

# TransMap

## From theory into practice

The underlying principles in supporting disabled young people in transition to adulthood



# TransMap: From theory into practice

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## Contents

Acknowledgements 2

Foreword 3

Introduction 4

**Principle 1** – Comprehensive Multi-Agency Engagement 6

**Principle 2** – The Full Participation of Young People and their Families 8

**Principle 3** – The Provision of High Quality Information 10

**Principle 4** – Effective Transition Planning 12

**Principle 5** – An Array of Opportunities for Living Life 14

Conclusion 17

Resources 18

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## Foreword by Miro Griffiths

Two years ago, as a 17-year-old disabled young person, I wrote about the negative experiences of my transition to adulthood. A couple of snippets will give you a flavour of my transition perspective:

‘I’m 17 years old and have been in the social service’s transition process since I was 14. It’s just a pity nobody told me! I was unfamiliar with the term and hadn’t realised that I was within a prescribed process that has such important implications for me. On reflection, it felt like merely being thrown over the fence from children’s to adult services. My transition was a pretend process with a few bureaucratic milestones and I was expected to morph into an adult on my 18th birthday.’

Well, of course ‘transition’ doesn’t have to be like that – what I and other disabled young people want is a more holistic approach that sets the scene for the development of a transition ‘Life Plan’. After all, there is a lot at stake, such as adult identity, employment, independence, relationships, education and quality of life, and it is so important to get it right.

As disabled young people we only want the same things as any other young person, such as friends, relationships, money, a place of our own and the freedom to do the things we enjoy. In short, we want choice, control and independence over our lives. A good transition process is a necessary vehicle towards greater social inclusion and equality for disabled young people.

What has been really encouraging over the last two years is to see a noticeable step change in transition services at both local and national level. For example, my local area has committed additional resources and set up a more coordinated approach to transition to adulthood. And I believe that *TransMap: From theory into practice* is an excellent summary and guidance document of the current and emerging positive changes in the transition landscape.

## Introduction

In the last few years there has been increasing recognition of the need to improve transition planning and support for disabled young people\* as they move into adulthood. There is a widespread understanding of the need to coordinate this support across a range of agencies, including health and social care, youth services, leisure, Information, Advice and Guidance (IAG) providers, housing, education, benefits and employment services. In some local areas, people are working hard within statutory and voluntary sectors to meet this challenge.

The Council for Disabled Children (CDC) was funded by the Department for Children, Schools and Families (DCSF) to map effective practice in the improvement of transition processes, and to identify some of the barriers that local areas† face. Building on the good practice identified for the *Transition Guide for All Services*, produced in 2007, the TransMap project set out to identify areas of effective practice and to provide evidence of current practice and developments in transitions. The launch of the Transition Support Programme and other targeted policy and guidance has encouraged many local areas to prioritise the transition process, and to identify some key areas to focus on. This report highlights the impact of these developments and documents the key findings from the TransMap project.

The mapping work examined practice across a number of local areas in England. The project looked specifically for practice that illustrates cooperation across services, involvement of young people and their families, and that has a direct effect on outcomes.

The TransMap work identified a number of principles, which can be found in the *Transition Planning and Development Tool*. However, these can be grouped into a number of underlying principles that, when applied, lead to a high quality service for young people in transition. Implementing these underlying principles across transition practices will mean that young people regularly have a positive experience of transition. The underlying principles are:

- comprehensive multi-agency engagement
- the full participation of young people and their families
- the provision of high quality information
- effective transition planning
- an array of opportunities for living life.

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\* For ease of reading, we use the term 'disabled' throughout this document to refer to young people with SEN, disabilities or complex health needs.

† For ease of reading we use the term local areas to incorporate local authorities and PCTs.

In this report we examine the underlying principles of transition, and the different ways in which they can be implemented. Alongside each principle are examples of effective practice that were identified during the TransMap work. The complete case studies are available on the national transition support team website:  
[www.transitionsupportprogramme.org.uk](http://www.transitionsupportprogramme.org.uk).

We hope this up-to-date evidence of practice and service development will be of use to local areas who are trying to develop their transition processes.

## Birmingham

In Birmingham the transition strategy for all vulnerable young people has been developed with the engagement of many professionals working in transition. It has senior management sign-up and agreement from city councillors.

The strategy contains two clear pathways – one for those young people who are eligible for social care services, and one for other vulnerable young people.

## Suffolk

In Suffolk there are three transition teams, each of which includes social work and health professionals, and which have input from Connexions. The original protocol was based on the experiences of the team pilots, so reflects the roles and responsibilities of team members.

## North East

### Lincolnshire

A team set up in North East Lincolnshire, initially as an information service, has now evolved into a key working service. Each worker holds a caseload and identifies the key professionals to ensure a coordinated approach.

For full case studies see [http://www.transitionsupportprogramme.org.uk/resources/case\\_studies.aspx](http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx)

## Principle 1: Comprehensive Multi-Agency Engagement

Effective multi-agency engagement can be a key tool in ensuring a smooth transition for disabled young people. Professionals should work together, not only in transition planning, but also in strategic developments and in the planning and commissioning of services. Strategic management must ensure that team structures and training opportunities enhance multi-agency practices.

### Multi-agency transition protocols and pathway

A multi-agency transition **protocol** is a strategic document to which senior managers and council officials have signed up and which details the roles and responsibilities of all agencies in the transition process. It is developed with a range of professionals so that each agency feels an ownership for the part that they play. The full involvement of young people and their families is key to ensuring that the protocol is effective.

The transition **pathway** translates the protocol into a clear and accessible format to ensure that young people and their families are aware of who is responsible for supporting them at each stage, and to enable them to hold professionals accountable for delivering the service.

### Opportunities for multi-agency working

A transition team has the role of ensuring that all disabled young people experience a smooth transition into adulthood. This can be an actual, co-located team, consisting of various professionals working together, or a virtual provision, in which professionals remain within their service area, but share information, meet regularly and have a responsibility to provide transition support. It is essential that all professionals in the transition team are trained and supported to understand their responsibilities so that all of a young person's needs are met.

### Clear key-working or lead professional arrangements

Key workers or lead professionals play an important part in coordinating the transition planning for young people and taking the responsibility for following up action plans, which leads to a smoother transition for the young person. The role of the key worker or lead professional is often held by either a transition worker, or the Information, Advice and Guidance specialist personal adviser. It is important that both the young person and their family are involved in the decision about who will take on the role, so that they can build a good working relationship with them, as the role is key in transition planning.

## Training for a multi-agency group

Professionals working in the field of transition need to have a sound understanding of all issues that a young person in transition may face. This includes understanding how different services operate, the law and the rights of disabled young people, the principles of person-centred approaches, communication skills and practical issues such as benefits entitlement. Training should also be provided around the transition protocol and pathway, to ensure that all professionals are aware of their responsibilities. Multi-agency training provides an opportunity for all services to adopt a common approach to transition, and gives professionals the opportunity to find out how other services work.

## Information and data sharing arrangements and procedures

The effective sharing of information about individual young people ensures that commissioning is led by the needs and aspirations of those who will be using the system, and that planning for individual young people is coordinated early on, through identifying their needs, as well as who or what the young person might need to support them. Local areas should have information sharing protocols and it is essential that these are implemented.

### Leicester

In Leicester a project group has been set up to establish person-centred approaches in schools. This is a multi-agency group, which, among other tasks, ensures that an appropriate group of professionals are offered training in the relevant approaches.

### Hertfordshire

Each special school in Hertfordshire holds an annual planning meeting to track individual young people and to discuss their needs, to inform future planning. Connexions have coordinated this process and are continually trying to ensure that the information is used effectively.

For full case studies see [http://www.transitionsupportprogramme.org.uk/resources/case\\_studies.aspx](http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx)

## **Birmingham**

In Birmingham the transition manager met with over 40 young people and 280 parents and carers, to support him in the development of the strategy.

## **Brighton**

The transition development worker at Amaze (the parent partnership service) works directly with families, and is able to take their feedback to the transition forum.

## **Hertfordshire**

Oaklands College in Hertfordshire have a Moving On Group, which is a steering group of the Learning Disability Partnership Board. Members of the group are either full-time students or school students on a link course. The group has been able to influence strategic developments in the county.

## **The Children's Society Disability Advocacy Project**

This project supports disabled young people to have their voices heard. Project workers meet regularly with young people, and support them to participate in meetings and reviews, and where they are not present at these, they ensure that the young person's views are represented.

For full case studies see [http://www.transitionsupportprogramme.org.uk/resources/case\\_studies.aspx](http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx)

# **Principle 2: The Full Participation of Young People and their Families**

The participation of disabled young people and their families, both in the development of protocols and in an individual's transition process, is essential. Participation is an empowering process that enables young people and their families to get the support they need to be effective in changing the ways that systems work, and to allow them to take control of their own transition.

## **Involvement in the development of protocol**

Involving young people and their families from the start of the development of a protocol gives them the opportunity to share experiences of what does, or does not, work. A protocol developed around these experiences is therefore more likely to meet their needs. This means that the protocol will be more effective in meeting their needs, and keeping young people and their families engaged in reviewing the protocol will ensure that the protocol changes with need, and remains relevant.

## **Clear lines of communication**

Parents are experts and play an important part in supporting young people through the transition to adulthood. Parent forums are a key tool in ensuring that a wide range of parents' voices are represented on the local strategic transition steering group. Parent representatives on steering groups should be members of these forums, and represent the views of the forum, rather than just their personal views.

It is important that young people are empowered to have their say in the development of processes, however to make certain that it is effective, clear lines of communication are essential. Young people need to know that the input that they are giving is affecting the way that services work, so feedback is crucial.

Young people often have many different professionals working with them, so clear lines of communication between professionals are required, to ensure that all of a young person's needs are being addressed, and to ensure a joined-up approach.

## **Advocacy support**

To support any young person to participate it is important to be creative to make sure that young people who may sometimes be seen as difficult to reach are engaged with. Advocacy support should be available to those young people who want it, to ensure that they are empowered to have their voices heard, and that they are at the centre of the transition planning process.

## Learning and skills development opportunities

Engaging with parents early in a child's life gives them the skills to work in partnership with professionals and supports them to develop the skills that they need to advocate on behalf of their child. This will, in turn, lead to better communication between parents and professionals. As young people get older parents may require a different set of skills in order to support their young person effectively, and learning opportunities for parents should take this into account.

### Sunfield School

Sunfield School support parents, from the time that their child enters the school, to develop the skills that they need to advocate on behalf of their child. Initially this is through a peer support system, which puts parents in touch with other parents from the school. Families are provided with information about options for their child, and are offered training in the Community Care Assessment, so that parents are aware of what it should contain.

For full case studies see [http://www.transitionsupportprogramme.org.uk/resources/case\\_studies.aspx](http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx)

## Leicester

Leicester are currently in the process of developing a DVD which is an accessible format of the transition pathway. The DVD will provide information on each stage of transition and the key professionals who will support this, and will complement other DVDs that they have produced.

## Hertfordshire

In Hertfordshire, Connexions have developed Learning for Living and Work Broker posts, who have developed an expert knowledge of transition and resources in the area. They work with young people to broker appropriate support packages, including education provision.

## London Borough of Richmond

Richmond have two specialist Connexions personal advisers, one to work with young people in the borough, and one to work with those who have been placed out of the borough. The out of borough adviser supports the young people to get together in the holidays to ensure that they have networks when they move back into the borough.

For full case studies see [http://www.transitionsupportprogramme.org.uk/resources/case\\_studies.aspx](http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx)

## Principle 3: The Provision of High Quality Information

The provision of information at timely intervals and in a variety of formats is a tool that can empower both disabled young people and their parents in the transition process. With clear information about what can be expected from the transition process, and with young people having access to the information about the opportunities available to them, they are enabled to participate more effectively in the process.

### Transition Pathway

A clear Transition Pathway means that young people, their families and all professionals have clear expectations of the transition process. Transition Pathways have been developed in many different formats, however, the format is not important, as long as the pathway is accessible to young people and their families, and supports professionals across services to understand and deliver those services.

### Information, Advice and Guidance services

Careers and guidance professionals should be at the heart of the ongoing transition process for all disabled young people. They provide impartial information, advice, guidance and support until the disabled young person's 25th birthday (if need be). By working alongside a disabled young person they can provide invaluable support and information on options for education, training and employment opportunities, as well as for social and recreational opportunities.

These services also work with young people not eligible for social care support, so providers need to have a good knowledge of universal local services. Young people rely on these services for the information they receive about their future choices, so it is important the staff are up-to-date with what is available locally.

Information, advice and guidance providers need to have access to specialist training that helps them to provide better support to disabled young people who have a range of needs. 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 Disability Discrimination Act duties, and are able to help other services and agencies to think creatively about how they may be able to support a disabled young person, therefore increasing the opportunities available to young people.

## Timely and appropriate information

Access to high quality, timely information is one of the issues that is paramount during the transition process. Consulting with young people and their families means that information can be produced in a way that is useful and effective. Information could be provided in a variety of ways, such as through websites, DVDs, transition events or through transition information packs.

## Transition information pack

A transition information pack should provide information about the transition process and the opportunities that are available, and to ensure that this is accessible to all young people it should be available in a range of formats. The transition information pack should provide information on both specialist and wider general support services, and give a reasonable account of local support and opportunities.

### Bradford

In Bradford the Transition Worker and the specialist Connexions adviser visit all young people with a statement of special educational needs and their families, in the summer holidays before they enter Year 9, to explain the transition process.

### Suffolk

Suffolk have a transition website aimed at disabled young people called 'No Limits'. It contains information on both transition processes, and opportunities available locally.

### Brighton

Amaze in Brighton have produced a book called *Through the Next Maze*, which provides information for parents about transition.

For full case studies see [http://www.transitionsupportprogramme.org.uk/resources/case\\_studies.aspx](http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx)

### **West Gate School**

West Gate School are a Valuing People best practice school for person-centred transition reviews. They have adopted a whole-school approach to person-centred approaches, and all staff in the school have attended training, including non-teaching staff. The school are embedding these approaches in their curriculum, and every child in the school has a one-page profile and a pupil profile.

### **MacIntyre**

Person-centred approaches have been adopted to support all young people leaving MacIntyre schools, in the My Way project. Young people are supported through a facilitator to think about their wishes for the future. The facilitator then works with the home local authorities to provide the resources required, usually through Individual Budgets.

For full case studies see [http://www.transitionsupportprogramme.org.uk/resources/case\\_studies.aspx](http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx)

## **Principle 4: Effective Transition Planning**

Effective transition planning is an important part of the transition process and planning can only be effective if a person-centred approach is taken. This means that the disabled young person is at the centre of the planning process, and that plans are made based on the needs and aspirations of the young person. A multi-agency approach to transition supports person-centred approaches, as it means that all professionals are working together to support the young person.

### **Person-centred approaches**

Schools have a duty to ensure that in Year 9 young people with a statement of special educational needs have a transition review. This review gives the young person and their family the opportunity to think about and plan for their future, with the support of professionals. Person-centred approaches are an effective way of ensuring that the young person's voice is heard in this planning process, and that plans are made around the young person's aspirations.

The young person is the most important person in the transition planning process, and therefore should be encouraged to participate in whichever way they feel comfortable. 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.

### **Multi-agency assessments**

For the transition process to be effective it is important that young people are at the centre of the review and planning process. Young people should be given the opportunity to attend their review if they wish, and enabled to participate in the process, as well as being asked who they would like to attend the review. If a young person does not wish to attend their review, every attempt should be made to communicate with the young person, and to ensure that their views are accurately represented at the review.

Transition plans need to reflect the needs and aspirations of a young person, and identify how agencies will support the young person to achieve these. The transition plan should be reviewed at least annually, and should be a live document. It should also be presented in a format that is accessible to the young person and their family. Ensuring that the transition plan forms part of one holistic, multi-agency assessment process is essential.

## **Surrey**

Surrey has been running a Person-Centred Transition Reviews Project. The vision of the project is that all young people with a statement of special educational needs will have a person-centred transition review, and that from the review a person-centred transition plan will be produced. Twenty special schools have been involved in the pilot, and from their feedback a resource guide has been developed.

## **London Borough of Redbridge**

In Redbridge work has been undertaken to combine assessment processes to create a multi-agency single assessment process. The suggested new process is being consulted on, and will form the basis of a new protocol.

For full case studies see [http://www.transitionsupportprogramme.org.uk/resources/case\\_studies.aspx](http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx)

## Blackburn College

Blackburn College no longer offer discrete courses for disabled young people. All young people now access mainstream courses at the college, with as much support as required. Young people may access elements of different courses, to make up an individual programme of learning.

Blackburn College have also been funded by the Learning and Skills Council to support 13 young people into employment. The 13 young people will be selected by interview, and will attend college part-time, while being supported by the college to access employment.

## Bradford

The Learning and Skills Council recently funded some work in Bradford to look at building a better link with supported employment services. Young people were supported through a person-centred approach to think about their aspirations for the future, and then to create a plan to move towards the aspirations.

For full case studies see [http://www.transitionsupportprogramme.org.uk/resources/case\\_studies.aspx](http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx)

# Principle 5: An Array of Opportunities for Living Life

Disabled young people must have the chance to live a fulfilled life, with the same opportunities offered to them as their non-disabled peers. This means that local areas need to provide a range of opportunities for young people to access, including opportunities in education, employment, youth and leisure services. Personalised approaches enable young people to have an individualised programme that may take into account all of these areas.

## Education

Access to further education enables a young person to continue learning valuable skills, and to pursue their interests. Young people should be able to choose to access a local learning provider, however to achieve this involves commitment from a range of professionals, to make sure that a young person is effectively supported.

## Employment

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, by supporting them to pursue their interests, and in developing skills that move them towards their aspirations, for example, employment or higher education.

Young people need to have access to work experience, to help them to think about what they might like to do in the future. 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.

## Personalised services

Person-centred approaches allow young people who are not accessing education or employment to think about what they would like to do with their time, and how they would like to be supported.

For those young people not wanting or unable to access college or employment it is important that they have access to meaningful daytime activities. This could be provided in a number of ways, for example, through day services or community support, however it is most important that these services are based around the young person's aspirations, and the service offered is for the individual. As day centres are modernised it is important that the needs of this group of young people, often with profound and multiple learning

disabilities, are addressed, and that community provisions are able to meet the needs of these young people. Young people that want to spend more time in the community often still face the barrier of a lack of facilities, such as changing places, and this means many young people can only go out for a short time, before having to return to a base. Plans for young people should draw upon their aspirations, and any service accessed should provide a service specific to the individual.

Disabled young people can be supported to take control of what they do, through the use of self-directed support and individualised budgets. The increased use of these approaches will enable disabled young people, eligible for social care support, to have more choice about what activities they do, and who will support them to do it.

## Integrated Youth, Recreation and Leisure services

*Aiming high for young people: a ten year strategy for positive activities* was launched alongside *Aiming high for disabled children: better support for families*, and invests in the development of positive activities for all young people. It is essential that in the development of integrated youth services as part of the *Aiming high for young people: a ten year strategy for positive activities*, disabled young people's views and needs are taken into account. Joined-up working at a strategic level is needed, and in areas where this is taking place disabled young people are starting to be involved.

Every local authority in England has a duty to commission positive activities for 'vulnerable' groups of young people. A great deal of this activity is provided by the voluntary and community sector and youth services. For disabled young people in transition to adulthood, access to youth clubs and other organised activity are often one of the few opportunities they have to meet up with their peers and make friends. Young people need to have the freedom to choose what provision they want to access, without accessibility and support being a barrier.

Accessing appropriate leisure services is vital to promote the health and well-being of disabled young people. Leisure services should consider ways in which they can become more accessible, to ensure that young people have a choice about where they go. Leisure service managers should be involved in strategic planning for transition to better understand local demand and need. Local play strategies should include specific information on how the needs of disabled children and young people will be met.

## London Borough of Richmond

Richmond is a Total Transformation borough for individual budgets. This means that all young people going through transition, and eligible for social care services, now receive an individual support plan. Support planning is carried out when a young person is 17, so that the support package is ready to go when a young person turns 18.

## Sunderland

Sunderland youth services and disabled children's services agreed to merge budgets, to provide a service for disabled young people managed through youth services. Services that young people can access include an outdoor education centre, which is fully equipped for disabled young people.

## London Borough of Redbridge

Young people from a specialist youth club in Redbridge applied to the Youth Opportunity Fund, to get funding for sensory equipment to be used at the youth centre. Their application was successful and the equipment has now been purchased.

For full case studies see [http://www.transitionsupportprogramme.org.uk/resources/case\\_studies.aspx](http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx)

## **North-East Lincolnshire**

In North-East Lincolnshire work is being done with both leisure and youth services to ensure that disabled young people have access to them. This includes negotiating with leisure services to provide low level support, and working with youth services provide awareness training.

## **Suffolk**

In Suffolk a housing/care provider has developed a provision for young people in transition. The provision acts as a stepping-stone for young people before moving into a supported living environment. There are two aspects of the provision – a six bedded registered care home and four bedsits. The focus of the service is to develop the young person's independence skills, allowing them to move on to supported living in the community. There are also some communal areas where young people will be able to meet socially with other young people. The provision is intended only to provide support to young people aged up to 25, and will focus on increasing independent living skills.

## **Brighton and Hove**

In Brighton and Hove young people are offered transport to and from college by the local authority. An organisation called the Grace Eyre Foundation offers a Travel Buddy Scheme to those using their services.

For full case studies see [http://www.transitionsupportprogramme.org.uk/resources/case\\_studies.aspx](http://www.transitionsupportprogramme.org.uk/resources/case_studies.aspx)

Local leisure provision includes sports and leisure centres, cinemas, parks and play spaces. As young people grow up, leisure time is increasingly used to explore their own interests and spend time making new relationships and relying less on their families. Disabled young people may need additional support in order to share this experience. Providers need to understand their responsibilities under the Disability Discrimination Act.

## **Housing**

Most disabled young people, like their non-disabled peers, will want to explore the possibility of living with a greater degree of independence as they reach adulthood. For some disabled young people, this will lead to them moving away from home and living independently. Some may require support to do this. Some disabled young people may remain at home but look at other ways to become more independent. For those planning to leave home, the move can be both exciting and challenging.

## **Transport**

Good transport provision, including travel training, is fundamental to developing confidence and increasing independence for all young people. Flexible and reliable transport provision is necessary if young people are to be able to access the opportunities available to them. Transport provision should be part of strategic planning, and transport needs should form part of transition planning for young people. Access to independent travel training can help young people to access opportunities more independently.

## Conclusion

Moving into adulthood brings many exciting changes for all young people. However, for disabled young people the often complex nature of support provision means that transition can be a daunting and uncertain time. Without joined-up thinking at a national level, local areas will continue to struggle to work together at a local level. National policy needs to be structured in a way that supports local areas to develop joined-up processes, and local areas need to have the opportunity to share good practice and to learn from each other. For disabled young people to consistently have access to the same opportunities as their non-disabled peers there is a need for all universal agendas to take into account the needs of disabled young people. Local areas need to be clear that in the development of any service they should be considering ways in which the needs of these young people can be met.

The five underlying principles identified in this report can be implemented in all aspects of transition. By doing this, local areas can ensure that young people and their families are fully engaged in the process and empowered to be active participants. These principles can also ensure a cohesive approach to providing and commissioning services, and that these services are based on the needs and aspirations of young people.

The Transition Support Programme, launched in December 2008, will assist all local areas to develop their practices in transition, and support them to meet a set of minimum standards. By the end of the programme, many areas will have developed outstanding innovative practice that will lead to improved outcomes for disabled young people.

The expected outcomes of the Transition Support Programme are that:

- disabled young people and families are able to report improvements in their experience of transition
- support for transition provided by local areas is more consistent
- local authorities, primary care trusts and schools show increased expertise in transition.

Whilst new initiatives continue to be introduced to try and address the issues that are faced in developing transition processes, it is essential that mechanisms are in place to thoroughly evaluate these; to look at what it is that works for young people; and what the key things are that actually change the outcomes for young people. Evaluations need to be rigorous, and based on what young people say works.

The transition to adulthood for disabled young people continues to challenge local areas, however, it is hoped that with the current focus on this agenda, areas will make significant progress in effectively supporting young people to reach their potential.

## Resources

*A Transition Guide for all Services: Key information for professionals about the transition process for disabled children* (2007) Department for Children, Schools and Families and the Department of Health.

[www.everychildmatters.gov.uk/resources-and-practice/IG00322/](http://www.everychildmatters.gov.uk/resources-and-practice/IG00322/)

*Future Positive: A resource guide for people working with disabled care leavers* (2004). Jill Harris in partnership with the South West working group on disabled care leavers, published by the Department for Education and Skills.

[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

*Getting a Life e-newsletter*. For everyone working with and for disabled young people in transition from childhood to adulthood. Transition Information Network.

[www.transitioninfonynetwork.org.uk/menu/6/90](http://www.transitioninfonynetwork.org.uk/menu/6/90)

*Transition: Moving on well* (2008) A good practice guide for health professionals and their partners on transition planning for young people with complex health needs or a disability. Department of Health.

[www.everychildmatters.gov.uk/resources-and-practice/IG00322/](http://www.everychildmatters.gov.uk/resources-and-practice/IG00322/)

*Transition Planning and Development Tool* (2008) A list of key principles in transition set out as a tool to be used by local areas in developing transition services. National Transition Support Team.

[www.transitionssupportprogramme.org.uk/resources/toolkits.aspx](http://www.transitionssupportprogramme.org.uk/resources/toolkits.aspx)

## Legislation and policy

### *Aiming High for Disabled Children: Better support for families*

The government's transformation programme for disabled children's services.

[www.everychildmatters.gov.uk/socialcare/ahdc](http://www.everychildmatters.gov.uk/socialcare/ahdc)

### *Aiming High for Young People: A ten year strategy for positive activities*

A strategy to improve leisure-time opportunities, activities and support services for young people in England.

[www.dcsf.gov.uk/publications/tenyearyouthstrategy/docs/cyp\\_tenyearstrategy\\_260707.pdf](http://www.dcsf.gov.uk/publications/tenyearyouthstrategy/docs/cyp_tenyearstrategy_260707.pdf)

### *Independent Living Strategy*

This cross-governmental strategy sets out a five-year plan that seeks to realise the government's aim that all disabled people should be able to live autonomous lives, and to have the same choice, freedom, dignity and control over their lives as non-disabled people.

[www.officefordisability.gov.uk/working/independentlivingstrategy.asp](http://www.officefordisability.gov.uk/working/independentlivingstrategy.asp)

### *Learning for Living and Work: Improving education and training opportunities for people with learning difficulties and/or disabilities*

Download the National Strategy here:

[http://readingroom.lsc.gov.uk/Lsc/National/Learning\\_for\\_Living\\_and\\_Work\\_Complete\\_2.pdf](http://readingroom.lsc.gov.uk/Lsc/National/Learning_for_Living_and_Work_Complete_2.pdf)

Regional implementation strategies can be downloaded from the regional pages on the LSC website:

[www.lsc.gov.uk](http://www.lsc.gov.uk)

### *SEN Code of Practice 2001*

Code of Practice under the Education Act 1996. Describes the annual review process from Year 9 and the place of the transition plan within that process. The SEN Toolkit 2001 adds further detail to this guidance.

[www.teachernet.gov.uk/wholeschool/sen/teacherlearningassistant/toolkit](http://www.teachernet.gov.uk/wholeschool/sen/teacherlearningassistant/toolkit)

### *Valuing People Now*

The government's plan for making the lives of people with learning disabilities and their families better. Update of *Valuing People*.

[www.dh.gov.uk/en/SocialCare/Deliveringadultsocialcare/Learningdisabilities/index.htm](http://www.dh.gov.uk/en/SocialCare/Deliveringadultsocialcare/Learningdisabilities/index.htm)

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