

# **national transition support team**

working together to improve transition  
for disabled young people

---

## **NOTES FOR READING THIS WORD**

### **VERSION OF THE SAQ2:**

- On tick lists our 'ticked' answers are highlighted in **yellow**
- 
- Our narrative answers are in **boxes**

## **TSP Year Two Self Assessment 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 including disabled young people and their families.

Adrian Carver, Head Teacher, Downs View Link College

Carol Fletcher, Performance and Development Officer, Social Care Systems Team

Colin Povey, Independent Reviewing Officer Manager

Dermot Anketell, Service Manager, 16 Plus Support Team & Young People's Asylum Service

Jacqueline Coe, Head Of Learning Support Service

Jenny Brickell, Head of Integrated Services , Children & Young People's Trust

Lynn Ley, Transition Team Manager

Maureen Pasmore, Service Manager - Supported Employment

Melanie Carroll, Advocacy Practice Manager, "YAP" - Brighton & Hove Youth Advocacy and Participation

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

Rosie Chapple, Connexions Manager

Sophie Goude, Senior Social Worker, Physical Disability Assessment Team

Sue Winter, Transition Development Worker, Amaze

Susy John, Advocate for disabled Children & Young People, "YAP" - Brighton & Hove Youth Advocacy and Participation

Tony Palmer, Participation Worker, "YAP" - Brighton & Hove Youth Advocacy and Participation

# Contents

Section 1:	Developing a strategic transition protocol .....	3
Section 2:	Developing a local transition pathway.....	6
Section 3:	Children’s trust arrangements and strategic multi agency working.....	8
Section 4:	Operational multi-agency working in the transition process .....	10
Section 5:	Information, advice and guidance arrangements.....	17
Section 6:	Transition reviews and person-centred approaches .....	18
Section 7:	Post-16 options: further education and employment.....	20
Section 8:	Personalised Services and Self-Directed Support .....	23
Section 9:	Participation of disabled young people in their transition process.....	25
Section 10:	Participation of families in the transition process .....	28
Section 11:	Positive activities, leisure and recreation .....	30
Section 12:	Housing .....	31
Section 13:	Transport.....	32
Section 14:	Supplementary questions about disabled young people’s participation in TSP.....	33
	Support from TSP .....	35

## Section 1: 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

The protocol outlines the transition arrangements for which groups young people?

Age range:

14-25

14-19

16-19

16-25

Other

If other, please specify

Which disabled Young People are covered by this protocol? HIGHLIGHT ALL AS APPLY

Disabled young people eligible for children's social care services

Disabled young people eligible for adult social care services

Continuing health care criteria

Young people with a statement

Young people receiving school action support

Young people receiving school action plus support

Vulnerable adults

Young people with a Learning disability

Young people with a Physical disability

Young people with Mental health conditions

Young people with Autism

Young people Not in Education, Employment or Training

Other

Which senior managers and lead members have signed up to the protocol and have a

responsibility to deliver? [Explanatory notes: need to include note about disabled children's team possibly sitting in Inclusion department, list which strategic lead with responsibility from each agency has signed up]

Children's Social Care

Adult Social Care

Inclusion/school improvement

Connexions/IAG services

PCT Commissioning / NHS Providers

Learning and Skills Council

SEN Department

Lead Member for Adult Social Care

Youth services



**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.....	<b>S</b> .....	O
Adult Social Care .....	<b>S</b> .....	O
Connexions/IAG services .....	<b>S</b> .....	O
PCT Commissioning/ NHS Providers .....	<b>S</b> .....	<b>O</b>
Learning and Skills Council.....	<b>S</b> .....	O
SEN/Inclusion Department .....	<b>S</b> .....	O
FE providers .....	<b>S</b> .....	O
Housing .....	<b>S</b> .....	O
Transport.....	<b>S</b> .....	O
Youth services .....	<b>S</b> .....	O
Leisure Services.....	<b>S</b> .....	O
Special Schools.....	<b>S</b> .....	O
Mainstream Schools.....	<b>S</b> .....	O
Voluntary Organisations .....	<b>S</b> .....	<b>O</b>
Supported Employment.....	<b>S</b> .....	O
Disabled Young people .....	<b>S</b> .....	O
Parents .....	<b>S</b> .....	<b>O</b>
Other .....	<b>S</b> .....	<b>O</b>

**Other – who? [such as Strategic commissioning lead social care, Strategic commissioning lead health] Please specify whether strategic lead is from children’s or adults.**

An advocate for Disabled Young People from our Youth Advocacy and Participation Team (Advocacy service)

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

The Youth Advocacy and Participation Team (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 group for parents of teens with special needs/disabilities. A parent representative from this group is a member of the Transition Forum (the Strategic Planning Group). The Transition Development Worker supports the parent representative to ensure the views of parents with teenagers in Transition are fed into the strategic planning group. Parents are kept informed of the work of the Transition Forum through the Amaze Newsletter and are invited to give feedback to the Transition Forum through the parents of teens group.

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 Transition.

**Which groups across the local area does the strategic transition planning group link into?**

Learning Disability Partnership Board	Report to/Links to/None
Children and young people’s partnership board	Report to/Links to/None
Health strategic planning	Report to/Links to/None
Commissioner’s group	Report to/Links to/None
Local AHDC steering group	Report to/Links to/None
Other	Report to/Links to/None

*Other – who?*

Commissioning for Adults with Learning Disabilities - through Transition Lead’s membership in the ‘Make It Happen’ sub group of the Learning Disability Partnership Board.

**Further comments about section 1 (Developing a strategic transition protocol)**

The Transition Forum (strategic planning group) is in the process of reviewing and updating our transition protocol. Chantal, our advisor through CHaMP, is assisting with the review. The updated protocol is scheduled to receive Transition Forum approval in December with final printing done by March.

**Section 2: Developing a local transition pathway**

**Do you have a multi-agency transition pathway?** *[Explanatory Note: multi-agency transition pathway is...]:*

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

**Does the transition pathway cover the same groups as the protocol?**

Yes

No

*If no please explain:*

**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

*If yes please specify how?*

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

**How does the Pathway consider the information needs of all young people and families, including those from minority communities and other marginalized groups? [Explanatory**

*Note: i.e. people who speak other languages, parents with LD, families with no access to internet etc]:*

Translation of all the above documents into other languages is available on request.

**Potential for Development:**

The Transition Pathway is detailed within the Transition Protocol. In the future, we would like to clearly set out the Transition Pathway in an easily accessible document or leaflet. We would also like to have an updated version of the Transition Team publicity materials. It would be very helpful to have this pathway clearly recorded in one place and professionally published, available in different languages and formats and widely distributed so that parents and professionals and young people would all be certain they are working to the same set of expectations.

**Further comments about section 2 (Developing a local transition pathway)**



**If yes, please specify the priority areas aiming to impact on disabled young people in transition and what progress has been made to meet the CYPP targets over the last 12 months.**

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 2006-2009. 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 Transition smoother. The importance and value of Transition planning is noted in the “What we know” section as a priority.

These are the relevant targets:

- Establish pathways from the age of 14 into higher education with partners
- Review & develop strategies which identify causes why young people are NEET
- Review & develop strategies and targeted programmes which support measures to prevent young people becoming NEET
- Review & develop strategies which address data collection & information management with regard to young people who may be NEET
- Improve support for young people with learning difficulties & disabilities including their social & emotional needs in post 16 provision
- Identify more flexible approaches to 16 -19 education provision to improve access at different times of the academic year meeting the needs of vulnerable young people
- Ensure equality of access to enterprise/employment related skills development through 14-19 curriculum opportunities supporting young people into work
- Develop entry level courses focussed on employability skills
- Explore mechanisms to continually update the wide range of professionals in contact with vulnerable young people of the employment, education & training opportunities available

In 2009 Brighton & Hove Child Development and Disability Service commissioned a report to identify the current social, sport and art-based activities in the Brighton & Hove area for young people with disabilities aged 11 – 25. The report document contains a comprehensive list of organisations and the services they provide and this has been used to produce a leaflet for young people and their families. We are working with the centre for excellence (C4E) in order to develop this strategically and plan actions to take it forward.

**Is there a multi agency information sharing protocol in place that ensures relevant and necessary information about individual young people is shared between children’s and adults services?**

Yes

In Development

No

**Are there joint strategic commissioning arrangements in place across education social care and health that plan and provide services for disabled young people in transition?**

Yes

In Development

No

**Please specify briefly, how these commissioning arrangements operate.**

Through the Children & Young People's Trust

**Do the strategic planning and commissioning processes in children's services link with those in adult services in order to promote effective transition?**

Yes

In Development

No

*If yes, please specify how they link*

Through the Learning Disability Partnership Board and its sub groups

**Further comments about section 3** (Children's trust arrangements and strategic multi agency working)

## **Section 4: Operational multi-agency working in the transition process**

### **Staff arrangements**

**Which professionals contribute to the transition planning and assessment for individual young people?**

- Children's Social workers
- Adult Social workers
- Transition worker
- Connexions/IAG services
- Community Paediatrician
- GP
- Community nurses
- School nurses
- CAMHS
- OT
- Physiotherapy
- Speech and Language
- Educational psychologist
- Learning and Skills Council
- LA SEN staff

- Transport
- Housing
- Youth Services
- Leisure Services
- Voluntary Organisations
- Supported Employment
- SENCO
- Class teacher (special school)
- Education Support Services
- Other

*If Other, please specify*

**Which of the following structures are in place to support professionals to work together as a transition ‘team’?**

- Shared Targets
- Team Building Days
- Joint training
- Cross cutting policies
- Shared Budgets
- Lead Professionals
- Other

*If Other, please specify*

For young people with severe learning disabilities there is a Transition Team, which is a multi-agency team that includes appointed transition care managers from Adult Learning Disabilities team and Children’s Disability Team alongside Youth Service and Connexions IAG workers in one location under one manager. There is one contact person for the family and young person. The one contact covers 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 Transition Team has a management group, called the Transition Team Steering Group (a Sub Group of the Transition Forum). The Transition Team is able to involve and call upon the expertise of a wide range of professionals through the Transition Steering Group membership.

**Potential for Development:**

We would like to extend the work of the Transition 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 Transition Team with phases of service development ready to be implemented as soon as resources are identified. The

ongoing development of the Transition Team will link directly to the reviewing and updating of the Transition Protocol.

**Are there formal management arrangements in place that support these people to work as a transition 'team'?** *[Explanatory Note: multi agency accountability and responsibility structure, shared budgets etc]*

**Yes** In Development No

**Is this team co-located?**

**Yes** In Development No

**If yes, which department/organisation is the team based in?**

The Transition Team is located within a Children's Services building and is line-managed through Adult Learning Disability Services. This ensures close links with both services.

**Is there a multi-agency assessment process in place across all services to support disabled young people in transition?**

**Yes** In Development No

**If no, is there a process in place for sharing and merging assessment information across agencies supporting disabled young people in transition?**

**Yes** In Development No

**Do disabled young people have access to a key worker or lead professional during the transition process?**

**All** Some None

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

Yes **No**

**Please tell us a bit more about your key worker arrangements**

Young people with physical disabilities are referred to adult Physical Disabilities services approximately one year prior to their 18<sup>th</sup> birthday. During that year a social worker from the Children & Young Peoples Trust, a Transition worker and an allocated worker from Physical Disability Assessment Team work together. The Transition worker completes a Transition report/assessment that details the individual's current situation and future objectives. Children & Young Peoples Trust hold case responsibility until the age of 18 when the case transfers to Physical Disability Assessment Team.

Looked After Children with a mild to moderate learning disability are case managed by Area Social Care Teams (CYPT) up to their 16<sup>th</sup> birthday. Following a period of co-working between that team and the 16 Plus Support Team, these young people are transferred to the 16+ team just after their 16<sup>th</sup> birthday and case management rests there at least until the age of 21 (25 if engaged in FE).

Young people with more severe learning disabilities are assigned to the Transition Team. One of the Transition Case Workers will be the allocated key worker.

**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

Adult Social Care Services

Connexions/IAG services

PCT Strategic Commissioning

Learning and Skills Council

SEN Department

Transport

Housing

Youth services

Children's Social care Commissioner

Children's Health Commissioner

Adults Social Care Commissioner

Adults Health Care Commissioner

Leisure Services

Special Schools

Mainstream Schools

FE providers

Voluntary Organisations

Supported Employment

Local Colleges

PCT Finance Director

Other

*Other? Please specify*

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

The Financial Planning group leads are also members of 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.

## Transition referral processes

### Social care

Please highlight the following boxes where you have clear guidelines for social care referrals and arrangements from children's services to adults for the following disabled young people: **HIGHLIGHT ALL THAT APPLY**

Learning disabled

Physically disabled

Mental health issues

Vulnerable adults

Emotional and behavioural issues

Autistic Spectrum Conditions

Those with life-threatening / life-limiting conditions

Other

*If other, please specify*

There are transition protocols for looked after young people.

### Education

Please highlight the following where you have the following transition education and employment pathways in place to support disabled young people moving on from school and from FE? **HIGHLIGHT ALL THAT APPLY**

Education fairs

Link courses

Supported employment

Apprenticeships

Other

*If other, please specify*

Volunteering opportunities and personal Development

### Health

Please highlight where there a transition health pathways in place that detail transition support for disabled young people requiring: **HIGHLIGHT ALL THAT APPLY**

- Acute services
- Mainstream primary health services
- Palliative care
- Equipment and Aids

- Speech and language therapy – their assessment will come with them through family or care provider (audiology service may pick up people – ask Claire for details)
- Physiotherapy
- Occupational therapy

**Please explain your continuing care arrangements:** *[Explanatory Note: At time of publication of SAQ we were awaiting publication of the CC guidance. If this has now been published please explain your plans for implementing]*

There is an agreed process within the Brighton & Hove PCT area with management of the continuing care process delegated to health managers within the Children & Young People’s Trust. 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).

**Are Health Action Plans (HAP) developed with young people?**

Yes

No

**What percentage of disabled young people have a HAP?**

In Brighton & Hove HAPs are done by GP practices, after a young person becomes an adult. We know that 33% of adults with learning disabilities received a Local Enhanced Service from their GPs last year. Of that number 89% had HAPs completed with their GP practice.

**Who is completing Health Action Plans with Young People?**

School Nurse

Community nurse

GP

Transition nurse

Community paediatrician

IAG

Other

*If other, please specify*

Practice Nurses in GP surgeries

**Looked after young people**

**Do looked after disabled young people receive the following: PLEASE HIGHLIGHT ALL THAT APPLY**

Regular visits by allocated social worker

Care plans reviewed within statutory time limits and whenever there are significant changes

Pathway plan (this may be integrated into transition plan/care plan)

Out of borough visits by lead professionals

*If other, please give details*

**Does the Independent Review Officer service have specialist training to enable them to support disabled young people to participate in reviews and incorporate their views in transition planning?**

**Yes** In Development No

**Are young people in residential placements outside the local authority supported in transition?**

**Yes** No

**How are disabled young people living in out of borough/county placements supported to maintain links with their home communities? HIGHLIGHT ALL THAT APPLY**

**Out of borough visits by lead professional**

**Home visits in holidays**

Service provision in holidays (youth groups, play schemes, short breaks)

**Other**

*If other, please specify*

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 may travel to attend the last review if they are unable to see the young person during holiday time. Again, that is to ensure a smooth transition back into the city.

**Describe how disabled care leavers access their entitlements to continuing support from the authority that had previously looked after them:**

All care leavers will keep their allocated worker up to the age of 21 (25 if in FE) who will ensure that their leaving care entitlements are met.

**Further comments about section 4 (Operational multi-agency working in the transition process)**

**Regarding young people with physical disabilities:**

Young people with physical disabilities are referred to adult Physical Disabilities services approximately one year prior to their 18<sup>th</sup> birthday. During that year a social worker from the Children & Young Peoples Trust, a Transition worker and an allocated worker from Physical Disability Assessment Team work together. The Transition worker completes a Transition report/assessment that details the individual's current situation and future objectives. Children & Young Peoples Trust hold case responsibility until the age of 18 when the case transfers to Physical Disability Assessment Team.

**Regarding health transitions:**

There are no formal health transition pathways. A paediatrician or nurse may write to one of the adult teams to request adult services for a patient but that is very ad hoc.

Starting in the summer of 2009 an LDDF funded project is doing scoping to see what informal pathways currently exist and will then propose options for putting better pathways into place.

**Regarding Health Action Planning:**

The NHS in Brighton & Hove has a Local Enhanced Service designed to reward GP practices for a more structured and intensive focus on the needs of people with learning disabilities (LDs).

The LES rewards practices for:

- attending training
- nominating a practice lead for LDs
- developing a complete and up-to-date register of patients with LDs
- inviting patients with learning disabilities to annual health assessments
- developing a health action plan with each patient (and carer, if appropriate)

Our Health Action Planning project has now got 46 of the 49 GP surgeries in the city to sign up to the Local Enhanced Service for people with learning disabilities. Next year all but 15 of the people with learning disabilities in the city will be invited to their GP surgery for a health check with the option of having a Health Action Plan as well. More details can be found on [www.brightpart.org/healthy.php](http://www.brightpart.org/healthy.php).

The Local Enhanced Service began operating in October 2007; during 2008-9, a new Directed Enhanced Service (DES) was introduced by the Department of Health. The DES has very similar aims and processes to our local scheme, though it focuses on people with more complex needs.

## **Section 5: Information, advice and guidance arrangements**

*[Explanatory Note: IAG and Connexions PAs]*

**Do young people have access to Information, Advice and Guidance advisors?**

<b>All</b>	Some	None
------------	------	------

**Do Information, Advice and Guidance advisors receive regular training in supporting disabled young people?**

<b>Yes</b>	Some	No
------------	------	----

**Briefly describe this training**

There is a lead Special Needs lead PA part of whose role is to coach and act as an information point for all Connexions IAG staff and especially for staff who are starting work in special needs schools.

We run twice yearly information and good practice sessions on S139A's. All Connexions staff's S139A's are read and monitored before being sent out and individual coaching given where appropriate.

There are regular education good practice sessions and work with LDD is part of these. Staff attend any appropriate special needs conferences.

**How do IAG advisors link in with transition planning? HIGHLIGHT ALL THAT APPLY**

- Attendance at year 9 reviews
- Undertake the lead professional role
- Feed assessments and reports into transition planning
- Organise/attend transition information events
- Complete S140/S139a for young people in out of borough placements
- Uphold home/host arrangements
- Complete out of borough planning visits
- Other

*If other, please specify*

Connexions PAs link to SENCOs in mainstream schools and identify statemented, school action plus and school action young people. The Pas priority will be with the statemented group. However, they will write S139As for other young people whose support needs may be high. They will give individual IAG as a priority to any young people with Learning Disability/Difficulty (including school action and school action plus). These close links within the schools and SENCO's are written into Partnership Agreements that we have with all schools (including special schools and local independent special schools). They track and follow up all young people with Learning Disability/Difficulty.

**Further information for section 5 (Information, advice and guidance arrangements)**

## **Section 6: Transition reviews and person-centred approaches**

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

Yes No

**Do schools send out invitations in good time (at least six weeks prior to meeting) 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?**

Year 9 – 08/09 Transitions Reviews 95 held and 66 young people attended = 69% attended.

Year 9 08/09 – Person Centred Reviews 21 held and 18 young people attended = 85%

**Is person centred planning part of the following wider transition assessment and planning processes: HIGHLIGHT ALL THAT APPLY**

S139A

Transition plan

Adult support plans

Pathway plan

Health Action Plan

Supported employment schemes

Other

*If other please specify*

**Is there a monitoring process in place that tracks outcomes relating to person centred planning?**

Yes

In Development

No

*Please explain:*

In the autumn of 2009 the SEN department is doing an audit of year 9 person-centred Transition plans. The results of this audit will be reported to the Transition Forum (strategic planning group). The Forum will develop an action plan and ongoing monitoring processes based on the outcome of the 2009 audit. The action plan arising from the audit is likely to include actions addressing the training needs of support staff.

**Are professionals who are involved in transition trained in:**

*Disability Equality*

Yes

Training Planned

No

Communication Skills)

Yes

Training Planned

No

Person-Centred Approaches

Yes

Training Planned

No

**If Yes or Training Planned? Please explain what training is planned/what has taken place, and who has/will be taking part in the training.**

All school, Connexions and social services staff have access to skills development and training, including communication, person-centred planning and disability equality training. Ongoing training in person centred approaches is offered as part of the council's regular training program.

The Workforce Development and Person Centred Approaches sub groups of the Learning Disability Partnership Board offer regular lunch-time sessions called 'forums for learning' for front-line staff.

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

**If person centred planning training has taken place how will this be cascaded to all staff to ensure sustainability. Please give details e.g. such as in house training etc. person centred planning training workshops, good practice sharing.**

All the Special Schools in Brighton and Hove have had Person Centred planning training. The schools have then taken the lead to train their staff further with additional input and training offered by the Transition Worker, who is trained to deliver this through the original national Person Centred Transition programme.

Ongoing training in person centred approaches is offered as part of the council's regular training program.

The Workforce Development and Person Centred Approaches sub groups of the Learning Disability Partnership Board offer regular lunch-time sessions called 'forums for learning' for front-line staff.

**Further information about section 6 (Transition reviews and person-centred approaches)**

A manager for the Transition Team was appointed this autumn. The manager will be putting into place an induction protocol for staff working within the Transition Team to ensure all the staff are well trained in essential skills, including person-centred Transition planning and fully equipped to apply those skills in their work.

## **Section 7: Post-16 options: further education and employment**

### **Work experience**

**Do disabled young people receive support to access meaningful work experience 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.”

**Further and Higher education**

**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 (university and employment)?**

Yes

In development

No

**How is this provided? HIGHLIGHT ALL THAT APPLY**

- Link Courses
- Supported Employment
- Apprenticeships
- Other

*If other, please specify*

Connexions Personal Advisors do Transition planning with young people up to the age of 25.

Young people over the age of 18 may have an adult social worker who will help with transition planning as they leave college.

**Potential for Development:**

We would like to expand the role of the Transition Team to include young people leaving college.

**How is information about outcomes after college collated and tracked?**

Since April all adults with learning disabilities now have outcome-focussed reviews with their social worker or care manager. These reviews focus on the four key areas of home, work, relationships and health. The purpose of focussing on outcomes is to ensure the commissioning of services is informed by people's and a person centred planning process.

Also, learning disability services are completing person centred review feedback forms. These forms are used to inform commissioning of the wishes and needs that people are expressing through their person centred plans. It would be possible to analyse these feedback forms by age group to identify if there are any trends relating to younger adults.

**Employment**

**Who provides support for young people to gain employment?**

- Supported Employment Schemes
- IAG
- College
- School
- Job centre plus
- Job coaches
- Job mentor
- Advocate
- Care Managers
- Other

**Who supports disabled young people once employment is secured?**

Supported Employment Services including the council's Supported Employment Team. Young people are assigned for tracking to a Connexions PA who maintains regular contact and will refer when any issues are identified.

**Do you collate information on how many young people move into employment?**

Yes

No

**If yes how many disabled young people aged 18-25 have been supported into employment in the last 12 months?**

*Paid full time*

See note below

*Paid part time*

See note below

*Voluntary*

See note below

*Self employment*

See note below

*Other*

#### **Further information on Section 7 (Post-16 options: further education and employment)**

##### **Regarding numbers of young people supported into employment:**

Statistics regarding young people moving into employment are kept in several different places. Our Supported Employment providers have information about people over the age of 18, but not broken into age groups. Connexions have information about young people in general but not separate statistics for young people with disabilities. Children's services have statistics but do not record some of the categories such as self-employment or voluntary work and do not always identify the support that may have been given to the young person in order to gain employment. Because our data collection does not match your question we have not been able to provide you with numbers.

##### **Potential for Development:**

We would like to broaden the scope of the Transition Forum and the Transition Protocol to more clearly 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 Transition Process available to those young people as well.

## **Section 8: Personalised Services and Self-Directed Support**

**What do disabled young people who do not enter FE, HE or employment after school do?**

**PLEASE HIGHLIGHT ALL THAT APPLY**

Enhanced day services

Volunteering  
Individual support packages from social care  
Other

*If other, please specify*

Person-Centred Planning In Transition & Self-Directed Support projects help young people and their families plan suitable support and activities

### **What percentage of disabled young people are NEET( Not in Employment Education or Training)?**

In Nov 2008, 28.73% of disabled young people were NEET (age 16-19).

### **How many disabled young people in transition aged 14-25 are accessing direct payments?**

There are currently 20 young people aged 14 – 18 receiving direct payments

## **Individual Budgets**

### **Are disabled young people able to access individual budgets in children's services?**

Yes **In development** No

### **What percentage of young people who are eligible for services move on to be supported through an individual budget by adults' services?**

We have statistics for all adult services (i.e. ages 18 – 64) but do not have the statistics broken down by age group.

### **What support is in place to ensure the effective implementation of individual budgets?**

#### **PLEASE HIGHLIGHT ALL THAT APPLY**

All  
Self Assessment process  
Resource Allocation System  
Support Brokers  
Advocacy  
Budget-holding Lead Professional  
Independent support agency  
**Adult care managers**  
**Other**

*If other, please specify*

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.

**If individual budgets are available in both children’s and adult services are the systems coordinated in order to ensure a smooth transition?**

Yes

In Development

No

**More information for Section 8 (Personalised Services and Self-Directed Support)**

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 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.

## **Section 9: Participation of disabled young people in their transition process**

**Do young people receive information about both the transition process and the options available to them?**

Yes

In Development

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**
- **Accessible written information**
- DVD
- **Website**
- **Information events**
- Disability Information Officer
- **Other**

*Other? Please specify*

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

**How do you ensure that disabled young people are able to access information in their first language and accessible format?**

Documents and leaflets are translated upon request.

**Participation in individual planning**

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

**Most** Some None

**Do disabled Young People hold or keep an accessible copy of their own records?**

Yes **Some** None

**If young people did not attend their review how are they supported to contribute to the 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? If not, how are they supported?**

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 139As 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.

**Advocacy**

**Is advocacy support available during the transition process?**

Yes

No

**Who is this available for? PLEASE HIGHLIGHT ALL THAT APPLY**

Looked after young people

All disabled young people on request

Young people eligible for social care services

Young people at risk of exclusion

Young people /families who are in formal complaints procedure

Other

*If other, please specify*

Adults and young people with learning disabilities, upon request

**Who provides advocacy support? PLEASE HIGHLIGHT ALL THAT APPLY**

In house

Voluntary Organisations

Peer advocacy

Other

*If other, please specify*

## Participation in service development

**Do you have a participation strategy to ensure that disabled young people are able to participate in service development across the local area?**

Yes

In development

No

**What forums are in place in the local area that disabled young people can get involved in?**

*[Explanatory Note: A forum is a facilitated group where families are supported to share views on issues that impact on themselves, their families and their communities. Eg parent support groups, parent forums]*

The Children & Young People's Trust supports an Aiming Higher Advisory Group, with the help of funding from Aiming High. The Aiming Higher Advisory Group supports disabled children and young people to shape services and to be involved in the planning, commissioning and monitoring of Brighton & Hove services. This group was formed in May of 2009 and, along with other participation activities, is supported by a specialist worker within the trust.

Speak Out is a voluntary sector organisation that supports advocacy for adults with learning disabilities. They have a network of self-advocacy groups including one group specifically for young adults.

**Are there transition support groups available to young people?**

Yes

No

**What arrangements are in place to ensure that disabled young people from BME communities can participate?**

Targeted work and also the use of interpreters at annual and transition reviews and medical appointments

**Further information Section 9** (Participation of disabled young people in their transition process)

## Section 10: 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

**What forums are in place in the local area that families can get involved in?**

Parents of teens groups and information and training sessions facilitated by the voluntary organisation, Amaze and the Transition Development Worker. (See [www.Amazebrighton.org.uk](http://www.Amazebrighton.org.uk) for details)

**Are there transition support groups available to families?**

Yes

No

**Further information section 10** (Participation of families in the transition process)

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. 'Through the Next Maze', is also available, upon request, to any other parents or professionals. The 'Through the Next Maze' handbook was updated in the summer of 2009.

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 Amaze staff member, the Transition Development Worker, is accredited to deliver the DoH Person Centred Planning Training programme.

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.

Connexions PAs write Section 139As (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.

Connexions PAs give out a booklet (Forward) to parents and LDD young people outlining their options post-16

## Section 11: 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

**What positive activities are available to disabled young people? HIGHLIGHT ALL THAT APPLY**

Mainstream youth provision

Mainstream leisure provision

Specialist youth provision

Extended schools

Voluntary org provision

Play schemes

Innovative short breaks

Other

*If other, please specify*

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.

**Further information Section 11** (Positive activities, leisure and recreation)

In 2009 Brighton & Hove Child Development and Disability Service commissioned a report to identify the current social, sport and art-based activities in the Brighton & Hove area for young people with disabilities aged 11 – 25. The investigation was carried out by Hove YMCA through interviews with professional workers, voluntary/statutory organisations, young people, parents/carers, existing providers (both of specialised and mainstream social and leisure opportunities to young people with

disabilities) and mainstream youth providers (currently not offering places for young people with disabilities). We are working with the centre for excellence (C4E) in order to develop this strategically and plan actions to take it forward.

The report document contains a comprehensive list of organisations and the services they provide and this has been used to produce a leaflet for young people and their families.

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.

## Section 12: Housing

**Is the housing department engaged in strategic transition planning?**

Yes

No

**Do supported living/supporting people work with young people in transition?**

Yes

No

**Are disabled young people provided information on local housing options?**

Yes

In Development

No

**Is local provision planned based on what disabled young people say that they want?**

Yes

In Development

No

## Further information Section 12 (Housing)

The Learning Disability Partnership Board has an 'A Place To Live' Sub Group that guides the planning of housing options for people with learning disabilities. In September 2009 that sub group held a Housing information event for people with learning disabilities, families, carers and support staff. This event was publicized through local carers' networks as well as through the Partnership Board's networks, groups and website.

We have created a Housing Options Officer post, whose role is to work exclusively with people with learning disabilities and their support networks. 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.

This Housing Options Officer was instrumental in developing an accessible Guide to Housing Options. At the September Housing Information event the 'A Place To Live' sub group launched this new accessible guide to housing options. That easy-to-read guide is being finalized and will be going to print by the end of 2009.

A new Supported Living service for 5 young people will be opening in December of 2009. This shared house has been purpose built and the young people and their families have been actively involved in the planning of this service. This service will be used as a 'move-on' service giving young people an opportunity to move out of the family home and learn independence skills in preparation for the future.

The commissioning team consults with all stakeholders 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.

## Section 13: 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

**Do you have a transport policy that clearly outlines transport provision for disabled young people post 16?**

Yes

In development

No

**Further information Section 13 (Transport)**

In 2009 Brighton & Hove Child Development and Disability Service commissioned a report to identify the current social, sport and art-based activities in the Brighton & Hove area for young people with disabilities aged 11 – 25. The investigation was carried out by Hove YMCA through interviews with professional workers, voluntary/statutory organisations, young people, parents/carers, existing providers (both of specialised and mainstream social and leisure opportunities to young people with disabilities) and mainstream youth providers (currently not offering places for young people with disabilities). The report document contains a comprehensive list of organisations and the services they provide. The report identified issues around the location of the services and transport.

Schools encourage students to participate in an independent travel programme when it is considered that they have sufficient skills and confidence to do so (agreement reached amongst student, school and family). Schools may do 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 worked closely with both the council's Public 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 as well as increasing individual's independence and choices.

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'.

**Section 14: Supplementary questions about disabled young people's participation in TSP**

**What have you done to ensure that disabled young people have participated and will continue to participate in all TSP developments?**

Increased capacity of local advocacy service?

Yes **No**

Developed a participation strategy that links existing groups into TSP?

Yes **No**

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

Yes **No**

Disabled young people have direct involvement in project implementation?

Yes **No**

Disabled young people are involved in evaluating the progress of TSP locally?

Yes **No**

*Other: please explain*

**Please detail how the views of disabled young people and their families has shaped developments in transition**

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 and the Lead Member for the Children & Young People's Trust).

Our Advocacy Team 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. So far this year 11 children have received advocacy support during Transition.

## Support from TSP

**How satisfied are you with the support you have received during the TSP programme?**

**PLEASE HIGHLIGHT ONE**

Very satisfied

Fairly satisfied

Okay

Not satisfied

Very dissatisfied

**What TSP support have you found useful?**

TSP local area lead

SEN Hubs

CHaMP networks

Website

Resources

Other

*If other, please specify*

**What support do you think you will need in year 3 of the programme?**

More practical advice and support around development areas identified in our SAQ and in our Transition Forum work plan. That would include help to increase the involvement of disabled young people in the strategic planning.

**Please state the main areas of progress in your area since the last Self Assessment Questionnaire.**

The Transition Forum (strategic planning group) is midway through the process of reviewing and updating our Transition Protocol. It will be finished and printed by March.

The Children & Young People's Trust supports an 'Aiming Higher Advisory Group', with the help of funding from Aiming High. The Aiming Higher Advisory Group supports disabled children and young people to shape services and to be involved in the planning, commissioning and monitoring of Brighton & Hove services. This group was formed in May of 2009 and, along with other participation activities, is supported by a specialist worker within the trust. This group has not yet been involved in reviewing or developing services to do with Transition to adulthood, although it is anticipated this will occur in the future.

Starting in the summer of 2009 an LDDF funded project is doing a scoping & mapping exercise to see what informal health transition pathways currently exist. The project will then propose options for putting better pathways into place. These proposals will go to the Transition Forum (strategic planning group) for implementation.

Our Health Action Planning project has signed up 46 of the 49 GP surgeries in the city to provide the Local Enhanced Service for people with learning disabilities. Next year all but 15 of the people with learning disabilities in the city will be invited to their GP surgery for a health check with the option of having a Health Action Plan as well. The project is ongoing and will reach the remaining 15 people as well as continuing to train GPs and their staff. More details can be found on [www.brightpart.org/healthy.php](http://www.brightpart.org/healthy.php).

In the autumn of 2009 the SEN department is doing an audit of year 9 person-centred Transition plans. The results of this audit will be reported to the Transition Forum (strategic planning group) in the spring of 2010. The Transition Forum will develop an action plan and ongoing monitoring processes based on the outcome of the 2009 audit. The action plan arising from the audit is likely to include actions addressing the training needs of support staff.

Since April all adults with learning disabilities now have outcome-focussed reviews with their social worker or care manager. These reviews focus on the four key areas of home, work, relationships and health. The purpose of focussing on outcomes is to ensure the commissioning of services is informed by people and by a person centred planning process.

The Housing Options Officer for people with learning disabilities was instrumental in developing an accessible Guide to Housing Options. At the September Housing Information event the 'Place To Live' sub group of the Learning Disability Partnership Board launched this new accessible guide to housing options. That easy-to-read guide is being finalized and will be going to print by the end of 2009.

A new Supported Living service for 5 young people will be opening in December of 2009. This shared house has been purpose built and the young people and their families have been actively involved in the planning of this service. This service will be used as a 'move-on' service giving young people an opportunity to move out of the family home and learn independence skills in preparation for the future.

**Please enter the names and roles of anyone else involved in preparing the answers to the questionnaire and the number of young people and their families consulted.**

See list on page one

#### **Further information Section 14**

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:

Tel: 020 7843 6348

Email: [tsp@ncb.org.uk](mailto:tsp@ncb.org.uk)