

A photograph of a young boy and an adult man climbing a rope net on a playground. The boy is on the left, wearing a white t-shirt and blue jeans, leaning forward. The man is on the right, wearing a dark jacket and blue shirt, smiling and reaching out. The net is made of red ropes and yellow bars. The background shows a green lawn and trees.

It's My Life

**A person-centred approach to transition
between services for children and services
for adults**

Leeds Multi-agency Transition Strategy 2010-2015

Healthy Leeds

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Becoming an adult is an important time in a young person's life; as independence increases they begin to make choices about the next steps in their lives. They may consider further education, training or employment, face changes in their social network and family life and make decisions about their housing and living arrangements. This should be an exciting experience, but often it is also a time of uncertainty for young people, their parents/carers and families.

For young people who have a lot of contact with agencies, services or support, this time can be all the more difficult as they make the move between children's and adults' service provision. When young people leave one service and enter another, they may be faced with new assessment criteria, leading to a different amount of support with their needs being met in alternative ways. We know from discussions with young people and their parents/carers and families that this can be a very difficult and daunting experience.

Some of the typical barriers which young people have told us they experience are that:

- staff in young people's services often don't know where/how to access information concerning adult services
- thresholds for adult services are often much "higher" than thresholds for children's services. This means that many young people need to look elsewhere for support once they become adults.
- families may find it daunting as different services will have different approaches. They may be treated differently in adult services than in children's services and so their roles may change.
- adult services often won't be designed for young adults as they cover the whole age range from 18+. This may come as a shock for young adults.

It is the responsibility of all agencies in Leeds to work together to remove any barriers to make the transition from one service to another as smooth, seamless and person-centred as possible for every young person.

In developing this strategy we have consulted with a number of groups of young people. We would like to thank all of the young people who have contributed to the development of this strategy as well as the parents, carers and families who have engaged with us throughout the process.

Time frame: This is a 5 year strategy from 2010-2015

Who the strategy applies to: This strategy is for all agencies and staff who work with young people (between the ages of 14 and 25) in a time of transition in Leeds in both Children's and Adults' services. It is also for all wider local authority, health and other agencies and services in contact with children and young people. It is also for young people themselves, their parents/ carers and families allowing them to see the principles of best practice that the agencies working with them have signed up to.

What we mean by 'transition': There are many transitions in a young person's life, but in this strategy we are referring to the move that young people make between children's and adults' service provision.

Who we mean when we talk about 'young people': Within the strategy we have used the term 'young people' to mean people between the ages of 14 and 25.

As the strategy is about the transition between children's and adults' service provision, it is relevant to agencies working with all young people between the ages of 14 and 25 in a time of transition. The following list is not exclusive, but it gives an indication of some groups of young people who have been identified as facing particular barriers to a smooth transition.

- Disabled young people eligible for children's and/or adult social care
- Young people who meet the Continuing Care Criteria
- Young people with a statement of Special Educational Need
- Young people on school action and school action plus
- Young people with funding for inclusion
- Young people with learning disabilities
- Young people with a physical and/or sensory impairment
- Young people with significant mental health presentations
- Young people with severe autism, asperger syndrome or ADHD
- Young People from Gypsy, Roma and Traveller Communities.
- Young offenders, young people in custody and secure accommodation
- Unaccompanied asylum seeking young people with and those with no recourse to public funding
- Young people who are care leavers or looked after children
- Young people who are not in education, employment or training

- Young people who misuse drugs and alcohol
- Young people who are homeless, potentially homeless, or in insecure accommodation
- Young people who have had disrupted schooling
- Young people who are carers

How will we put this strategy into practice?

This strategy has been written on broad principles so that it can be applied to the diverse agencies who work with young people throughout Leeds.

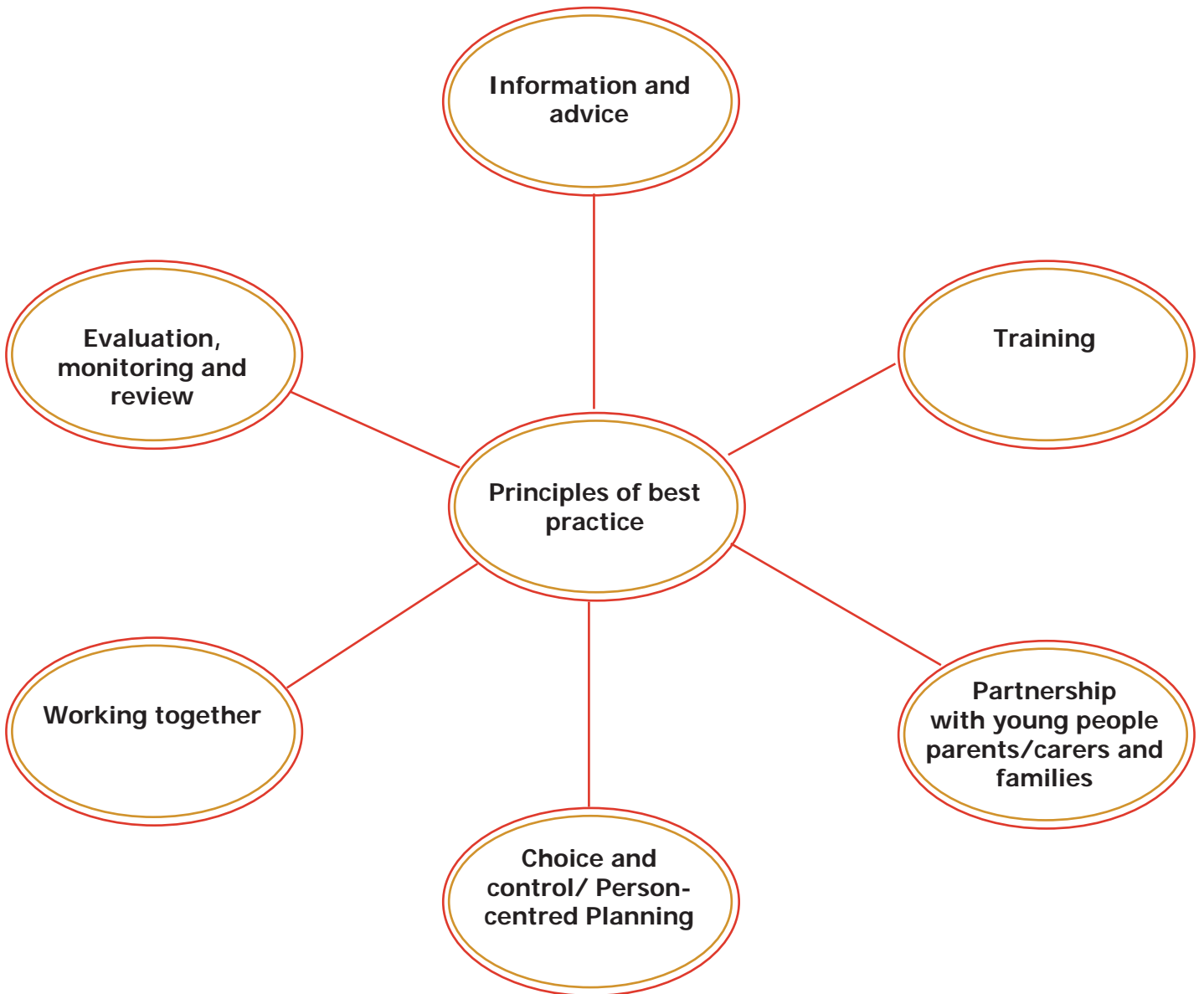
Agencies in Leeds are expected to develop their action plans to reflect these principles and to co-ordinate action plans with other agencies to ensure that services work effectively together to ensure the best possible experience of transition for all young people.

The Joint Strategic Commissioning Board (JSCB) will monitor the implementation of this strategy through the Young People in Transition Subgroup which will meet 4 times a year. The subgroup will ensure that agencies in Leeds produce and implement the joint action plans. The subgroup will also ensure that the implementation of this strategy coordinates with other existing work streams and operational groups in this area. The subgroup will report to the JSCB and the Childrens Transition Board (CTB) to inform them of the progress of the implementation of the strategy.

We will ensure that at every stage young people take part in the review, and we will work with them to ensure we have appropriate processes for evaluating the strategy and its implementation.

The purpose of the Leeds multi-agency Transition Strategy:

This strategy outlines the principles of best practice which all agencies and staff should follow when working with young people in a time of transition. The principles are grouped into the following categories:



The Social model of disability:

This strategy is based in the social model of disability, which we are extending to apply to all young people who face barriers within society.

The social model of disability is based on the principle that it is society which disables people through negative attitudes, exclusion and systemic barriers, rather than any individual differences that people may have. This approach can be applied to all young people, encouraging agencies to look at the barriers within society and services which may disadvantage them. This strategy identifies the principles that agencies and staff should follow to remove the barriers which may prevent young people from experiencing a smooth transition between services. Using the social model means working in a person-centred way and supporting young people to achieve the goals that are important to them.

Shared vision and aims

We believe that every young person, their parents/carers and families should have access to information and advice which is clear and helpful. This information should always be in an appropriate format to enable young people to understand transition processes as independently as possible. It is our aim to have every member of staff working with a young person in transition fully trained to provide the best service in true partnership with the young people they work with.

We believe that every agency should work with young people in a holistic and person-centred way so that every young person is able to exercise choice and control in their own lives. We aim to ensure that there are robust systems for evaluation, monitoring and review of the transitions processes. We believe that services should be flexible and responsive to ensure that young people are always at the core of the transition process.

National context

In recent years there has been a wide range of national legislation highlighting the principles that agencies should apply when working with young people in a time of transition. The list below shows a number of these which have influenced the development of this strategy:

- Children Act 1989/ 2004
- Community Care (Direct Payments) Act 1996
- Disability Discrimination Act 1995/ 2005
- The Learning and Skills Act 2000
- Children (Leaving Care) Act 2000
- Health and Social Care Act 2001
- Special Educational Needs and Disability Act 2001
- Valuing People, March 2001, and Valuing People Now, April 2009
- National Service Framework for Children, Young People and Maternity Services 2004
- Every Child Matters: Change for Children, 2004
- Removing Barriers to Achievement: the government's strategy for SEN, 2004
- Mental Capacity Act 2005
- Improving the Life Chances of Disabled People 2005
- Youth Matters/Youth Matters Next Steps, 2005/6
- Learning for Living and Work, 2006
- Childcare Act, 2006

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- The Mental Health Act, 2007
 - Aiming High for disabled children: Better Support for Parents/carers and families, 2007
 - Care Matters: Time for Change, 2007
 - Equalities Act 2010
 - National Frameworks for Continuing Care (Adults and Children)

The principles of best practice will be grouped into the following sections:

- I. Information and advice
- II. Training
- III. Partnership with young people, their parents/carers and families
- IV. Choice and control/ Person-centred approaches
- V. Working together
- VI. Evaluation, monitoring and review of the Transition process and outcomes for young people

I. Information and advice

“You need to make decisions but often you don’t even understand what your options are.”

Tim - Parent

1. Agencies should ensure that young people, their parents/carers and families are provided with high quality, accurate and timely information to enable them to make informed decisions about their future and the way that they receive support from services.
2. Young people should be informed of the date that their time with one service will end and what service provision will be available to them as an adult, well in advance of the formal transition. If the young person will not be eligible for adult services, they should be made aware of this as early as possible.
3. Young people, their parents/carers and families should have a full understanding of the transition process. Agencies should make sure that from the age of 14, young people, their parents/carers and families are aware of what they can expect as they leaving one service and move into the next one.
4. Young people should be at the core of developing and reviewing the format of information produced by agencies to make sure that it is age appropriate and accessible. Agencies should consider providing information in different formats such as; verbal explanations, videos, leaflets, support groups and networks, peer support, web sites, case studies and telephone help-lines.
5. Every agency should identify a chosen means of communication with the young people they work with, and make sure that wherever possible that information is given to them in this way.
6. Agencies should produce a summary of the details of their services to be collected in a central resource, to enable all staff, young people, their parents/carers and families to easily see what services and resources are available to them in a time of transition.

II. Training

“Everybody needs to understand what everybody else is there to do.”

Olly – aged 19

1. Agencies should ensure that all staff working with young people in a time of transition have appropriate training to enable them to work in a person-centred way with young people in every stage of the transition process.
2. Agencies should consider providing multi-agency training for staff working with young people in a time of transition. Staff should have the opportunity to share best practice and understand the wider social and emotional needs of young people.
3. All staff working with young people in a time of transition should be aware of the potential inequalities faced by disabled young people and/or those with health problems and ensure that they are not disadvantaged through methods of service provision or in accessing information.
4. Agencies should provide training to staff to make sure that staff are able to provide accurate, timely and impartial information and advice to young people that they work with in an appropriate and accessible manner.
5. The training which staff receive should leave them feeling empowered to challenge any working practices which are service driven or service led to ensure that the young person is always at the centre of the work.
6. Staff should be trained so that they are able to communicate positively with mainstream services about the young people they work with. They should be able to promote good practice to all organisations working with a young person in a time of transition, including schools, further education colleges, employers, transport agencies and social/leisure activities.

III. Partnership with young people, their parents/carers and families

“I think it’s important to be taken seriously I want to help with making the plans for what’s going to happen- it is my life after all!”

Hayley aged 18

1. Young people should be equal partners with agencies throughout the transitions process; including being actively engaged in the planning and development stages. They should be provided with appropriate and timely information to enable them to make informed decisions.
2. Young people, and, where appropriate, their parents/carers and families should have good relationships with the appropriate people in all services that they have contact with. These relationships should be maintained throughout the transition process.
3. Agencies should ensure that there is an appropriate degree of communication with the parents/carers of a young person in a time of transition. Staff should agree communication channels with the parents/carers, ensuring that issues of confidentiality are discussed with the young person.
4. Young people should contribute to agencies’ service plans and reviews and be regularly engaged through focus groups with their opinions being represented on decision making panels.
5. Agencies should consider developing a buddying/ mentoring scheme to allow young people to support and advise each other through the transition process.
6. All agencies should make sure that they have a sustainable and ongoing evaluation process which collects the views and opinions of young people in time to address any issues which may arise. There should be established communication channels within and between agencies so that they are responsive and suggestions are acted upon quickly.

IV. Choice and control/ Person-centred approaches

“They’ve got to realise I’ve got other issues to deal with as well”.

Laura aged 16

1. Services should be designed around the needs of young people, not around the needs of the service. Agencies should adopt a person-centred approach to ensure that the young person is always at the centre of the transition process.
2. The needs of young adults are often very different than those of adults generally and adult services should take this into account. As people grow older their aspirations change; staff should listen to the young people they work with to make sure that they have a good understanding of their developing aspirations, choices and wishes throughout the transitions process.
3. Every young person should be considered able to express their preferences and aspirations for education, training and employment and be supported in achieving their aims. Where appropriate, potentially disadvantaged young people should have access to advocacy to assist in this complex process.
4. Services should be flexible and fit into the lives of the young people they work with, for example being available at evenings or at weekends to reduce the time that young people miss from education, work and leisure activities.
5. Young people should be at the heart of the design and review of services. Young people should be encouraged to run advisory groups and advise agencies in a way which is sustainable and realistic.
6. Young people should be given the opportunity to say goodbye to staff and friends associated with the service they are leaving. They should also be able to visit, in advance of the transition, the service or team that they will be joining.

V. Working together

“It sometimes feels like the left hand doesn’t know what the right hand is doing”.

Richard aged 24

1. Every member of staff working with a young person in a time of transition should be aware of the role of other agencies in the area. When planning how best to meet an individual’s need, staff should be willing to recommend the services, support and advice available locally from other agencies and the voluntary sector.
2. Agencies should have a shared transition protocol and agreed, accessible arrangements for transitions that are known by all staff, young people their parents/carers and families. This protocol should clearly identify who has the case management/lead responsibility at any one time during the period of transition.
3. Agencies should make sure that they have a robust system in place for the timely transfer of appropriate information about the young person before the transition takes place. Clear documentation should be kept about each young person. This should form the basis of information sharing between services and provide a way of monitoring progress following the transition.
4. Agencies should share intelligence about how many people are using their service and are expected to transfer to an adult service in years to come. This would allow agencies to effectively plan their service provision well in advance of the transition taking place.
5. Agencies should ensure that the approach to transition is equitable and consistent across all areas of Leeds.
6. Agencies should ensure that children or young person who are not eligible for Adult Social Care services are signposted to appropriate support agencies or groups.
7. Agencies should ensure that they have a flexible entry and exit criteria so that staff and young people can work together to determine the most appropriate time for the transition. It may be appropriate to consider a staggered approach for some young people who would benefit from receiving some children’s services alongside the new service provision to allow for a more gradual move to the adult service.

VI. Evaluation, monitoring and review

“I could tell them exactly how it is – all they’ve got to do is ask!”.

Becky aged 14

1. Agencies should ensure that they have robust and continuous evaluation processes in place so they can effectively monitor and review the transition arrangements.
2. Agencies should make sure that they make contact with every young person 3 months after they have formally left their service as part of the monitoring process.
3. Young people should be at the core of the monitoring and reviewing processes to make sure that their individual needs are being met in the best ways possible. They should help to define what constitutes a positive outcome for them. These outcomes should then be used within the monitoring process.
4. Agencies should ensure that they capture real time feedback from young people and establish standing user groups to inform practice as part of their service delivery model.
5. Agencies should identify clear lines of accountability to make sure that any shortcomings are recorded and promptly addressed.
6. The views of young people should be captured at every stage of the transition process so that the suggestions of those aged 14 through to 25 influence the development and improvement of services.

Next steps

This document was deliberately written as a high-level strategy containing principles of best practice, which can be applied to all agencies and members of staff working with young people in Leeds. It therefore does not contain specific actions for individual agencies.

We have produced this strategy with the expectation that individual agencies will look at how they can apply the principles to their area of work. They are expected to up-date their existing action plans to ensure that they incorporate these principles. The action plans will be monitored through agency's own performance management arrangements as well as through the Joint Strategic Commissioning Board via the Young People in Transition Subgroup. To help with this process a report was produced in March 2011 that showed agencies the suggested areas of action.

When collecting information for this strategy, it became clear that data about some of the groups of young people who the strategy will apply to is sparse. The Joint Strategic Commissioning Board Young People in Transition Subgroup will therefore oversee the collection of information from agencies in Leeds about the numbers of young people who have been identified as facing particular barriers in a time of transition. We aim to produce an accurate picture of the numbers of young people throughout the city who will be particularly affected by this strategy to enable agencies to focus their resources when creating implementation plans.

General transition

A Transition Guide for All Services

Key information for professionals about the transition process for disabled young people. Written by the Council for Disabled Children.

(Department for Children, Schools and Families/Department of Health, 2007).

<http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00776-2007&>

Also available from www.transitioninfonyetwork.org.uk

Diversity Matters

Good practice in services for disabled children and their families from black and other minority ethnic communities.

(Council for Disabled Children, 2006).

www.ncb.org.uk/cdc/publications/diversity_matters.aspx

Linking Up

A short guide to help Connexions staff, or anyone working with young people in transition, to give support to people with learning disabilities.

(Foundation for People with Learning Disabilities, 2005). www.learningdisabilities.org.uk

Preparing for adult life and transition

A factsheet about transition for families with disabled young people.

(Contact a Family, 2010)

www.cafamily.org.uk/pdfs/preparing_for_adult_life_web.pdf

TransMap

From theory into practice

The underlying principles in supporting disabled young people in transition to adulthood. Written by the Council for Disabled Children (2008). Hard copies available from tin@ncb.org.uk

www.transitioninfonyetwork.org.uk

Looked After Children

Future Positive: A Resource Guide for People Working With Disabled Care Leavers

Jill Harris in partnership with the South West working group on disabled care leavers.

(Department for Education and Skills, 2004).

<http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-0880-2004&>

Health

Adolescent Transition Care

Guidance for Nursing Staff

(Royal College of Nursing, 2004).

www.rcn.org.uk/__data/assets/pdf_file/0011/78617/002313.pdf

Transition: Getting it right for young people

Improving the transition of young people with long term conditions from children's to adult health services. This Good Practice Guide aims to show that the handover from children's and young people's services to adult services should be planned and managed as a process.

(Department of Health, 2006).

www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4132145

Transition: Moving On Well

A good practice guide for health professionals and their partners on transition planning for young people with complex health needs or a disability.

(Department of Health, 2008).

www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_083592

You're Welcome quality criteria: Making health services young people friendly

You're Welcome quality criteria sets out principles that will help health services (including non-NHS provision) become young people friendly. It covers areas to be considered by commissioners and providers of health services. You're Welcome has been included in the NHS Operating Framework for 2009/10 and highlighted in DH/DCSF Healthy lives, brighter futures - the government strategy for children and young people's health.

(Department of Health, 2007)

www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_073586

Palliative Care

ACT Care Pathway

Integrated multi agency transitional care pathway for young people with life threatening and life limiting conditions.

(Association for Children's Palliative Care, 2007).

www.act.org.uk

Participation

A Lot to Say

A guide for social workers, personal advisors and others working with disabled children and young people with communication impairments.

(Scope, 2002).

www.scope.org.uk/downloads/action/publications/lotsay.pdf

Making Ourselves Heard:

Ensuring Every Disabled Child's Right to be Heard Becomes a Reality

Making Ourselves Heard is a project which aims to ensure the active participation of disabled children and young people in all decisions directly affecting them, in the development of their local communities, in the strategic planning of services, and in all aspects of the work of the Council for Disabled Children.

www.ncb.org.uk/cdc/networks/making_ourselves_heard.aspx

Self Directed Support

My Money, My Way – A Young Person's Guide to Direct Payments

A guide for young people about direct payments: what they are, how to get them; the role of a personal assistant and where to get help when you need it.

(Scope, 2004).

www.scope.org.uk/help-and-information/publications/my-money-my-way-young-persons-guide-direct-payments

Sex and Relationships

Raising Aspirations – Resource Pack

A resource pack containing a DVD and an accompanying guidebook. The DVD features the video "Sex, Lives and Aptitude", which challenges the preconceptions which have emerged as a result of society's struggle to acknowledge the difficulties faced by disabled people in their everyday lives.

(DARE Foundation and ACE Centre, 2006).

www.ace-centre.org.uk

Detention and custody – Ofsted report

The report evaluates the range and effectiveness of the arrangements for education and training for several categories of young people: those identified for their likelihood of offending; young offenders who move into custodial establishments then are transferred between different establishments while in custody; and those who move between custody and the community. The report illustrates good practice and makes recommendations for improvement.

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Transition-through-detention-and-custody>

Websites

British Association for Supported Employment

www.afse.org.uk

Contact a Family

Provides advice, information and support to families with disabled children.

www.cafamily.org.uk

Dimensions

Provides support for young people and adults with learning difficulties and autism. Their website includes a number of transition resources.

www.dimensions-uk.org/transitionsresources

Housing Options

A housing advisory service for people with learning disabilities.

www.housingoptions.org.uk

In Control

An initiative looking at implementing the personalisation agenda for disabled people.

www.in-control.org.uk

Moving On Up.

Website for disabled young people from BME communities.

www.movingonup.info

Skill: National Bureau for Disabled Students

Promotes opportunities for disabled people in post-16 education, training and employment.

www.skill.org.uk

Trans-active

A website for teenagers with learning disabilities by Mencap.

www.trans-active.org.uk

Transition Pathway

Guidance and tools to support person-centred transition planning with young disabled people aged 13–25.

www.transitionpathway.co.uk

Transition Information Network (TIN)

TIN is a source of information for disabled young people, families and professionals. TIN has a signposting websites, runs seminars, and publishes a quarterly magazine on transition and a monthly policy and practice e-bulletin. TIN does not give advice to families but can signpost to relevant agencies.

www.transitioninfonynetwork.org.uk

Transition Support Programme

The Transition Support Programme is a 3 year programme (2008 to 2011) which aims to raise the standards in transition support in all local areas in England. The website includes many useful resources and case studies of good practice.

www.transitionsupportprogramme.org.uk

Legislation and policy

Healthy lives, brighter futures – The strategy for children and young people's health

This joint DH/DCSF strategy presents the Government's vision for children and young people's health and wellbeing.

www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_094400

Independent Living Strategy

www.officefordisability.gov.uk/working/independentlivingstrategy.asp

Learning for Living and Work: Improving Education and Training Opportunities for People with Learning Difficulties and/or Disabilities

Download the National Strategy here:

http://readingroom.lsc.gov.uk/Lsc/National/Learning_for_Living_and_Work_Complete_2.pdf

Regional implementation strategies can be downloaded from the regional pages on the LSC website: www.lsc.gov.uk

SEN Code of Practice 2001

Code of Practice under the Education Act 1996.

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

www.teachernet.gov.uk/wholeschool/sen/teacherlearningassistant/toolkit

Valuing people now

A new three-year strategy for people with learning disabilities. The government's plan for making the lives of people with learning disabilities and their families better.

www.dh.gov.uk/en/SocialCare/Deliveringadultsocialcare/Learningdisabilities/DH_079430

www.valuingpeople.gov.uk

The Equality Act 2010

Intended to provide a new cross-cutting legislative framework to protect the rights of individuals and advance equality of opportunity for all; to update, simplify and strengthen the previous legislation; and to deliver a simple, modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

http://www.equalities.gov.uk/equality_act_2010.aspx

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www.leeds.gov.uk

Published March 2011