

national transition support team

working together to improve transition
for disabled young people

Case Study: Salford City Council

Introduction

Providing a transition service that has a person centred ethos throughout.

Overview

This case study looks at how Salford City Council transformed their transition services to adopt a more person centred approach. This included a cultural shift towards young people “getting a life” and not a service, as well as streamlining their processes to be more joined up and outcomes focused.

The main starting point for this approach has been through person centred reviews in year 9 that are then built upon to support a young person’s transition post school and into adult life.

Main transferable learning points

- Transition planning that puts the young person and their family at the centre creates the most positive outcomes for young people. This includes having a person centred review process from year 9 and beyond
- Having a strategic lead for transition helps with cultural shift and embedding changes in policy and practice
- An identified transition champion in each sector (health, education, further education etc) can support a more joined up approach

Background

Extensive work around transition started 5 years ago as a response to continuing poor experiences of young people, families and professionals during the transition from children’s to adult services. A clear strategic, holistic multi-agency approach to transition was needed across the City. Transition for many young people was unplanned, haphazard and often frightening. There was no identified lead for transition to support individualised pathways and ensure clear and accurate information was available.

At this time there was a growing movement within adult social care services towards adopting a person centred approach. It became clear that in order for transition to be successful, Salford needed to approach transition in a different way - rather than regarding transition as a change of service, transition should focus on a young person’s growth into adulthood. The key was putting the young person at the centre of planning, taking into account their needs and those of their family. Clear and accurate information was needed to enable a redesign of support and services, and to improve the involvement of mainstream, universal services. It was recognised that young people and their families needed to be supported as they moved from the ‘protective’ culture of children’s services to more independence within adult services, and to move away from ‘getting a service’ to ‘getting a life’. To do this Salford needed to adopt a ‘person centred’ approach, embedded in the way services and professionals work with young people and their families.

Aims and Objectives

There has been a clear vision adopted over the last five years, using a phased change process to improve the experience of all 'vulnerable' young people moving into adulthood.

Aims

- To develop a strategic, multi-agency approach to transition for young people in Salford, which is inclusive of all young people, offers individualised pathways and does not 'hoover' people into services
- To develop clear processes and procedures, where services are accountable for outcomes
- To provide accurate and up to date information on support, services and opportunities for young people
- To ensure all young people have a person centred review, which leads to either a life plan or a support plan

Objectives

- To develop a multi-agency transition strategy and protocol
- To develop and implement performance indicators for all stages of transition
- To develop information files known as 'Growing up in Salford' to support young people's decision making
- Information from person centred reviews is collated and analysed to inform the strategic direction of transition support and services
- To employ a designated professional working across agencies, to co-ordinate the transition process and development at a strategic level
- To use financial resources in cost effective ways to ensure that young people are able to live as independently as possible within Salford.

Approach

The introduction of person centred planning to the transition process has given direction to transition work streams. Through a phased

approach, yearly milestones have been developed, building on the previous year's achievements. The following Information has been collated:

- What is working / not working for families and young people
- Identified trends
- Identified needs of individual young people, appropriate support, specialist services and signposting
- Improvements in partnership working

Both children's and adult services have a strategic lead, who has developed specific work streams with the transition co-ordinator. Representation and lead people from the following areas are also involved:

- Connexions
- Adult social care teams
- Quality assurance team
- Children and disability team
- Health colleagues
- Chatsworth high school
- Local FE provision – Eccles college
- SEN department

Challenges

Finance: Originally the development work has been financed from the Learning Disability Development Fund LDDF –which was money linked to 'Valuing People' to enable services to develop, and is now a combination of funding from LDDF and Aiming High for Disabled Children Transition Support programme monies. All activities were designed to be sustainable and funding was used to enable the project to be self maintaining. Much of the developmental work was undertaken within existing resources.

Successes

Year 1 – 2006

- Development of a social care transition policy which includes:

- At 14 – information to be given to young people about adult services at the Year 9 annual review (development of ‘what’s next?’ information about adult services booklet)
- At 16 – allocation meeting – adult and children’s service managers come together to transfer information of young people who are 16 and who will require a social care service – from this each person is allocated an adult worker
- At 17 – joint assessment to be completed by adult and children’s services. Finance meeting about the cost and funding of care packages coming through to adult services
- At 18 – young person moves over to adult services – if required a support plan is implemented

- Establishment of a transition task group

Year 2 (academic year 2007/2008)

- Introduction of Person Centred Planning (PCP) co-ordinator for transition – to oversee all implementation of person centred reviews across the city/ organisations
- Implementation of Year 9 person centred reviews in special schools for children with complex learning and physical disabilities
- PCP coordinator and co-worker provided
 - training to staff
 - work with parents
 - preparation with young people
 - facilitation of reviews
- Staff trained to train Person Centred ‘important to and for’ transition review facilitators – 32 people trained across the city
- Evaluation of the programme to date

Year 3 – (academic year 2008/2009)

- Continuation of implementation of person centred review programme
- Years 9, 10 and 14 reviews took place at

Chatsworth high school

- Eccles FE college joined the programme and eight reviews completed
- Eight out of borough reviews completed
- Continuation of person centred review facilitator training programme – across organisations and including: school staff, social workers, college staff, connexions, senior management team involved in transition
- Developing ownership of person centred reviews by the organisations involved. Each organisation are responsible to make sure the reviews happen and where possible provide the facilitator

Year 4 (academic year 2009/2010)

- All young people in Salford college foundation unit had a person centred review using a powerpoint approach
- All young people from year 8 onwards at Chatsworth high school have a person centred review
- Pilot of the ‘growing up in Salford’ file for year 9 students
- ‘From individual to strategic change: driving strategic change using information’ collated from individual reviews
- Transition co-ordinator post developed – to oversee all aspects of transition development and ensure a co-ordinated approach

Health

- Health Transition co-ordinator post developed
- Health transition protocol and pathway established and promoted
- Health Action Plans / ‘All about me’ booklets completed for all young people with complex health needs

Year 5 (academic year 2010/2011)

- The Transition co-ordinator oversees the person centred review programme across the city. Information is collated by the transition

coordinator, so the quality of reviews can be checked and themes can be identified. The transition co-ordinator works with organisations to build an action plan of next steps for that particular organisation and this is then fed in to an overarching joint action plan

- Continuation of the strategic approach - 'individual to strategic change: using person centred information to inform commissioning'. This approach is now an annual event where raw data is extracted from the person centred reviews across adult services, colleges and schools. This information is then themed by the transition task group and priority areas are highlighted. Senior commissioners across services are invited to analyse the information, and then an action plan is developed for each priority area identified. The priority areas for this year are:

1. Promoting Independence
2. Getting a Job
3. Where we live
4. Neighbourhoods and communities
5. Personalisation

- The transition co-ordinator is now completing the 'citizenship review – train the trainer' programme. Twenty participants from across a range of agencies are being trained to be citizenship review facilitators (funded from the TSP innovation and outcomes fund).
- There is a pilot of 'Getting a life – not a service' approach. This involves:
 1. All year 12 students at one special school are having a citizenship review, to look at what they want to do when they are older and what support they might need

2. personalisation workshops are being held for these students, their families/carers and the people working with them

3. The transition co-ordinator will be working with these young people to identify the support needed to achieve their goals, for example: Paid work – what ideas do they have, what do they think the barriers are? How do they think they might overcome some of the barriers. The citizenship review and the outcome focused work will be the preparation for the young person's support planning meeting

4. All young people in the pilot will have a support planning meeting, which will involve the young person, their family, carers and workers to look at what their assessed need is, and what support they need to achieve their goals

- 'Growing up in Salford' files – The growing up in Salford files are being developed to be given to all year 9 pupils with additional needs. These files will provide information and advice about growing up and who can help, support people to think about what they want and give them a place to store their transition plan, reviews and minutes of meeting etc. The file is based on the 'six keys to citizenship' and includes:

- what is transition?
- what's next? – information about things to think about and services that can help around being in charge, direction, money, home, community life and support
- staying healthy and safe
- thinking about transition – my ideas for the future

The files will be available on the Salford City Council website to ensure sustainability.

- TAG – The Tag young People’s group is a group of young people who meet once a month to discuss issues around growing up. They report to the transition task group. This year we are hoping that the TAG group will choose two things to be included on the transition task group action plan

- Family support group – we are currently supporting families to set up a group, which has a social element but also gives families the opportunities to talk to other families about some of the issues they are experiencing during the transition period. This group will include:

- coffee mornings
- Information Surgeries
- guest speakers
- ‘Just for fun’!

- The transition policy and process is currently being revised to reflect our learning about what works well and will incorporate personalisation into the policy. Changes Include:

1. Inclusion of person centred review as best practice
2. Development of four levels of support available to young people
3. children’s services exploring approaches to enablement and independence building for young people and families

Conclusion

The implementation of person centred transition processes has enabled a more holistic approach to planning, improving the experience of individual families and young people during transition. Evidence suggests that individual outcomes on a day to day basis have improved, including access to leisure activities and spending time with friends. Young people report that they feel their views are listened to. Other examples of outcomes include:

- one young person left a special school at 16 in order to go the mainstream local

college

- thirty young people have completed travel training in order to travel independently to school or college
- Six young people are now going to the local college who historically would have gone out of the area to access specialist provision
- Four people have been involved in a self employment project
- One person left specialist college provision a year early to go to a mainstream college
- One person has completed a course in Japanese – and came top of the class!
- Six young people attend a ‘trampoline and sensory circuit club’ for people with autism, and 1 person has continued to attend once he left college
- Five young people have now acquired mobile phones

The audit of the person centred reviews indicates a real shift in culture and attitudes with more emphasis on employment, independence and how people get around, with over 90% of 2010/2011 reviews mentioning these elements in comparison with 30% in 2008.

There is now improved partnership working between education, connexions, health, children’s social care and adult social care colleagues. Practitioners have a clearer understanding of each other’s roles and responsibilities. Accountability has improved and staff report that working relationships have also improved. Adult social care services are now pro-active in the transition process from year 14 through the transition coordinator. This has enabled real effective planning to take place. Person centred reviews have enabled adult services to gain vital information about the needs, wishes and aspirations of young people and their families, which has promoted more pro-active planning with provision of information, service redesign and service redevelopment.

The transfer of information has improved, particularly with regard to funding, enabling adult services to project costs and use funding

more effectively. Salford are clearer about the needs of young people and are able to work on issues with specific groups, such as leisure for young people with autism, self employment opportunities and work on independent travel. Salford can now demonstrate real working together across services and with young people and their families.

For further information please contact

- Caitlin Chapman
Transition Coordinator (Person Centred Planning)
Caitlin.chapman@salford.gov.uk
Tel: 0161 793 – 2171
Mob: 07919325660

Acknowledgements

The National Transition Support Team would like to thank the staff at Salford City Council for their assistance with this case study.

National Transition Support Team (NTST)

NTST is working alongside the National Strategies and the Child Health and Maternity Partnership to coordinate the delivery of the Transition Support Programme.

NTST is based at the Council for Disabled Children (CDC), the umbrella body for the disabled children's sector in England. CDC is hosted by NCB. www.ncb.org.uk/cdc

National Transition Support Team
Information line: 020 7843 6348
Email: tsp@ncb.org.uk
www.transitionsupportprogramme.org.uk

