

## **Guidance for schools and colleges on the Transition Partnership Agreement: Supporting Transition**

### **Background**

The Transition Partnership Agreement (TPA) replaces the Inclusion Partnership Agreement. The IPA was developed in Hampshire over 10 years ago and in light of an increasing emphasis on person centred approaches, it has now been reviewed and significantly revised. The intention behind it then, and now, was to design a process to make an action plan to support transition. The process has been extended for use in the Isle of Wight as well as Hampshire, and is intended for parents and carers, children and young people (where appropriate), schools and colleges, and professionals working with the child or young person.

The TPA is intended to support the process of ensuring that there is a cooperative and child centred approach to meeting a child or young person'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 is the Transition Partnership Agreement different from other plans?**

There are a number of ways of planning to meet a child or young person's needs. Some focus on a particular group, for example a Personal Education Plan (PEP) is used to plan for the education of children that are in care. An Individual Education Plan (IEP) is used for children with special educational needs who are seen as needing extra support. A TPA is used most often to plan for transition but it is also used when more detail is required than might be included on an IEP. Many settings, schools and colleges have developed their own approach to planning and to recording that plan. A TPA is not intended to replace other plans where those plans are working well.

### **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 or young person 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, 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. It can form part of the evidence gathered to support a request for an Education, Health and Care assessment. If a child or young person with a TPA moves to another local authority, a TPA will be taken into account along with any information that transfers. It will demonstrate the action is that taking place and how well that action is meeting needs.

### **Why isn't there a list of the child's special needs, disabilities or diagnoses on the form?**

There is no list of the child's conditions, needs, disabilities or diagnoses, apart from those that might be recorded on the TPA form as aspects that are being 'worked towards'. It was especially important to those parents involved in developing the TPA that the focus of it remains on child and person centered principles and on overcoming difficulties. It may be necessary to provide separate transfer information about a child or ensure that adequate relevant information is shared.

### **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, the form should be completed by someone who knows the child or young person best and has a current responsibility for that child or young person.
- Depending on the age of the child or young person, they will either contribute in their own right or 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, 'My Story' and 'Our Story', a one page profile) can be used as part of the TPA.
- The form is available as a word document. This means that the wording should be edited as necessary to suit the age of the child or young person and the particular setting, school or college. The headings on the form should be personalised with the name of the child or young person. All the headings should be used.
- There is a separate information sheet to be used to record details about the child or young person's attainments.
- 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(not numbered on the form):**

- Delete child/young person as necessary
- If the IPA concerns transition to another setting or class, then complete this.

- Add the names and roles of any professionals previously or currently working with the child or young person.
- Add the date of the meeting and the names of those present.

## **Section 2 (not numbered on the form): The child or young person's picture**

- Copy and paste a picture of the child or young person.

## **Section 3: What is important to the child or young person?**

This clearly focusses on the child or young person's views. If the child or young person 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: The child or young person's achievements, interests and strengths**

This records what the parents or carers and other key adults that know the child or young person like and admire about them. It could be based on 'Our Story' as well as information from other adults that know the child or young person. It may, therefore, involve gathering information from someone who might not be at the meeting. This section should be completed before the meeting.

## **Section 5: How the child or young person is being helped now**

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

- **This is what we are working towards (for example, communication, independence, emotional resilience, reading, maths):** 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. Specific outcomes may be recorded on the separate information sheet if appropriate.
- **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 6: Next steps for the child or young person**

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 or young person and 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 the aspirations of the child or young person, 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 7: 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 or young person in their life as a whole and how this has affected their progress. Also record what action has been taken to help the situation.

### **Section 8: Plans for transition**

Please complete this section with the relevant information.

### **Section 9: 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 or young person's present setting and if relevant, who will take responsibility in the setting to which the child or young person is transferring. Please record who needs to know that an action has been carried out.

*In every case* there should be agreement about who will talk to the child or young person about the plan (even if that child or young person was present at the meeting); when the TPA will be reviewed (within three months when it involves a transfer to a new setting or year group); 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 10: 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 11: TPA Signature Sheet**

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

### **Section 12: 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 13: Data statement**

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

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