

national transition support team

working together to improve transition
for disabled young people

Transition Support Programme Self assessment Questionnaire – longer explanatory notes

This document has been developed to support local areas in completing their TSP self-assessment questionnaire. It contains information regarding each question on the questionnaire, and also has links to supporting documents. 'A transition guide for all services', contains information about all areas of transition and can be downloaded from the following link:

<http://www.transitioninforonetwork.org.uk/view/1/0/317>.

The website has a range of materials to support local areas in completing the SAQ and in looking at local practice and planning improvement. This includes a set of extended case studies on different aspects of transition planning and service delivery, a planning and development tool to act as a further focus for mapping and planning local practice, building on the basic issues covered in the SAQ, and a set of resources lists which cover every aspect of the transition for disabled young people into adulthood. The website will be added to regularly and an email update service is available to sign up to.

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Developing a strategic transition protocol

Is there a multi-agency transition protocol in place that covers the roles and responsibilities of all agencies that are involved?

This is a multi-agency, strategic agreement, setting out how local services work to meet the needs of disabled young people in their transition to adulthood. Many areas have an agreement like this in place; usually a short document, supported by a more detailed protocol, which sets out the strategic level commitment from each key agency including the PCT, children's services and adult social care services. The protocol is signed off by directors and is in the public domain.

In areas where protocols have been developed separately by different agencies, work should be done to bring them together into one, agreed, multi agency document.

In many areas parents are included in the planning and development of the strategic protocol.

Examples of protocols

<http://www.transitioninforonetwork.org.uk/menu/6/70>

See Birmingham case study:

http://www.transitionssupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Additional: NI 140 fair treatment by local services.

For more information on NI 54 go to:

<http://www.everychildmatters.gov.uk/socialcare/ahdc/coreoffer/>

For more information about the New Performance Framework for Local Authorities and Local Authority Partnerships go to:

<http://www.communities.gov.uk/publications/localgovernment/nationalindicator>

Is there a strategic transition planning group which links to the Children and Young People's strategic planning board and the children's trust?

Every local authority has a strategic, high-level group, which meets to take decisions on the provision of services for all children and young people in their area. Local areas are obliged to have this from the Children Act 2004.

Summary of the Children Act 2004

<http://www.everychildmatters.gov.uk/files/F4A24DB36FCD661650973F58754657AB.pdf>

This group hears reports and recommendations from a range of sub groups – usually including one that has a focus on services for disabled children, young people and their families.

National Indicator: NI 54 Services for disabled children

Additional: NI 140 fair treatment by local services.

Children's trust

The setting up and effective functioning of a children's trust of some kind, is integral to the success of local authority services and health agencies joining together to effectively plan and commission support for disabled young people at transition. *Every Child Matters: Change for Children* sets the context for the development of children's trusts:

'The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- *Be healthy*
- *Stay safe*
- *Enjoy and achieve*
- *Make a positive contribution*
- *Achieve economic well-being.*

This means that the organisations involved with providing services to children – from hospitals and schools, to police and voluntary groups – will be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life.'

Every Child Matters: Change for Children

<http://www.everychildmatters.gov.uk/files/F9E3F941DC8D4580539EE4C743E9371D.pdf>

Children's trust arrangements remain a developing area of work. In some areas the trust has a separate meeting group which reports in to the children and young peoples strategic partnership board. In others, the trust and board duties are amalgamated. Each area needs a clear line of accountability for transition into the overarching strategic planning group. As local authority structures continue to change and develop this is a key point for action.

Children's trust arrangements are likely to be strengthened in 2009. See

<http://www.everychildmatters.gov.uk/aims/childrenstrusts>.

National Indicator: NI 54 Services for disabled children

Additional: NI 140 fair treatment by local services.

Who is represented on this group? Please mark S for strategic representative and O for operational representative.

This distinction is made to give us an idea of the range of the group and the level of decisions they are able to take.

In many areas this meeting is chaired by a senior person, who takes back work of this group to the CYPSPB or equivalent. For example, a director or senior manager from children's services or adult social care.

An example of a strategic representative would be the disabled children's services manager with budgetary and decision making power for transition. Operational level may be the transition social worker or IAG worker who brings considerable knowledge and expertise to the group but has no decision-making role there.

See Brighton and Hove case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Additional: NI 140 fair treatment by local services.

Does this group link with the Valuing People Partnership Board or does the Partnership Board have a separate transition sub-group?

Most local authorities have a strategic planning group for transition linked into the Children and Young Peoples Strategic Partnership Board (CYPSPB) and Learning Disability Partnership Board (LDPB). Formed under Valuing People, many areas have something like this, which reports jointly to children and adult strategic groups. Valuing People Partnership Board groups are specifically for learning disability groups, so you need to show how it links in with wider issues and how transition champions and/or the transition sub group of the Valuing People Partnership Board does this.

Valuing People documentation

<http://valuingpeople.gov.uk/dynamic/valuingpeople8.jsp>

Which senior managers and lead members have signed up to the protocol and have a responsibility to deliver?

This may include the directors of children's and adult's services, the PCT lead, the lead member for children's services and the lead member of cabinet that has responsibility for children and young people.

National Indicator: NI 54 Services for disabled children

Additional: NI 140 fair treatment by local services.

Are young people and their families involved in the ongoing development and review of the transition protocol? Please give examples of how young people and families are involved.

It is important to look at how information is provided to young people and their families, if they sit on the transition group, or if there is a mechanism in place to ensure that their views are fed into the meetings.

See Hertfordshire case study – Young peoples transition steering group:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children
Additional: NI 140 fair treatment by local services.

When was the protocol last reviewed?

The Protocol should be checked to ensure that it still represents practice, updated and agreed and signed off by all agencies. Many areas build in a two year review for their strategic protocol to make sure each agency is delivering on its commitments, look at how it is improving outcomes and to add or change the document to reflect the current local situation.

See Suffolk case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children
Additional: NI 140 fair treatment by local services.

Does transition (of disabled young people) feature in the Children and Young People's Plan?

For most areas, Section 17 of the **Children Act 2004** requires children's services authorities to prepare and publish a strategic plan setting out how services for children and young people will be provided; the Children and Young People's Plan (CYPP). The protocol for the transition to adulthood of disabled young people should be part of this plan. Even in high performing local authorities where a plan is not required under the Act, it is generally recognised that some form of document is needed to set out the intentions clearly of planned support available locally for children and young people and their families.

Summary of the Children Act 2004

<http://www.everychildmatters.gov.uk/files/F4A24DB36FCD661650973F58754657AB.pdf>

Coventry's Children and Young People's Plan

<http://www.coventrycypsp.org.uk/ccm/cypsp/childrens-plan/2008-plans.en>

National Indicator: NI 54 Services for disabled children
Additional: NI 140 fair treatment by local services.

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Developing a local transition pathway

Do you have a multi-agency transition pathway? Does the Transition Pathway set out how the commitments in the transition protocol will be delivered? Does the Transition Pathway set out what young people and families can expect when, and who is responsible for each activity?

A pathway is the strategic protocol translated into something everyone concerned with the transition process can understand and act upon. A pathway gives the protocol operational detail and is very effective in mapping out how local services and individuals within them can work most effectively together to support disabled young people and their families. As with the strategic protocol, many areas include families and, in some areas disabled young people in drawing together the pathway to ensure it makes sense and will meet the needs of young people in transition.

The pathway is usually developed in each service and brought back to the strategic transition group to sign off, again to show a commitment and understanding of what each service can provide – to each other – and to disabled young people and their families.

Often pathways set out a series of alternative routes for disabled young people and are specific to particular services with points where services may link shown as part of the pathway.

See Leicester case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

Examples of pathways

<http://www.transitioninfonynetwork.org.uk/menu/6/108>

National Indicator: NI 54 Services for disabled children

Is the Transition Pathway accessible and available to young people and their families?

Once the pathway is agreed across agencies the content should be used as the basis for information for disabled young people and their families about what services and support are available to them during the transition process. Many local areas have developed information packs about transition and the pathway can usefully be included in this.

Is the pathway included in information packs that go out to families? Is it available on a website? Is it presented in a number of ways?

See Leicester case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

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Children's trusts and multi-agency working in the transition process

Do you have a multi agency Transition Team (virtual or co-located) that supports disabled young people throughout the transition to adulthood, members of which engage in the roles and responsibilities identified in the protocol and pathway?

The team consists of roles from all agencies involved in the transition process. In some areas staff from different agencies who work with young people in transition sit together and are called the 'Transition Team' or 'Young People's Team', but in other areas the staff will remain with their professional team (social care, health etc) but will share training, case management, meet regularly and will be linked up, so working as a 'virtual team'.

See Suffolk case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 127 self reported experience of social care users

NI 130 social care clients receiving self directed support per 100,000 population

NI 132 timeliness of social care assessment (all adults)

NI 133 timeliness of social care packages following assessment

NI 135 carers receiving needs assessment or review and a specific carers service, or advice and information

NI 136 people supported to live independently through social services (all adults)

Who is in this team?

Transition teams may include:

- Transition social workers

- Children social workers
- Adult social workers (e.g. from learning disability, mental health)
- Community nurses
- IAG workers
- Therapists
- Youth workers

Where is this team based?

If the team is co-located, is it based within children’s services, adults services, health, IAG or somewhere else?

Does this team work proactively with young people in residential placements outside the local authority?

Young people in long term residential settings out of county, will need additional support with transition planning. This includes young people who have ‘looked after’ status and those who are placed in residential school.

See Richmond case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 127 self reported experience of social care users

NI 132 timeliness of social care assessment (all adults)

NI 133 timeliness of social care packages following assessment

NI 136 people supported to live independently through social services (all adults)

NI 58 emotional and behavioural health of looked after children

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Education – schools in strategic planning

Are structures in place in the children's trust to enable effective sharing of information with schools?

The setting up and effective functioning of a children’s trust of some kind is integral to the success of local authority services and health agencies joining together to effectively plan and commission support for disabled young people at transition. *Every Child Matters: Change for Children* sets the context for the development of children’s trusts:

‘The Government’s aim is for every child, whatever their background or their circumstances, to have the support they need to:

- *Be healthy*
- *Stay safe*
- *Enjoy and achieve*
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This means that the organisations involved with providing services to children – from hospitals and schools, to police and voluntary groups – will be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life.’

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board. In others, the trust and board duties are amalgamated. Each area needs a clear line of accountability for transition into the overarching strategic planning group. As local authority structures continue to change and develop this is a key point for action.

See Hertfordshire case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Additional: NI 140 fair treatment by local services.

Are schools engaged in strategic planning for transition in the local authority?

Is there a mechanism in place to ensure that schools can feed into the transition strategic planning? The local authority education officer will represent schools in strategic planning for support at transition. Individual schools are the leading agency in the formal transition process from Year 9. In some areas, individual schools, mostly special schools, sit on local strategic planning boards to share expertise.

See Leicester case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

Who represents schools?

Schools may be represented in strategic planning by:-

- Local authority education officer
- School cluster lead
- Special school head
- Other head teachers

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Social care services – strategy and structure

Is there a dedicated transition lead within the social care teams? If yes, where are they based?

Many areas now have a specific role within the local authority, a Transition Worker, or Transition Coordinator. This role provides a first point of contact for other professionals and families and disabled young people in finding information and support.

National Indicator: NI 54 Services for disabled children

Additional: NI 140 fair treatment by local services.

Is there a joint assessment process in place across social care teams to support disabled young people in transition?

Are social care, health and education assessments joined up? Are assessments across children's social care joined up, for example looked after children's pathway plan and their transition plan? Do assessments take place at the same time to stop the young people from having to repeat information?

See Redbridge case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Additional National Indicators: NI 127 self reported experience of social care users

NI 130 social care clients receiving self directed support per 100,000 population

NI 132 timeliness of social care assessment (all adults)

NI 133 timeliness of social care packages following assessment

NI 135 carers receiving needs assessment or review and a specific carers service, or advice and information

NI 136 people supported to live independently through social services (all adults)

Is there an information sharing protocol in place, that ensures relevant and necessary information about individual young people is shared between children's and adults services?

It is recognised that there are a number of information systems in place in local authorities, that may contain information about young people. An information sharing protocol ensures that relevant information moves with the young person, with their consent, to inform other professionals that may work with them. One element of the TSP is to look at a single assessment process in transition, and how information systems can be used to support this.

DCSF Guidance on Information Sharing Protocols

http://www.everychildmatters.gov.uk/files/StatemtInfo_Sharing_ProtoAug08FINAL.pdf

Is there a Transition Finance, Commissioning and Monitoring Group, that looks at the needs of individual young people?

A Finance, Commissioning and Monitoring Group identifies the needs of all young people coming through transition to:-

- Ensure that transition planning is completed in a timely manner;
- Ensure that eligibility for social care services is identified early;
- Ensure that commissioners are aware of the needs and aspirations of young people, to be able to commission services appropriately;
- Ensure that services are made aware when young people's needs change;
- Identify which professionals are and should be working with a young person.

This is different to the resource panel, that agrees a specific care package for a young person, and to the strategic transition group, that drives the transition process forward.

See Richmond case study:

http://www.transitionssupportprogramme.org.uk/resources/case_studies.aspx

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Health services

Does the PCT have an identified lead on children's health? What is their role in supporting transition in health?

This is the identified person in the PCT who leads on work with children and young people and links with the local authority social care teams. It is essential that PCTs are engaged in developing and reviewing multi-agency transition protocols, and that PCT professionals are engaged in multi-agency processes.

DH Transition: Getting it right for young people

<http://www.transitioninfonetwork.org.uk/view/6/50/124>

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 119 self reported measures of peoples overall health and wellbeing

NI 124 people with a long term condition supported to be independent and in control of their condition

NI 128 user reported measure of respect and dignity in their treatment

Do disabled young people in transition have support with health planning?

Valuing People stresses the need for all disabled young people approaching the end of their secondary schooling to have a Health Action Plan (or Health Plan). The drawing up of a Health Action Plan can make sure disabled young people continue to have access to services they need to stay healthy and not fall between services as they move between paediatric and adult health services and move from school arranged health support. This plan should link back into the main transition plan and be taken forward and reviewed as part of this.

Valuing People Documentation

<http://valuingpeople.gov.uk/dynamic/valuingpeople8.jsp>

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 119 self reported measures of peoples overall health and wellbeing

NI 124 people with a long term condition supported to be independent and in control of their condition

NI 128 user reported measure of respect and dignity in their treatment

Are there clear guidelines for Continuing Care referrals and arrangements?

Guidelines for the Continuing Care Process need to be included within an overall Transition Protocol, to ensure that young people moving into health funding are clear about the changes that this may bring. New Continuing Care guidelines for children are currently out for consultation, and when they are finalised they should be considered in the development of transition protocols.

DH Continuing Care Framework

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_076288

Consultation on a National Framework For Assessing Children and young people's Continuing care

http://www.dh.gov.uk/en/Consultations/Liveconsultations/DH_088829

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Information, advice and guidance arrangements

Do young people have access to specialist Information, Advice and Guidance advisors?

Since April 2008, Responsibility for delivering Information Advice and Guidance is now with local authorities. In some areas the Connexions service remains and is delivering this service, other authorities have commissioned other agencies to deliver this role. Within each IAG service there is a role for specialist advisors who work with disabled young people to support them in moving from school into a range of options. This support can extend until the young person's 25th birthday if needed.

DCSF Good Practice Guide to Commissioning Connexions

<http://www.everychildmatters.gov.uk/files/GoodPracticeGuideCommConnex.pdf>

See Hertfordshire case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 146 Adults with learning disabilities in employment .

NI 6 participation in regular volunteering.

NI 90 take up of 14 –19 learning diplomas

NI 91 Participation of 17 year olds in education or training
NI 110 young peoples participation in positive activities
NI 117 16 to 18 year olds who are not in education, employment or training (NEET)

Do these advisors have a good knowledge of local specialist and universal services, and are they able to provide good quality information?

Information, Advice and Guidance providers need to have access to specialist training that helps them to understand the needs of disabled young people. They need to have information about local services and support that is available, to ensure that they can pass this information on to young people. It is also important that these personal advisers are trained in Disability Equality and DDA duties, and are able to help providers to think creatively about how they may be able to support a disabled young person, therefore increasing the opportunities available to young people. Advisers need to be aware of specialist provision available to young people in the area that may cater for particular need, like the disabled children's team in social care, play schemes and extended services targeted at young people with particularly needs, for example autism, as well as universal provision such as colleges, employment, and youth services.

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 146 Adults with learning disabilities in employment .

NI 6 participation in regular volunteering.

NI 90 take up of 14 –19 learning diplomas

NI 91 Participation of 17 year olds in education or training

NI 110 young peoples participation in positive activities

NI 117 16 to 18 year olds who are not in education, employment or training (NEET)

How far has the IAG standard within the local area taken account of the needs of disabled young people?

National Quality Standards for Young People's IAG. These standards provide a benchmark that will not only help Directors of Children's Services to secure a first class IAG service; but that will also help IAG providers and others to assess the quality of local services and consider how they can be improved.

Quality Standards for Young People's Information, Advice and Guidance (IAG)

<http://www.everychildmatters.gov.uk/files/163AF9A2545A057763D1C8D7D6DA078C.pdf>

Are specific arrangements agreed for IAG provision to young people placed out of area?

Young people placed out of borough may need extra support in transition planning, to support them in returning to the borough. Processes need to be agreed to ensure that IAG advisers are able to provide the appropriate support for these young people.

Information on Connexions provision

<http://www.everychildmatters.gov.uk/youthmatters/connexions/interareaprovision/>

See Richmond case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

Transition reviews and person-centred approaches

Are all professionals involved in transition trained in:

- **Disability Equality**

Disability equality awareness and diversity training.

According to the social model of disability, *'disability is caused by the way society is organised, rather than by a person's impairment or difference. This approach looks at ways of removing barriers which restrict life choices for people with impairments or differences'*.

- **Communication skills**

Do staff in all services have access to training in working with disabled children and young people with a range of needs? This could be using communication passports with all young people, specific training in using sign languages like BSL and Makaton, training in using symbols packages and basic training on allowing more time, offering a range of communication options to young people and checking understanding.

- **Person-centred approaches**

Person centred approaches are about putting the disabled young person at the centre of the process and making sure their views and aspirations are at the centre of planning.

For the transition process to be truly person-centred, young people must have access to information that helps them understand what happens at transition, how to participate in the planning process, and how to make informed decisions about their future.

There are a number of formal styles of person centred approaches, each one emphasises the need to have the young person leading the planning for their own futures as much as possible.

See Birmingham & Surrey case studies:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Do schools arrange and lead all transition reviews when they should happen? Do schools send out invitations in good time to families and professionals? Are review meetings organised with the young person and their family? Is a named person allocated to follow up actions and implement the plan with young people?

Transition Reviews at year 9 and beyond are a statutory requirement from the Education Act 1996 and the SEN Code of Practice 2001. Reviews should support a disabled young person in planning for the future and ensure that all professionals are aware of how they need to support the young person. Person-centred approaches are the process of supporting people to make decisions about their lives, and the support that they might need to achieve this, and are being more widely used to ensure that disabled young people are at the centre of their review.

Valuing People documentation

<http://valuingpeople.gov.uk/dynamic/valuingpeople8.jsp>

See West Gate School case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

Post-16 options: education and employment

Do disabled young people receive support to access work experience and employment at year 10? Who supports disabled young people once employment is secured?

Disabled young people should have the opportunity to real work experience in year 10 just like their peers. They may need support to access a work experience placement. Year 10 work experience in schools should be available to all and be the first of a number of opportunities for disabled young people to take part.

See West Gate School & Bradford case studies:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 146 Adults with learning disabilities in employment .

NI 6 participation in regular volunteering

NI 91 Participation of 17 year olds in education or training

NI 110 young peoples participation in positive activities

NI 117 16 to 18 year olds who are not in education, employment or training (NEET)

Do schools and FE providers work together to provide clear progression routes into college as part of transition planning?

Disabled young people are often not able to access the same opportunities as their non-disabled peers. Education and employment opportunities need developing for disabled young people. The development of local options is supported by effective links between local agencies, ensuring that planning for young people is completed in a multi-disciplinary way. Disabled young people also need support to ensure that they have clear progression routes after college.

White Paper: 14-19 Education and Skills

<http://www.everychildmatters.gov.uk/files/5E0841E69802CE6141F82801BC9F9BD6.pdf>

See Blackburn College case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

Is transition planning in place for disabled young people leaving college to access other opportunities and reach their goals?

Many disabled young people remain at college for longer than their non-disabled peers. This can mean that young people remain at college for years, as they are not supported to plan their futures, and for some young people this means repeating the same course several times. College courses need to provide disabled young people with clear progression routes, so that a young person follows a course that leads them to the next stage of their life, through supporting them to pursue their interests, and in developing skills that move them towards their aspirations, for example employment or higher education.

See Bridge College case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

Are there local schemes in place to provide disabled young people with employment opportunities?

Many local authorities are aware of the need to increase employment opportunities for young people with disabilities, and new schemes and initiatives are being developed.

In some areas while attending college young people have work tasters throughout their college life, to smooth the transition into employment after college. In one area an organisation works with a whole year group of students on rational work placements in the council. A job coach then works with all of the young people throughout the year. Each day starts with an hour of teaching and ends with an hour of teaching. When young people are supported after gaining paid employment research shows that the job is much more likely to last.

Local employment services need to be made aware of the aspirations of young people coming up to transition, so that they can develop opportunities locally.

See North East Lincolnshire case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 146 Adults with learning disabilities in employment .

NI 91 Participation of 17 year olds in education or training

NI 117 16 to 18 year olds who are not in education, employment or training (NEET)

Are arrangements in place for young people not wanting or unable to access education, employment or training?

For disabled young people who choose not to or are unable to access education or employment it is essential that they are able to access opportunities that provide them with meaningful activity.

These options should be personalised, to ensure that young people have a choice and may include access to day care, volunteering, recreation and leisure.

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 6 participation in regular volunteering

NI 110 young peoples participation in positive activities

Are personalised services available to disabled young people?

Are all 16 and 17 year olds offered direct payments?

Is individual budget development available in adult social care services and what plans are in place to prepare disabled young people for this as part of their transition plan

Who supports the young person in making sense of the move to personalised provision?

Independent Living Strategy

<http://www.odi.gov.uk/working/independentlivingstrategy.asp>;

See Macintyre case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 130 social care clients receiving self directed support per 100,000 population

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Participation of disabled young people in their transition process

Are disabled young people supported to contribute to their transition process? If young people did not attend their review how are they supported to contribute to formal review process?

The formal transition process starts at school in year 9 when the annual SEN statement review becomes the transition planning review. Families and disabled young people need to be supported to contribute to this process in a way that best suits them.

National Indicator: NI 54 Services for disabled children

Additional National Indicator:

NI 119 self reported measures of peoples overall health and wellbeing

Does the IAG provider work with disabled young people without statements to develop a plan similar to that developed in the formal review process?

Young people with additional needs that do not have a statement of special educational need, and perhaps those young people on school action or school action plus, may still require support in planning for their future. Ensuring that these young people have access to support if required, or requested ensures that they have the opportunity to achieve the best outcomes. Transition Protocols may include a pathway for vulnerable young people who do not have a statement.

See Birmingham case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

Do disabled young people have access to a key worker or lead professional during the transition process? Do young people have some choice in who takes on this role?

Disabled young people and their families are often required to work with a range of services to get appointments, follow up actions and find out when meetings are planned and who is taking forward decisions. Many families welcome the opportunity of having a key worker or lead professional to take on a supporting role to help them with these tasks.

Key workers or lead professionals play an important part in coordinating the transition planning for young people, and ensuring that everyone is carrying out their role, therefore leading to a smoother transition for the young person. The role of key worker or lead professional is often taken by either a transition worker, or the Information, Advice and Guidance specialist personal adviser.

Integrated Working Factsheets

<http://www.everychildmatters.gov.uk/resources-and-practice/IG00018/>

See North-East Lincolnshire case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Is advocacy support available during the transition process?

Advocacy has been defined as enabling someone to have a 'voice'. Advocacy support should be available to those young people that want it, to ensure that young people are empowered to have their voices heard, and that they are at the centre of the transition planning process.

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 110 young peoples participation in positive activities

NI 119 self reported measures of peoples overall health and wellbeing

Are young people asked how and when they prefer to receive information about transition? Is information about the transition process available in a variety of formats?

Most local authorities produce information about the transition process for disabled young people. This is normally produced in consultation with disabled young people and available in formats which are accessible to young people with a range of needs.

See Leicester case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

Participation of families in the transition process

Are families of disabled young people supported to contribute to the young person's transition process?

The parents and families of disabled young people can be a key factor in ensuring that the transition process is smooth. Engagement of families in developing processes and protocols ensures that their first hand experience can be reflected in the developments. Families can be empowered through the provision of timely information, and through enabling them to develop the skills to self-advocate, and to advocate on behalf of their child. Empowering families, and raising their expectations about what their child can achieve, enables them to advocate more effectively for their child.

See Brighton and Hove case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

Are families provided with appropriate information about transition before the formal process begins? Is information for families available on request?

The timely provision of information can ensure that young people and their families are empowered in the transition process. Young people and their families need information about both the transition process and the options available to them. Young people should also be engaged in deciding what information needs to be provided and in which format.

The Core Offer for Aiming High for Disabled Children talks about the rights to information: -

<http://www.everychildmatters.gov.uk/files/8C6C272B2B76A4E6FE6E8408DED7A2EC.pdf>

See Sunfield School case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

Direct payments and individual budgets

Are disabled young people able to access direct payments?

Direct Payments and individual budgets represent a shift in thinking about support. Both are alternatives to direct service provision from local authorities and are about shifting the balance of choice and control to service users and away from service providers. Direct payments are generally well established, although take up varies widely across the country, and processes between children's and adult's services can differ.

Are disabled young people able to access individualised budgets at transition?

Individual Budgets can enable disabled young people to have more control over the support that they receive. Supporting disabled young people to plan for their life, and to plan towards their dreams and aspirations, will lead to more young people living the life they choose.

See Richmond case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 127 self reported experience of social care users

NI 128 user reported measure of respect and dignity in their treatment

NI 130 social care clients receiving self directed support per 100,000 population

NI 132 timeliness of social care assessment (all adults)

NI 133 timeliness of social care packages following assessment

NI 135 carers receiving needs assessment or review and a specific carers service, or advice and information

NI 136 people supported to live independently through social services (all adults)

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Positive activities, leisure and recreation

Is access to social activities part of the formal transition review planning for individual young people?

Is support provided for disabled young people to access positive activities as part of their transition?

Many areas are using the developments of extended school provision to develop activities across school clusters which are accessible for disabled young people with a range of needs. Many areas are working with special schools as part of clusters to provide staff training and improve access to make sure extended services in mainstream schools are open to all.

See Sunderland case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 110 young peoples participation in positive activities

Does the local authority provide support for disabled young people to access leisure and recreation as part of their transition?

In areas with effective transition planning consideration is given to the provision of leisure and recreation locally and how disabled young people will access this. Many areas are working across the local authority to ensure the capital improvements planned as part of the play strategy will benefit disabled young people by improving access and choices in universal provision. Each local authority also has duties under the DDA 2005 to positively promote equality for disabled people, which in this context would include using requests from disabled young people in transition planning to inform the development of local leisure and recreation activities. Disabled young people should be able to access local leisure provision just like all young people do.

See North East Lincolnshire case study:

http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 110 young peoples participation in positive activities

NI 199 children and young peoples satisfaction with parks and play areas

Are the needs of disabled young people (at transition) featured in the local youth strategy?

Aiming High for Young People: a Ten Year Strategy for Positive Activities, published in July 2007, set out the Government's plans to help all young people to take part in enjoyable and purposeful

activities in their free-time. Every area should have a youth strategy that sets out how the developments from Aiming High for Young People will be implemented locally. Using long term strategy to improve opportunities for disabled young people as social engagement and opportunities are essential to building confidence and preparing for adult life so key to transition process.

Aiming High for Young People: a ten year strategy for positive activities.

http://www.dcsf.gov.uk/publications/tenyearyouthstrategy/docs/cyp_tenyearstrategy_260707.pdf

National Indicator: NI 54 Services for disabled children

Additional National Indicator: NI 110 young peoples participation in positive activities

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Housing

Does the housing department have representation on Transition Steering Groups?

Many disabled young people will have the same aspirations as their non-disabled peers, to live more independently. Housing departments need to be engaged in the development of the transition protocol, and the transition steering group, to ensure that commissioning is based on the needs and aspirations of disabled young people, and that young people are able to have a choice about where they live. The housing department would benefit from having a place on the strategic transition planning group, and from being informed by children and adult social care of the housing requests and requirements identified through transition plans.

Do they provide accessible information on local housing options, and plan local provision based on what disabled young people say that they want?

Housing departments need to be made aware of the needs of disabled young people in the local area, ideally through attending the Transition Steering Group. The Local Authority Housing department should also feature in the transition protocol, with information about how and when a young person should be referred to them, for example to be put on the housing register.

Local providers need to have information from the local authority passed on about requests and requirements so they can plan in their contracts for this.

National Indicator: NI 54 Services for disabled children

Additional National Indicators:

NI 136 people supported to live independently through social services (all adults)

NI 145 adults with learning disabilities in settled accommodation

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Transport

Is transport provision a part of strategic transition planning? Are transport needs a part of individual transition planning? Is individual support to promote Independent Travel part of the transition process?

It is essential for transport to be considered in the overall planning process for disabled young people. Disabled young people often rely on specialist transport to access education, social and

leisure opportunities. Travel training needs to be more widely available, to enable young people to access resources and facilities more independently. For young people to access public transport services need to be reliable and understand the needs of disabled young people.

National Indicator: NI 54 Services for disabled children

Additional National Indicator:

NI 175 access to services and facilities by public transport, walking and cycling

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Supplementary questions about disabled young people's participation in TSP

What are you doing to ensure that disabled young people will participate in all developments that come out of TSP?

Engaging with disabled young people in the developments of the TSP is key to achieving the best outcomes. Opportunities for participation could be developed through the following ways:

- Increased capacity of local advocacy service.
- Developed strategy to ensure information is accessible and presented in a number of formats.
- Disabled young people will be directly participating in the developments for TSP.

national transition support team

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