

# **national transition support team**

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for disabled young people

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## **Transition Support Programme Year 2**

### **Initial Report from the Self Assessment Questionnaire Analysis**

February 2010

National Transition Support Team

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## Summary of Findings

The second year of the Transition Support Programme saw a real improvement in the quality and level of support at transition across the country. Key statistics from the Year 2 Self Assessment Questionnaire and Named Advisor support shows that:

- 143 local areas now meet minimum standards as set out in the Department for Children, Schools and Families' Transition Guide<sup>1</sup>. This is an increase from 108 local areas meeting minimum standards in Year 2.
- In 2009 SAQ 1 revealed that 44 local areas were not meeting minimum standards. SAQ 2 shows that this has reduced to 9 local areas.
- 99% of local areas have demonstrated improved family and young people engagement in the transition process.
- Over 90% of local areas have joint processes in place across agencies to support disabled young people in transition - an increase from 74% at the start of Year 2.
- Just under 90% of local areas are using person centred approaches in the development of transition plans.
- 74% of local school and FE providers are working with partners to include clear progression routes into college in transition planning.
- A multi-agency transition protocol is in place in over 70% of local areas - up from under 50% last year.
- 90% of local areas have a strategic transition planning group linked to the Children and Young People's strategic planning board and the children's trust.

In Year 2 the programme achieved significant success in supporting local areas to improve practice in order to meet minimum standards in the delivery of transition support to disabled young people. The programme also supported those local areas, who at the start of Year 2 were already meeting minimum standards, to develop innovative practice and work towards improved outcomes for disabled young people.

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<sup>1</sup> DCSF (2007) *A Transition Guide for all Services: key information for professionals about the transition process*

## Introduction

This report sets out findings from a Self Assessment Questionnaire that local areas<sup>2</sup> completed in December 2009 about how disabled young people and their families are supported in the transition to adulthood. The Questionnaire was sent out as part of the work on the government's Transition Support Programme.

The Transition Support Programme is a government programme to improve support for disabled young people in their transition to adulthood. It is part of a wider programme called Aiming High for Disabled Children, which is transforming local services in England for all disabled children, young people and their families.

The programme exists because although many local areas have improved the way they support disabled young people in their transition to adulthood, there is still significant progress that needs to be made before all disabled young people have positive outcomes and are supported to live the lives that they choose.

The Programme is run jointly by the Department for Children, Schools and Families and the Department of Health. It is supported by the National Transition Support Team (NTST), National Strategies (NS) and the Child Health and Maternity Partnership (CHaMP) working together. These three agencies are working directly with every local area in England to improve processes to support disabled young people and their families through the transition to adulthood.

The Self Assessment Questionnaire (SAQ) was developed to provide every local area with a way of taking stock of their services, identifying successful support and any gaps where services need to be improved. This report sets out a summary of information from the second Self Assessment Questionnaire (SAQ2) that was carried out in December 2009. A total of 151 out of the 152 local areas completed and returned the Questionnaire on time. This report is based on the 151 returns.

A more detailed report including analysis of all the data gathered by the Self Assessment Questionnaires will be published later in 2010.

We have set out information in two sections. The first looks at how local areas reported on meeting statutory requirements and guidance requirements with reference to transition. The second section gives top level findings about good practice in the five focus areas that were used in Year 2 of TSP, including how local areas answered relevant questions in the SAQ and examples of supporting comments given.

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<sup>2</sup> We use the term local areas to mean local authorities and their partner agencies, including the PCT, who are involved in providing support at transition.

## Section A: Summary of progress regarding Statutory Requirements and Guidance Requirements

### Fulfilment of Statutory Requirements

The SAQ includes a series of questions based on statutory requirements. For example; the arrangements for the Year 9 review for young people with statements; the organisation of a transition plan and the completion of further assessment on leaving school. The results from SAQ2 show a significant increase in local areas stating they are meeting the statutory and guidance requirements included in the SAQ. This is encouraging as it shows a greater awareness of what is required of local areas to provide even a basic level of support. Some of the movement since SAQ1 suggests good, steady progress across the country.

There was a significant increase in the number of areas meeting all statutory requirements set out in the SAQ. 94% of local areas are now meeting all statutory requirements compared to last year, when the figure was 56%. This shows a 38 percentage point increase in local areas meeting all the statutory requirements included in the SAQ. This in turn has led to a decrease in areas meeting some requirements. The number of areas not meeting the majority of statutory requirements is down from 8% in SAQ1 to 1% in SAQ2. Allowing for additional evidence<sup>3</sup> this gives us a good indication that support and resources directed toward transition support have been effective.

|              |   |     |       |
|--------------|---|-----|-------|
| <b>SAQ 2</b> | Meeting all statutory requirements                                    | 143 | 94.7% |
|              | Meeting most statutory requirements, developments in place for others | 7   | 4.6%  |
|              | Not meeting the majority of statutory requirements                    | 1   | 0.7%  |

|              |   |    |     |
|--------------|---|----|-----|
| <b>SAQ 1</b> | Meeting all statutory requirements                                    | 83 | 56% |
|              | Meeting most statutory requirements, developments in place for others | 53 | 36% |
|              | Not meeting the majority of statutory requirements                    | 11 | 8%  |

<sup>3</sup> For example, the checklists of evidence collected by a local area's named advisor for the programme.

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## Fulfilment of Guidance Requirements

The SAQ includes a number of questions that are based on government documents which set out guidance with regard to transition provision. For example there were questions about multi agency working arrangements, strategic planning and information provision.

|  |    |       |
|--|----|-------|
| Meeting the majority of guidance requirements developments in place to meet others | 88 | 58.3% |
| Meeting most guidance requirements work planned to start to meet others            | 59 | 39.1% |
| Meeting limited areas of guidance  | 4  | 2.6%  |

There were over twenty questions in the SAQ around meeting guidance requirements. One of the questions was about the strategic transition planning group.

| Is there a strategic transition planning group which links to the Children and Young People's strategic planning board and the children's trust? | LAs | %     |
|--|-----|-------|
| Yes  | 137 | 90.7% |
| In development   | 14  | 9.3%  |
| No   | 0   | 0%    |

## Section B: Good Practice – The Five Focus Areas

The Transition Support Programme sets out five focus areas for improving support at transition in local areas. They are:

1. **Participation** of disabled young people and their families
2. Effectiveness of **personalised approaches**
3. **Joint assessments** processes within children's trusts and adult services
4. Realistic **post 16 opportunities** for living life
5. Strategic **multi agency** working

This might mean locally:

- Effective engagement with and participation from disabled young people and also their families;
- Effectiveness of personalised approaches including person centred planning, use of individual budgets and direct payments;
- Joint assessment processes within children's trust services, including schools and with adult social care;
- Realistic post 16 opportunities for living life and to help reduce the numbers of disabled young people who are not in education, employment or training;
- Strategic partnership working including commissioning, to ensure that all agencies are fully engaged in providing transition support. In addition ensuring that other AHDC activity and universal offers, like the youth strategy, take into account the needs of disabled young people at transition.

### 1. Participation of disabled young people and their families

#### Information provision

Overall, the provision of information and support for young people to express their views and management of the Year 9 review process is steadily improving. Many areas which have difficulties supporting disabled young people around Year 9 reviews have this as a priority for action. The majority of areas provide some information, and many do so in a range of formats. A small number of areas are developing work, often with local independent agencies, to produce more bespoke information packs to meet the needs of specific groups of young people. For example, information to inform young people with complex health needs or autism. Some areas are also producing packs to show what housing options or after school options are available for young people with a range of needs.

Providing information in a range of languages is one of the areas where joint work with other departments and agencies is strong. 99% of areas recorded how they provide this information in the SAQ. Many local areas use community interpreting services or groups working with specific communities to disseminate and provide information about transition.

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| Do young people receive information about the transition process and the options available to them? | Local areas | %     |
|---|-------------|-------|
| Yes   | 130         | 86.1% |
| In Development  | 21          | 13.9% |

| Are young people asked how and when they prefer to receive information about transition? | Local areas | %     |
|--|-------------|-------|
| Yes  | 67          | 44.4% |
| In development   | 66          | 43.7% |
| No   | 18          | 11.9% |

| Is information about the transition process available in a variety of formats?   | Local areas | %     |
|--|-------------|-------|
| Written information  | 144         | 95.4% |
| Accessible written information   | 110         | 72.8% |
| DVD  | 54          | 35.8% |
| Website  | 109         | 72.2% |
| Information events   | 122         | 80.8% |
| Disability Information Officer   | 41          | 27.2% |
| Other  | 68          | 45.0% |
| Other:<br><i>Representative examples of details given for 'other' include:</i><br>1) Local organisations who are commissioned to provide information can be contacted for support with information<br>2) Information is provided via the Parent Partnership Service<br>3) Individual information visit from the core Transitions Team is provided at the age of 17 to young people and their families.<br>4) Transition support plans are provided in a more visual manner and the core Transitions Team is developing this ways of working with young people currently by using basic computer technology in their own homes. |             |       |

## IAG provision

IAG services are in place in almost all areas and have a support role extending beyond attendance at the Year 9 review in the majority of local areas.

| Do young people have access to Information Advice and Guidance advisors? | Local areas | %     |
|--|-------------|-------|
| All  | 145         | 96.0% |
| Some   | 5           | 3.3%  |
| None   | 1           | 0.7%  |

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| How do IAG advisors link in with transition planning?             | Local areas | %     |
|---|-------------|-------|
| Attendance at year 9 reviews                                      | 150         | 99.3% |
| Undertake the lead professional role                              | 121         | 80.1% |
| Feed assessments and reports into transition planning             | 150         | 99.3% |
| Organise/attend transition information events                     | 143         | 94.7% |
| Complete S140/S139a for young people in out of borough placements | 135         | 89.4% |
| Uphold home/host arrangements                                     | 138         | 91.4% |
| Complete out of borough planning visits                           | 118         | 78.1% |

## Transition Reviews

Schools report strong figures on organising and inviting disabled young people and their families to Year 9 reviews. However attendance at Year 9 reviews by young people themselves is variable. A small number of areas reported high (over 80%) attendance at reviews but many areas either don't record numbers or have figures at around 50 – 60%.

| Transition Reviews  | Yes | No |
|---|-----|----|
| Do schools arrange and lead on all transition reviews when they should happen?                                  | 144 | 7  |
| Do schools send out invitations in good time (at least 6 weeks prior to meeting) to families and professionals? | 135 | 16 |
| Are review meetings organised with the young person and their family?   | 134 | 17 |
| Is a named person allocated to follow up actions and implement the plan with young people?                      | 145 | 6  |

## Participation in local planning

Many local areas have used the TSP as a focus to work on improving access to advocacy services for young people, develop an inclusive participation strategy, develop accessible information and engage young people directly in planning and evaluating local TSP activity.

| What have you done to ensure that disabled young people have participated and will continue to participate in all TSP developments? | Local areas | %     |
|---|-------------|-------|
| Increased capacity of local advocacy  | 74          | 49.3% |
| Developed a participation strategy that links existing groups into TSP  | 95          | 63.3% |
| Developed strategy to ensure information is accessible and presented in a number of formats   | 125         | 83.3% |
| Disabled young people have direct involvement in project implementation   | 95          | 63.3% |
| Disabled young people are involved in evaluating the progress of TSP locally  | 88          | 58.7% |

## 2. Effectiveness of personalised approaches

### Person centred approaches

The majority of local areas have taken up work on the use of person centred approaches to support disabled young people at transition. In Year 2 this focused mainly on training staff and promoting this way of working locally. Both children’s and adult social care are taking the lead in most areas. Many are working directly with schools and education colleagues to promote the use of person centred transition reviews. This is still very much in development across the country. Some areas have a robust plan in place to sustain this work and evaluate its effectiveness. This will be a focus for development in Year 3 of the Transition Support Programme.

| Is person centred planning part of the following wider transition assessment and planning processes: | Local areas | %     |
|--|-------------|-------|
| S139A  | 109         | 72.2% |
| Transition plan  | 133         | 88.1% |
| Adult support plans  | 128         | 84.8% |
| Pathway plan   | 103         | 68.2% |
| Health action plan   | 87          | 57.6% |
| Supported employment schemes   | 80          | 53.0% |

| Is there a monitoring process in place that tracks outcomes relating to person centred planning? | Local areas | %     |
|--|-------------|-------|
| Yes  | 50          | 33.1% |
| In development   | 78          | 51.7% |
| No   | 23          | 15.2% |

| Are professionals who are involved in transition trained in: | Yes | Training Planned | No |
|--|-----|------------------|----|
| Disability Equality  | 142 | 7                | 2  |
| Communication Skills   | 139 | 8                | 4  |
| Person-Centered Approaches                                   | 121 | 27               | 3  |

The SAQ asked local areas to explain what training they had planned. Most areas provided information about the sorts of training they had planned or had taken place.

“There have been a number of training initiatives to promote PCP. Those who have attended include special schools, teachers and SENCOs, Disabled Children’s Team (Social Care) & Independent Reviewing Officers. Further PCP training is being developed to capture other staff in children’s workforce to make these principles more consistent and consolidated.”

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“To date approximately 80 staff have been trained as person centred review facilitators and in person centred thinking and work practice. Three further training courses have also been planned”.

## Individual Budgets

Individual budgets are available to young people in some areas. Most areas are developing their work on this and it will be a focus in the third year of the programme.

| Are disabled young people able to access individualised budgets in children's services? | Local areas | %     |
|---|-------------|-------|
| Yes   | 26          | 17.2% |
| In development  | 73          | 48.3% |
| No  | 52          | 34.4% |

| If individual budgets are available in both children's and adult services are the systems coordinated in order to ensure a smooth transition? | Local areas | %     |
|---|-------------|-------|
| Yes   | 16          | 10.6% |
| In development  | 99          | 65.6% |
| No  | 36          | 23.8% |

## 3. Joint assessment processes within children's trusts and adult services

### Transition teams

Almost half of local areas have formal arrangements in place for transition teams (actual or virtual) which operate with staff from a range of agencies. In addition, a further 55 local areas are developing such arrangements. Shared targets, joint training, cross cutting policies and developing lead professional roles are the main activities in place to support these teams working together along with formal management arrangements.

| Are there formal management arrangements in place that support these professionals to work as a transition 'team'? | Local areas | %     |
|--|-------------|-------|
| Yes  | 71          | 46.7% |
| In development   | 55          | 36.2% |
| No   | 26          | 17.1% |

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| Is this team co-located? | Local areas | %     |
|--------------------------|-------------|-------|
| Yes                      | 42          | 28.0% |
| In development           | 22          | 14.7% |

| Which of the following structures are in place to support professionals to work together as a transition 'team'? | Local areas | %     |
|--|-------------|-------|
| Shared targets   | 106         | 70.7% |
| Team building days   | 76          | 50.7% |
| Joint training   | 117         | 78.0% |
| Cross cutting policies   | 109         | 72.7% |
| Shared budgets   | 46          | 30.7% |
| Lead Professionals   | 115         | 76.7% |
| Other  | 66          | 44.0% |

| Is there a process in place for sharing and merging assessment information across agencies supporting disabled young people in transition? |                | Local areas | %     |
|--|----------------|-------------|-------|
| <b>SAQ2</b>  | Yes            | 91          | 60.3% |
|  | In development | 47          | 31.1% |
|  | No             | 13          | 8.6%  |

| Is there a process in place for sharing and merging assessment information across agencies supporting disabled young people in transition? |     | Local areas | %   |
|--|-----|-------------|-----|
| <b>SAQ1</b>  | Yes | 109         | 74% |
|  | No  | 38          | 26% |

## Health action plans

Health action plans are used in the majority of local areas and are completed with young people by a range of staff, most commonly a community nurse or a school nurse. Year 3 will include a focus on developing existing good practice and sharing across local areas on what these plans need to cover and how to use them most effectively.

| Are Health Action Plans developed with young people? | Local areas | %     |
|--|-------------|-------|
| Yes  | 121         | 80.1% |
| No   | 30          | 19.9% |

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| Who is completing Health Action Plans with Young People? | Local areas | %     |
|--|-------------|-------|
| School nurse   | 85          | 56.7% |
| Community nurse  | 90          | 60.0% |
| GP   | 31          | 20.7% |
| Transition nurse   | 33          | 22.0% |
| Community paediatrician                                  | 46          | 30.7% |
| IAG  | 10          | 6.7%  |
| Other  | 63          | 42.0% |

Representative examples of details given for 'other':

"Health Action plans are completed by Community Nurses in most cases but other staff e.g. social workers have been trained to do this."

"Families are also taking a role in the development of HAPs and support with this is available from numerous professionals. Information on who can provide this support is given to parents."

"The HAP Facilitator has already begun working with the PCP Coordinator (C & YP) to introduce HAPs into Year 9 reviews with specific focus on one of the pilot schools."

## Key workers

Many areas have worked hard to establish better key working arrangements for disabled young people at transition. Since SAQ 1 the number of areas where all young people have access to a key worker has increased. Access to a key worker at transition is an issue that we will again examine with local areas in Year 3.

| Do disabled young people have access to a key worker or lead professional during the transition process? |      | Local areas | %     |
|--|------|-------------|-------|
| <b>SAQ2</b>  | All  | 85          | 56.3% |
|  | Some | 65          | 43.0% |
|  | None | 1           | 0.7%  |
| <b>SAQ1</b>  | All  | 49          | 33%   |
|  | Some | 97          | 66%   |
|  | None | 1           | 1%    |

## Transition Pathway

The number of local areas with a transition pathway has increased by 31 since the Year 1 SAQ, bringing the total to 96. A further 52 areas have pathways in development. There is a considerable set of health focussed work on pathways within specific services including occupational therapy, speech and language therapy and acute services. In Year 3 we would expect to see a further drawing together of these pathways and a common understanding across and between services on delivering seamless support.

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| Do you have a multi-agency transition pathway? |                        | Local areas | %     |
|--|------------------------|-------------|-------|
| SAQ2   | Have a Pathway         | 96          | 63.6% |
|  | Pathway in development | 53          | 35.1% |
|  | Pathway not started    | 2           | 1.3%  |
| SAQ1   | Have a Pathway         | 65          | 44%   |
|  | Pathway in development | 73          | 50%   |
|  | Pathway not started    | 9           | 6%    |

## 4. Realistic post 16 opportunities for living life

### Housing

Many local areas now have housing departments engaged in the strategic level planning for transition. Whilst the amount and quality of housing options remains low, the strategic planning work taking place should have a positive long term impact on this in future. Some areas have developed innovative shared housing schemes and a number of areas are developing 'transition' accommodation for young people moving from residential school back to their home communities.

| Is the housing department engaged in strategic transition planning? | Local areas | %     |
|---|-------------|-------|
| Yes   | 106         | 70.2% |
| No  | 45          | 29.8% |

| Do supported living/supporting people work with young people in transition? | Local areas | %     |
|---|-------------|-------|
| Yes   | 137         | 90.7% |
| No  | 14          | 9.3%  |

| Are disabled young people provided accessible information on local housing options? | Local areas | %     |
|---|-------------|-------|
| Yes   | 89          | 58.9% |
| In development  | 54          | 35.8% |
| No  | 8           | 5.3%  |

| Is local provision planned based on what disabled young people say that they want? | Local areas | %     |
|--|-------------|-------|
| Yes  | 40          | 26.5% |
| In development   | 95          | 62.9% |
| No   | 16          | 10.6% |

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The SAQ had space for local areas to include further information about housing and a number of areas included detail about developments taking place. For example, one area set out the following:

“Adult services have ‘supported living’ facilitators in their learning disability and mental health teams. Locality housing officers work in the housing departments to enable access to ordinary housing with people with assessed care needs. Transition social workers and social workers place young people on the housing register at 16. A strategic housing rep will join the transition board in the new year.”

## Transport

Transport remains a real area for concern for disabled young people. While many areas now have transport planning as a standard part of the transition review process, many struggle to engage transport departments/providers in strategic planning. Something that has been more successful is the provision of travel training for young people to increase independence and confidence in using existing public transport services.

| Is transport provision a part of strategic transition planning? | Local areas | %     |
|---|-------------|-------|
| Yes   | 59          | 39.1% |
| In development  | 64          | 42.4% |
| No  | 28          | 18.5% |

| Are transport needs a part of individual transition planning? | Local areas | %     |
|---|-------------|-------|
| Yes   | 120         | 79.5% |
| In development  | 28          | 18.5% |
| No  | 3           | 2.0%  |

| Is individual support to promote Independent Travel part of the transition process? | Local areas | %     |
|---|-------------|-------|
| Yes   | 104         | 68.9% |
| In development  | 44          | 29.1% |
| No  | 3           | 2.0%  |

| Do you have a transport policy that clearly outlines transport provision for disabled young people post 16? | Local areas | %     |
|---|-------------|-------|
| Yes   | 83          | 55.0% |
| In development  | 39          | 25.8% |
| No  | 29          | 19.2% |

## Youth provision

The implementation of the 10 Year Youth Strategy<sup>4</sup> is referenced in a number of comments made by local areas in their SAQs. The focus is primarily on making existing activity inclusive rather than pro-actively taking account of the needs and

<sup>4</sup> *Aiming high for young people: a ten year strategy for positive activities* (2007) DCSF

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views of disabled young people. The continued focus on participation should have a positive impact on this in Year 3.

| Are there specific objectives in the local youth strategy around improving access and services for disabled young people age 14-25? | Local areas | %     |
|---|-------------|-------|
| Yes   | 111         | 73.5% |
| In development  | 33          | 21.9% |
| No  | 7           | 4.6%  |

## Colleges

Schools and colleges are working to produce clear progression routes to college and beyond as well as to ensure appropriate support is available for disabled young people leaving school and going into further education. 74% of local areas said that their schools and FE providers work together to provide clear progression routes into college as part of transition planning, with the rest saying this was in development. It is clear, however, from the information available, that more work needs to be done on making sure all disabled young people benefit from this work.

| Do schools and FE providers work together to provide clear progression routes into college as part of transition planning? | Local areas | %     |
|--|-------------|-------|
| Yes  | 112         | 74.2% |
| In development   | 39          | 25.8% |
| No   | 0           | 0.0%  |

| Is transition planning in place for disabled young people leaving college to access other opportunities and reach their goals (university and employment)? | Local areas | %     |
|--|-------------|-------|
| Yes  | 98          | 64.9% |
| In development   | 48          | 31.8% |
| No   | 5           | 3.3%  |

| How is this provided? | Local Areas<br>"Yes" |
|-----------------------|----------------------|
| Link Scheme           | 116                  |
| Supported Employment  | 115                  |
| Apprenticeship        | 78                   |
| Other                 | 85                   |

## Employment

A high number of areas stated that a range of support is offered to support disabled young people into employment. However, data on numbers of young people who have moved into employment are either not reported or cover a wide range. We will do some further analysis on this to inform work in Year 3.

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| Who provides support for young people to gain employment? | Local areas | %     |
|---|-------------|-------|
| Supported employment schemes                              | 132         | 88.0% |
| IAG   | 139         | 92.7% |
| College   | 135         | 90.0% |
| School  | 123         | 82.0% |
| Job centre plus   | 129         | 86.0% |
| Job coaches   | 76          | 50.7% |
| Job mentor  | 64          | 42.7% |
| Advocate  | 64          | 42.7% |
| Care Managers   | 92          | 61.3% |

| Do you collate information on how many young people move into employment? | Local areas | %     |
|---|-------------|-------|
| Yes   | 116         | 76.8% |
| No  | 35          | 23.2% |

Many areas provided further detail about employment arrangements, such as:

“A local provider offers supported employment, support can be offered for as little or long as necessary to an individual and their employer. This can include additional support and training by an Employment Adviser in the workplace. Ultimately employers and co workers are encouraged to develop their own support. Mentors can be offered to employees and employers where appropriate to provide support and enhance the retention of a job. A limited number of people with LDD are supported through Access to Work (Job Centre Plus).”

“Supported Employment services is part of a consortium of providers. Here specialist providers from Mental Health learning Difficulties Brain Injury and Physical and Sensory disabilities consider the referral and collaborate to provide the best possible support to the individual.”

Disabled young people’s access to meaningful work experience is an area that needs improving.

| Do disabled young people receive support to access meaningful work experience at year 10? | Local areas | %     |
|---|-------------|-------|
| Yes   | 88          | 57.9% |
| No  | 64          | 42.1% |

## 5. Strategic joint partnership working

### Transition protocols and planning groups

The usefulness of developing a strategic, multi agency document setting out aims of services for transition is now well established. With the exception of one local area, work on using or developing a protocol is underway across the country. This will be a great help in embedding good practice and keeping transition planning a policy priority in local areas beyond the life of the programme. Many areas have the core membership of strategic planning groups in place, who are also signed up to the protocol. However, there is work to be done in engaging key agencies beyond children and adults social care and the PCT. This will continue to be a focus area for Year 3.

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| <b>Is there a multi-agency transition protocol in place that covers the roles and responsibilities of all agencies that are involved?</b> |                | <b>Local areas</b> | <b>%</b> |
|---|----------------|--------------------|----------|
| <b>SAQ2</b>   | Yes            | 108                | 71.5%    |
|   | In development | 42                 | 27.8%    |
|   | Not Started    | 1                  | 0.7%     |
| SAQ1  | Yes            | 73                 | 49.7%    |
|   | In development | 69                 | 46.9%    |
|   | Not Started    | 5                  | 3.4%     |

| <b>Which senior managers and lead members have signed up to the protocol and have a responsibility to deliver?</b> |     |       |
|--|-----|-------|
| Children's Social Care   | 142 | 94.0% |
| Adult Social Care  | 142 | 94.0% |
| Inclusion/school improvement   | 107 | 70.9% |
| Connexions/IAG services  | 135 | 89.4% |
| PCT Commissioning / NHS Providers  | 125 | 82.8% |
| Learning and Skills Council  | 71  | 47.0% |
| SEN Department   | 136 | 90.1% |
| Lead member for Adult Social Care  | 82  | 54.3% |
| Youth services   | 96  | 63.6% |
| Housing  | 81  | 53.6% |
| Supported Employment   | 70  | 46.4% |
| Local Colleges   | 81  | 53.6% |
| Training providers   | 36  | 23.8% |
| Lead member for children's services  | 93  | 61.6% |

| <b>Are there joint strategic commissioning arrangements in place across education social care and health that plan and provide services for disabled young people in transition?</b> | <b>Local areas</b> | <b>%</b> |
|--|--------------------|----------|
| Yes  | 102                | 67.5%    |
| In development   | 49                 | 32.5%    |

| <b>Is there a strategic transition planning group which links to the Children and Young People's strategic planning board and the children's trust?</b> |     |       |
|---|-----|-------|
| Yes   | 137 | 90.7% |
| In development  | 14  | 9.3%  |

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| Who is represented on this group? | Strategic & Operational reps | Strategic reps | Operational reps | No rep |
|-----------------------------------|------------------------------|----------------|------------------|--------|
| Children's Social Care            | 102                          | 44             | 2                | 3      |
| Adult Social Care                 | 97                           | 44             | 6                | 4      |
| Connexions/ IAG services          | 74                           | 48             | 25               | 4      |
| PCT Commissioning / NHS Providers | 73                           | 62             | 7                | 9      |
| Learning and Skills Council       | 12                           | 57             | 9                | 73     |
| SEN Department                    | 69                           | 65             | 5                | 12     |
| FE providers                      | 28                           | 36             | 33               | 54     |
| Housing                           | 19                           | 56             | 12               | 64     |
| Transport                         | 12                           | 34             | 9                | 96     |
| Youth services                    | 23                           | 56             | 16               | 56     |
| Leisure Services                  | 12                           | 29             | 8                | 102    |
| Supported Employment              | 17                           | 38             | 20               | 76     |
| Disabled Young people             | 14                           | 21             | 18               | 99     |
| Parents                           | 34                           | 44             | 28               | 45     |

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## **Conclusion**

Year 2 brought high levels of achievement across the country and a vast improvement in the quality of support available at transition to disabled young people and their families. However, Year 2 also highlighted areas where there is further room for improvement and showed us where the gaps are in current practice. We need a continued focus on a number of key areas including:

- Sustained focus on ensuring **all** areas reach minimum standards.
- Continuous improvement in local areas - going well beyond meeting minimum standards.
- Much greater participation of disabled young people in transition planning – both at a strategic level and in young people's own transition planning.

In order to achieve these improvements in Year 3 we will need to:

- Support local areas to ensure that all agencies that have a role in supporting young people work together effectively and consistently in planning and delivering services.
- Improve the development of strong regional transition networks, recognising the value of regional networks that are locally managed and led. We need to support all regions to identify leads to maintain robust networks into the future. We expect this to include a series of high quality seminars in Year 3 with a cross section of agencies sending relevant staff to attend.
- Embed transition leadership locally.

The Year 3 activity programme is designed to focus on meeting the identified gaps and work with local areas to ensure high standards of support are in place as well as a sustainable plan for transition beyond 2011. We need to look at support that builds in multi agency strategic sign up to this work so a change in personnel does not derail the work plan on transition support. In summary, while Year 3 will see a continuation of support to local areas in improving practice, the programme will also focus on setting standards to develop excellent areas of transition practice with local areas, giving local areas a chance to try out innovative work and test out what works best.

**For more information visit:**

[http://www.transitionssupportprogramme.org.uk/resources/self\\_assessment.aspx](http://www.transitionssupportprogramme.org.uk/resources/self_assessment.aspx)

**National Transition Support Team**

February 2010