

Children, Young People and Learning
Adult Social Care & Health



Transitions: Policy and Procedure

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1 Policy and Principles

Bracknell Forest Council Departments of Adult Social Care & Health and Children, Young People and Learning are responsible for providing care and support to many young people with learning difficulties, disabilities or similar complex needs, both in their own local communities and in a variety of care and education settings. The Council will ensure that as these young people approach adulthood they will be supported to make their own choices in planning and developing their future. The Children's Social Care Service, the Special Educational Needs Section and Adult Social Care Services will work closely to achieve this during the young person's transition to adulthood.

These young people will be supported to make best use of the resources and options available to them from the Council and its partner agencies, and will be encouraged to make their own lifestyle and financial choices. All agencies involved will work closely with the young person and their family to help them to develop their future support plan.

This policy for the transition for young people with significant learning difficulties or disabilities has been developed jointly by the Children's Social Care Service, the Special Educational Needs Section and Adult Social Care & Health, in consultation with Connexions, the Health Service and other key partners, all of whom are fully committed to these principles:

- We will ensure that the process is clear and transparent to all those involved including parents and carers, young people and professionals.
- We will always involve young people and their families fully in transition and support planning.
- The transition of each young person will in all cases be managed by two lead professionals, one from children services and one from adult services. In many cases these will come from the Children's Social Care or Special Educational Needs Sections and from Adult Social Care & Health. However, the professional leads may in some cases come from partner organisations. Wherever possible the views of the young person and family regarding the identification of the lead professional will be taken into account.
- The lead professionals will ensure that transition planning issues are dealt with in the young person's best interest and will be responsible for ensuring that all the agencies involved are properly engaged in the planning process.
- The planning and commissioning of adult social care services (and associated further education, employment, health and housing services) will be informed by an analysis of the transition needs of the cohort of young people aged 14 and above who are receiving support from Children's Social Care and / or the Special Educational Needs Section and who will need support from the adult health and social care services within five years.
- Overall service strategy and individual case management will be underpinned by sound financial planning based on a clear analysis of needs.
- There will be proactive and clear systems that help the services to manage and monitor transition planning and outcomes across agencies at both an operational and strategic level.

2 Strategic Leads

To ensure the smooth operation of this procedure the Head of Service (Learning Difficulties and Disabilities) in Children's Social Care and the Head of Service (Learning Disabilities) in Adult Social Care & Health will act as the strategic leads. They will attend the Transition Panel and review the Transition Policy and Procedure periodically within the Transition Strategic Group,

3 Transition Panel

This Panel plays a key role in identifying and monitoring children and young people who will require continuing services when they enter adulthood. The Panel meets during every school term. A list of all children aged 14 years or more who are subject to a Statement of Special Educational Needs and who are approaching their Year 9 Review is provided for the Panel by the Special Educational Needs Section. Additionally relevant agencies and services across Bracknell involved with young people are invited to attend to highlight children or young people with complex needs where it is anticipated that ongoing support will be required post 18. These children may or may not have a Statement of Special Educational Needs.

The Panel is tasked with ensuring that the needs of a young person are identified prior to a young person reaching adulthood and identifying the appropriate lead professionals to work closely with the young person and liaise with each other so as to ensure a smooth transition. For further information please see the Transition Panel's Terms of Reference (Appendix A).

The Transition Strategic Group

The transition strategic group comprises key partners including health, education, Connexions as well as parent / carers and young people with disabilities.

The purpose of the group is to develop and implement a strategic Transition Action plan based upon a needs / gap analysis using research and learning from other areas and published papers. The group will monitor and review this strategic Transition Action Plan and share information between group members to support the development of 'transition' per se.

The Strategic Group will also monitor and review this Transition Policy and Procedure at least every three years.

4 Eligibility for Services

4.1 Children's Social Care Services

Eligibility for support from children services for all services is defined in terms of the four levels. See <http://www.bracknell-forest.gov.uk/access-to-childrens-social-care-services.pdf> for the policy document 'Access to Children's Social Care Services and the Multi-Agency Needs / Risk Matrix' for further details. The policy has been agreed by both the Bracknell Forest Children's Trust and Local Safeguarding Children Board. Services for disabled children extend across the four levels. Specific assessment criteria apply to eligibility for services provided through Children's Social Care, including family placement, short break care, direct payments and services from Larchwood Short Break Unit.

Provision of preventive and support services is allocated according to assessed need on a case by case basis. That assessment is based on the assessment triangle¹ so it is not solely dependent on the disability needs of the child but is also dependent on the abilities and capacities of the carers, the local environment and available community support. As a result, those parents who have a number of local extended family and other supports available may not necessarily need the support or be eligible for support from children social care.

4.2 Adult Social Care Services

Whilst the emphasis of support for children and young people under 18 years with complex needs is to provide services that will directly ensure their safe care and development, in services for vulnerable adults the emphasis has shifted towards self directed support to enable independent living within the community. Assistance will then be provided to enhance access to ordinary lifestyles in accordance with the young adult's own aspirations, as set out in the Department Of Health publications 'Valuing People', 'Valuing People Now', 'Our Health, Our Care, Our Say' and 'Putting People First'. Lead professionals will be identified from each appropriate service at (or before) the young person's 16th birthday. This support could be from Connexions, Job Centre Plus, a school offering post-18 education, the Further Education Sector, e.g. Bracknell & Wokingham College and voluntary organisations in the area. In all cases the lead professionals involved will explain the implications of this at the earliest possible stage so that young people, their family and carers are aware of the different types of resources and support they will be able to access and arrange post-18. To access specific support from Adult Social Care & Health eligibility will be assessed using the Fair Access to Services criteria. Eligibility will be determined by the age of 17 at the latest. Please refer to Bracknell Forest Borough Council's 'Your Guide to Social Services Eligibility Criteria' for further information.

4.3 Disabled Care Leavers

The Children (Leaving Care) Act 2000 is intended to improve and lengthen the transition process for all looked after young people, and to also help meet the transitional needs of young disabled people who are looked after.

The transition planning process must take account of the developmental process that is occurring for all disabled young people as they move towards adulthood. This process must place the young people at the centre in order to ensure that any plans made genuinely reflect the individuals' wishes. It is vital to provide the young people and their parents and carers with good information throughout, both about the stages in the process and the range of options for the future.

For care leavers who have a disability and whose needs have been considered by the Transition Panel since age 14, a Transition Plan will already have been developed and monitored at the young person's annual school review. As a planning process, transition is complex and may involve a range of different service providers.

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For details see Framework for the assessment of children in need and their families, published by the Department of Health, June 2008 http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4008144

However for disabled young people who are also looked after by the Local Authority the Transition Plan as completed for all disabled young people may not address all the relevant areas of concern. Where a young person is looked after their accommodation and post 16 support needs will be different and plans to assess and meet them must be made in a separate Pathway Plan, which will be developed from the first review after the young person reaches the age of 15 ½ years old. This pathway plan will be completed by their allocated social worker and must be completed by 3 months after the young person's 16th birthday. In the case of a child with disabilities who has been a looked after child and qualifies for after care, it is the Pathway Plan that is the statutory plan which meets the requirement under the Children Leaving Care Act 2000 and it is this plan that is dominant. The transition plan may compliment the Pathway Plan but may not be substituted for a pathway plan.

4.3.1 Personal Advisers for Disabled Care Leavers

The Personal Adviser role requires engaging with and building relationships with young people. It is important that as much flexibility be built into arrangements as possible so as to be responsive to the needs and wishes of individual young people. The Personal Adviser role is separate from that of the allocated Social Worker and will be carried out by a member of the After Care team in the majority of cases. From the first Looked after Child (LAC) review held after the young person reaches 15 ½ years old the Personal Advisers will be invited to attend, as set out in the Council's Leaving Care Policy and Procedure.

When carrying out the role of Personal Adviser the person appointed must not be the budget holder in respect of the child for whom they act as personal adviser. The personal adviser must be able to advocate on behalf of the child, challenge the Local Authority where necessary and be free to review the Pathway Plan to ensure it meets the child's after care needs in full. If the personal adviser is not free to be in a position to undertake their role in this way, then an alternative person needs to be appointed who is sufficiently independent to act as the personal adviser.

Arrangements will vary from case to case according to assessed need. In some cases the role will be more of a co-ordinating and support role rather than a direct role, for instance where the young person is funded in an external placement providing a comprehensive service. However, the Personal Adviser service must be in place for all cases and the young person's needs carefully monitored.

If a young person is eligible for support from Adult Social Care & Health the allocated Social Worker will work in partnership with the Personal Advisers.

Also involved in the development and review of Pathway and Transition Plans will be Connexions, parents, carers, staff from school or college, health professionals and anyone else that the local authority or the young person feels appropriate. This should always include at least one person who is able to meet a young person's communication needs and have a clear understanding of their needs and wishes.

4.3.2 Transitions Support after 18 Years of Age

Post 18 the Pathway Plan will be monitored and reviewed by the Personal Advisor where this has been agreed as part of the Pathway and Transition Plans.

Care leavers with disabilities will participate fully in planning and be involved in making choices and developing their lives as adults in the same way as non disabled care leavers. The Council will always consider how best to ensure that this happens, particularly in the

case of care leavers who have communication difficulties. Where appropriate, care leavers with disabilities should be enabled to gain access to advocacy services.

It is important to note that at age 18 all care leavers cease to be eligible for income maintenance support from the Children Services. In all circumstances disabled care leavers must be supported to claim all benefits to which they are entitled, including payments from Independent Living Fund and other sources not available to non-disabled care leavers. Support for the education, training and employment of disabled care leavers post 18 under the Children (Leaving Care) Act 2000 may also apply. This will depend on the actions already set out in the Transition Plan and the availability of different benefits.

The transition between children's services and adult services should be as seamless as possible in all circumstances and decisions regarding funding will not delay the implementation of support plans.

4.4 Other Young People with Disabilities

There will be other young people with a learning or physical disability who have statements of special educational needs requiring support but are not eligible for children's or adult services. These young people will wherever possible be signposted to identified lead professionals in appropriate voluntary and statutory agencies for assistance and support. The Connexions Service will play a key role in providing advice to the young person and family, and this will be supported by their transition plan developed as part of their annual review of their statement of special educational needs. Within their annually reviewed transition plans young people's needs will be monitored and amended to take into account any change in circumstances with particular reference to their eligibility to social care services. If a young person's needs change such that they meet or may meet the criteria for social care services or support this will be highlighted at the annual review and referred by the Connexions Service, School or other professional on to the termly transition panel for consideration.

4.5 Involving Young People, Their Family and Their Carers

It is a fundamental principle of transition planning that the young person is at the centre of the process, holding their own personal budget where possible and as far as possible leading the development of their own person centred support plan to prepare for their future. All professionals will make every effort to ensure that young people and their family / carers are fully involved in the planning process. The process will be fully transparent and the young person and their family / carers will be made aware of all the relevant options and resources available such as direct payments, day services / support, health care and voluntary sector resources so that they can make appropriate choices for the future.

All person centred support plans and recommendations will always take the particular needs of the individual concerned and their family fully into account.

5 Lead Professionals

The transition of eligible young persons will in all cases be managed by two lead professionals. In many cases these will come from the Children's Social Care or Special Educational Needs Sections and from Adult Social Care & Health. However, the professional leads in some cases come from partner organisations such as Connexions and the Berkshire Healthcare NHS Trust.

Effective operation of these arrangements is the key to successful transitions management. The lead professionals are required to build a positive relationship with the young person, their family and their carers to ensure the best outcome.

The lead professionals will in particular:

- Promote the young person's independence as far as possible through involving them in the decision making, always making a presumption in favour of the young person's capacity to make decisions and develop their own plan,
- Take into consideration the views and feeling of family members and work towards early and positive resolution of particular concerns they may have with regard to plans for the young person's future support and development.
- Take into consideration the views of carers and other important people in the young person's life.

6 Establishing Support Plans

6.1 The Person Centred Transition Plan

For young people with a statement of special educational needs, the annual review of the statement held in Year 9 (age 14) should involve the young person, their parents or carers and the agencies that may play a major role in the young person's life during the post-school years. Depending on the young person's circumstances, the inclusion of representatives from the SEN Team, Children's Social Care, Adult Social Care & Health, the Primary Care Trust (including specialist therapists) and Educational Psychology will need to be considered for each young person. The review **must** involve the Connexions Service.

The review is triggered by the SEN Section, but if the young person attends a school, the head teacher is responsible for arranging the meeting, circulating reports in advance and preparing a report following the meeting. The local authority is then responsible for concluding the review by writing to the parents or carers and all those who have contributed to the review with conclusions and any appropriate recommendations for changes to provision.

The annual school review in Year 9 and any subsequent annual reviews until the young person leaves school **must** include the drawing up and subsequent review of a Person Centred Transition Plan. Person centred approaches will be central to the development of the Person Centred Transition Plan:

Person centred approaches are designed specifically to 'empower' people, to directly support their social inclusion aspirations, striving to place the individual at the centre of decision-making, treating family members as partners. Person centred approaches focuses on discovering the person's gifts, skills and capacities, and on listening for what is really important to the person. It is based on the values of human rights, independence, choice and social inclusion, and is designed to enable people to direct their own services and supports, in a personalised way rather than attempting to fit with pre-existing services.

The Person Centred Transition Plan is written by the school with the young person and is a document that outlines what a young person is able to achieve as they approach adulthood in the next few years and what support they will need to live as independently as possible. The Person Centred Transition Plan will be in place until the young person reaches the age of 19 and leaves school, at which time the responsibility for the review and implementation of

the plan will be transferred to the relevant team within services for adults. Where a young person is a care leaver the Person Centred Transition Plan will compliment the Pathway Plan, which will be in place until the care leaver is aged 21, or 24 if he or she is in full time education.

The Person Centred Transition Plan will address every aspect of the young person's life:

- Health and Care needs
- Housing needs
- Educational and employment needs
- Social relationships
- Recreation and leisure needs
- Mobility and Transport

For further details of the key aspects of transition planning for young people with special educational needs and what a person centred transition plan should cover see Appendix B for the format. Further details and guidance are available in the DfES SEN Code of Practice and the associated *SEN Toolkit*.²

From the young person's 16th birthday the identified Lead Professionals will be invited to and participate in all relevant meetings such as Looked after Children Reviews, Case Conferences and School Reviews. This will normally involve full discussion of resources and options available post 18 and development of the person centred transition support plan. It also serves to identify resource implications for the future and will be recorded on the young person's Person Centred Transition Plan.

6.2 Transfer of Responsibility from Age 18

From the young person's 18th birthday the young person if assessed as eligible for support from Adult Social Care & Health is where appropriate transferred to the relevant team within this service e.g. the Community Mental Health Team, the Older People and Long Term Conditions Team, or the Community Team for People with Learning Disabilities (CTPLD). From this point all assessed resource implications and costs will be met by funding streams appropriate to adults, including Community Care, the Independent Living Fund, NHS funds and any other welfare benefits for which the individual may be eligible.

Where the individual concerned requires medical care over a long period as a result of disability, accident or illness, and the intensity and depth of care required is such that additional NHS funding is required to meet their needs, they may be eligible for continuing health care funding³. In these circumstances a continuing care assessment should be requested from the Berkshire East Primary Care Trust (01344 823250).

² SEN Code of Practice, Point 9.59-69, Department for Education and Skills 2001. The SEN Toolkit can be found at <http://www.teachernet.gov.uk/wholeschool/sen/teacherlearningassistant/toolkit/>. See Section 10 for details of transition planning requirements.

³See Department of Health website at: <http://www.dh.gov.uk/en/Policyandguidance/Organisationpolicy/IntegratedCare/Continuingcarepolicy/index.htm> for further information on current assessment criteria.

The Community Team for People with Learning Disabilities (CTPLD) employ a Transition Worker. The remit of this worker is to monitor and support the process of transition to the CTPLD of young people where applicable. The worker may also monitor young people up to the age of 25 years old who may be in full time education and on leaving this education establishment require support from the CTPLD.

7 Key Actions for Transition

The key actions for the person centred support planning process are described below:

Date	Key Actions
<p>From 14th Birthday (in all cases by the end of School Year 9)</p>	<ul style="list-style-type: none"> • A list of all children aged 14 years or more who are subject to a Statement of Special Educational Needs and who are approaching their Year 9 Review is provided for the Panel by the Special Educational Needs Section. Their names are added to Transition Panel Database • First Person Centred Transition Plan completed at annual Year 9 Review and lead professional assigned within Services for Children • Transition Panel will ensure that: <ul style="list-style-type: none"> i) All relevant agencies are involved and the pattern of agency involvement is reviewed annually (or more frequently if required) ii) Strategic funding issues are identified for young people with particularly complex needs
<p>From 14 - 16 years</p>	<ul style="list-style-type: none"> • The Person Centred Transition Plan is reviewed at the annual review of the statement of special educational needs
<p>From 16th Birthday</p>	<ul style="list-style-type: none"> • Lead professionals will be identified from each appropriate service at (or before) the young person's 16th birthday • Person Centred Transition Plan is reviewed and updated annually with the agreement of the young person and their family/carers. This review will also ensure that the correct group of agencies are involved. • Pathway Plan completed for Looked After Children within 3 months of 16th birthday

	<ul style="list-style-type: none"> • Eligibility for support from Adult Social Care & Health assessed by the age of 17 at the latest. • Eligibility for welfare benefits, including Independent Living Fund, will be reviewed at least annually by the lead professionals.
From 18 th Birthday	<ul style="list-style-type: none"> • Person Centred Transition Plan actioned
19 th Birthday	<ul style="list-style-type: none"> • Transition outcome reported to Panel to inform future practice

8 Diversity

All support services provided by the Council under the terms of this policy will take into account all factors of ethnicity, religion, language, culture and disability in seeking to achieve the best possible outcome for any young person.

This Policy is subject to the Council's procedure for Equality Impact Assessment and it has been reviewed in accordance with that.

9 References

'Growing up Matters' (CSCI January 2007) identifies the need for clear planning between Children and Adult Services to ensure the smooth transition for young people through to adulthood.

The Department Of Health publications 'Valuing People', 'Valuing People Now' and 'Our Health, Our Care, Our Say' set out the principles for supporting adults with learning disabilities in more detail.

'NHS Continuing Care for Children across Berkshire, Oxfordshire and Buckinghamshire - NHS South Central' Guidance for practitioners (2006) provides a detailed explanation of processes relating to the provision of and eligibility for health care during the transition period for young people into adulthood.

APPENDIX A: Bracknell Forest Multi Agency Transitions Panel Terms of Reference

Purpose

The purpose of the Transitions Panel is to co-ordinate the transition to adulthood for all young people subject to a Statement of Special Educational Needs, and for other young people with complex special needs who are in need of transition support services.

Strategic Leads/Joint Chairs

Head of Service, (Learning Difficulties and Disabilities), Children Social Care
Head of Service, (Learning Disabilities), Adult Social Care & Health

Membership

- Relevant Team Managers, Children's and Adult Social Care & Health
- SEN Team Manager
- Personal Advisor, Connexions
- Berkshire Healthcare NHS Foundation Trust
- Berkshire East PCT
- Learning and Skills Council
- Community Nursing
- Bracknell and Wokingham College
- Other appropriate representatives, e.g. Special Schools, Care Service Providers, and Voluntary Agencies.

Procedure

- The Panel will meet once every school term,
- Agendas and papers will be circulated at least 5 working days in advance of the meeting,
- The decisions of the Panel will be formally minuted and circulated to members,
- The Panel will review its terms of reference on an annual basis.

Functions

The Panel will take responsibility for the functions listed below:

Regarding the client group

- To identify and monitor the needs of children aged 14 or over subject to a Statement of Special Educational Needs who are likely to require transitional support,
- To ensure that a database of those children is established and maintained,
- To seek to improve inter-agency co-operation and support the development of relevant protocols and working arrangements.
- Consider transition outcomes to inform future practice.

Regarding individual young people

- Identify lead professionals and lead agencies to co-ordinate the transitional arrangements for each young person, and communication requirements,
- Identify any other professionals who need to be involved (e.g. advocacy),
- Consider these arrangements annually for each young person,
- Discuss young people referred by agencies involved where the advice of the panel is sought.

APPENDIX B: Transition Strategic Group Terms of Reference

To be confirmed

APPENDIX C: Format for Person Centred Transition Plans

The Person Centred Transition Plan draws together information from a range of individuals within and beyond the young person's school to plan coherently with the young person for their transition to adult life. The first plan must be completed following the annual review of the statement in Year 9, and any subsequent Annual Reviews until a young person leaves school, must include the drawing up, and subsequent review of a Transition Plan.

The Transition Plan describes what needs to be put in place to ensure an effective transition to adult life. The Plan will be shared with other people who support transition to help make sure it works.