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## **Purpose of this Guide**

This guide is designed to support practitioners working with young people and their families during this period of change. The transition from school to adulthood is a time of celebration, change and challenge for young people. For many disabled young people and their families/carers, however, this transition can be very complex and difficult.

Supporting disabled young people during this process can also be a challenge to service providers. This is for a range of reasons:

- The needs and aspirations of each young person are very individual
- The process is spread over a number of years
- The services providing support and the legal framework governing that support change as the young person becomes an adult

The content of this guide provides a reference to good practice and procedures in Transition as identified and agreed by the Multi-agency Transition Group (MATG), in consultation with the National Transitional Support Team (NTST).

It is intended for all professionals working with disabled young people and their families; it provides an integrated multi-agency approach to Transition. This guide is relevant to practitioners working with young people, with, or without, a Statement of Special Educational Need (SEN). However, the Transitional Annual Process is only relevant to young people with a Statement of SEN.

It is accompanied by a Transition Flowchart which gives a visual representation of the transition process and the times at which certain events should happen (Appendix 1). A list of Transition resources can also be found towards the back of this guide.

This guide is part of a series of information packs that have been developed to help young people, parents and carers and professionals understand what is going to happen during transition. Information for young people is contained within the 'Moving into Adulthood' pack (Moving On, Moving Up Folder) to which there is an accompanying 'Transition Information booklet for Parents & Carers'. Transition resources and information will soon be available on the Virtual Learning Environment at

<https://portal.we-learn.org.uk/establishments/0000/enjoy/IDS/Transition/Pages/default.aspx>

Parents/carers, school staff, pupils and professionals within the Children, Young People and Families Directorate will be able to access transition resources online using their unique username and password. The site is currently under development but details will be circulated once the site is established.

## **Multi-Agency Transition Group**

The Multi-Agency Transition Group (MATG) is a strategic group which reports to the Warwickshire Learning Disability Partnership Board (LDPB), and management structures within Children's and Adult Services. It is represented by services involved with young people in Transition. A list of members is outlined in Appendix 2.

The group meets bi-monthly to review and develop good practice and procedures in Warwickshire. The group is co-chaired by Warwickshire's Transition Champions - Diana Sellwood; Service Development Manager, Integrated Disability Service (IDS) and Simon Veasey; Service Delivery Manager (Learning Disability Local Commissioning).

The group works to an Action Plan which covers Information and Communication, Partnership Working, Planning and Processes and Personalisation and Participation.

## **Locality Transition Sub-Groups**

MATG has a number of Transition sub-groups in each locality (Stratford, Rugby, North and Central). The meetings are an opportunity for professionals from various services to network and share information and good practice around Transition issues. Various agencies that work with young people in Transition are members of the locality groups. Parents and young people's voices are represented at the meetings.

The locality Transition sub-groups meet once a term and practitioners and parents are encouraged to attend and contribute. For further information about these groups please contact Donna Kilgour, Transition Co-ordinator on 01926 476849

## **Transition Information Events for Parents/Carers**

Transition Information events for parents/carers of young people with disabilities are held every two years in each local district of Warwickshire. The aim is to provide parents and carers with information about opportunities available for young people moving from children's service to adulthood. Events include a mix of presentations and information stalls. It provides parents/carers with the opportunity to ask questions to a variety of different professionals and services.

## **Transition Training Workshops**

Multi-Agency Transition Workshops for professionals who work with young people through the Transition process are held on an annual basis. Workshops provide professionals with the opportunity to network and keep up-to-date with developments in Transition at a local and National level. Two workshops are convened; one for staff based in the South of the County and the other for staff based in the North and East of the County.

## **Year 8 Multi – Agency Transition meetings**

In the summer term a multi agency meeting will take place in local areas to discuss all young people with a Statement of Special Educational Need in Year 8. The purpose of this meeting will be to agree transition pathways for all these young people.

This meeting will also consider any young person who has received their first Statement of Special Educational Need after Year 8 (aged 14-19yrs). There will also be the opportunity during this meeting to revisit any previously agreed transition pathways where there has been a significant change in circumstances.

Transition pathways will involve identifying agencies that will need to be involved with a young person through their transition and nominating a lead agency. Transition pathways will also identify those young people who have high support needs or complex packages of care.

SENCo's will be required to bring information about young people on School Action Plus to the meeting, where it is identified there is a high level of need.

The 'lead role' will vary depending on the needs of each young person but it will involve:

- Attending and contributing to annual review meetings and any other meetings that may be called around that young person (e.g LAC meetings, family support meetings, etc)
- Keeping up to date records of progress
- Where relevant liaising with other services to ensure a co-ordinated approach to planning.
- Feeding back any issues that arise to the Transition Coordinator so these can be raised with the IDS Service Development Manager with responsibility for Transition.
- Being the key contact point for the young person and/or their family/carers

### **Who should attend the Year 8 Multi Agency Meeting?**

Representatives from:

- Local Special Schools
- Special Education Needs Co-ordinators from the local Mainstream Schools
- Mainstream Connexions
- IDS, including Social Care , Specialist Connexions and Teaching and Learning
- Assessment, Statement & Review Service
- School Nurses

A year 8 Transition leaflet is sent to parents of all Year 8 Statemented pupils in the Autumn Term to explain and inform parents/carers about the Year 8 Multi-Agency meetings.

**Organisation of meeting:** The meeting will be convened by the Transition Co-ordinator and chaired by a member of MATG.

The agenda of the meeting will be organised in such a way that groups of young people from each particular school will be discussed at scheduled times. For young people placed Out of County or home educated discussion will take place with the Independent Reviewing Officer and/or a recent Statement of Special Educational Need will be looked at to identify an appropriate lead agency.

**After the meeting:** Young people and their parents/carers will be informed by letter of their lead agency. Information sent to families will include Transition information booklets for parents/carers explaining the transition process.

Agencies identified for each young person will then be invited to the Year 9 Transition Annual Review meeting by the school.

Information gathered at the Year 8 Multi-Agency meeting is stored on the Year 8 database, within the IDS. This is used to ensure all young people going through Transition in Warwickshire are captured and used to inform planning and commissioning processes within Children's and Adult Services.

## **Transition Case Planning Meetings**

Transition Case Planning meetings are held twice a year (May and November) to discuss those young people approaching adulthood who are likely to require an ongoing service within Adult Services and to plan arrangements for their transfer. Team Leaders/ Lead Practitioners from Adult Disability Services, Leaving Care, IDS and Health attend the meeting.

A complete list of those young people who are expected to transfer in the next five years i.e. those young people aged 13yrs and above will be circulated prior to the meeting. Young People aged 15yrs and above will be discussed in detail at the meeting. Information considered at the meeting includes condition/needs of the young person, current service provision, personal information, anticipated eligibility for Adult Services, Continuing Health Care screening, future housing needs and any safeguarding concerns. Young people continue to be tracked at the Transition Case Planning meetings until they have transferred at Adult Social Care or been signposted as appropriate.

## **Joint Assessment Guidance**

The purpose of this guidance is to ensure assessment information gathered by IDS workers is shared and incorporated into Adult assessments, thus avoiding duplication. It is aimed at practitioners within IDS and Adult Services.

✓IDS staff will supply detailed case information to support the completion of Community Care Assessments, self assessments and support planning process by the Adult Social Worker. They will not do a Community Care Assessment but provide details such as:

- Personal History
- Service History and current services provided, costs, who funds them and contributes from health
- Medical situation, condition, needs
- Care needs
- Views of young person
- Relevant information on parents/carers
- Details of any plans e.g. Person Centred Plan, Transition Plan
- Details of any other parties involved

Other useful information to provide to Adult Services includes recent reports and/or reviews. This will eliminate the need for complete reassessment. It is the responsibility of practitioners within IDS to provide this information for the Transition Case Planning meeting prior to the young person's 16<sup>th</sup> birthday.

It is expected that the IDS worker will have made the appropriate contacts with mainstream Connexions and Leaving Care Services where relevant and this will be detailed in the information supplied. Following this both teams need to be jointly working with schools and all appropriate services to ensure all professional views are captured.

Staff from adult social care will be assigned to young people by 17 ½ years at a minimum. Many young people particularly those with more complex needs will be assigned to an adult worker prior to their 17<sup>th</sup> birthday. It is good practice for Adult Social Worker's and IDS Social Workers to work jointly with a young person and family from 17yrs onwards to ensure a smooth transition, e.g. joint visits, meetings reviews, etc.

✓ Adult Team worker to produce a Community Care Assessment in collaboration with the IDS worker. Both workers to stay involved until the young person's 18<sup>th</sup> birthday and to jointly make an Action Plan showing who will do what. Files will need to be transferred to the Adult Team worker on the young person's 18<sup>th</sup> birthday.

Those young people unlikely to meet Adult Social Care criteria may be eligible for other service, e.g. Autistic Spectrum Conditions Broker Service, Supporting People, Connexions, Job Centre Plus.

Disabled Young People who are Looked After will have access to support from Adult Social Care Disability Services but it is expected the Leaving Care Teams will have an ongoing role until the young person reaches the age of 21

**For further detailed guidance please refer to the Children's IDS and Adults Protocol, and the Transition Leaving Care Protocol between Children's IDS, Adult Services and Leaving Care Appendix 3 and 4).**

## Transition To Adulthood – An Explanation of Transition Meetings and Events

### Multi Agency Transition Group

**Purpose:** To provide a strategic overview of transition work across the county.

**Joint Chairs:** Simon Veasey – Adult LD / Diana Sellwood – IDS

**Attendees:** Managers from key agencies involved in the transition process. Parent/carers are represented and young people's views are sought via a link with the Wacky Forum

**Meets:** Bi monthly

**Reports to:** The Learning Disability Partnership Board, Children and Young People Strategic Partnership Board, the IDS Parents Steering Group and the Wacky Forum

### Locality Transition Sub-Groups

**Purpose:** Networking, sharing information, joint training and consultation.

**Rugby – Chair –** Catherine Kennedy

**North – Chair –** Liz Mackenzie

**Central/South– Chairs –** Donna Kilgour/Julie Milne

**Attendees:** Practitioners from across the relevant agencies, parent/carers

**Meets:** Once a term, hosted by local special schools

### Year 8 Transition Meetings

**Purpose:** To consider the needs of young people with Special Educational Needs in Year 8 and agree a lead agency to support each young person through transition from school. To gather information to support planning and commissioning.

**Chairs –** Members of MATG

**Attendees:** School SENCOs, Managers from IDS teams, Connexions managers.

**Meets:** Meetings held annually in mainstream and special schools across the county during June/July

### Transition Case Planning Meetings

**Purpose:** To plan the transfer of individual cases from IDS to adult services. To gather information to support planning and commissioning.

**Chair- North: Chris Southin, South: Diana Sellwood**

**Attendees:** Team Leaders from IDS Social Care, IDS Connexions, Leaving Care, Adult Social Care, Adult Health Services.

**Meets:** Meetings held every 6 months – May and November.

### Transition Information Events

**Purpose:** Provide parents/carers with information about transition and services available to young people moving on into Adulthood.

**Attendees:** Parents/carers of young people in Year 8 and above with a disability

**Where/When:** Every two years in each locality

### Transition Training Workshops

**Purpose:** Provide practitioners with training around Transition and the opportunity to network

**Attendees:** Multi-agency – services that work with young disabled people in Transition

**Where/When:** Annually – South and North

## **What is Transition?**

Transition is the process that helps young people move through adolescence to adulthood, educationally, emotionally, physically and as individuals within society. It is not a single event or meeting. Transition should be viewed as a live ongoing process, taking place over a number of years.

Transition for young people with Statements of Special Educational Need begins formally at their Year 9 Transition Annual Review, when they are aged 14. This is also the age when all young people begin to make choices about courses and subjects. For this meeting the concept of transition and what it means should be introduced to the young person and their parents/carers to enable them to think about planning for their future. The Moving into Adulthood folder can be used as a resource to support a young person to plan and prepare for their Transition Annual Review.

The process of transition requires careful planning for the early teenage years and should be flexible to allow various options to be tried in accordance with the young person's hopes and aspirations.

Effective transition planning requires a collaborative approach between the young person, their parents/carers and all agencies involved or likely to be involved.

It is important the Transition process is Person Centred. It is best if the young person can be supported to think about what is important now and in the future, what is working and what isn't working in their life, before the meeting. A key development in Warwickshire is the move towards using Person Centred Approaches in reviews and meetings, as emphasised by National Guidance; *Learning and Skills Act 2008*, *Valuing People Now*, *Every Child Matters*, *Improving the life chances of Disabled People 2005*.

Young people should be at the centre of the transition process. They should be invited to and fully prepared for all meetings throughout their transition to adulthood.



# **Professional Roles in Transition**

## **Introduction**

Social care, Connexions, Education, Health Services and many other agencies all have a role to play in planning and supporting a young person and their parent/carers through the Transition process. The planning process needs the involvement of an integrated multi-agency team approach and should be started in advance of a young person leaving school, so that a young person's needs and choices are fully explored. Successful planning is person centred and recognises that the young person's needs will change over time. It may be a simple or complex process depending on the young person's needs and the range of agencies involved.

## **Connexions Advisers**

The Connexions Service provides trained Personal Advisors for young people and has a strong base in schools and further education colleges. The service is available to every young person age 13 – 19 even if they are not attending school. For young people with additional needs such as learning difficulties and/or disabilities the service may continue to be involved until the young person's 25<sup>th</sup> birthday.

## **Social Workers**

Social workers work in partnership with the young person and their parents/carers to help them plan towards the young person's adult life and promote independence. Where relevant, children's social workers will work with Adult Social workers to ensure a smooth transition between Children's and Adults Services, and that assessments are completed jointly to reduce duplication. The children's Social worker will explain to the young person and their parents/carers how and when responsibility for their support will transfer to the Adult Team.

## **Health Professionals**

A significant number of disabled young people are likely to be receiving services from a range of health professionals. These health professionals have a key role in the transition planning process. This includes providing information on current health needs and possible future health support

Health professionals should discuss arrangements for the transfer to adult health care services with the young person, their parents/carers and their G.P. They should arrange for any referrals and transfer of records as necessary subject to the informed consent of the young person and parents/carers.

Where appropriate a health professional may complete a health action plan to identify future/ongoing health needs. This could form part of the Transition Plan for young people with a Statement of SEN or could be a stand alone document for other young people. Further guidance for health professionals can be found in *Transition: Moving on Well, Department of Health 2008*.

## **Other Agencies**

There are many other agencies that may have a role to play in the transition process and could also attend Transition Review meetings.

These might include: the Assessment, Statement & Review Service, Integrated Disability Service, Teaching and Learning (IDS), Education Social Work Service, Educational Psychology, Youth Justice Service, Parent Partnership, and the Early Intervention Service.

## **The Transition Process**

### **Year 8 Aged 13**

**The Local Authority provides the Transition Co-ordinator with a list of young people with a Statement of Special Educational Need by the end of the spring term. Multi agency meetings in local areas to take place in the summer term to agree likely transitions pathways, identify a lead agency and the need for other agency involvement for these young people (see page 3)**

### **Year 9 Aged 14**

**For young people with a Statement of Special Educational Need, school arranges Year 9 Transition Annual Review meeting and invites Connexions and any other agencies agreed at the Year 8 Transition meeting.**

## **What is a Transition Annual Review Meeting?**

### **The Transition Annual Review Meeting will:**

- Look at the young person's Statement of Special Educational Need and Individual Education Plan
- Recommend amendments to the young person's Statement if this is needed
- Make a Transition Plan which should include:

Details of what the young person and their parents/carers want for the future

What help the young person will need to become more independent and confident

What support the young person should have with any additional needs for example: health or social care needs

What practical help may be needed at home

The Transition Annual Review Meeting is about exploring some of the young person's hopes and dreams for the future and trying to make them happen.

Parent/carers should also be fully involved in all the plans that are being made at this meeting.

Transition Annual Review Meeting should consider issues like:

School	College	Housing
Work	Health	Family & Friends
Relationships	Leisure	Money/Benefits

Within Warwickshire a number of professionals are trained to facilitate Person Centred Transition Reviews. MATG's strategy is to promote Person Centred Reviews at schools in Warwickshire. Pilots will be initiated and evaluated as a starting point towards this development.

### **What is a Transition Plan?**

A Transition Plan is:

- A co-ordinated plan or series of plans for every young person aged 14 to 19 with a Statement of Special Educational Need. It should prepare and underpin the young person's successful transition from school to adult life
- Consider every aspect of the young person's future life including: education, health, leisure, relationships, finance, work and housing
- Involve the young person, their parents/carers and all agencies involved or likely to be involved in the future
- Include an Annual review of the Statement of Special Educational Need

The views of the young person should be recorded on an appropriate individual transition plan. **For an example see Appendix 6.** This plan is used in Hull and is acknowledged as an example of good practice.

Transition Plans should ensure that all agencies needed are actively involved and provide a co-ordinated response within and between all agencies involved.

Agencies attending the meeting should prepare, where appropriate, a written report on the young person.

However preparation for this review is likely to take longer as information will need to be gathered from a wider number of sources including: the young person, their parents/carers, Connexions, 'Moving into Adulthood' Pack and information from schools regarding progress and achievement.

Young people and their parents/carers may also invite other people to this meeting for example: a friend to support them, someone who knows the young person well, Parent Partnership.

If a young person is not in school, e.g. being educated at home, the Assessment, Statement & Review Service will arrange this meeting.

## **Agency Responsibilities – Year 9**

### **Schools**

In Year 9 the school will arrange a Transition Annual Review Meeting. Agencies agreed at Year 8 local multi agency meeting will be invited to this meeting, for example Social Worker, IDS.

Schools are also responsible for ensuring that any relevant information about the young person is shared with those agencies invited to the Year 9 Transition Annual Review meeting.

Schools will conduct the Year 9 Transition Annual Review meeting in the same way as other annual review meetings. Schools are responsible for producing a Transition Plan.

Following the Year 9 Transition Annual Review meeting schools will send a copy of the Transition Plan to all those involved and to the Assessment, Statement & Review Service. The plan must be reviewed and updated at least annually.

### **Connexions**

The Connexions Service has a statutory responsibility to attend the Year 9 Transition Reviews and contribute to the Transition Plan.

### **Social Care**

A representative from Social Care should attend the Year 9 Annual Review if the disabled young person is in receipt of services. Social workers attending the meeting should prepare, where appropriate, a written report on the young person.

### **Health**

Health professionals involved in the management and the care of the young person should provide written advice for transition planning and where identified should attend the Year 9 Transition Annual Review meeting and other subsequent reviews. They should advise on the services that are likely to be needed by the young person during their education or training or whatever options pursued after leaving school.

## **Years 10-12 Aged 15-17**

School arranges Annual Review meetings for young people with Statement of SEN and invites involved professionals and parents to attend and contribute

The agencies which need to be invited to the Annual Review meeting may change over time for example – a representative from a particular College may become more involved when there are complex issues involved with the transition from school to college.

When the young person leaves school and moves onto college or training their Statement of Special Educational Need will not be maintained by the Local Authority and it will lapse. The involvement of the Assessment, Statement & Review Service will end when the young person leaves school.

### **Agency Responsibilities**

#### **Schools**

The Transition Plan will be reviewed and updated at the Annual Review meeting from Year 10 onwards until the young person leaves school. Schools will ensure that the Transition Plan is reviewed and updated.

#### **Connexions**

Connexions should be invited to attend all Annual Reviews and/or the final leaver's school review.

**If a young person leaves school to go to college or training then Connexions have a duty to complete an assessment report**

If a young person leaves school to go to college or training then Connexions have a duty to complete an assessment report under Section 139a of the *Learning and Skills Act 2008*. This gives information to a future college or training provider about a young person's support needs. This assessment can be carried out from aged 16 onwards and includes looking at the following:

- Personal Details
- Description of disability or need and its impact on day to day life
- Education & Background – Schooling, Personal & Social Circumstances, Achievements, Agencies Involved
- Aspirations for the Future
- Education and Training Support Needs
- Recommendations

This information is used by the college or training provider to help assess whether they can meet the young person's needs. This is also used to support requests for funding for Specialist Residential Colleges where it has been demonstrated that local post school provision can not meet needs.

## **Leaving Care**

**If a young person is  
'Looked After' by Social  
Care Services a  
Transition Pathway Plan  
will be completed**

If a young person is 'Looked After' Social Care Services have a duty to ensure that a Pathway Plan is in place for all young people before their 16<sup>th</sup> birthday and must continue until the age of 21yrs (or 24yrs if in full-time education).

A specific Transition Pathway Plan has been developed for practioners to use with disabled young people who are Looked After. This pulls together information into one plan and avoids duplication of planning processes.

This plan looks at the following areas and is prepared with the young person:

- Family, Friends and Social Relationships
- Accommodation
- Employment, Training & Education
- Finances
- Practical/Self Care
- Health

Once in place a young person's Pathway Plan will then be reviewed every six months. **A copy of the Transition Pathway Plan can be found Appendix 5**

## **Transition Case Planning Meetings**

Meetings take place every six months; May and November. Team Leaders from Adult Disability Services, Leaving Care, IDS and Health attend the meet to discuss the transfer of young people likely to require a service within Adult Services. Young people aged 15yrs – 18yrs will be discussed in detail at each meeting.

**Full details and agency responsibilities can be found on pages 5 -6.**

## Year 13 Aged 18

School arranges Annual Review meetings for young people with Statement SEN and invites involved professionals and parents to attend and contribute

For those young people eligible for a service from Adult Social Care transition responsibility will transfer to an adult social Worker at 18.

Health professionals ensure transition to Adult Health Services

At this time services may transfer from children's to adult services. A protocol is in place between IDS in the Children, Young People and Families Directorate and Adult Social Care Teams within the Adult, Health and Community Services Directorate which relates to this transfer of responsibility (see Appendix)

## Year 14 Aged 19

School arranges Annual Review meetings for young people with Statement SEN and invites involved professionals and parents to attend and contribute

It is important that information continues to be shared between agencies once the young person has left school.

- There should be discussions between agencies about the ongoing needs of young people prior to the end of further education
- Where social care support is needed Connexions workers should ensure that there is timely notification of the end date for residential college placements
- There will be an opportunity to discuss the needs of these young people at the Transition Case Planning meetings where adult social care and Connexions workers are both represented

**For young people with additional needs such as learning difficulties and/or disabilities the Connexions Service may continue to be involved until the young person's 25<sup>th</sup> birthday**

## **Useful Transition Links and Resources**

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

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

[www.movingonup.info](http://www.movingonup.info)

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

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

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

A Transition guide for all services can be downloaded from this site

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

Transition: Moving on well – A guide for health professionals and their partners on transition planning

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

For Person Centred resources and information

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

Guidance and tools to support Person Centred planning with young people

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

Learning Disability Ethnicity Network

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

National Children's Bureau

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

Transition Guide for 13 – 25yrs old with a disability

[www.communitycare.co.uk/articles](http://www.communitycare.co.uk/articles)

Personal budgets and transition to Adult Services

[www.direct.gov.uk/disability](http://www.direct.gov.uk/disability)

[www.warwickshire.gov.uk/adultlearningdisability](http://www.warwickshire.gov.uk/adultlearningdisability)

[www.warwickshire.ldpb.info](http://www.warwickshire.ldpb.info)

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

Freedom to Live: Transition for Disabled Young People

[www.warwickshire.gov.uk/autism](http://www.warwickshire.gov.uk/autism)



## **Warwickshire Resources**

### **Moving Into Adulthood – Moving On, Moving Up**

A resource pack for young people

### **Moving Into Adulthood – Transition Information for Parents and Carers**

Both resources are available from Donna Kilgour (contact details below)

#### **For any information about the content of this guide please contact:**

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This guide has been produced by the Multi-Agency Transition Group, as represented by the services below:



## **Information, Support and Advice for Adults with Autism or Asperger's Syndrome**

Warwickshire County Council have developed a new service for adults with Autism or Aspergers who do not have a learning disability. The need for a clear transition pathway and a service to meet the needs of this group was identified by the MATG using data and evidence gathered through the Year 8 Transition meetings and the Transition Case Planning meetings.

The Warwickshire Adults with Autism Service provides outcome-focussed, time-limited support to adults with an Autistic Spectrum Condition (ASC), who do not have a learning disability, and their families and carers.

The service provides low-level support. To be eligible for the service a person needs to be 18 years and above, a resident of Warwickshire, and should have a diagnosis of Asperger's Syndrome or Autism and should not currently be supported by Adult Social Care.

The service is a low-level support service and a referral can be made through a range of routes including: self-referral, parent or carer, health professional, social care professional, voluntary and community sector organisations.

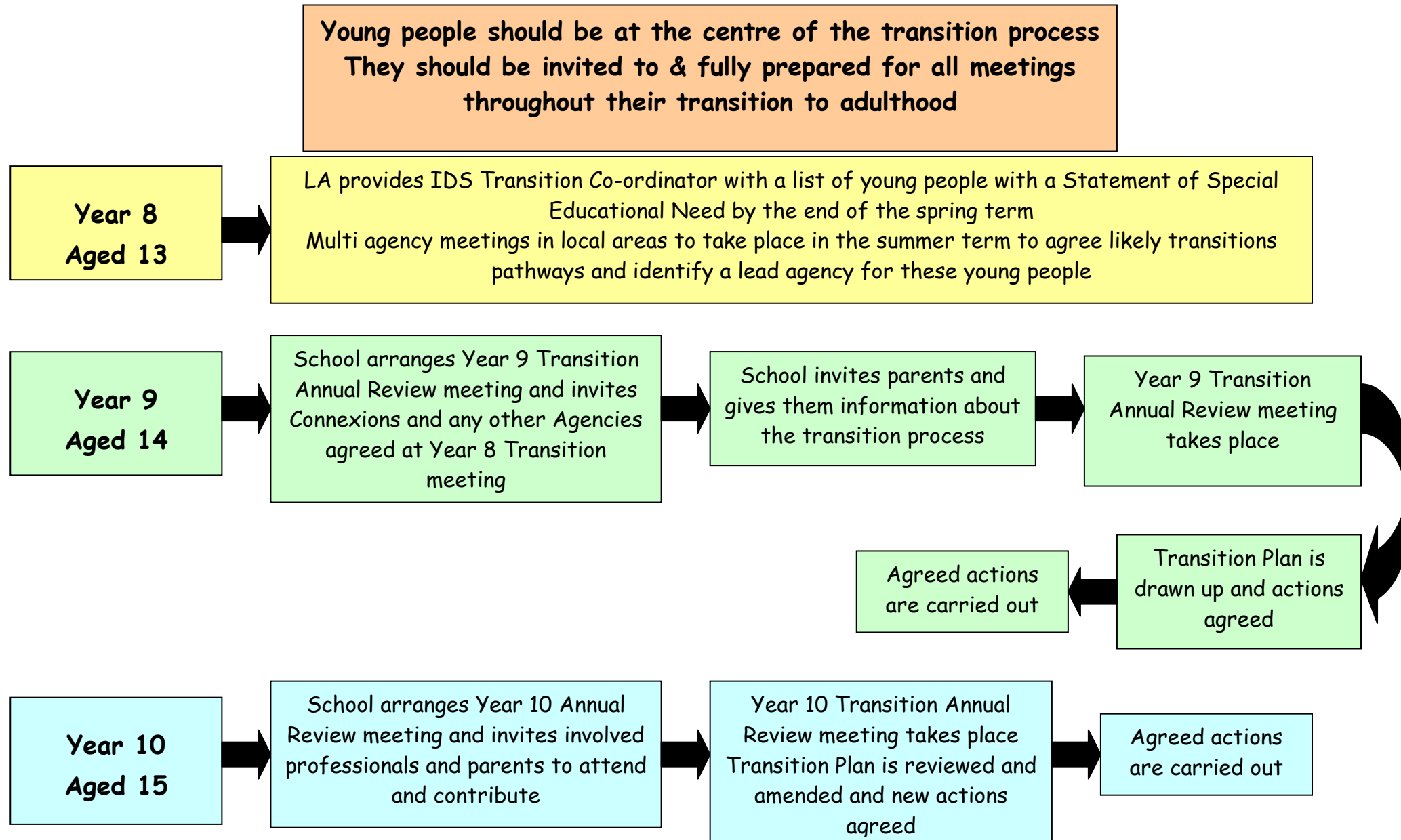
The service is not designed to provide long-term support. Support is focused on specific goals through face-to-face, telephone and/or online engagement.

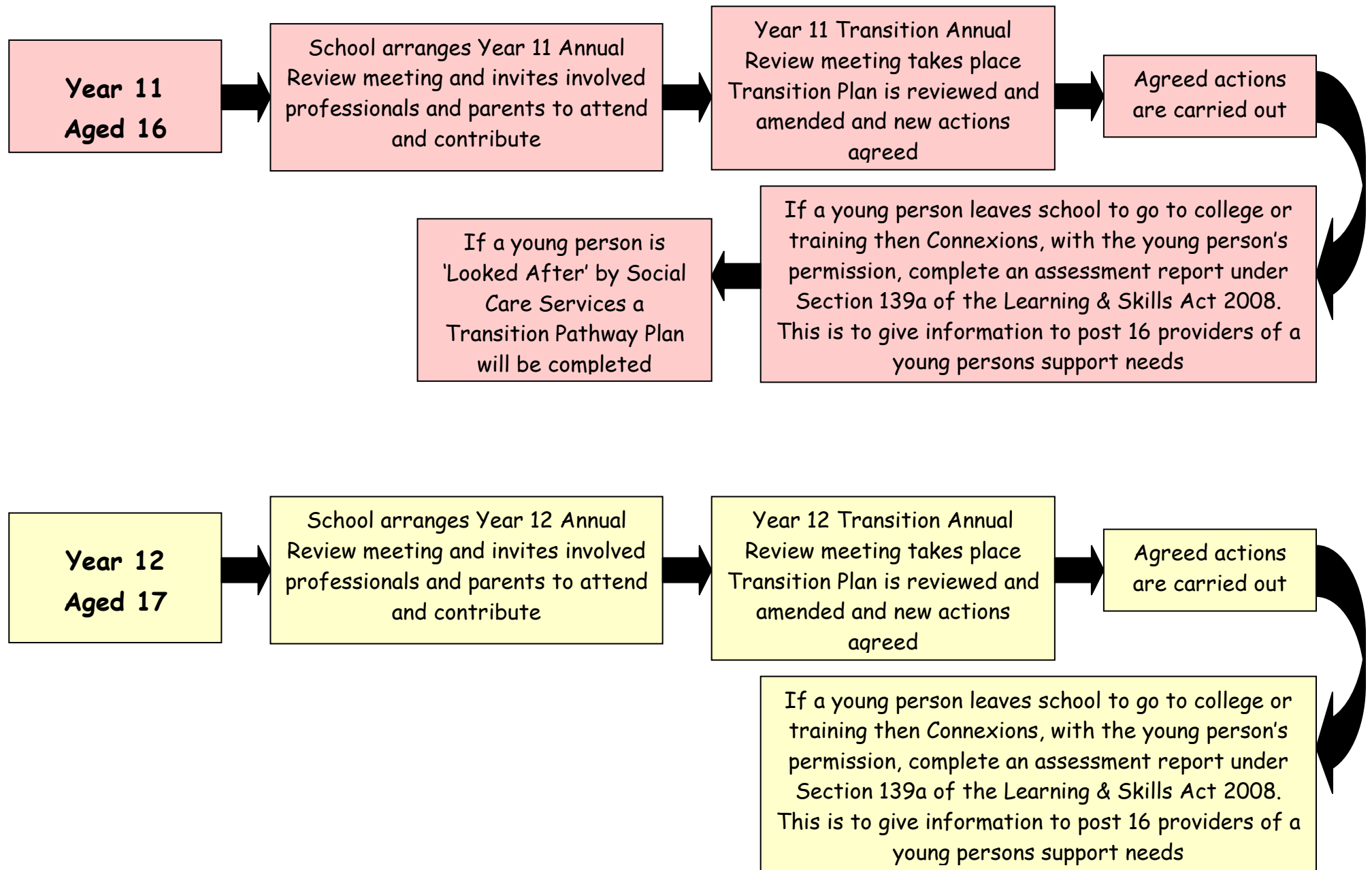
During the Transition process young people will be considered for the ASC Service at the Year 8 Transition meetings and the Transition Case Planning meetings, where regular discussions will take place to identify if this will be the appropriate service at 18 years.

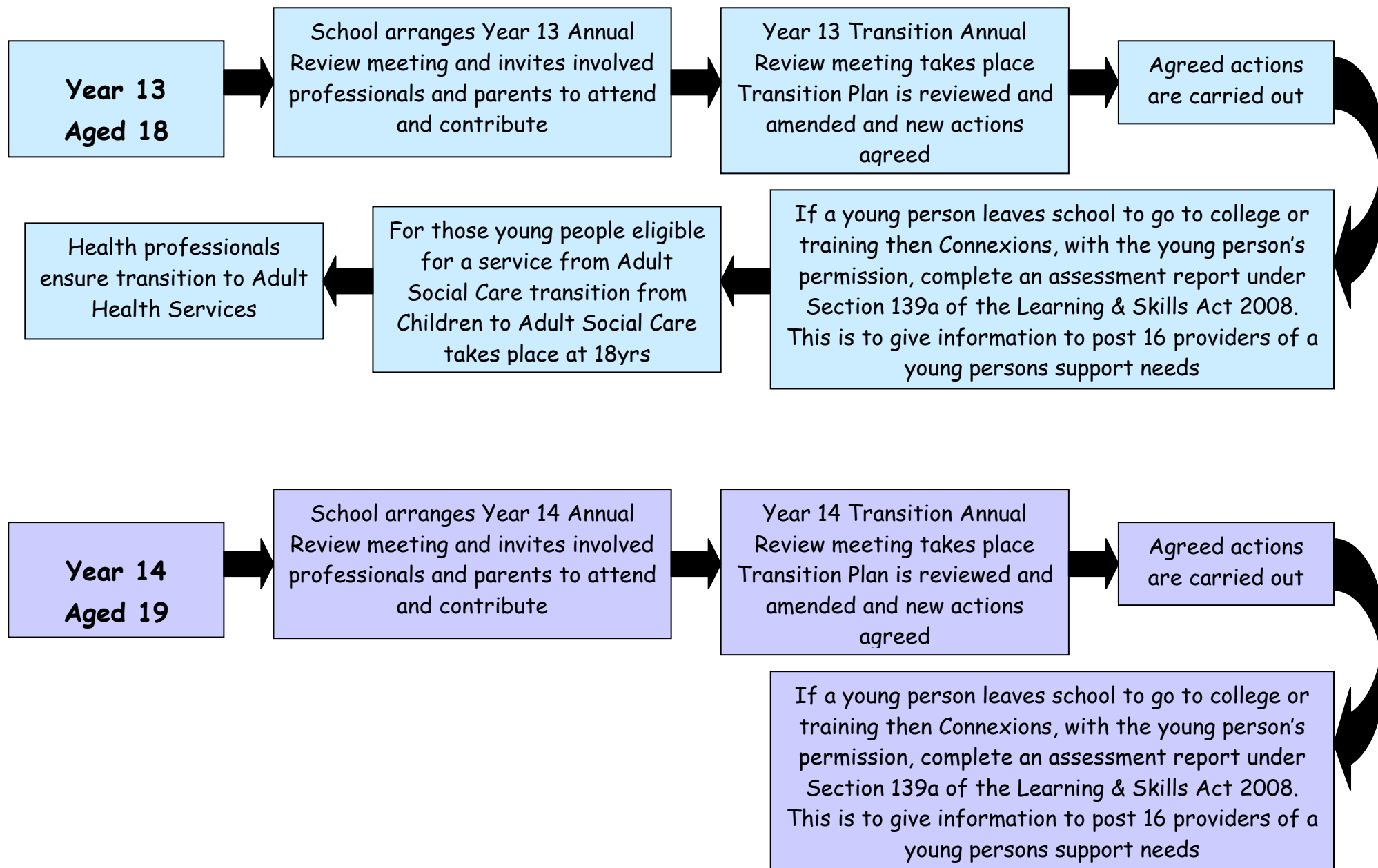
**The ASC Pathway in diagram format is in Appendix 7.**

## APPENDIX 1

### Transition Flowchart – For Young People with a Statement of SEN







## **APPENDIX 2**

### **Members of the Multi-Agency Transition Group**

A comprehensive membership list of MATG is outlined below for your reference and as a contact point for the relative service.

- Diana Sellwood, Service Development Manager, IDS and Warwickshire Transition Champion. Co-Chair of MATG
- Simon Veasey, Service Delivery Manager for Adult Learning Disability and Warwickshire Transition Champion. Co-Chair of MATG
- Chris Southin, Operations Manager, IDS Social Care
- David Widdas, Consultant Nurse for children with Palliative Care Needs, Coventry and Warwickshire PCT
- Janet Gaten, Parent Partnership Service
- Jane Carter, Service Development Manager 14 – 19 Curriculum, IDS Teaching & Learning
- Lisa Smedley, Professional Lead for School Nursing, Warwickshire, community Health
- Leo Berry, Teacher, Autism Team, IDS Teaching & Learning
- Teresa Dawson, Young Person's Adviser, Barnardos Young Person's Advisory Service
- Pam Clothier, Inclusion Manager, Warwickshire College
- Jean Feely, Manager of LDD Provision, Warwickshire College
- Mandy Whateley, Service Manager, Children's Disability Learning Services, Coventry and Warwickshire Partnership Trust
- Julie Milne, Lead Practitioner, Adult Social Care – Learning Disability -South
- Donna Kilgour, Transition Co-ordinator, IDS

## **APPENDIX 3**

# **Warwickshire County Council Transitions Protocol An agreement between the Integrated Disability Service and Adult Social Care Disability Services**

1. This protocol describes the agreed process for transferring case responsibility for young people with disabilities from the Integrated Disability Service (IDS) to Adult Social Care Services. For the purposes of this protocol 'young people with disabilities' will be defined as those who meet the 'Fair Access to Care Services' **High** or **Substantial** Eligibility Criteria. Young people who would qualify as **moderate** or **low** should be offered advice and sign posted to alternative services.
2. It is expected that case responsibility for young people requiring an ongoing social care service will normally transfer from IDS to Adult Services once they have reached their eighteenth birthday. Some flexibility is anticipated to take account of the particular needs and best interests of the young person.
3. The transfer will have been planned so as to effect a seamless transition with all parties, including the young person and their family, aware of the arrangements and who to contact.
4. Team Leaders/Lead Practitioners from Adult Disability Services and IDS will meet twice a year at Transition Case Planning Meetings. The purpose of these meetings is to discuss those young people approaching adulthood and likely to require an ongoing service to plan the arrangements for their transfer. The meetings will take place in May and November each year. IDS will initiate these meetings and take responsibility for producing, updating and circulating transition case planning information prior to and following the meetings.
5. It is recommended that because of the numbers of young people making the transition into Adult Learning Disability Services there should also be one face to face meeting between IDS Social Care team leaders and Adult LD Team Leader/Lead Practitioner in each district in between the 6 monthly Transition Case Planning meetings.
6. The Transitions Co-Coordinator will make available a complete list of those young people who are expected to transfer in the next five years i.e those young people aged 13+ who are likely to require an ongoing service. The list will, in date order, contain the following information:
  - ◆ Name, date of birth and district of the young person
  - ◆ Main area of disability – learning or physical disability, mental health
  - ◆ Anticipated eligibility for ongoing service in adulthood
  - ◆ Description of current care package with indication of costs
  - ◆ Looked After status if relevant (see paragraph 9 for further information)
  - ◆ Continuing Health Care Checklist Required
  - ◆ Requires assessment of health needs
  - ◆ Currently in receipt of a Direct Payment
  - ◆ Safeguarding
  - ◆ Future housing needs

7. Staff from adult social care will be assigned to young people from age 17 ½ at a minimum. For young people with more complex needs e.g young people with complex health needs, in residential placements, or with very high support needs adult social care staff will be assigned on an individual case by case basis up to 18mths prior to their 18<sup>th</sup> birthday. This decision will be made and reviewed at the 6 monthly Transition Case Planning Meetings.
8. IDS staff will supply detailed case information to support the completion of Community Care Assessments, self assessments and support planning process by the Adult Social Worker (see separate Transition: Guidance for Practitioners for further details). This will eliminate the need for complete reassessment. IDS staff should provide this information for the Transition Case Planning meeting prior to the young person's 16<sup>th</sup> birthday.  
Consideration should also be given to the needs of carers and the development of an Adult Carers Emergency Plan where appropriate.
9. Young People who are Looked After will have access to support from Adult Social Care Disability Services but it is expected the Leaving Care Teams will have an ongoing role until the young person reaches the age of 21 (24). Additional protocols have been developed with Leaving Care Services which cover their inclusion in the twice yearly Transition Case Planning meetings and commitments to information sharing with Adult Social Care Services.
10. For cases that raise issues of potential abuse or neglect (safeguarding concerns), the IDS team should consider the case against the definitions and guidance in the adult social care Safeguarding Vulnerable Adult policy and procedure. Concerns should be discussed at the Transition Case Planning Meeting. Adult Social Care SALPs (Safeguarding Adult Lead Practitioners) can be invited to the Transition Case Planning Meeting if required for guidance and advice. The level of risk presented by the safeguarding concerns should be considered as part of the assessment of eligibility for Adult Social Care services. Where safeguarding issues have been identified a planning meeting will be required involving adult services and relevant professionals from Children's services. This planning meeting should take place at least 6 months prior to the young person's 18<sup>th</sup> birthday.
11. In the event of a dispute that cannot be resolved by discussion between the IDS and Adult service Team Leaders/Lead Practitioners Service Managers will be asked to find a solution.
12. Practitioners in Children's and Adult Services will have opportunities to meet at least once a year. The purpose of these meetings will be to share information about service and practice developments, and where appropriate to undertake joint training on relevant issues. These events will be organised by the leads for transition within Children's and Adult Services.

Updated January 2010



## **APPENDIX 4**

# **Warwickshire Children's Services Transitions Protocol – Care Leavers An agreement between Integrated Disability Service & Leaving Care Services and Adult Disability Services**

The Department as a whole bears a Corporate responsibility for Looked After Children and those entitled to services under the Children (Leaving Care) Act 2000. This responsibility is laid upon the Department by the Government.

Young people are entitled to services under the Act until the age of 21 (or 24 if in full time higher education).

Pathway Planning, which is a statutory independence planning process, starts when a young person is 16 and must continue until they are 21 (24). It is the responsibility of the Department to ensure this happens. A Young Persons Adviser must continue to advocate for the young person and ensure their plan is fulfilled until the age of 21 (24). Six monthly reviews of the plan must also continue until 21 (24).

1. This protocol describes the agreed process for transferring case responsibility for disabled care leavers and builds on the existing agreed Transitions Protocol between Children's and Adult Disability Services.
2. This protocol covers those disabled young people who meet the 'Fair Access to Care Services' high or substantial eligibility criteria. In addition it also covers those young people with disabilities who would qualify as moderate.
3. Details of disabled care leavers will be included in the twice yearly meetings between Managers and the Integrated Disability Service and Adult Learning Disability Team and Older People/Physical Disability to discuss those young people approaching adulthood and likely to require an ongoing service. Leaving Care Team leaders will have the responsibility of providing information for/or attending these meetings as appropriate, and when allocated to I.D.S., will be assigned to Leaving Care Worker.
4. Where a disabled care leaver has significant needs and meet the high or substantial eligibility criteria case responsibility will transfer to Adult Services when they reach their 18<sup>th</sup> birthday. Leaving Care Services will also assign the young people to a named team member and ensure that they receive any additional resources available to them due to their 'care leaver' status.
5. For those disabled care leavers who would qualify as moderate a joint transition plan will be drawn up at the twice yearly meetings between I.D.S., Children's and Adult Services for any agreed identified need for ongoing support/services.
6. Attempts will be made to synchronise/unite Pathway and Care Plan Review meetings between Leaving Care and Adult Services once the young person is 18 years old until the age of 21 (24).
7. Disabled care leavers with low needs giving cause for concern maybe discussed at the twice yearly meetings between I.D.S., Children's and Adult Services for sounding out and signposting.

**APPENDIX 5**

**MOVING INTO ADULthood**

**MOVING ON, MOVING UP**

**MY TRANSITION/PATHWAY PLAN**

**Name:** .....

Transition is the word used to describe moving from school or home to adulthood.

This is my plan for my future.

## **FAMILY, FRIENDS & OTHER PEOPLE**

Things to think about - Who do I see now and what things do I like to do with them. Do I have someone I can talk to about anything? Who would I like to see in the future and what would like to do with them.

Who supports me now?

Who would I like to see more of in the next 3 months?

How could this change over the next year?

What help do I need to make this happen?

Who is going to help me make this happen?

## **WHERE DO I WANT TO LIVE?**

Things to think about – Should I live on my own? What sort of place do I want to live in and where? How long can I stay where I am?

Where I live now

Where I want to be living in 3 months time

Where I want to be living in 12 months time

Where I want to be living after this

What help do I need to make this happen?

Who is going to help me make this happen?

## **WHAT DO I WANT TO DO?**

### **Education, Training, Employment, Leisure**

Things to think about - What I am good at? What do I enjoy? What is there locally - college, jobs, training?

What I am doing now

What I want to be doing in 3 months time

What I want to be doing in 12 months time

What I want to be doing after this

What help do I need to make this happen?

Who is going to help me make this happen?

## **LOOKING AFTER MYSELF**

Things to think about - Personal care, Keeping safe, Equipment & Adaptations, Cooking, Shopping

How I look after myself now

How do I want to be looking after myself in 3 months time?

How do I want to be looking after myself in 12 months time?

How do I want to be looking after myself after this?

What help do I need to make this happen?

Who is going to help me make this happen?

## **MONEY**

Things to think about - What money do I have now? Do I have any savings? What benefits might I be able to get? Could I have a direct payment or individual budget? How much money do I think I need? What will I need to spend my money on?

What money do I get now?

What money should I get now?

What money might I get in 12 months time?

What money might I get after this?

What help do I need to make this happen?

Who is going to help me make this happen?

## **HOW DO I GET AROUND?**

Things to think about - Where do I need to get to? What ways can I get about? How much will it cost to get around?

How I get around now

How would I like to get around in 3 months time?

How would I like to get around in 12 months time?

How would I like to get around after this?

What help do I need to make this happen?

Who is going to help me make this happen?



## **HEALTH & WELLBEING**

Things to think about - Do I feel safe & secure? Do I feel healthy? Do I have a doctor and dentist? Diet, Exercise

How I feel now

What do I need to know more about?

What might take longer than 3 months?

What might I be doing that is healthy in 12 months time?

What might I be doing that is unhealthy in 12 months time?

What help do I need to make this happen?

Who is going to help me make this happen?

## **APPENDIX 6**

### TRANSITION ACTION PLAN

<b>Name:</b>	<b>DOB:</b>	<b>School:</b>
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**Statutory Leaving Date:**

**Forecast Leaving Date:**

Lead Professional

**Name:**

**Organisation:**

**Tel No:**

**Mobile:**

**Email:**

Year Review Held (please tick next to the relevant Year)

**Year 9**

☐

**Year 10**

☐

**Year 11**

☐

**Year 12**

☐

**Year 13**

☐

**Year 14**

☐

**Headteacher's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Attendance Sheet - **Please indicate who is the Lead Professional (LP)**

[illegible]

Summary of discussion and issues addressed at the meeting

<b>Things we like and admire about [insert yp's name]</b>	<b>Things that are important to [insert yp's name] now</b>
<b>What [insert yp's name] needs to keep him safe and well</b>	<b>What is working well for [insert yp's name]</b>

Summary of discussion and issues addressed at the meeting - continued

<b>Relationships that are important to (insert yps name)</b>	<b>Things that aren't working well or need to change</b>
<b>Things that are important to [insert yp's name] in the future</b>	<b>Any other issues</b>

## Checklist for Transition Action Plan

**Please ensure that the following areas are covered on the Action Plan (where relevant)**

Area	Yes	No	Comments
Parents / Carers' views/wishes for [insert young person's name]			
Aspirations			
Further Education / Training / Employment			
Housing			
Health <i>eg does a health action plan need completing?</i>			
Social Services <i>eg current involvement</i>			
Hobbies / Leisure			
Transport <i>eg is pupil an independent traveller?</i>			
Involvement of other agencies <i>eg currently and for future?</i>			
School <i>eg any areas to improve / address etc?</i>			
Equipment <i>eg what is required or may be in future?</i>			
Other			

Action Points



**Year 10 -**

**Review Date:**

**Signature:**

**Year 11 -**

**Review Date:**

**Signature:**

**Year 12 -**

**Review Date:**

**Signature:**

**Year 13 -**

**Review Date:**

**Signature:**

**Year 14 -**

**Review Date:**

**Signature:**



