

national transition support team

working together to improve transition
for disabled young people

The Self Assessment Questionnaire will need to be completed online and this printable word version is available to be used in meetings, to help in developing answers for the SAQ and to take stock of local planning. **DO NOT SEND THE WORD VERSION OF THE FORM TO THE NATIONAL TRANSITION SUPPORT TEAM (ntst).** Directors of Children's services have been sent information about completing the online version of the form, and this will need to be completed by **ONE** nominated version, once all of the relevant information has been gathered.

The online form has the same questions as the word version. It has a mix of tick boxes and free text boxes. It would be helpful to have the information you want to put in the text fields ready to place in the online version. Information can be pasted into the Free Text boxes from Microsoft word. The page numbers relate to the online version page numbers.

Transition Support Programme Self Assessment Questionnaire

Please refer to the Guidance Notes for information about this questionnaire.

Local Authority's Name: Brighton & Hove City Council

Your Name: Karen Kingsland

Your Role: Project & Development Officer

Your Email Address: Karen.kingsland@brighton-hove.gov.uk

Your Address: 86 Denmark Villas, Hove, BN3 3TY

Telephone Number: (01273) 293881

Please enter the names and roles of anyone else involved in preparing the answers to this survey.

Jenny Brickell, Head of Integrated Services (Social Care Lead) (Children)

Naomi Cox, Manager of Integrated Learning Disability Services (Adults)

Patrick Field, Practice Manager, Transitions Team

Rosie Chapple, Connexions Manager

Adrian Carver, Head Teacher, Downs View Link College

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Sue Winter, Transitions Development Worker, Amaze

Maureen Pasmore, Service Manager, Supported Employment

Alison Nuttall, Head of Integrated Services (Health Lead) (Children)

Nicola Lombardo, Team Manager - West and Development Consultant - Careers & PSHE (IAG Manager)

Nichola St. George, Self-Directed Support Project officer

Nigel Jenner, Head of Youth Support Service

Mark Hendriks, Supporting People Officer

Natalya Garzon, Housing Options Learning Disabilities Officer

Beverly Cohen, Manager - YAP (Youth Advocacy & Participation)

Blatchington Mill High, Patcham High, Cedar Centre, Longhill, Patcham House, and Hove Park Schools

Developing a strategic transition protocol

Is there a multi-agency transition [protocol](#) in place that covers the roles and responsibilities of all agencies that are involved?

Yes In development Not Started

Is there a strategic transition planning group which links to the [Children and Young People's strategic planning board](#) and the [children's trust](#)?

Yes In development Not Started

Who is represented on this group? [Please mark S for strategic representative and O for operational representative.](#)

Children's Social Care.....	S	.....	O
Adult Social Care	S	.....	O
Connexions/IAG services	S	.....	O
PCT	S	.....	O
Learning & Skills Council	S	.....	O
SEN Department	S	.....	O
FE providers	S	.....	O
Housing	S	.....	O
Transport.....	S	.....	O
Youth services	S	.....	O
Leisure Services.....	S	.....	O
Special Schools.....	S	.....	O
Mainstream Schools.....	S	.....	O
Voluntary Organisations	S	.....	O
Supported Employment.....	S	.....	O
Disabled Young people	S	.....	O
Parents	S	.....	O
Other	S	.....	O

Other – who?

Advocate for Disabled People from Youth Advocacy & Participation (Advocacy service)

Consultant Community Paediatrician

16+ Support Team (support children leaving care)

Southdowns NHS Trust

Does this group link with the Valuing People Partnership Board or does the Partnership Board have a separate transition sub-group?

Links Separate Neither

Please give examples of how disabled young people are supported to contribute to the group

Speak Out – self advocacy project – have done “roving reporters” interviews of transitions group members

Youth Advocacy & Participation (Advocacy service) represents the views, wishes and needs of children and young people to decision-makers, and helps them to navigate decision-making systems, in accordance with the ‘National Standards for the Provision of Children’s Advocacy Services’ issued by the Department of Health, and with the principles set out in *Care Matters*.

Please give examples of how parents are supported to contribute to the group

Amaze is a voluntary organisation working with parents of children and young people with special needs. Amaze employs a Transition Development Worker to support parents whose young people are going through the transition from school to adulthood.

The Transition Development Worker facilitates a parents’ of teens with special needs/disabilities group. A parent representative from this group is a member of the Transitions Forum (the Strategic Planning Group) and the Learning Disability Partnership Board. The Transition Development Worker supports the parent representative to ensure the views of parents with teenagers in transition to adulthood are fed into these strategic planning groups. Parents are kept informed of the work of the Transitions Forum through the Amaze Newsletter and are invited to give feedback to the Transitions Forum through the parents of teens group.

Which [senior managers and lead members](#) have signed up to the protocol and have a responsibility to deliver?

Children's Social Care

Youth services

Adult Social Care

Leisure Services

Connexions/IAG services

Housing

PCT

Supported
Employment

Learning and Skills
Council

Local Colleges

SEN Department

Other

Other? Please specify

Are young people and their families involved in the ongoing development and review of the transition protocol?

Yes **In development** Not Started

Please give [examples](#) of how young people and families are involved.

We are in the process of setting up a Disabled Children's Advisory Group, with the help of funding from Aiming High. The Disabled Children's Advisory Group will support disabled children and young people to shape services and to be involved in the planning, commissioning and monitoring of Brighton & Hove services. This advisory group will be involved in the process of reviewing and developing the transitions protocol.

In addition, the Youth Advocacy & Participation (Advocacy service) representatives in the Transitions Forum (the strategic planning group) communicate the views, wishes and needs of children and

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young people in accordance with the 'National Standards for the Provision of Children's Advocacy Services' issued by the Department of Health, and with the principles set out in *Care Matters*.

Parents are involved in the ongoing development and review of the transition protocol through their parent representation to the Transitions Forum (the strategic planning group for Brighton & Hove). The Transitions Development Worker, who is employed by voluntary sector organisation Amaze, supports the parent representative on the Transitions Forum. Amaze has in the past conducted parent surveys, held parent focus groups and sent out questionnaires about parents and their young people's experience of transition planning and processes. This has helped inform developments regarding the transition protocol.

When was the protocol last [reviewed?](#)

Within the last 6 months Within the last year
Within the last 2 years N/A

When is the next review due?

The protocol was informally reviewed during the process of setting up the Transitions Team Pilot in April of 2007. (See page 3 of SAQ for details).

The Transitions Forum (the strategic Transitions Planning Group) will formally review the Transitions protocol starting in the spring of 2009. The protocol will be updated to reflect the additional transitions support now being provided by the existing Transitions Team and the future development planned for the Transitions Team. The information gathered for this SAQ will also feed into the review of the protocol.

Does transition (of disabled young people) feature in the [Children and Young People's Plan?](#)

Yes No

Comments

Regarding Children & Young People's Plan:

The transition of young people from school or children's services to adult life is mentioned four times in the Brighton & Hove Children & Young People's Plan.

The vision on page 7 of the plan for young people aged 14 – 19 is largely devoted to the transition from childhood to adulthood. There are specific targets around making transitions smoother. The importance and value of transition planning is noted in the "What we know" section as a priority.

Potential for Development:

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The Transitions Forum (Strategic Planning Group) is going to review and update the Transitions Protocol. However, we would like to be able to invest in a formal consultation with stakeholders, including parents and young people, during the review process. We would like to produce a comprehensive document that is easy to understand and clearly explains the processes and pathway for the transition from school to adult services. We would like to do this in conjunction with producing updated and professional publicity materials for the Transitions Team (see section 3 for details)

Developing a local transition pathway

Do you have a [multi-agency transition pathway](#)?

Yes **In development** Not Started

Does the [Transition Pathway](#) set out how the commitments in the transition protocol will be delivered?

Yes **Some** Not clearly N/A

Is the Transition Pathway [accessible and available](#) to young people and their families?

Yes **Working on this** Not yet N/A

Does the Transition Pathway set out what young people and families can expect when, and who is responsible for each activity?

Yes **Some** Not Started N/A

Comments

The Transitions Protocol, The Transitions Team Pilot and the publication 'Through the Next Maze' (published by voluntary sector organisation Amaze) along with the work of the Person-Centred Transition Development Worker all communicate to families and young people what they can expect and when and from whom.

The Transitions Protocol outlines a pathway for transitions planning to ensure all relevant agencies are involved and information is gathered from Health, Social Services and Education. Details of the Transitions Pathway are also contained the terms of reference and the original publicity for the

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Transitions Team Pilot.

Potential for Development:

In the future, we would like to clearly set out the Transitions Pathway in an easily accessible document or leaflet. This would include an updated version of the Transitions Team Pilot publicity materials. It would be very helpful to have this pathway clearly recorded in one place and professionally published and widely distributed so that parents and professionals and young people would all be certain they are working to the same set of expectations.

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

Do you have a multi agency [Transition Team](#) (virtual or co-located) that supports disabled young people throughout the transition to adulthood, members of which engage in the roles and responsibilities identified in the protocol and pathway?

Yes No

Who is in this team?

Children's Social workers

Transport

Adult Social workers

Housing

Connexions/IAG services

Youth services

Community nurses

Leisure Services

Therapists

Voluntary Organisations

Educational psychologist

Supported Employment

Learning and Skills Council

Other

LA SEN staff

Other? Please specify

Schoolteachers sometimes act as lead professionals for individual students.

The Transitions Team is comprised of front-line staff such as care managers, Connexions PAs and school staff as well as a steering group (see comment below). The steering group take the more managerial and strategic tasks although they contribute their expertise to individual cases whenever that is useful.

[Where](#) is this team based?

Across three sites: Children & Young People's Trust; Adult Learning Disability Services; and the 6th Form College

Does this team work proactively with young people in [residential placements](#) outside the local authority?

Yes No

Comments

Regarding young people out of area:

When young people are known to Social Care Services the Transitions Team are involved, along side the allocated social workers, in planning for the young person's transitions.

The Transitions Team is developing links with the 16+ team, which supports children leaving care, to increase the Transitions Team's awareness of other young people who would benefit from the support of the Transitions Team. This is part of the plan for the ongoing development of the remit of the Transitions Team.

Regarding the Transitions Team:

The Transitions Team is a multi-agency team that includes social workers from Children's and Adults social services along with Advice, Information and Guidance providers & Youth Services. There are appointed transition workers from Adult Learning Disabilities team and Children's Disability Team alongside Youth Service and Connexions IAG workers. We aimed to trial a new way of working where there would be one contact person for the family and young person. The one contact would cover all the statutory and good practice models and roles (Children's Social Services, Adult social Services, Connexions and schools) in order to ease transition.

The Transitions Team Pilot included the creation of a management group, called the Transitions Team Steering Group (a Sub Group of the Transitions Forum). The Transitions Team is able to involve and call upon the expertise of a wide range of professionals through the Transitions Steering Group membership.

Since April of 2007 all available resources have been used to support and develop the Transitions Team and Transitions Steering Group through the pilot phase. That pilot project has recently finished and been evaluated. Service specifications have been developed, including a new merged job description. The Transitions Team is now a permanent, although limited provision.

Potential for Development:

We would like to extend the work of the Transitions Team to include a wider definition of disabled young people. However, this would require additional resources for training of staff, management and new workers. There are further plans for the ongoing development of the Transitions Team with phases of service development ready to be implemented as soon as resources are identified. The ongoing development of the Transitions Team will link directly to the reviewing and updating of the Transitions Protocol.

Education – schools in strategic planning

Are structures in place in the [children's trust](#) to enable effective sharing of information with schools.

Yes In development Not Started

Are [schools engaged](#) in strategic planning for transition in the local authority?

Yes No

[Who represents schools?](#)

Local authority education
officer

Special school
head

School cluster lead

Other head
teachers

Comments

Special and mainstream schools and the education authority are represented on the Transitions Forum, which is the strategic planning group in Brighton & Hove (see membership list on page 1 of SAQ)

Also, Special School Headteachers are represented on other strategic groups:

- Children with Difficulties/Disabilities Strategic Partnership Board
- B&H Transition Team Pilot Steering Group (see details on page 3 of the SAQ)
- B&H Special School Headteacher Consortium

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- East Sussex & B&H SLD Schools Consortium
- B&H Learning Partnership 14-19 Board which involves all Headteachers (special and mainstream secondary), FE college principals, LSC, etc. This 14-19 board links directly, through shared membership, to the Transitions Forum (our Transitions Strategic Planning Group). The 14-19 board focuses on developing education provision for that age group while the Transitions Forum focuses on the process of transitioning from school and children's services to adulthood so the two work streams complement each other.

Social care services – strategy and structure

Is there a dedicated transition lead within the social care teams? If yes, where are they based?

Adult Social Care Services Children's Social Care Services **Both** No

Is there a process in place for sharing and merging assessment information across agencies supporting disabled young people in transition?

Yes No

Is there a Transition Finance, Commissioning and Monitoring Group, that looks at the needs of individual young people?

Yes In development No

Who is represented on this group?

Children's Social Care Services	Leisure Services
Adult Social Care Services	Special Schools
Connexions/IAG services	Mainstream Schools
PCT	FE providers
Learning and Skills Council	Voluntary Organisations

SEN Department

Supported
Employment

Transport

Local Colleges

Housing

Other

Youth services

Other? Please specify

There is a representative from the 16+ Support Team (Brighton & Hove Council's support team for children leaving care)

Comments

Regarding Dedicated Transitions Leads:

The dedicated transitions leads are the Manager of the Integrated Learning Disability Services for Adult Social Care Services and the Head of Integrated Services (Social Care Lead) for the Children & Young People's Trust. These managers are based within their respective services and meet regularly as they are both members of all the transitions planning and steering groups.

Additionally both the children's and adults social care teams have assigned care managers to the Transitions Team Pilot (see page 3 of SAQ for details).

Regarding the Transition Finance, Commissioning and Monitoring Group:

The Transitions Financial Planning Group works very closely with the Pilot Transitions Team, the Transitions Forum (strategic planning group) and the joint Social Services Management Meetings.

The Financial Planning group leads are also members of all the other groups. This ensures that expertise from members of all the above groups is called on quickly and easily when planning and commissioning for the transition of individual children moving to adulthood as well as for the strategic planning of services.

Health services

Does the PCT have an identified [lead on children's health](#)?

Yes No

What is their role in supporting transition in health?

Brighton and Hove PCT is a commissioning only PCT. The provider organisations are the Brighton & Hove Children and Young Peoples Trust (CYPT) and Brighton Sussex University Hospitals NHS Trust. Mental health services for children are provided by the Sussex wide organisation Sussex Partnership NHS Trust.

The PCT and CYPT have employed a lead commissioner for children's health care. All children's community health care is delivered in an integrated service with social care and education. As such there are integrated care pathways supported by the CAF to assess and plan for children and young people's needs.

The Trust has an integrated specialist Disability Service that includes the Transition Team and there are close links with an integrated health manager attending the steering group that oversees the work of the team.

The PCT also commissions local acute hospital services for both adults and children. There is a specific service improvement manager for the commissioning of acute care for children.

Children's community health services are managed through the CYPT and there are a number of leads for different aspects of service delivery with the lead officer being the Director of Children's Services.

There is a recognised issue regarding transition within health care particularly for children and young people with complex conditions who are used to their care being co-ordinated by a paediatrician. There is no equivalence in adult health care.

Do disabled young people in transition have support with [health planning](#)?

All **Some** None

Are there clear guidelines for Continuing Care referrals and arrangements?

Yes In development Not Started

Comments

There is an agreed process within the Brighton & Hove PCT area with management of the continuing care process delegated to health managers within the CYPT. This includes liaison with the adult care management teams and children's social care. This work is linked to the palliative care strategy and the work being done across Sussex (beyond just Brighton & Hove).

Potential for Development:

Families and Health professionals have told us that the transition from Paediatrician co-ordinated health care to GP co-ordination is a very difficult and anxiety provoking change for parents of young people with very complex healthcare needs.

We would like to develop protocols, systems and information to make this a better experience building on the Health Action Planning work we have been undertaking with GP practices in the city.

Information, advice and guidance arrangements

Do young people have access to [specialist Information, Advice and Guidance advisors](#)?

All Some None

Do these advisors have a good knowledge of local [specialist and universal services](#), and are they able to provide good quality information?

All Training planned None

How many specialist advisors do you have?

Connexions in Brighton & Hove has four specialist Special Needs Personal Advisors, one full-time equivalent lead Special Needs Personal Advisor and one of the managers within the Connexions service takes the lead responsibility for special needs provision

How far has the [IAG standard](#) within the local area taken account of the needs of disabled young people?

Throughout standard In development Not at all

Are specific arrangements agreed for IAG provision to young people placed out of area?

Yes No

Comments

Regarding IAG Standards:

The Local Authority is currently working with a DCSF consultant under contract to IGEN. The consultant is doing an audit of local IAG provision against the National Quality Standards. A report will be going to Brighton & Hove's 14-19 Partnership Board in May. There will be an action plan formulated to address gaps identified in the audit.

In the meantime work is ongoing on the actions contained in the IAG strand of the existing 14-19 Action Plan.

Regarding Young People Placed Out of Area:

We have reciprocal arrangements under 'Prospects' for young people placed out of area. That local area will provide IAG to our young people, while we provide IAG for young people from other areas who are placed within Brighton & Hove.

Wherever possible our Connexions PAs will see our out-of-area young person when he/she is home for school holidays. This allows our PAs to get to know the young person and makes the transition into adulthood and back into our city much smoother.

For young people funded by the LSC who may stay in out-of-area placements up to age 23 our local Connexions PA travels to attend the last review. Again, that is to ensure a smooth transition back into the city.

Transition reviews and person-centred approaches

Are all professionals involved in transition trained in:

Disability Equality

Yes Training
Planned No

Communication Skills

Yes Training
Planned No

Person-Centred Approaches

Yes Training
Planned No

Training Planned? Please explain what training is planned, and who will be taking part in the training.

All school, Connexions and social services staff receive regular skills development and training, including person-centred planning and disability equality training.

There is a part-time Transitions Development Worker, from the voluntary sector organisation Amaze, who provides additional support and training to transitions and school staff to facilitate person-centred transition reviews.

Potential for Development:

The Transitions Team Steering Group has identified the need for an induction protocol for staff working within the Transitions Team to ensure all the staff are well trained in essential skills, including person-centred transitions planning and fully equipped to apply those skills in their work.

Do schools arrange and lead all transition reviews when they should happen?

Yes No

Do schools send out invitations in good time to families and professionals?

Yes No

Are review meetings organised with the young person and their family?

Yes No

Is a named person allocated to follow up actions and implement the plan with young people

Yes No

What percentage of young people attend their year nine transition review?

Comments

Usually 100% of students attend at least part of their year nine transition review. If there is an absence, such as illness, the key findings will be communicated to the young person at the earliest opportunity.

Post-16 options: education and employment

Do disabled young people receive support to access [work experience](#) and employment at year 10?

Yes **Some** None

Please specify

All disabled young people received support to access work experience while in school. However, this is just as likely to be in year 11 as in year 10.

These are specific comments from our schools:

Work experience is now undertaken in the first term of year 11. Students with a disability are supported in their work experience if appropriate. Careful investigation and consideration is given to find the most supportive and effective placements.

We operate a Parallel Curriculum for pupils in KS4 who would otherwise be at risk of exclusion; many of these pupils have access to a work experience placement (1 day/week) from Y10; all pupils in Y11 are expected to participate in work experience (either 1 day/wk, over a half term, or in a block).

Our vocational experience is in Year 11 rather than year 10. We have very rarely had a statemented student not complete their vocational experience I can only think of 2 cases in 15 years.

We aim for all our pupils to access post 16 education. If they choose to go into work (we have not had a pupil do this for many years) then we would support them, in conjunction with the Connexions service

Who provides support for young people to gain employment?

IAG **Job centre plus**

College Advocate

School **Other**

Who supports disabled young people once employment is secured?

There are several supported employment providers in Brighton & Hove, including the council's Supported Employment Team. These supported employment providers are all part of a network that functions as the Work & Skills sub group to the Learning Disability Partnership Board.

Potential for Development:

The Work & Skills sub group have some Learning Disability Development Fund money next year to further develop their network. The development of the network will focus on making the best possible use of available resources to ensure as many people as possible can benefit from the supported employment services available in the city.

Do schools and FE providers work together to provide clear progression routes into college as part of transition planning?

Yes In development No

Is transition planning in place for disabled young people leaving college to access other opportunities and reach their goals?

Yes In development No

Who provides this support?

IAG	Advocate
Disabled Student Support Officer	Disability Employment Adviser

Other

Other? Please specify

Supported Employment Services including the council's Supported Employment Team

Are there [local schemes](#) in place to provide disabled young people with employment opportunities?

Yes In development No

What [arrangements](#) are in place for young people not wanting or unable to access education, employment or training?

Enhanced day services

Volunteering

Individual support packages from social care

Other

Are [personalised services](#) available to disabled young people?

Yes In development No

Comments

Person-centred transition reviews help young people and their families plan suitable support and activities on an individual and personal basis. We have recently switched to Child Centred Reviews which have been very positively received by parents and pupils alike. Nearly all staff received training from Amaze in this and we have adapted their formula for be best practice for our pupils in our school.

Individualised Budgets are currently being piloted in Learning Disability Services. So far this financial year an additional 19 service users have taken the option of using Individual Budgets. Some of those people have complex needs and most of them are young people transitioning from Children's Services.

While supported by Children's Social Services young people and their families are offered direct payments, as an option to meet their support needs. Direct Payments are also offered as an option to everyone in receipt of Adult Social Services. This option has been in place for some time and take up of direct payments is increasing.

The Direct Payments Support Service, managed by Brighton & Hove Federation of Disabled People, now has a specialist worker for people with Learning Disabilities and their supporters. This worker has been seconded from Brighton & Hove Council to offer support in areas relating to Direct Payments and Individual Budgets.

Potential for Development:

We would like to broaden the scope of the Transitions Forum and the Transitions Protocol to address the transition at the end of Further Education when young people often require additional support from Adult Social Services. We would like to have a clear Transitions Process available to those young people as well.

Participation of disabled young people in their transition process

Are disabled young people supported to contribute to their transition process?

Most Some None

If young people did not attend their review how are they supported to [contribute to formal review process](#)?

All young people attend at least some part of the review. If there is a sudden absence, such as illness, the key findings will be communicated to the young person at the earliest opportunity and their input sought then.

Pupils are prepared for the Annual Review by going through a series of questions with a member of staff beforehand. If they do not actually attend the review then a member of staff puts the student's views forward. We would also then go through the Action Plan, which comes from the Annual Review with them

Does the IAG provider work with disabled young people without statements to develop a plan similar to that developed in the formal review process?

After those students with Statements of Educational Needs the IAG service prioritises young people in school who are School Action Plus and any others that the school SENCOs have identified as likely to need extra help to support their transition to education or training. The IAG service will write Section 140s for them.

IAG staff prioritise all LDD young people (i.e. all those on the schools' special needs register) and will see and action plan these and try to engage them in opportunities post-16 so that they do not become 'NEET'. In this process the IAG worker may involve parents and other professionals but it is a more informal method of approach than the review process.

Do disabled young people have access to a [key worker or lead professional](#) during the transition process?

All Some None

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Do young people have some choice in who takes on this role?

Yes No

Is [advocacy support](#) available during the transition process?

Yes No

Are young people asked how and when they prefer to receive information about transition?

Yes In development No

Is information about the transition process available in a variety of formats?

Written information

Information events

Accessible written information

Disability Information Officer

DVD

Other

Website

Other? Please specify

- Verbal – interviews with Connexions and careers advisor.
- Discussion in school with all relevant parties, including support agencies
- Careers Information e.g. Looking Ahead, Progress File materials, individual interviews with Connexions (careers). Careers guidance and advice, including self awareness etc in PSHCEE

lessons

- We have held Transitions Roadshows events for families and young people at Special Needs 6th Form College.

Comments

The Connexions PAs (Special Needs) attend all year 9 reviews and then assess the timescale that applies to ensure that each young person makes a transition to education, employment or training. The Connexions PA then maintains contact with the young person and parents and ensures they are aware of these (often critical) timescales for actions.

The Connexions PA will attend the reviews when it is nearing the time for this transition to happen. During key transition points (e.g. to a new education supplier) The Connexions PA will support the parents and liaise closely between the parents/ carers, the young person and the new and old education provider and any other agencies (e.g. the LSC, local authority, other funding sources).

The Connexions PA informs funding agencies in advance of young people who may need a substantially different requirement or extra funding to support them in their new education placement. In all this, The Connexions PA ensures that the parents are clear and realistic about any funding requirements and aware that funding requirements change.

Connexions PAs write Section 140s (Moving On Plans) for all young people with statements who are intending to move on to a different education or training provider and parents and young people see and sign this.

Participation of families in the transition process

Are families of disabled young people supported to contribute to the young person's transition process?

Most In development None

Are families provided with appropriate information about transition before the formal process begins?

Yes No

Is information for families available on request?

Yes No

Comments

All parents who have teenagers with statements of educational need are sent the handbook, 'Through the Next Maze'. Volunteer parents and staff of the voluntary sector organisation Amaze wrote this handbook.

The handbook includes chapters on the school transition planning process, involving their child in planning for their future, further and higher education, social lives and relationships, money matters, social care, health and medical matters, employment options, travel and getting about.

Along with the handbook parents receive an invitation to attend information / training sessions about Transition Planning as their children are going into Year 9.

The information / training sessions are facilitated by Amaze staff and a parent co-facilitator. Sessions are offered at different times and days of the week. The training introduces parents to a person centred approach to transition planning and explains that they and their child should be central to the transition planning process.

The handbook, 'Through the Next Maze', is available upon request to any parents or professionals.

As we said on page 10, the Connexions PAs (Special Needs) attend all year 9 reviews and then maintains contact with the young person and parents and ensures they are aware of the (often critical) timescales for actions.

During key transition points (e.g. to a new education supplier) The Connexions PA will support the parents and liaise closely between the parents/ carers, the young person and the new and old education provider and any other agencies (e.g. the LSC, local authority, other funding sources).

The Connexions PA informs funding agencies in advance of young people who may need a substantially different requirement or extra funding to support them in their new education placement. In all this, The Connexions PA ensures that the parents are clear and realistic about any funding requirements and aware that funding requirements change.

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Direct payments and individual budgets

Are disabled young people able to access [direct payments](#)?

Yes In development No

Are disabled young people able to access [individualised budgets](#) at transition?

Yes In development No

Comments

Brighton and Hove Council has recently produced a Self Directed Support Strategy to help people get better access to Individual or Personal Budgets and Direct or Indirect payments. The strategy addresses:

- Information and Support
- Contracts and Commissioning
- Systems and Processes

The council has a target of offering all people eligible for social services support, a Self Directed Support option by the year 2011.

Regarding Individualised Budgets:

Individualised Budgets are currently being piloted in Learning Disability Services. So far this financial year an additional 19 service users have taken the option of using Individual Budgets. Some of those people have complex needs and most of them are young people transitioning from Children's Services.

Regarding Direct Payments:

While supported by Children's Social Services young people and their families are offered direct payments, as an option to meet their support needs. Direct Payments are also offered as an option to everyone in receipt of Adult Social Services. This option has been in place for some time and take up of direct payments is increasing.

The Direct Payments Support Service, managed by Brighton & Hove Federation of Disabled People, now has a specialist worker for people with Learning Disabilities and their supporters. This worker has been seconded from Brighton & Hove Council to offer support in areas relating to Direct Payments and Individual Budgets.

The Direct Payments Support Service can provide advice and information to people who are interested in receiving a Direct Payment, and offer ongoing support with:

- Employing a Personal Assistant
- Supported Accounts
- Planning support
- Advice, support and training to professionals and voluntary organisations.
- An Advice Centre for disabled people, Carers and professionals
- A Counselling Service.

Positive activities, leisure and recreation

Is access to social activities part of the formal transition review planning for individual young people?

Yes In development No

Is [support provided](#) for disabled young people to access positive activities as part of their transition?

Yes In development No

Does the local authority provide support for disabled young people to access [leisure and recreation](#) as part of their transition?

Yes In development No

Are the needs of disabled young people (at transition) featured in the [local youth strategy](#)?

Yes In development No

Comments

80% of schools report that they promote access to positive leisure and social activities as part of transition planning. Support available for leisure activities varies according to the activity and the agencies involved with the young person.

The Youth and Connexions service's team is committed to meet the government standards as laid out by the DfES in the 'Youth Offer'. While there is not a "Youth Strategy" as such, the Youth and Connexions Team business plan includes specific actions to meet the 'youth Offer' standard. Those actions include:

- Delivery of the youth offer in each area with 60% of contacts to be deemed participants in each unit
- Balance programme delivered through range of youth provision including schools and sports provision
- Develop extended schools & promote partnership working through specialist schools, sports facilities, theatre & arts events
- Delivery of Positive Activities programme across all 3 areas targeting young people at risk
- Partnership co-delivery by all staff.

The council's Sport Development Team maintains an 'Active For Life' website to encourage all citizens of Brighton & Hove to access activities in the city. On that website there is a web page dedicated to young people which currently lists 220 activity options and suggestions for people aged 15-17. The Sports Development Team actively support and encourage many sport and activity options for young people with disabilities, such as the Brighton & Hove Albion's Football in the Community Scheme.

Housing

Does the [housing department](#) have representation on Transition Steering Groups?

Yes No

Do they provide accessible information on [local housing options](#), and plan local provision based on what disabled young people say that they want?

Yes [In development](#) No

Comments

The Learning Disability Partnership Board has a Housing Sub Group that guides the planning of housing options for people with learning disabilities. That sub group held a Housing information and consultation event which fed into the Learning Disability Housing Strategy written late in 2007.

Most recently the Housing Sub Group have been reviewing the Learning Disability Housing Strategy that was written in 2007. At the time of writing the strategy in 2007, it was identified that Brighton and Hove had a high proportion of people with learning disabilities in residential care and a high proportion of people placed outside of the city. There was a perceived lack of information, options and support for people with learning disabilities to move to greater independence. There was also a lack of accessible accommodation available to people, both in mainstream and specialist accommodation, which was leaving service gaps for a learning disability population that is ageing and has increasingly complex needs.

Key Achievements and Outcomes in the life of the Learning Disability Housing Strategy:

A Value for Money review was conducted of the accommodation services provided by the council and the two largest independent providers. 30 services were reviewed for their cost, quality and suitability for purpose. A detailed report was produced which highlighted areas where attention needs to be focussed in order to improve the use and fitness for purpose of current resources. Currently the report is being used to remodel services to improve outcomes and value.

We are working to remove the barriers to sheltered housing services for people with learning disabilities. This has involved working with the newly created Sheltered Housing officer post within Homemove to ensure that places are allocated both on housing need and support need whilst creating balanced community within schemes. This will mean that people with learning disabilities

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will be able to benefit from the supportive community within sheltered schemes regardless of age.

We have created a new Housing Options Officer post, whose role is to work exclusively with people with learning disabilities and their support networks. This person has worked with 34 people and is currently supporting 9 people to have their own tenancy for the first time. Other outcomes for people include sustaining their own tenancy through support and advice and assisted bidding through the council's Choice Based Lettings scheme. This officer's work has included engaging in joint working with all relevant partners in housing and social care to support people to achieve their housing goals. Where people are identified, or self-present, as wanting information about their options the Housing Options Officer is able to visit services, conduct home visits where appropriate or meet with people in City Direct to discuss in person what their options may be.

The Housing Options Officer is in the process of creating accessible housing options literature; we are committed to identifying information that needs to be made more accessible. Initially this is information related directly to the Housing Options service, including the accessible tenancy agreement used by temporary accommodation. In the future we will be identifying other council information that can be made into an accessible format.

A new Supported Living service for 6 young people was created in early 2008. The service was commissioned in partnership with the young people and their families using Self Directed Support to maximize choice and control.

We have begun to commission three new housing services for people with learning disabilities. One is an Extra Care scheme which will offer accessible housing with flexible support for people with learning disabilities who are older and/or have physical needs. Another is a service being specifically commissioned around the needs of a group of people who currently live outside the city, in order to offer tailor made accommodation and support locally. Thirdly, a service is being planned to support people coming through transition into adult services in 2010. This will again be planned as a 'bespoke' service for young people with complex needs, with the flexibility to ensure choice and control and to maximize the fitness for purpose of the service

The commissioning team consult with all stakeholders, including people with learning disabilities, about housing development. The most recent consultation was during the updating of the Learning Disability Commissioning Strategy in 2008. Young people and their family carers are included in all consultation.

Extensive work has been completed to ensure that people with learning disabilities are accessing the full and correct range of funding and benefit streams that are appropriate to their accommodation arrangements, thus maximizing their income and opportunities.

Transport

Is [transport provision](#) a part of strategic transition planning?

Yes In development **No**

Are transport needs a part of individual transition planning?

Yes In development No

Is individual support to promote Independent Travel part of the transition process?

Yes In development No

Comments

Schools encourage students to participate in an independent travel programmes when it is considered that they have sufficient skills and confidence to do so (agreement reached amongst student, school and family). Schools have done practice sessions for new transport routes for vocational experience and college transition when parents are unable to do so.

The Learning Disability Partnership Board used Learning Disability Development Funds to develop a Travel Buddy Scheme. The Partnership Board works closely with both the council's transport manager and the city's bus company on the development of the scheme. The Travel Buddy Scheme is often highlighted by the City Council as a "good practice" example for the reduction of harassment and was part of the city's Car Free Day in September 2008.

The city council, the bus company and the Travel Buddy Scheme together won the Claudia Flanders Memorial Award for Accessibility in the 2008 UK Bus Awards.

Potential for Development:

The Travel Buddy Scheme is in the process of fund raising to enable more people with learning disabilities to benefit from this opportunity. We would like to offer the scheme to more people who may not be taking advantage of educational opportunities due to transport barriers. Our Travel Buddies are volunteers, many of whom also have learning disabilities. There is potential for students

to volunteer as Travel Buddies assisting other students with transport and thus opening up opportunities to both the Travel Buddy and the 'Trainee'.

Supplementary questions about disabled young people's participation in TSP

What are you doing to ensure that disabled young people will participate in all developments that come out of TSP?

Increased capacity of local advocacy service

Yes No

Developed strategy to ensure information is accessible and presented in a number of formats

Yes No

Disabled young people will be directly participating in the developments for TSP

Yes No

Other: please explain

Potential for Development:

We are in the process of setting up a Disabled Children's Advisory Group, with the help of funding from Aiming High. The Disabled Children's Advisory Group will support disabled children and young people to shape services, and to be involved in the planning, commissioning and monitoring of Brighton & Hove services. This applies to services provided through the Aiming High project, and

those children's disability services that are already provided by the Brighton & Hove CYPT. The Advisory Group will contribute to and take part in groups advising on universal services, in particular the Children in Care Council, and the Youth Council and will disseminate information about their activities and achievements to other disabled children and young people in Brighton & Hove.

Comments

We have created a new part-time specialist Participation Worker post to enable disabled children and young people to take part in mainstream youth participation activities. In particular the specialist Participation Worker will enable and support disabled young people to be part of the Youth Council and the children-in-care Council (known in B&H as the 'Listen Up Care Council'). This post is not specifically focused on young people in transition, but the specialist worker will support disabled young people to raise any issues of concern with decision-makers (specifically, the Director of Children's Services and the Lead Member for the CYPT).

Youth Advocacy & Participation (YAP) represents the views, wishes and needs of children and young people to decision-makers, and helps the young people to navigate decision-making systems, in accordance with the 'National Standards for the Provision of Children's Advocacy Services' issued by the Department of Health, and with the principles set out in *Care Matters*.

We have one full time Advocate who provides a specialist service to children and young people in care, or who receive respite care, and who have communication and/or learning disabilities (who, as a consequence, need extra support to elicit and articulate their views, wishes and feelings). On average we provide a specialist Advocacy service to 20 disabled children and young people each year.

Examples of requests for support made to the Advocacy Service by disabled children and young people:

- Support in securing services during periods of transition (e.g. from Children's to Adult Disability Teams)
- Support to enable children and young people to participate in case conferences, LAC Reviews and other formal meetings.
- Supporting young people to lodge formal complaints about the care or treatment they have received.
- Support to request contact or increased contact with siblings
- Support to request equipment, activities, or changes to routine for young people in care or respite care.

For further information about the Transition Support Programme and the national transition support team: <http://www.transitionsupportprogramme.org.uk>

If you have any questions please contact us:

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