| Promoter communication and follow up with main carer.  |
| To have a plan now to show what will be happening, i.e. visits to college, talk with additional support team.<br>Talk with someone & family with similar issues who is in their first year.<br>Talk about possibility of university, what support there is, is it something he should consider, if it is what he needs to get there.   |
| More support for adults.   |
| Earlier diagnosis of autism.   |
| Longer preparation time and more detailed pre-transition preparation and more choice of college available- if the one college can't provide the support we're stuck.   |
| Knowing which setting the young person will be in so that they can have a transition program which is long enough for them to feel settled when they finally start.  |
| Education professionals need to understand that the 'one size fits all' approach does not work. Students with AS are not the same as neuro typical teenagers   |
| All the services working closer together.  |
| If things weren't a fight no energy for it all.  |
| Actually have input from those listed above.   |
| All of the above.  |
| Any help at all.   |
| Make sure that everyone who should get the advice or information actually gets it. Our daughter clearly hasn't.  |
| If I knew that, I would have sought after it already.  |
| College to follow through on transitioning that was put in place at secondary school. There was little support during his time at college and no support for moving into the workplace.  |
| It just feels like you are fighting to get support with no real idea of what is available, and where - people don't suddenly stop needing help at 16.  |
| Present format is very good with an interview with college advisor, one to one, who sets up visits to college ,course content ,fill in forms for you, well done Eastleigh college.   |
| The educational establishment needs to ensure it communicates internally more effectively - teachers should be informed directly about the special needs of each of their students, and have a chat with the student and / or parents about particular needs Before term starts.   |
| A connexions pa still being in place with a proactive role and consistency of this support.  |
| Someone who actually cared.  |
| If they were clear and honest.   |
| What should happen after he leaves school? During his school years we were kept informed of what was happening but now we haven't got a clue.  |
| A more planned process started well in advance of the transition with an explanation of all the agencies who could be potentially involved and the opportunity to meet with them at the same time or individually you gather information to share with my son and then explore the options for the future before the final assessment/ transition.   |
| listening to parents.  |
| Key worker/point of contact to guide and advise, supported work experience, monitoring of mental health post 18.   |
| A person centred planning PCP approach with the young person at the heart! This would benefit all.   |
| Clear vision on what services are available, and how to access them.   |
| More control to parents. Less control to services.   |

## Question 21 – Do you think the EHCP has value?

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| Difficult to answer as still so new.  |
| If used as it should be.  |
| If it were used.  |
| My son is on a list to be considered for an ECHP, but I have had no further information.  |
| If I went under a bus tomorrow, the ECHP is the only document in place to evidence my child's needs. One of my children has one, the other doesn't and it worries me that with his level of need I am the only person who can articulate and be key worker/PA for him ..... there is no support available to him if anything happened to me.  |
| In theory yes but depends on whether content is thorough and acted upon - no point in just words on a document if not put into practice.  |
| It brings together key information and views in one document.   |
| When we tried to apply, we were turned down with no explanation even though we had provided a report from a psychologist who we have paid for privately to work with our son (the psychologist had previously worked for our local NHS child support unit and had a lot of experience working with local schools and Hampshire Education Department.  |
| No comment as never had any experience of this.   |
| From what I have read & heard I do NOT have a positive view of ECHP or the way its set out.   |
| Late diagnosis-no statement, no plan but some school help + excellent understanding at college.   |
| Higher age it goes up to is good but I don't know anything else so can't comment yet.   |
| Still waiting for any feedback, last I heard (spring term parent's evening) process would be started at the beginning of the summer term.   |
| It has taken us over a year and tribunal forms completed on more than one occasion to get the LA to agree to assess, we are currently in the assessment phase after the conceded just before tribunal.  |
| I haven't been told what this is so don't know if it has a value or what that value might be.   |
| Don't know what the ECHP is!  |
| If we could get one.  |
| Not sure - think I was lucky with allocated advisor.  |
| It's important that my son's special needs are continued with a statement of special needs so he can progress with his education.   |
| Only if they can be written in time one lady doing North Hants one so just using S139a plan and we will change at first review as she has no time to do them all by Aug 2015.   |
| Don't believe an ECHP applies if your child had a statement.  |
| We were not informed we needed to apply until we decided to move him to another college.  |
| Now he is at college, I don't know.   |
| It is a more binding arrangement for funding for ongoing education needs. It doesn't have as much of a cohesive involvement from other agencies such as health as I had expected. I thought it would be a more holistic plan to ensure health needs etc. were addressed not necessarily all related to education.   |
| My son is due to move to an EHCP from statement in year 6 (currently finishing year 4).   |
| It will have value BUT getting one in time for the deadline is a bit worrying. It is being delayed due to staff shortages. It has been stated that support for my son will continue until a care assessment is done. If he meets the criteria the support will continue. My worry is that he will not meet the criteria. What will happen to him if he does not get the support he will need as autism is a lifelong condition! There are going to be appeals and tribunals which will have a financial and emotional cost. The delays will have adverse effects on the young people. |
| Hampshire education services require a 16 year old to choose if they want an ECHP, our son did not understand so said no. Even though he has had serious mental health issues which I raised with HES (including suicide attempts at 14 years old) I was told my concerns could not be considered.  |
| I don't know what an EHCP plan is.  |