

The London Borough of Barking and Dagenham



Transitions Strategy for Disabled Young People with Long Term Support and Care Needs

January 2012 – March 2015

“A supported journey from childhood, through adolescence, to adulthood.....”

DRAFT v16



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Executive Summary

For all young people and their families, the transition from adolescence to adulthood can be a challenging time, as well as an exciting one. For young disabled people and their families, this period can be particularly difficult because of the additional uncertainty they often face concerning the level of support they will receive to live their lives once they turn 18 and the limits that have traditionally been placed on their living options.

This strategy is primarily focused on young people who have long-term substantial care and support needs due to a disability or impairment and are therefore likely to require and be eligible for continued funded support when they become adults. However, the strategy does also refer to the wider group of young people who have less severe levels of disability and how they can be better guided to prepare for adult life.

Both nationally and locally, consultation with young people and their families who are facing this transition or have recently gone through it shows that, despite progress made over the last few years to improve the transition process, local authorities and their statutory partners still need to work together to improve the transitions process.

For many disabled young people and their families, the key elements that need to be in



place to ensure a good outcome from the transitions process are having; reliable information about future options, good forward planning and support to lead fulfilling lives as local citizens.

The purpose of this local strategy is to set out what will be done in Barking and Dagenham to ensure that these elements are in place over the next three years. The underpinning vision for the strategy is that all disabled young people and their families will experience a well planned, well informed and seamless transition to adulthood and that they will be

supported to develop meaningful lives as young adults, with a primary emphasis on support to them to fulfil their aspirations (e.g. paid employment and a community based social life) rather than on the provision of specialist services. It is the expectation that young people will be supported to be ready to live as an independently as possible as they move through into adulthood.

The strategy includes an action plan for the first year of implementation, setting out how the objectives will be achieved.

What is a “transitions strategy”?

“Transition” in this document refers to how disabled young people and their families are supported to prepare for the many changes they will face when they turn 18 and become adults, including the outcomes achieved from this planning.

This strategy sets out:

- i) the vision the Council and its statutory partners have for improving the transitions process and, more importantly, the outcomes for young people from this process and
- ii) how this vision is going to be achieved.

Who does this strategy cover?

The Strategy primarily covers young people who have substantial care and support needs as a result of a long term disability or impairment. What they have in common is that they will already be receiving (or be eligible for) specialist assistance from the local authority Children’s Services as a result of their disability.

However, the strategy does also refer to how young people with less severe levels of disability or impairment can be better assisted to prepare for adult life.

The Overall Vision for Transition

Based on national models of good practice and local feedback from consultation, the aim of this strategy is to ensure a seamless, well informed transition to adulthood for disabled young people and their families and the provision of local opportunities for disabled young adults to lead fulfilling lives as local citizens.

Section 6 below and the attached Action Plan set out how this vision will be achieved over the next three years.



The strategy sets out a series of key outcomes as follows:

- Disabled children and their families are encouraged and supported from an early age to expect an adult life, in which they can contribute, exercise choice and control and achieve, regardless of their level of disability.
- Disabled young people and their families are given greater control over the type of support they receive (during both adolescence and adulthood) to achieve the outcomes they want to achieve.
- Disabled young people and their families are helped to plan their lives as young adults from Year 9 of their secondary education
- The range of local opportunities for disabled young adults is expanded, ensuring that:
 - they are available to all young people coming through transition, including people with more complex needs and
 - they maximise disabled young adults' capacity to exercise full citizenship rights, including securing paid employment or other opportunities to contribute to society.
- The number of disabled young children placed in out of borough residential schools is reduced and the range of further educational opportunities for young adults with complex needs (including severe autism) is increased.
- Disabled young people are supported to be ready to live as independently as possible as they move into adulthood. .



Local progress made in improving transition planning

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Transitions Protocol

A new “Transitions Protocol” was agreed and implemented in September 2009, detailing the roles and responsibilities of all the different professionals from Education, Children’s Services, Adult Social Care and the Connexions Service involved with disabled teenagers and young disabled adults in the transitions process.

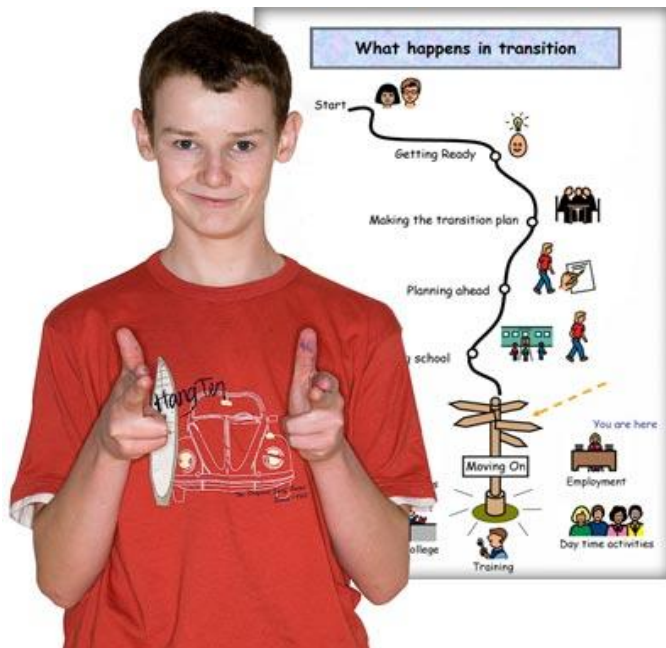
This resulted in a greater degree of coordination between the different professionals - initially led by a dedicated Transitions Team, but since April 2011 led by nominated managers within Adults Services in partnership with Children’s Services, who meet together every month to forward plan the transition process for identified individuals.



Transitions Pathway

A new “Transitions Pathway” easy-read document has been developed and is being used with all students of the Trinity School and their families to help capture important information about what they want to achieve in the future.

An annual Transitions event was established in April 2010 for young disabled people and their parents, as a way of better informing them about future options. This is backed up by the new “Moving On” booklet, which provides further information about these options.



The Transitions Protocol now needs reviewing to ensure that it is still working effectively.

There has also been some progress in introducing the concept of person centred planning into the transitions process, contributing to the development of self directed care and individual budgets within adult social care that has taken place over the past three years – approaches that are now also being piloted within Children’s Services.

Getting a life project

The Council has worked in partnership with the Foundation for People with Learning Disabilities on the “Getting a Life” project, funded through the Government’s Innovations Fund for Transitions and Children’s Services. This has focused in detail on the transition experience of 6 Trinity School students and their families, utilising the national experience and expertise of two Foundation staff to identify gaps and possible improvements. The outcomes from this work have informed this strategy.

The project looked at how young people and their families were being informed about their roles in the transition process. The various processes and paperwork that professionals used during the transition period of the young person and how the work of professionals from the young person and the families’ perspective provided information about how they would be supported during and after transition. The project identified that there was some overlap in the transition documents and this was confusing to families as well as some of the professionals who are responsible for a smooth transition process. The outcomes from this work have informed this strategy.



Young Peoples Development Forum

The Young Peoples’ Development Forum met in May 2010 to comment on the transitions process and what they want from it, leading to the report “New Innovations for Working with Disabled Children and Young People”. This work is helping to inform what we include in this Strategy.

Community Connecting

Linked to this project, the Council is now commissioning a pilot “Community Connecting” service for young people with a learning disability, specifically designed to help young people and their families develop life and support plans based on mutual benefits, not just benefits to the disabled young person. If successful (and subject to the funding required being available) it is intended to role this model out to other disabled young people.



Government policy in respect of services and support for disabled children and adults over the past ten years and more has consistently highlighted the need for these services to be transformed and, as part of this, have highlighted the specific need for better forward planning for disabled young people going through the transition process.

It is worth noting that the Government has very recently consulted on a Special Educational Needs Green Paper: Support and Aspiration (2011) and the final proposals are awaited. There could be statutory changes which could necessitate further amendments or updates to this Strategy at a later date.

For example:

- The 2001 “Valuing People” strategy (subsequently up-dated in 2009 as “Valuing People Now”) in respect of people with a learning disability set out a whole new, exciting vision for the future and included clear expectations around improved transition planning and opportunities for young people.
- The 2005 Government strategy “Improving Life Chances of Disabled People” focused on the four key areas of i) helping people achieve independent living ii) improving support for families with young disabled children; iii) facilitating a smooth transition into adulthood and iv) improving support and incentives for getting and staying in employment.
- The 2007 “Putting People First” Joint Agreement set out a vision for adult social care that emphasised the need to transform adult social care arrangements from ones dominated by institutionalised, segregated care services and lack of choice to ones characterised by individualised support, choice and control.
- Much more recently, the 2011 Ofsted Report “Progression post-16 for learners with learning difficulties and/or disabilities” has highlighted the many gaps in provision that lead to a disproportionate number of young disabled people not in education, employment or training after completing their full time education.

This is just a small sample of the many reports, Government White Papers and other sources of official government best practice guidance that all stress the need for coordinated action at both national and local level to improve transition planning.

There are a number of key local as well as national plans that have both influenced and have a direct inter relationship with the development and implementation of this Transitions Strategy.

The key local plans which need to be considered alongside this Strategy are the:

- 2009 Autism Act Multi – Agency Implementation Plan
- Housing Strategy
- Health and Well Being Strategy
- Joint Strategic Needs Assessment
- Children’s and Young People’s Plan
- Valuing People Now – Commissioning Strategy 2011-12
- Updated Learning Disability Commissioning Action Plan 2012
- Personalisation and Market Development Strategy

All of these local plans stress the need for young people with support needs, including autism, to have continuity of support from Children’s to Adult Services and the development of good local housing, support and education services

They stress the importance of professionals working together on a “Transitions Plan” which will cover all aspects of the young person’s future life and support needs, with an overall nominated professional to act as the lead in the transitions process.

They also include actions for better information on young people’s needs when they move into Adults Services including young people with complex needs and Autistic Spectrum Disorders (ASD)

Local Drivers for Change & Improvement

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Locally, although a lot of work has been done in Barking and Dagenham over the last few years to improve the transition experience of disabled young people and their families (as exemplified in Section 2 above) it is clear from talking to young people and their parents themselves that there are still a significant number of people for whom the process is not working effectively.

- Whilst the Council has made good progress in implementing the Transitions Protocol and in embedding Person Centred Planning within the review and planning process the lessons learned from the recent 'Getting a Life' project and consultation with parents and young people has evidenced that this process is not working well for all families.

The following views emerged about the transitions process from some of those involved, indicating that the improvements noted above are not yet fully embedded:

- **Difficult to plan properly** – parents and young people have experienced that decisions and information about post-18 support arrangements can be left late, making it difficult for them to plan ahead.
- **Not easy to understand** – due to a lack of up to date and sometimes conflicting information about the options available post-18, and a clear overall transitions lead who would co-ordinate the process.
- **Not enough choices** – the options that are put forward can sometimes be seen to be limited and not take account of all of the individuals hopes and aspirations for the future (for example, how they might be supported and encouraged to secure some form of employment or live away from the parental home).
- **Making plans happen** – professionals and services engaging with young people and their families need to be clear about their roles and responsibilities to ensure a smooth transition process. Who is taking the overall lead needs to be clear so young people and families can be helped to navigate the systems within the transition process.
- **Effective person centred planning** – is needed with young people and their family to plan for their future during and after transition. This would make sure that the views of young people and their parents do not get lost.

- **A worrying time** – particularly for some young people with more complex needs and their families who wrongly receive the impression during transition planning that their support options will be reduced post-18.

- **Support and Advocacy** – young people would benefit from more support and advocacy provision to understand the transition process and plan for their future in person centred ways.

Equality & Diversity

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The purpose of this Strategy is to improve the experience for all young people and their families, who have support needs when they move across from Children's to Adults Services.

The actions in this Strategy are aimed at providing better systems for advice, information and planning which will help ensure that all residents of the Borough have equal access to services, with no sub-group facing barriers in accessing any support opportunities.

The improvement action plan includes targets for developing education, housing and support services locally to avoid the need for young people to be placed in services out of the borough away from their family and community.

An Equality Impact Assessment has been completed that outlines how the needs of the Borough's diverse communities have been taken into account in the action plan for improvement.

Models of good practice

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The past 10 years have seen a great deal of guidance issued to Councils and other public bodies by central government around transitions, including new legal responsibilities placed on them to ensure effective transition.

In brief it stresses the following principles:

- Planning for how young disabled people and their families/carers will be supported when they become adults should start as early as possible preferably at the 14+ review.
- The process should build gradually from this point, as the young person matures and becomes more able to express their views.
- This planning must be fully informed by good information, about how to support the young person and their family now, the range of options available that can help them prepare during the transition years and future options available that allow individuals to make informed choices.
- It must take full account all aspects of a young person's future life rather than being narrowly focused around their disability or "special needs".
- It must be "person-centred" – i.e. the planning must be based wholly around the young person, rather than merely being "informed" by peoples' wishes. It needs to be facilitated by experienced people who may include the family member, friend or others but not limited to job roles. There needs to be responsibilities assigned to actions and outcomes and accountability for ensuring that things happen for the young person and their family based on agreed goals for now and the future.
- The process should equally involve the young person's family and those who know and care for the young person as a vital source of knowledge and current / potential future support for the young person.



Demographic trends and demand

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The London Borough of Barking and Dagenham has one of the fastest growing populations of young children in the whole of London, as demonstrated by the following figures drawn from the Greater London Authority population estimates, 2011, which are the most current up to date population projections available.

- A significantly higher increase in the 0-4 age group locally between 2006 and 2011 (30.7%) than the average for Greater London Boroughs as a whole (15.4), with a further higher than average increase forecast between 2011 and 2016 (9.1%) locally compared to 7.6% for greater London
- A local decrease in the 10-14 age group, 2006-11 (-1.6% compared to a London increase of 3.1%), but then an increase over the next five years 2011-2016 for this group of 13.5% compared to 6.9% for Greater London (indicating a predicted migration of families into the borough, as the increase in this cohort between 2006 and 2009 was only 5.2%)
- A higher than average increase in the 15-19 age group for 2006-11 (9.3% compared to 1.0% for London), but then a reduction in the increase of this age group up to 2016 of 2.4% which is then more consistent with the Greater London increase of 2.9%.

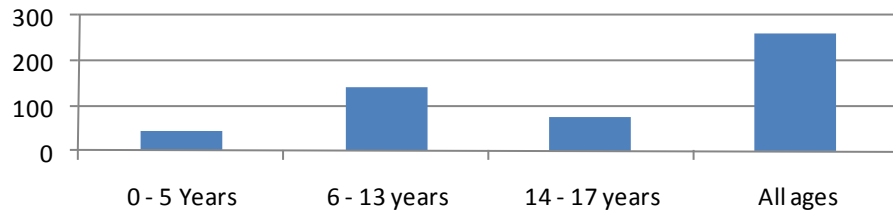
As can be seen from these figures, the number of young people turning 18 will increase substantially from around 2020, with rapid acceleration in this trend beyond 2024.

However, in the shorter term, these figures also show that although the numbers of young people turning 18 will continue to modestly increase over the next 2 years, there is then likely to be a reduction between 2014/15 and 2020.

It is more difficult to accurately predict the numbers of young people who are likely to have a significant level of disability and thus fall within the remit of this strategy. As the above population figures for 10-14 years olds show there is an increasing migration of young people into the Borough. Department of Health evidence shows that within the population of young people who have support needs, these needs are becoming increasingly more complex as they move across into adulthood, requiring higher levels of support.

A more accurate picture of the number of young people likely to fall within the full remit of this strategy can be gained from looking at the numbers of young people who are currently known to the Children with Disabilities Team. This shows the following picture: :

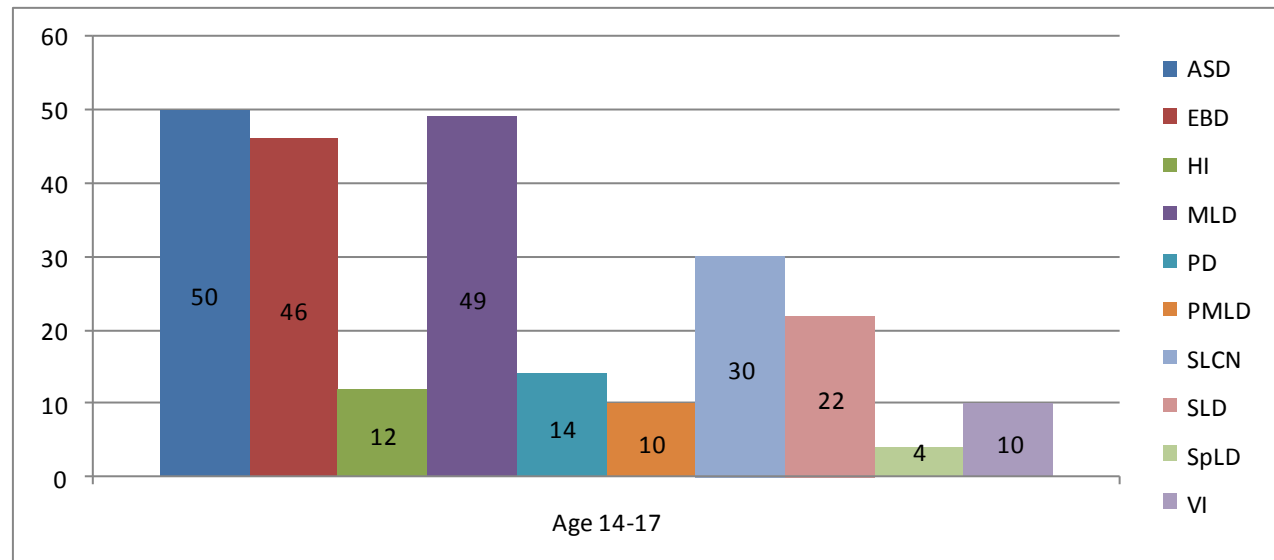
Children with Disability Team Caseload: Breakdown by Age (Oct 2011)



It is also useful to look at a breakdown of the numbers and needs of the children and young people currently assessed as having special educational needs from age 14 -17. What becomes apparent in looking at the breakdown is the increasing numbers of young people who have Autistic Spectrum Disorders and those who require emotional and behavioural support. Whilst a number of these young people are not likely to be eligible for funded social care as adults this wider group of young people may need other forms of support, such as advice and guidance from the Council as young adults.

Key to Table:

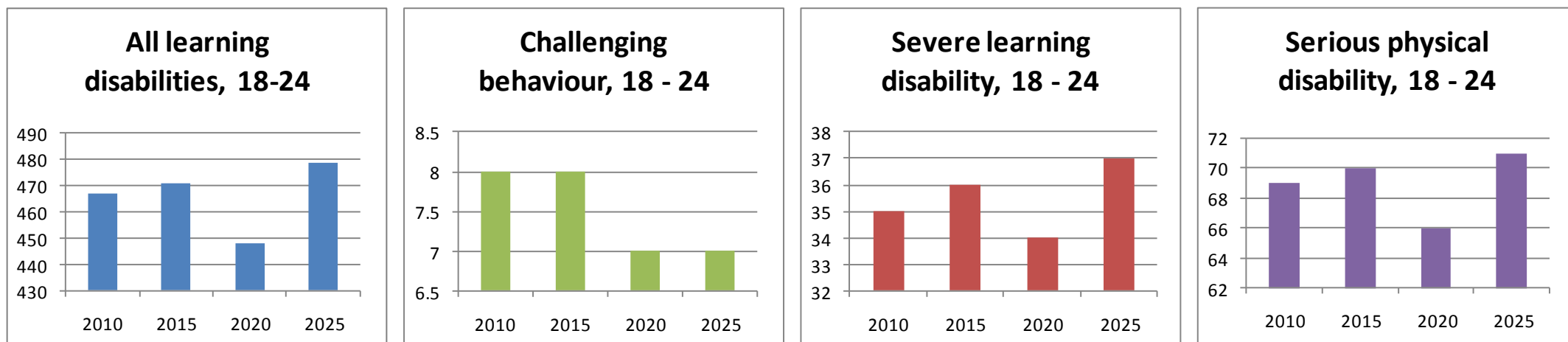
- ASD – Autistic Spectrum Disorder
- EBD – Emotional, Behavioural Difficulties
- HI – Hearing Impairment
- MLD – Moderate Learning Difficulties
- PD – Physical Difficulties (including medical needs)
- PMLD – Profound, Multiple Learning Difficulties
- SLCN – Speech, Language, Communication Needs
- SLD – Severe Learning Difficulties
- SpLD – Specific Learning Difficulties (i.e. Dyslexia)
- VI – Visual Impairment



The actual number of disabled young people who have transferred into funded adult social care services over the past three years has averaged out at approximately 30 per year and the forecasts for the coming three years initially remain at around the same level for up to 2014/15, from which point a reduction to the lower level of approximately 23 is predicted, reflecting the overall reduction in the number of young people turning 18 from around that time.

Current statutory guidance requires all young people with a statement of special educational needs to have a transition plan in place from Year 9. Best practice is for transition planning to begin well before then. The number of people who have been eligible for funded adult social care services will not be an accurate reflection of the number of people who will require a Transitions Plan which is likely to be significantly more.

The graphs below give the Department of Health local figures about the estimated number and needs of young people with disabilities who will be coming across into adult services.



Source: "Projecting Adult Social Needs and Service Information System (PANSI), 2010

How the Council will achieve this Vision

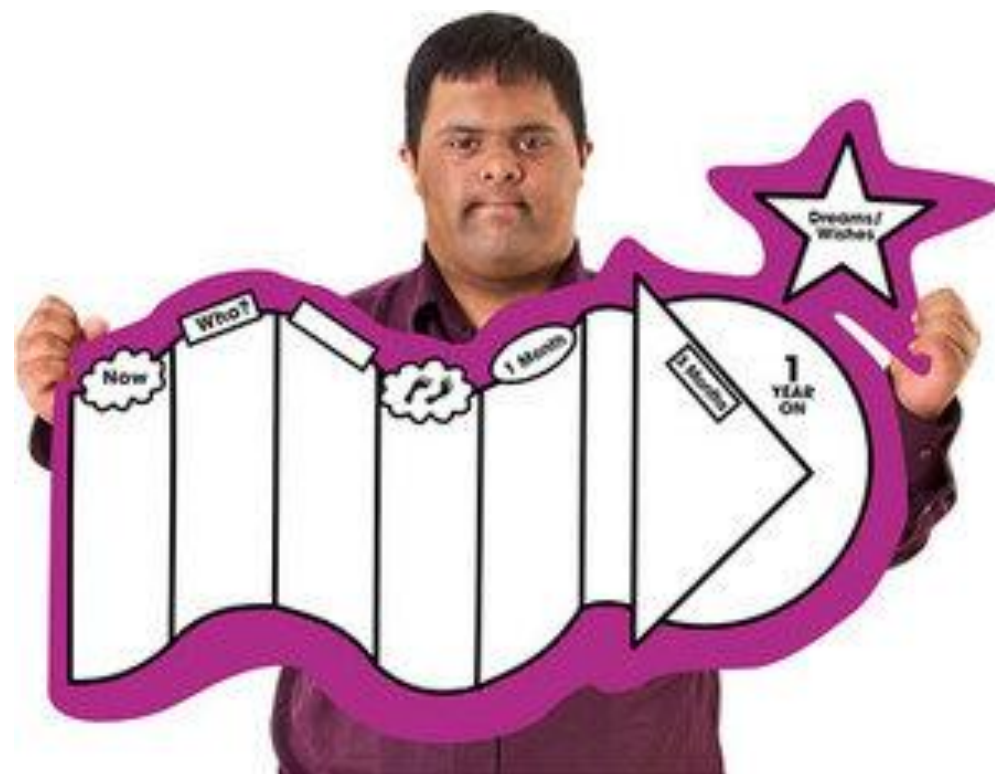
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The Vision outlined above will be realised through achieving the following key outcomes. A more detailed Action Plan is set out in the final section of the strategy, covering the first year of implementation. This will be up-dated on an annual basis.

Outcome 1: Raised aspirations

Disabled children and their families are encouraged and supported from an early age to expect an adult life, in which they can contribute, exercise choice and control and achieve, regardless of their level of disability.

Most parents expect and strive for the best quality of life for their son or daughter and want them to be able to achieve to their full potential. It is vital that families are supported by professionals and society at large in pro – actively encouraging and supporting disabled children to see themselves as future active citizens rather than as passive recipients of care.



Outcome 2: Comprehensive and Coordinated Planning

Disabled young people and their families are helped to plan their lives as young adults from Year 9 of their secondary education.

Many disabled young people and their families still feel that they have not been able to properly plan for life after leaving school, often due to a lack of reliable, timely information.

Feedback from local consultation and national research both make it clear that this is one of the biggest frustrations for disabled young people and, especially, for their families. This is not only because of the unnecessary stress and uncertainty the lack of planning causes, but also because it greatly reduces the likelihood of disabled young adults “breaking out” from a world dominated by segregation, isolation and low expectations.

This planning will cover all aspects of the young person’s life, including how their social care and health support needs will be met, their future living arrangements and how they will be supported to access paid employment and other opportunities for a fulfilling life as adults.

The Person Centred Plan will look at the person’s whole life rather than just pieces of what each professional knows should be a requirement for every young person. Good person centred planning and facilitation will lead to a better informed assessment and support plan for the young person.



Outcome 3: Greater Choice and Control

Disabled young people and their families are given greater control over the type of support they receive (during both adolescence and adulthood) to achieve the outcomes they want to achieve, rather than having to fit into existing “services for the disabled”.

This objective goes to the heart of the vision for transitions: we have already seen how the introduction of Personal Budgets (as part of the transformation of social care over the past 3 years) can liberate individuals in very exciting ways. The challenge is to ensure that this freedom is made available to all disabled young people coming through transition in the future.

Many young people do not understand their rights as citizens and are not taught or encouraged to voice their views. Those without a ‘voice’ are even more vulnerable as without the right supports they will continue to have others who make their decisions and thus live a life under control by others. There is a great need for advocacy, and mentoring by other people with disabilities for young people to learn about their rights, roles and responsibilities as citizens.



Outcome 4: A wide range of local opportunities available for disabled young adults

The range of local opportunities for disabled young adults is expanded, ensuring that i) they are available to all young people coming through transition, including people with more complex needs and ii) they maximise disabled young adults' capacity to exercise full citizenship rights, including securing paid employment or other opportunities to contribute to society.

Raising aspirations and giving disabled young people greater control through this strategy will be wasted if there are not the opportunities available to them locally as young adults in Barking and Dagenham. Whilst some disabled young people are already able to enjoy the sort of life envisioned here, there remain significant gaps in the local social care support market, particularly for young adults with more complex needs. The Action Plan below includes a number of commissioning measures to address this.



Outcome 5: Local education for local disabled young people

The number of disabled young children placed in out of borough residential schools is reduced and the range of further educational opportunities for young adults with complex needs (including severe autism) is increased.

Placing children in out of borough residential schools because their special educational needs cannot be met within local provision can significantly undermine the chances of achieving the vision for transitions outlined above. Children in this situation miss out on developing local links and friendships during their teenage years and good transition planning is much more difficult to achieve. A high proportion of such children end up remaining in the area their school is situated in, often transferring to residential care provision there as young adults and losing their ties to extended family networks.

Whilst it may never be possible to educate and accommodate all children within the Borough, it should be possible to enhance local education provision to incorporate more children with complex needs and thereby reduce out of borough residential placements and ensure a range of local Further Education provision available beyond full time schooling.



Outcome 6: A wide range of local living options for disabled young adults

Disabled young people are supported to live as independently as possible as they move into adulthood.

Achieving the vision for transitions set out above will be partly dependent upon increasing the availability of local tenancies for young disabled people: although the local market in specialist domiciliary support providers has increased over the last few years, the lack of suitable housing (both access to individual tenancies and access to cluster flats) has placed a significant constraint on the Borough's capacity to support individuals locally and keep people out of residential care.

Whilst some disabled young people and their families actively choose to remain as one household and will continue to do so, for others this option is either unrealistic or strongly resisted by one/both parties.



Appendix 1

Transitions Strategy Action Plan

Outcome 1 - Raising Aspirations:

Disabled children and their families are encouraged and supported from an early age to expect an adult life, in which they can contribute, exercise choice and control and achieve, regardless of their level of disability.

Aim	How	By whom	By when
1.1 Primary schools will actively promote and encourage positive messages about the future life prospects of disabled children.	<ul style="list-style-type: none">i) The Council's SEN and Inclusion Team will work with Primary School SEN Coordinators to jointly agree how best to achieve this aim and commence implementation.ii) Working with schools, parent carer groups about the best ways to engage with parents.iii) Families will lead the planning with their family member. If family members are unable to lead the planning as facilitators they will be supported by a family advocate along with an advocate for the young person who can support them in navigating the systems they are involved in and to get the best for their situation.	<p>Christine Green and Ivy Hoolas, Senior Inclusion Managers</p> <p>Family Carer Groups in Barking and Dagenham; Schools family support lead;</p>	<p>April 2012</p> <p>September 2012</p>
1.2 Parents of primary school age disabled children will be informed of the opportunities already available to young disabled adults.	<ul style="list-style-type: none">i) Adult Social Care (Commissioning and Operational Managers) in liaison with Children's Services colleagues, will establish an annual Information Workshop specifically targeted at the families of young disabled children	<p>Strategic Commissioning Manager (Learning Disability) / A.S.C. Team Managers (JN, SL, LM) / Children's Services</p>	<p>July 2012</p>

Outcome 2 - Comprehensive and Coordinated Forward Planning:
Disabled young people and their families are helped to plan their lives as young adults from Year 9 of their secondary education.

Aim	How	By whom	By when
<p>2.1 The disabled young people at whom this strategy is targeted will be supported to develop person centred plans (PCPs), which will inform their transition planning from Year 9 Reviews onwards</p>	<p>i) The Council's Inclusion Team will audit the extent to which disabled students are being supported to develop Person Centred Plans within schools and, based on this audit, will provide further training to SEN Coordinators if required.</p> <p>ii) The extent, quality and impact of PCPs on transition planning will then be monitored on a regular basis</p> <p>iii) Continued training on person centred planning for those who are responsible for facilitating as well undertaking person centred reviews.</p>	<p>Anne Jones, SEN and Inclusion Group Manager.</p> <p>Christine Green, Senior Advisor (Inclusion) / Ivy Hoolas, Senior Advisor (Inclusion)</p> <p>Skills and Learning Department</p>	<p>July 2012</p> <p>Ongoing</p>
<p>2.2 Young people and their families have access to a comprehensive range of information about future life opportunities and the support available to pursue these.</p>	<p>i) A transitions information database will be developed through commissioning a volunteer / intern to undertake this in liaison with the ACS Information and Advice Officer, funded through a one-off transitions development fund already set aside for this purpose.</p> <p>ii) Families who do not use the internet to get good information about what is available now and in the future through other sources of information.</p>	<p>Strategic Commissioning Manager (Learning Disability) / Jolene Davis, Information and Advice Officer</p>	<p>May 2012</p>

<p>2.3 The nominated lead person for the transition planning process will be agreed at Year 9. It will be driven by the annual review of the person's Special Education Needs and be fully contributed to and "owned" by all relevant professionals. The process will determine how the young person will be supported when they turn 18.</p>	<ul style="list-style-type: none"> i) A new assessment screening tool to determine likely future eligibility for funded social care and specialist health support for young people with a learning disability will be developed and implemented, to help the CLDT prioritise which reviews to attend. ii) The possibility of developing a similar tool for determining the likely future eligibility for continuing health care for young people with other disabilities will be explored by ONEL iii) A single, multi-disciplinary "Transitions Plan" will be developed and agreed, covering all aspects of the individual's future life and support needs, incorporating the requirements of the Special Educational Needs review and planning process. It will be developed by a Person Centred Planning approach, with an overall professional lead person to act as implementation coordinator of the plan. iv) The existing Transitions Protocol will be reviewed to ensure that it is being effectively implemented and that the roles and responsibilities of all those involved in the transitions process are clear v) As part of the above, the role and responsibilities of the Connexions service will be reviewed in light of the recent changes to the service. 	<p>Bill Britain, Group Manager / Mandy Hill, Group Manager</p> <p>Debbie Wilkins, Children's Commissioning Manager, ONEL / Karen Oogarah, Adult Commissioning Manager</p> <p>Transitions Steering Group</p> <p>Transitions Steering Group</p>	<p>Developed by 1st February 2012. Piloted and reviewed by 1st May 2012 for full implementation</p> <p>1st July 2012</p> <p>1st June 2012</p>
<p>2.4 Disabled young peoples' specialist and general health needs are fully addressed in this transition planning.</p>	<ul style="list-style-type: none"> i) A new system of Health Action Planning and Annual Health Checks for disabled young people (aligned with the system already established for adults with a learning disability) will be developed and implemented. 	<p>Debbie Wilkins, Children's Commissioning Manager, ONEL</p>	<p>1st December 2012</p>

	<ul style="list-style-type: none"> ii) This will tie into the implementation of personal health budgets iii) That any mental health needs that the young person may have will be fully taken into account within the Transitions Plan and the co-ordination and planning between Children's and specialist mental health services 		
<p>2.5 Prior to becoming an adult, young people and their families have a clear indication as to the level of support they will be eligible for when they turn 18 to enable them to forward plan their support.</p>	<ul style="list-style-type: none"> i) The assessment screening tool referred to in 2.3(i) above will be used by the CLDT from February 2012 to give individuals and their families an early indication of their likely eligibility for funded social care and/or specialist health support as adults. (This will be up-dated each year up to transition) ii) From April 2012, a new guarantee will be introduced for all young people who have been assessed through screening as likely to be eligible for funded support: that they will receive a full multi-disciplinary adult health and social care assessment immediately after their 17th birthday and be assigned an indicative individual social care budget or, if appropriate, indicative Continuing Health Care Funding for when they turn 18. iii) The arrangements for providing advice and guidance to disabled young people who have been assessed as not eligible for funded social care support will be reviewed and revised in the light of the SEN Green Paper 	<p>Bill Brittain, Group Manager / Mandy Hill, Group Manager</p> <p>Bill Brittain, Group Manager / Mandy Hill, Group Manager</p> <p>Helen Richardson 14-19 (24) EET Lead Commissioner</p>	<p>1st February 2012</p> <p>1st April 2012</p> <p>1st September 2012</p>

Outcome 3 - Greater Choice and Control:

Disabled young people and their families are given greater control over the type of support they receive (during both adolescence and adulthood) to achieve the outcomes they want to achieve, rather than having to fit into existing “services for the disabled”.

Aim	How	By whom	By when
<p>3.1 Disabled young people are supported to develop mutually beneficial links with their neighbourhood and wider community.</p>	<p>i) The Council is currently commissioning an initial short-term pilot “Community Connecting Service” for disabled young people with a learning disability, aimed at providing intensive support to individuals to establish new employment, leisure and friendship opportunities. This pilot will be evaluated with a view to commissioning a longer term service and extending the model to young people with other disabilities (subject to available funds).</p>	<p>Strategic Commissioning Manager (Learning Disability)</p>	<p>1st June 2012</p>
	<p>ii) The Council is also commissioning the Coalition for Independent Living to pilot provision of accredited peer support brokerage training, initially for 5 individuals which, although not specifically focused on young disabled people, should benefit them alongside other individual budget recipients. The outcomes from this will be peer support pilot evaluated and, if positive the model will be expanded.</p>	<p>Linda Turnbull, Strategic Commissioning Manager (Market Development)</p>	<p>1st October 2012</p>
<p>3.2 Individual budgets and self directed support become the standard way in which disabled young people assessed as being eligible for funded support will access this support.</p>	<p>i) All young people in transition to adult social care now automatically receive some form of individual budget (unless in residential care). The extent to which people are using this facility to open-up new opportunities will be audited during the coming year and, if necessary, further advice and guidance issued to IB-holders. This will also inform market development plans.</p>	<p>Linda Turnbull, Strategic Commissioning Manager</p>	<p>1st September 2012</p>
	<p>ii) Children and young people will be given the option</p>	<p>Carol Lewis, IB</p>	<p>1st May 2012</p>

	of an Individual Budget as part of their transition plan.	Project Officer, Children's Services	
3.3 Young people will be provided with opportunities to share their views and opinions about their future	i) All young people will be taught about their rights, responsibilities and roles as citizens. Those with complex needs will be mentored and have access to an advocate who can support them in making decisions and learning how to share their views and opinions.	Strategic Commissioning Manager (Learning Disability) work in coordination with People First group to develop mentoring programme	1 st October 2012

Outcome 4 - A wide range of local opportunities for disabled young adults

The range of local opportunities for disabled young adults is expanded, ensuring that i) they are available to all young people coming through transition, including people with more complex needs and ii) they maximise disabled young adults' capacity to exercise full citizenship rights, including securing paid employment or other opportunities to contribute to society.

Aim	How	By whom	By when
<p>4.1 Access to paid employment will be regarded as the first priority for all disabled young people.</p>	<p>i) Transition plans for all eligible young people aged 16+ will be audited to ensure that they include specific plans for accessing employment</p>	<p>Strategic Commissioning Manager</p>	<p>1st December 2012</p>
	<p>ii) The service specifications for specialist employment support services will be amended to ensure that they prioritise referrals from young people in transition, including the development of links with the 14-19 (24) Employer Engagement manager</p>	<p>Strategic Commissioning Managers / Helen Richardson 14-19 (24) EET Lead Commissioner</p>	<p>1st May 2012</p>
	<p>iii) The Council will complete the current commissioning of a social enterprise for adults with a learning disability</p>	<p>Strategic Commissioning Manager</p>	<p>1st December 2012</p>
	<p>iv) Explore options for people with LD to start their own businesses (i.e. In-Business).</p>	<p>Strategic Commissioning Manager</p>	<p>1st December 2012</p>
<p>4.2 Disabled young adults will have a flexible range of day time support opportunities to purchase with their individual budgets</p>	<p>i) The “co-production” model of aggregating individual support plans and, in direct partnership with disabled young adults, developing the local support market will be established over the next year through a series of market development events targeted specifically at disabled young people in transition.</p>	<p>Linda Turnbull, Strategic Commissioning Manager (Market Development) and Strategic Commissioning Manager</p>	<p>1st December 2012</p>

<p>4.3 Adults currently accessing LBBD learning disability day services will have greater access to community activities and employment opportunities</p>	<p>i) The day services will be reviewed over the next year to explore, plan and implement ways of increasing the time people spend accessing community opportunities rather than in the day centre itself.</p>	<p>Karen Ahmed, Divisional Director of Adult Commissioning</p>	<p>1st April 2013</p>
<p>4.4 Disabled young people with more complex needs will have equal access to an expanded range of opportunities.</p>	<p>i) All employment and other community-based opportunities will be audited to ensure that young people with more complex needs are not being avoidably excluded from them. Where such discrimination is indicated, plans will be generated to address this.</p>	<p>Strategic Commissioning Manager</p>	<p>1st April 2013</p>

Outcome 5 - Local education for local disabled young people

The number of disabled young children placed in out of borough residential schools is reduced and the range of further educational opportunities for young adults with complex needs (including severe autism) is increased.

Aim	How	By whom	By when
<p>5.1 Local educational and social care support facilities are between them able to provide for the majority of young people with complex needs.</p>	<p>i) The Living and Learning Unit at Trinity School, catering for students with severe autism and challenging behaviour, will be doubled in size from 6 to 12 places.</p> <p>ii) Linked to this development, Children’s Services will commission local supported accommodation for up to 4 young people who are currently placed in out of borough residential schools.</p> <p>iii) Children’s Services as part of East London Solutions will review the commissioning of specialist education provision to develop more cost-effective services and encourage the development of more local service from the Independent and Non-Maintained sector</p>	<p>Group Manager, Children’s Commissioning</p> <p>Group Manager, Children’s Commissioning</p> <p>Group Manager, Children’s Commissioning</p>	<p>1st May 2012</p> <p>1st December 2012</p> <p>1st December 2012</p>
<p>5.2 Mainstream schools are more able to meet the educational needs of students with Aspergers Syndrome</p>	<p>i) The number of specialist units within mainstream primary and secondary schools will be expanded over the next year – awaiting further details from John Butler</p> <p>ii) Young people attending mainstream schools will have access to a mentor</p> <p>iii) Young people in mainstream schools will have a person centred plan to inform how they want their life now and the future to be supported</p>	<p>Anne Jones, SEN and Inclusion Manager</p>	<p>???</p>

<p>5.3 Local learning providers including Further Education colleges are able to offer a full range of meaningful vocational and academic courses to disabled young people, including to people with Autistic Spectrum Disorders</p>	<ul style="list-style-type: none"> i) Forecast and plan for provision disabled young people. ii) Establish an evidence base to support the development of Education, Employment and Training (EET) commissioning statements to feature in the LA's 14 -19 (24) strategic priorities iii) To address the needs identified in the commissioning statements, negotiate and secure appropriate provision and support packages 	<p>Helen Richardson 14-19 (24) EET Lead Commissioner</p>	<p>1st September 2012</p>
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Outcome 6 - A wide range of local living options for disabled young adults
Disabled young people are supported to live as independently as possible as they move into adulthood.

Aim	How	By whom	By when
<p>6.1 Increase the range of local supported living and residential care options available to disabled young people in transition to reduce the number of out of borough placements being made.</p>	<p>i) A quota allocation of 30 LBBD tenancies per year has been agreed. Some of these tenancies will be available to young people in transition. Take up of tenancies from this quota will be monitored over the first year of its operation.</p>	<p>Strategic Commissioning Manager and Team Leader, Choice Homes Team.</p>	<p>1st January 2012</p>
	<p>ii) Commission 2 initial “Keyring” supported living networks for learning disabled adults with lower support needs.</p>	<p>Strategic Commissioning Manager</p>	<p>1st September 2012</p>
	<p>iii) Develop commissioning plans to convert surplus sheltered housing units into clustered supported living arrangements for disabled young people (Initial target of 6 supported tenancies)</p>	<p>Strategic Commissioning Manager</p>	<p>1st September 2012</p>
	<p>iv) Partially re-develop the Council’s directly-provided residential care provision for adults with a learning disability to enable it to accommodate adults with complex needs and challenging behaviour (including some young adults in transition).</p>	<p>Lisa Wilde, Group Manager Jane Norris, CLDT Manager and Strategic Commissioning Manager</p>	<p>1st December 2012</p>

Good practice examples

It should be noted that there are no perfect systems. Systems still control the process and what happens to young people and their families during and after transition. Some, including Barking and Dagenham have been trying to improve by engaging families and young people in improving these processes. The following are a few examples of best practice that the council would like to build on:

London Borough of Redbridge

- In the process of developing a multi-agency transition protocol.
- All professionals will be trained in person centred planning, and person centred commissioning,
- Self-advocacy groups will be set up to help with developing, implementing and evaluating the Aiming High programme.

Suffolk County Council

- Have a pool of accredited trainers in person centred planning working with transition support programme and ensuring that young people are at the centre of their transition stages.
- Family members are included as trainers and facilitators.
- A new advocacy service has been developed.

Nottingham City Council

- Has a Single Transition Assessment process, which is one document.
- The problem is sharing information which is on different data bases. This is Co-ordinated by a Transition team.

West Berkshire County Council

- Has a Shared data base; a Lead professional for young people and their families.
- Joint assessment is a one plan document but with assessments informing the plan.
- Assessments are person centred so can inform the Plan which is a person centred plan.

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London Borough of Barking & Dagenham

January 2012

“A supported journey from childhood, through adolescence, to adulthood.....”

