

national transition support team

working together to improve transition
for disabled young people

NTST Consultants

These consultants are working with NTST to provide support to a number of local areas with improving their provision for disabled young people and their families.



Ann Stead, OBE, MA

My key areas of expertise in terms of management skills are in strategic multi-agency working and user involvement. My career was in the health service but multi-agency working is something I feel comfortable with having worked with colleagues in Social Services for many years and been on the Board of Trustees of a number of disability related charities. Over the years I have gained a deep understanding of the different values, priorities, language and operational management of the vested interests involved in the world of disability. I know how hard it is to find common areas of interest but I have learned that with patience, working things through together, in a climate of mutual respect is the only way to effect real and lasting change.

I have been disabled from birth and have studied disability from both medical and social perspectives, so am able to use my personal experience of disability when the situation calls for it. In terms of interpersonal expertise, I feel I am strong on communication skills so this enables me to offer a number of supportive approaches in my role of advisor from being didactic to working alongside people in a more coaching style.



Elizabeth Andrews

Liz has worked in services for children and young people with SEN and disabilities for over 30 years. She is currently employed as an Associate Consultant for the Council for Disabled Children and freelance consultant. She has worked on projects on other aspects of the Aiming High for Disabled Children programme before joining NTST. She was Director of the Early Support programme, the national Government programme to improve the integration of service provision and partnership working with families with young disabled children until April 2009, when management of the programme passed successfully to the Department for Education.

Her background is in Education as a teacher and teacher trainer with ten years as a university lecturer. From 1998 she worked in the voluntary sector in a policy role and was seconded to the Department for Children, Schools and Families from 2003-2009. She has also worked overseas, developing services for deaf children and their families in Southern India and Vietnam, and lived for some years in Tokyo.

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Jill Fardell

My background is in health and professional education, but for the past twenty years I have worked in the field of disability and inclusion. Founder and CEO of the Disability And Rehabilitation Education (DARE) Foundation, a national charity, my expertise is in promoting attitudinal change and collaborative, inter-agency working from strategic to operational levels, and, most importantly, full involvement of disabled people in policy and practice development. DARE's four-year initiative the RITE project (Realising Independence Through Education), involved young people with complex personal and technological requirements, making their transition to adulthood and progressing from compulsory to further/higher education and employment. Mentorship, problem-solving and facilitation are some of the skills I bring to the NTST consultant role. But most important is keeping people focused on and involving the young person, and his/her family in decision-making to ensure that services enable them to achieve their potential and quality of life, in **their** terms.



Julie Pointer

Julie is a consultant at Paradigm with a background in disabled children's services. Julie has worked with disabled young people and their families for many years (well into double figures!) and prior to joining Paradigm was managing a successful Transition Service in a London Borough.

Julie qualified as a social worker in 1987 and has worked in a number of different settings, including local authority and voluntary agencies, both as a residential worker and a field worker. Julie also ran a family based short breaks service for six years. During this time she gained a lot of experience of direct work with disabled children and young people, and is a strong advocate for using person centered approaches to ensure that children and young people remain at the centre of planning.

Since joining Paradigm Julie has worked with a number of local authorities to support them with their Aiming High for Disabled Children Programme. This has included extensive consultation with children, young people and parents/carers particularly around the short breaks agenda. Julie is also one of the consultants on the Transition Support Programme, working towards disabled young people receiving a positive transition to adult life, and believes passionately that to make this happen we need to think beyond services and put disabled young people and their families in control of their lives. Julie has experience in both training and planning around Person Centred Approaches to support vulnerable people to be at the centre of plans for their future. Some of this work has included the use of tools within both special and mainstream schools to support children and young people who are struggling to access the curriculum and who may be labelled as challenging as a result.

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Karen Castle

Karen is the Director of a small consultancy company. She works as a Consultant for the National Transition Support Team and with a range of local authorities who are delivering the Aiming High Short Breaks Programme. For a number of years she was a consultant for the Early Support Programme. Karen qualified as a social worker in 1986 and is a member of the Chartered Management Institute. Karen has worked with disabled children and their families for over twenty years, in residential and fieldwork settings and for voluntary and statutory agencies.

As a consultant, most of Karen's work is with the local authority and the health service. Her particular area of interest is positive outcomes for disabled children and young people and the delivery of joined up services.



Kathy Taylor

My career background is in research, project managements, service development and commissioning. I worked for 10 years in the civil service in various roles and 17 years in local authorities as a development and commissioning manager for children and young people with a disability, as well as multi agency lead officer for transition from child to adult based provision and support.

Since 2007 I have worked as an independent consultant with local authorities, the Department of Health Valuing People Support Team and the National Transition Support Team, focussing on developing and implementing best practice during the transition phase from child to adulthood.

I have worked in partnership with children and young people, parents and carers and all key agencies (at a local and national level) to achieve change and an effective commissioning strategy to meet the ever changing needs of children and young people with a disability, especially as they move through transition to adulthood. My current work with NTST is to support local authorities in development area 3 to ensure that best practice is not only embedded within the local area but also shared with other areas.

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Margaret Palmer

In Year 1 of the Transition Support Programme I worked with Coventry, N.E. Lincolnshire and Lincolnshire. I am finishing my work with Lincolnshire working with an enthusiastic group of people on the development of a single transition plan. We are looking at the Learning for Living and Work Framework which the group feels provides a very useful and holistic tool and at some curriculum tools to ensure that the Framework builds on a person centred plan.

My areas of expertise relate mainly to:

Partnership working – I have been involved in multi agency working largely in the East of England since the days of the SEN Regional Partnership and subsequently in seeking to ensure that transition remains a regional priority, in working with the SEN Regional Hub on the Transition Support

Programme and with the East of England regional group that is supporting local authorities to prepare for their new responsibilities for learners with learning difficulties and/or disabilities.

Joint assessment, post 16 opportunities and personalised approaches. My background is with the Careers Service and Connexions. I have been involved with the Learning and Skills Council in the development of the Learning for Living and Work Framework, ensuring that this supports young people to implement their person centred plans and work towards their aspirations for adult life. I have also worked with colleagues on developing approaches to S139A assessments in the context of local authority responsibilities.

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