

national transition support team

working together to improve transition
for disabled young people

Bradford Transition Case Study

The transition process

Developing a strategic transition protocol

The strategic management group in Bradford are currently looking at this, and beginning to write a multi-agency protocol. In the meantime however, Bradford adult learning disabilities services (Bradford District Care Trust) have a transition procedure with the children's learning disability services. This ensures that young people with learning disabilities receiving services from any of the children's social services departments, such as the Children's Complex Health & Disability Team, the Children's respite units or Shared Care are referred onto the Community Team Learning Disabilities (CTLD) at 17 and sometimes earlier, for a Community Care Assessment. This ensures that there is a smooth transition from children's services into adults for those receiving respite, home care packages, direct payments etc with adult services take over care management and funding at 18.

The CTLD also works with the special schools and offers Community Care Assessment to those people with learning disabilities in Year 14, prior to them leaving school.

Post-16 options: education and employment

Approximately 50% of young people with a statement of educational need go onto college after school, and the other 50% access adult services. Some young people receive additional support to access college, however one of the colleges has recently stopped it's course for those with the most complex needs.

Last year Bradford piloted a work experience project, where young people were supported to identify placements for the days when they were not at college. One of the aims of this project was to engage Supported Employment services with young people earlier on, and not just when they were ready to leave college.

Recently young people have been consulted in one special school about their aspirations for the future, with a particular focus on employment. The project was funded by the LSC as a pathfinder project to develop the links between the supported employment service, and schools, and to raise young people's aspirations. Young people produced booklets identifying their aspirations, and then created an action plan as to how they can reach their goals, including college courses or work experience opportunities to support this.

Transition reviews and Person-centred approaches

Several different person-centred approaches have been trialled in Bradford, however they have not yet adopted one approach. One school has received training from Helen Sanderson Associates, and another uses the West Midlands Transition Pathway approach.

Bolling Special School now has 6 people trained in the Valuing People Person-Centred Review process. The school also has staff trained in intensive interaction, which they believe is the beginnings of a person-centred approach, particularly for young people with profound and multiple disabilities. The head teacher was key in ensuring that the process was adopted throughout the school. Some young people at Bolling will now have person-centred reviews, however an initial trial brought up the following issues:-

- The length of time the review took. Reviews were taking in excess of 90 minutes.
- Ensuring that all appropriate agencies were represented at the reviews.
- Organisational issues, such as ensuring that all the staff that are key to the young person within the school, could be released for the review.
- Difficulties in getting the balance between attainment and person-centred approaches.
- Changing the way staff think, and the difficulties in engaging all staff in person-centred approaches.
- The current expectation that staff facilitating the reviews are 'accredited' and therefore having enough staff trained to facilitate.

The school are looking at ways to support young people to engage in their review meetings, and have also developed the role of an 'action chaser' to ensure that actions agreed in the meeting are being carried out.

Statutory services – an overview

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

An initial Transition Steering Group was established by education services, however this was withdrawn, as it's purpose was not clear. Bradford now has a Transition Network meeting every three months, where professionals involved in transition work get together to share practice, and discuss cases, but it does not have any involvement from a strategic level, and does not have a strategic purpose.

Bradford has a database of young people who attend special schools, aged 14 plus, to monitor young people that will require services as an adult. The database contains information about what packages of care they currently receive, and what they may need as an adult.

The Transition Worker is employed by the Adults Learning Disability Team. She holds a caseload, and will assess young people from the age of 16. The transition worker will work with those people who have been receiving support from the children's services.

Education – schools in strategic planning

Schools are now being encouraged to run their own information events for disabled young people.

Connexions, information, advice and guidance arrangements

The Connexions services in Bradford remains unchanged following the move back into the local authority. They have 3 specialist personal advisers working across the network of special schools. The transition worker endeavours to carry out joint visits with the Connexions advisers, and the advisers attend reviews. The Transition worker and the Connexions worker visit young people and their families in the summer holidays prior to going in to year 9, to give them information about the transition process.

Participation and further support

Participation of disabled young people in the transition process

Young people can access advocacy services from children's services prior to becoming 18, and then there is a selection of advocacy services available for young people in adult services.

Supporting disabled young people and their families:

- ***key workers and lead professionals***
- ***direct payments and individual budgets***

The Transition Worker acts as the key worker or lead professional for young people with a statement of educational need, coordinating the support that they receive in transition from the age of 16.

Bradford has been involved in the Dynamite project and has a small group of young people who received an individual budget when they finished school in 2007. In 2008 all young people finishing school were offered an individual budget. Individual Budgets are allocated using the community care assessment with person-centred approaches applied, and through a support plan being written by the information in this assessment and information given by the families. Young people and their families wrote their support plans, with support from their care managers. Most of the young people applied for funding from the Independent Living Fund to top up their budgets. The transition worker has now been to meet the young people who have been using individual budgets, and feedback suggests that it has been a positive experience for the young people involved. The young people have been supported by their care managers, the Direct Payments Team and the Community Payroll Service, and families fed back that they were all key in ensuring the smooth running of the process. Young people had been able to access a variety of new activities and

many examples of how their lives had changed for the better were given. Some of the families involved in the project are now supporting other families who are interested in taking on an individual budget.

Information for disabled young people and their families about the transition process

The transition worker and the Connexions advisors arrange some visits to colleges and day time opportunities, and organise for service providers to speak to groups of young people about what they do. Schools are now beginning to manage this process for themselves, and organise information events for young people and their families.

Youth services and activities

Young people have access to a range of youth clubs up to the age of 18, however less are available after this age. The Special Needs Objective Outreach Project (SNOOP) runs projects for young people aged 16-25 in holidays or evenings, however they are unable to support young people with personal care needs, or more complex needs. Direct Payments can be used for accessing social and leisure opportunities.

Sara Merriman
Practice Development Coordinator

national transition support team
Information line: 0207 843 6348
Email: tsp@ncb.org.uk
Web: www.transitionsupportprogramme.org.uk