

Wellbeing Policy and Development Panel – 27th January 2012
Agenda Item 15.

Title: Report from the Strategic Transitions Board

Purpose: To provide an update on the work and activity of the Strategic Transition Board, noting areas of achievement and highlighting future priorities.

Background:

The Strategic Transition Board was originally established in 2007 following a review commissioned from an independent organisation – Lifestyles – to review transition processes for the transfer of young adults (all client groups) from Children's to Adult services.

In summary the report found a number of barriers to effective service delivery, including:

- lack of strong leadership and commitment to transition planning processes,
- no strategic overview
- Mixed criteria for accessing services
- Lack of understanding of roles and responsibilities of the different sectors and agencies involved in the transition
- Lack of resources and clear, collated and easily accessible information and communication systems.
- Lack of person centred planning and user involvement

The board's original remit was to implement the recommendations from the Lifestyles review and a workplan was put in place to address the issues above. Terms of reference and Objectives of the board were established, which are attached as Appendix 1. The Board is currently chaired by Jane Shayler, Programme Director Non Acute Health Social Care and Housing, supported by Mike MacCallam, Associate Director, for Adults with Learning Disabilities and Adults with Physical and Sensory Impairments.

In 2008/09 a three year National Transition Support programme was launched, which aimed to raise the standards of transition support and provision in all local areas. Support was provided to all local authority areas to meet their statutory requirements and minimum standards in transition and go on to develop good practice, as one of the 5 work streams that made up the DCSF/DH Aiming High for Disabled children agenda to transform disabled children's services.

Each local authority was required to complete a yearly Self Assessment Questionnaire (SAQ) to capture their position in relation to a number of key transition indicators set by the National programme. The SAQ was also the tool the Transition Support Programme used to measure progress made by local areas and to determine how well local areas were meeting statutory requirements and guidance in relation to transition. Data from the SAQ was then used by DCSF and DH to make decisions about what support would be offered to local areas in the following year.

Over the course of the three year programme Bath and North East Somerset moved from Band 3 (the lowest rating, noting need for high support) through to Band 1 (the highest rating), as the improvements being driven by the Strategic Transition Board were recognised by the National Transition Support team. During this period the workplan of the Strategic Transition Board was regularly amended to reflect the emerging recommendations from the National Transition Programme and the yearly self assessments. The workplan has been continued and is overseen by the Board. Responsibility for implementing the plan sits with a 'core group' of the board which is currently chaired by the Associate Director for adults with learning disabilities and PSI.

Key milestones and achievements of the Strategic Transition Board.

1 Transition Protocol

In the summer of 2010 Bath and North East Somerset, via the Strategic Transitions Board, launched a revised Protocol for Transition Planning for young people with additional needs age 14 to adulthood (in part as a result of the work and support that had been received from the national transition team).

This protocol covers young people with statements of special educational needs (SEN) and their parents / carers. It sets out the expectations of relevant agencies in Bath and North East Somerset throughout the transitions process so they are clear what the specific responsibilities of each agency will be at each stage. It also aims to ensure that these young people and their parents / carers have the right information to make informed decisions throughout the transition planning process.

The protocol also explains the roles of schools, Bath & North East Somerset's Children and Families services, Connexions, Adult Care/ Learning Difficulties /Mental Health services, Health services and Housing services in working together to support young people and families with additional needs and special educational needs in the transition to adulthood.

The protocol emphasises the importance of person centred approaches to transition planning and developing this has been a key priority for the STB.

2. Appointment of Transition Champion

To support the implementation of the transition protocol and in particular to promote person centred approaches to transition planning, Bath and North East Somerset created the post of a Transition champion, first appointed in June 2010 and originally funded through Sure Start grant. From April 2011 this post has been funded through combined commissioning between children's and adult social care.

The postholder has been a key figure in developing revised approaches to transition planning, and is highly thought of, particularly within the two special schools Fosseway and Three Ways, where the majority of students with a Statement of Need (SEN) attend. As a direct result of working with the Transition champion,

Fossewayschool have now built preparation for transition planning into their school curriculum and are adopting a revised transition planning process which is aimed at improving outcomes for their students and providing better information for commissioners of adult care to assist with service planning and delivery. (see item on Database below for more information). In addition in the last year Fosseway school devoted a whole INSET day for the entire staff team to the subject of transition planning and person centred approaches,with training input from the transition champion which was very well received.

3. Revised transition pathway

Fosseway school are piloting a revised approach to transition planning which places greater emphasis on supporting each young person and their family to be better prepared for their transition review, and to have had the opportunity to have thought in a more person centred way about their own needs, wishes and aspirations for the future. (See Appendix 2 at the end of this report).

The aim is to produce a transition support plan that is framed around the 'pathways' of Getting A Life. Getting a Life was a three-year cross government project (April 2008 to March 2011), set up to show and drive change so that young people with a severe learning disability could live full lives when they leave education. It focused on what needs to happen during the vital transition period between ages 14 and 25. Although the programme has now ended, it was cited in the Green paper *Support and Aspiration: A new approach to special educational needs and disability (2011)* as a model of best practice that had produced good outcomes for young people. An illustrative example of the pathways to Getting a Life is included as Appendix 3 at the end of this report. Fosseway school have commenced this from January 2011 with all transition plans for statemented children, and further analysis will be undertaken later in the year to evaluate the process and outcomes for young people.

In addition the core group is now working with Three Ways school to extend the pilot approach to their SEN students, and is in discussion with at least one 'mainstream' school as part of planned rollout of the process.

4 Training Strategy

It is evident that young people, families and carers are often ill prepared for the changing model of adult social care with its particular emphasis on personalised approaches, independent living, and use of personal budgets.

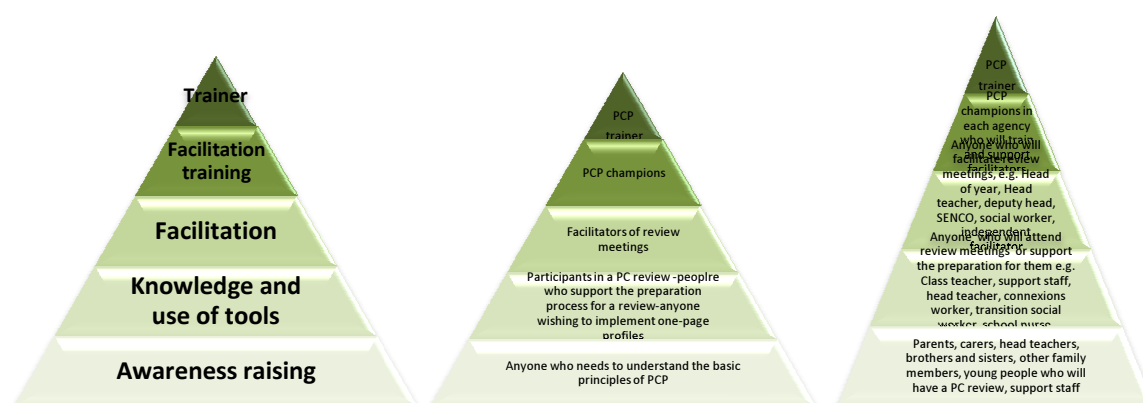
The Board has recognised that driving significant change to the way that people are supported through the transition planning process is a major undertaking and a training programme has been developed and implemented to support young people, families, and professionals from all agencies with this.

The purpose of the draft training strategy is to embed person centred planning (PCP) across all support services in Bath and North East Somerset as a mechanism to support transition for children and young people from 14 - 25 who are disabled, or identified as having a special educational need. This includes all statutory, private and voluntary sector providers and all mainstream secondary schools, special

schools and colleges in Bath and North East Somerset. The strategy aims to build internal capacity to ensure that ongoing training for PCP is self-sustaining and effective mechanisms exist to support and develop high quality single planning processes.

In summary the training strategy identifies 5 levels of training from Level 1 awareness raising through to Level 5 where individual staff are trained as PCP trainers – thus building a sustainable training and development programme for B&NES. The target audience for each level of training is identified and a programme of training for 2011/12 has been delivered. There is little cost involved as the majority of training is delivered by the Transition Champion. The strategy is illustrated in Tables 1 and 2 below.

Table 1 Illustration of training strategy



What level of training is required? Who would need this level of training? Which people might be involved?

Table 2 – Training Participation at each level

Level 1: Awareness raising <ul style="list-style-type: none"> • Who needs it? Anyone who needs to understand the basic principles of PCP • Parents, carers, head teachers, brothers and sisters, other family members, young people who will have a PC review, support staff
Level 2: Knowledge and Use of tools <ul style="list-style-type: none"> • Who needs it? Participants in a PC review • Anyone who will attend review meetings e.g. Class teacher, support staff, head teacher, connexions worker, transition social worker, school nurse, therapists
Level 3: Facilitation <ul style="list-style-type: none"> • Who needs it? Facilitators of review meetings • Anyone who will facilitate review meetings, e.g. Head of year, Head teacher, deputy head, SENCO, social worker, independent facilitator, Class Teacher
Level 4: Facilitation Training <ul style="list-style-type: none"> • Who needs it? PCP champions • PCP champions in each agency who will train and support facilitators
Level 5: Trainer Training <ul style="list-style-type: none"> • Who needs it? PCP trainer

Table 3 Summary of training activity 2010/11 (to date)

Level	Professionals (multi agency)	Parent carers/students
L1 Awareness raising	201	26 parents; 25 students
L2 Participant Workshop	82	
L3 Facilitator training	38	
L4 Facilitation	Access to 2 trainers from Helen Sanderson associates	
L5 Trainer Training	2 trainers in post	

Work will continue to roll out the training programme particularly at levels 1 and 2. In addition further support will be offered to young people and families to build understanding of local options, particularly around housing, employment and personalisation. As an example we intend to organise seminars to better explain what supported living actually means, what can you use personal budgets for etc, to help people prepare ahead of transition planning.

5 Engaging young people

The core group has recently re-established links with Off the Record, and as a result Off the Record have set up a participation group comprising approximately 8 young people, who are linking in to the Strategic Transition board and its workplan. Off the Record have also produced a DVD to assist young people which will be made widely available across Bath and North East Somerset. It is planned to make this available via an updated information page on the Council website.

6 Information

For some time it has been acknowledged that there is an unsatisfactory provision of information available to young people and their families with regard to transition and transition planning. The core group is currently working with a web author to establish a single point of contact on the public website to hold a range of up to date and useful information, which is expected to be developed in shadow form by April 2012. This will then be tested with a range of stakeholders, including schools, carers, and the participation group referred to above before going live at a point later in the year.

7 Strategic Commissioning and service planning – Database

To support strategic commissioning, particularly in adult social care, the transition board has established an up to date database of information regarding SEN students which provides a range of high level (anonymous) information including prevalence of different disabilities, SEN students by school year. This is an extremely useful planning tool, and has for example allowed us to identify a 'spike' of students with Autism in current year 11, which can be built into strategic planning for the future.

Changes to the individual transition plans completed with each year person, currently being piloted at Fossewayschool as above, mean that in the near future strategic commissioning and service design will be able to be more closely aligned to individual needs particularly in relation to commissioning services to meet housing and employment needs. Information from the transition plans can be taken in

anonymous form and populated into the database to give a very detailed and accurate picture of needs of young people which will enable B&NES to ensure that it is commissioning services that accurately reflect demand for services.

8 Priorities for further action.

In addition to continuing with the above, the Strategic Transition Board has identified further priorities which will be built into future workplans. These include:

- Developing a system for allocating personal budgets for 16-18 year olds to prepare for purchasing individual support as an adult, in line with the personalisation agenda
- Strengthening the local strategy for supporting the NEET (not in Education Employment or Training) population of young people
- Developing a particular strategy for supporting young people who may not be eligible/ on the cusp of eligibility for services under FACs criteria, in particular young people with a previous SEN of Autism or ADHD.
- Identifying young people who have forensic history and are at risk of offending behaviour as an adult. Commissioning of services to minimise this risk
- Building on the recommendations of the Green Paper to implement a single 'Health Education and Care Plan' for young people in transition.

Summary and conclusions

- Strategic leadership and commitment to transition planning is now very strong within Bath and North East Somerset. The Strategic Transition Board is well represented by a number of agencies and key stakeholders, and there is a clear vision for services set out in the Transition protocol.
- There is an active workplan overseen by the Core Group which is delivering many improvements that meet the recommendations of the original review of transition planning in 2006 and the subsequent findings of the National Transition Support Programme.
- Links between Children and Adult social care services are strong and well established, both at operational and strategic level.
- There is a momentum towards embedding person centred approaches within transition planning that is strengthening particularly within special schools.

Mike MacCallam/Jane Shayler

1. Purpose

To ensure that appropriate and effective arrangements are in place to meet the needs of young people with physical and/or learning disabilities and/or with mental health problems aged between 14 – 25, as they move from childhood to adulthood.

2. Objectives

- 2.1 To develop a transition protocol and local transition pathway covering the transition from childhood to adulthood that ensures that appropriate transition planning and assessments of young people with disabilities approaching adulthood are in place and that the planning and commissioning of services to support young people is undertaken.
- 2.2 To ensure that transition processes are multi agency, addressing all of a young person's needs using a person centred approach and that the transition plan is meaningful, detailing the young person's aspirations and how they can be supported to achieve them.
- 2.3 To ensure all young people have the opportunity to reach their potential and maximise quality of life, participation in education, training or employment and independence.
- 2.4 To identify and plan to meet training needs for professionals working within the transition process
- 2.5 To ensure that schools have mechanisms in place to share information to aid planning and commissioning services to meet future demand
- 2.6 To oversee development of the personalisation agenda for young people through the transition stage.
- 2.7 To ensure that there are clear and effective transition processes for young people with identified health needs including mental health so that health needs continue to be met in adulthood
- 2.8 To examine how service provision can be improved and developed and to make recommendations as required.
- 2.9 To monitor the effectiveness of multi-agency working, including role of lead professional, in relation to the policies, procedures and protocols and to resolve issues and problems where identified.

- 2.10 To ensure provision of clear and accessible information for all about the transitions processes, future options and progression routes relating to young people and their families.
- 2.11 To ensure high quality transition service across Bath and North East Somerset is provided and to receive reports on service provision as requested by the board.
- 2.12 To establish any groups/action groups and board believes will be required to sustain and promote the transitions policy. The terms of reference of these groups will be determined by the board.
- 2.13 To champion work on transitions across all services.
- 2.14 To establish mechanisms to ensure that disabled young people and their families have a voice and that their views are communicated appropriately.
- 2.15 To ensure that services meet the whole needs of each young person taking into account ethnic origin, culture, religion, sexuality, gender and language, as well as social and emotional needs.
- 2.16 Linking into sub-regional work and sharing sub-regional learning

3. Working arrangements and conduct

- 3.1 The Bath and North East Somerset Strategic Transition Board will report annually to the Children's Trust board and to the Partnership Board for Health and Wellbeing, and any other relevant Boards/Partnerships as required. This reporting function will be the responsibility of the chair of the Strategic Transition Board.
- 3.2 The Board may invite non-members to attend Board meetings as appropriate, or to co-opt members to undertake work as required. Should a Board member be unable to attend when s/he has an item on the agenda, then a representative may attend on his/her behalf for that item.

4 Membership

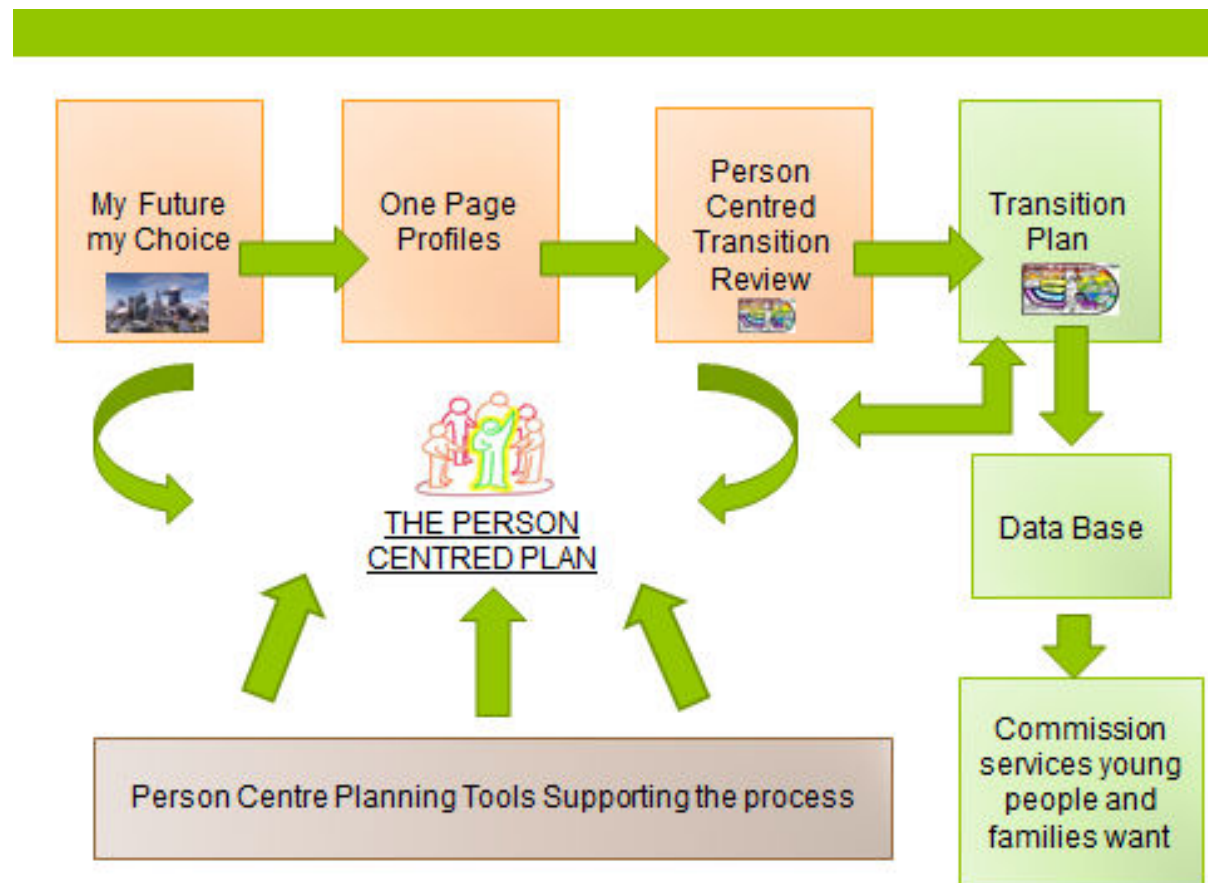
- Children's Social Care
- Joint Health and Social Care Provider
- Acute Health Providers – Children's and Adult services
- Connexions
- Mental Health Joint Commissioning
- Learning Difficulties Joint Commissioning
- Joint Children's commissioner
- Education Liason Manager
- FE Providers
- Mental Health – AWP
- Child & Adolescent Mental Health Services
- Shared Commissioning Services
- Special Schools
- Mainstream schools
- Third Sector/Voluntary organisations
- Disabled young people and parents/ carers
- Supported employment
- Advocacy Services

5. Frequency of meetings

- 5.1 The Board will meet on at least 4 occasions each year. Additional meetings may be required as agreed by the Board.

The terms of reference, objectives and outcomes of the Board will be reviewed annually.

Appendix 2 Transition Pathway



Appendix 3 Illustration of Pathways to Getting a Life

