

Guidance for early years' settings on the Transition Partnership Agreement: Supporting Transition

Background

The Inclusion Partnership Agreement (IPA) was developed over 10 years ago and it has now been reviewed and replaced by a significantly revised version which is now called the Transition Partnership Agreement (TPA). The intention behind the agreement has not changed. It was designed as a process for joint action planning with parents/carers and children and young people as appropriate, to support the transition process. This is usually transition to school, but may sometimes be transition to another setting. This remains the purpose of completing a TPA.

The TPA is intended to support the process of ensuring that there is a cooperative and child centred approach to meeting a child's needs. It is not intended as an automatic gateway to additional funding. It can also form part of the evidence gathered to support a request for an Education, Health and Care assessment.

How does the TPA link with the SENSA that is used in schools?

In September 2016 a new process was introduced for schools to identify and implement support arrangements for children with special educational needs beyond year R. As part of this process, a form was developed known as a SEN Support Arrangement form (SENSA). This form is used to set out the child's additional support needs and can be used by a school to provide evidence that additional funding is required for a child. The information on a TPA might be used at a later point in school to help complete a SENSA form and both the TPA and the SENSA can be used as part of the evidence gathering to support a request for an Education, Health and Care assessment.

How is the Transition Partnership Agreement different from other plans?

A TPA is not intended to replace other plans where those plans are working well. The reason for using a TPA is to ensure a good transition plan is made for a child.

What is a Transition Partnership Agreement?

The TPA is a form used to record a meeting. We know that although what is written on a piece of paper does matter, it is people that make a plan work. The success of a TPA or any plan depends on a commitment to a child and their progress, on effective communication and on positive relationships.

Why has it been revised?

The TPA has been revised to respond to changes in practice, especially the development of person centred approaches. It also responds to the person centred principles at the heart of the changes in the legislation on special educational needs and disabilities. These principles are good principles for planning for transition.

Who has been involved in revising it?

The new TPA has been developed with parents, including representatives from Hampshire Parent Carer Network, SENCOs and Area Inclusion Coordinators (Area InCos), home school link workers, and educational psychologists.

Is it a legal document and will other local authorities recognise it?

The TPA is not a legal document. When TPAs have been successful it is because they record a clear and accountable plan, based on trust and the strength of positive relationships.

Guidance on using the form

General guidance

- To make a TPA meeting efficient, copies of the form should be sent to parents or carers, and as much of it as possible should be completed before the meeting
- As well as parents or carers, someone who knows the child or young person best and has a current responsibility for that child or young person should complete the form.
- For preschool children, their contribution will be recorded on their behalf
- Staff in a preschool setting can discuss completing the TPA with Area InCos and with school staff
- If a person centred planning meeting has been held, then the information from that meeting can be transferred to the TPA form
- Information that has been gathered for another purpose (for example, a one page profile) can be used as part of the TPA
- The form is available as a word document. The headings on the form should be personalised with the name of the child. All the headings should be used
- There is a separate signature sheet. Everyone present at the meeting should be asked to sign this sheet at the time. The setting manager, headteacher or principal should also be asked to sign the TPA to demonstrate their commitment to its implementation

Specific guidance - please refer to the TPA record form

Section 1:

- Record the name of the school the child is transitioning to
- Add the names and roles of any professionals previously or currently working with the child
- Add the date of the meeting and the names of those present

Section 2: The child or young person's picture

- Copy and paste a picture of the child

Section 3: What is important to the child?

What is important to the child? It will include what the child likes, what they dislike, and what they might worry about. It will also include what the parents or carers and other key adults that know the child or young person like and admire about them, and the child's interests and strengths. If the child already has a one-page profile or if their views have already been represented through photographs or other means of recording, then these can be used and attached to the TPA form. Where this is the case, please simply record on the form that this information is attached. This section should be completed before the meeting.

Section 4: How the child is being helped now

This section is intended to provide a summary of what *everyone working with the child*, including parents or carers, is doing. This section should be completed before the meeting.

- **This is what we are working towards (for example, communication, interactions, independence, emotional resilience):** This is intended to record the broad priorities
- **These are the actions we are taking:** This records what is actually being done with the child or young person
- **These are the outcomes of our actions:** This records the progress that is being made
- **These are the other things that are going well:** This records the other positive changes that might have been noticed even though they might not have been specifically targeted

Section 5: Next steps for the child

This section should also be completed before the meeting. In this section it is important to use the time scales that are most appropriate for that child in the circumstances. This will mean deleting or amending the text as necessary. The content could be based on a person centred meeting. It must take account of what the child might wish for if they could express their wishes for the future, of their parents or carers, and of other people working with the child or young person. In this section, broad priorities can be recorded. They will be recorded in greater and specific detail in the *Summary of action agreed*.

Section 6: Has anything affected progress?

Unpredictable things happen in life. In this section note anything that has happened that might have had an impact for the child in their life as a whole and how this has affected their progress. Also record what action has been taken to help the situation and how it has helped.

Section 7: Plans for transition

Please complete this section with the relevant information.

Section 8: Summary of action agreed

In this section so far as possible SMART targets should be recorded.

Note who is taking responsibility to see that the actions are carried out in the child's present setting and if relevant, who will take responsibility in the setting to which the child is transferring. Please record who needs to know that an action has been carried out.

In every case there should be agreement about:

- what will be said to the child about the plan
- when the TPA will be reviewed (within three months when it involves a transfer to a new setting)

- and who will talk with the key people not at the meeting but need to know what was discussed and what actions were agreed

Section 9: Checking that actions are taking place

Here, record who will follow up agreed actions, who the parents or carers can talk to if they need to, and who the child or young person can talk to.

Section 10: TPA Signature Sheet

As noted above, the signature sheet is intended to be a separate sheet so that everyone present at the meeting can sign it before they leave the meeting or at the end of the meeting. In addition, the setting manager and headteacher should also be asked to sign the TPA before copies are circulated.

Section 11: Copies

Please ensure that everyone working with or supporting the child either receives a copy or knows where a copy is kept. In addition, please consider who else might need a copy to know that transition planning has taken place. There is no requirement to send a copy to the SEN Service. If there are circumstances where it is thought that it would be useful to do this, then please send a copy as a word document to the relevant SEN in-box.

Section 12: Data statement

This is Hampshire County Council's standard statement about treating personal or sensitive information with the strictest confidence.

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