

Wellbeing Policy and Development Panel – 20th September 2013

Agenda Item 16

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.

NB – The Wellbeing Policy Development and Scrutiny Panel received a previous report regarding transitions in January 2012. It is understood that membership of the panel has changed significantly since January 2012 and therefore this report repeats previous information for new panel members and additionally provides an update regarding progress since the first report.

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, Deputy Director Adult Care, Health and Housing, supported by Mike MacCallam, Senior Commissioning Manager 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 Senior Commissioning Manager for adults with learning disabilities and PSI.

Key milestones and achievements of the Strategic Transition Board.

1 Transition Protocol

Bath and North East Somerset, via the Strategic Transitions Board, has published 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 Fosseyway 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, both schools 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).

Update July 2013:

The Transition Champion, now titled Transition Project Officer has recently agreed to 'case manage' 10 students from Fosseyway School and Three Ways School through their next transition review. This will enable the project officer to model good practice and provide direct leadership around the transition pathway to the staff of the schools, and develop examples of outcomes from what a 'good' transition pathway can look like.

3. Implementing the Bath and North East Somerset Transition Pathway

Bath and North East Somerset has agreed 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 best practice 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.

Update July 2013:

An 'away day' was held in October 2012 to introduce the B&NES Pathway to a wide audience of stakeholders including mainstream and special schools, families and carers, local Council staff, representatives from further education, the Connexions service. A secondary purpose of the day was to agree actions needed to support a three year strategic transition plan for implementing Getting A Life, which is overseen by the Strategic Transitions Board.

To support the transition pathway all schools have now been requested by the Council's SEN team to use One Page Profiles with SEN students as a part of their individual transition review, and submit copies of the One Page profile with a copy of

the transition plan (yr 9 – age 14+ - and above) to the SEN team. Early evidence is that the majority of plans *are* being supported by a One Page profile, which is very encouraging.

A (real) illustrative example of a One Page profile and feedback from the SENCO at Norton Radstock school is attached as Appendix 4 to this report.

In addition, all secondary schools are now introducing a revised format for the yearly transition review/transition plan. The new format complements the B&NES pathway, and guides people towards considering outcomes within the four pathways of Getting A Life. It is intended that in time this information can then be used by commissioners within adult health and social care to assist with the planning and commissioning of services. The new transition plan has only been recently introduced and as yet no analysis has been completed to measure how successfully this has been implemented. Many schools undertake transition reviews in the Autumn term and therefore it is intended to complete a mini audit with all schools at the end of the calendar year.

Furthermore, all secondary schools (bar one) have now had at least one person trained (SENCO; Learning Support Assistant) in using the B&NES Transition Pathway, person centred approaches use of the new transition plan paperwork.

4 Training Strategy

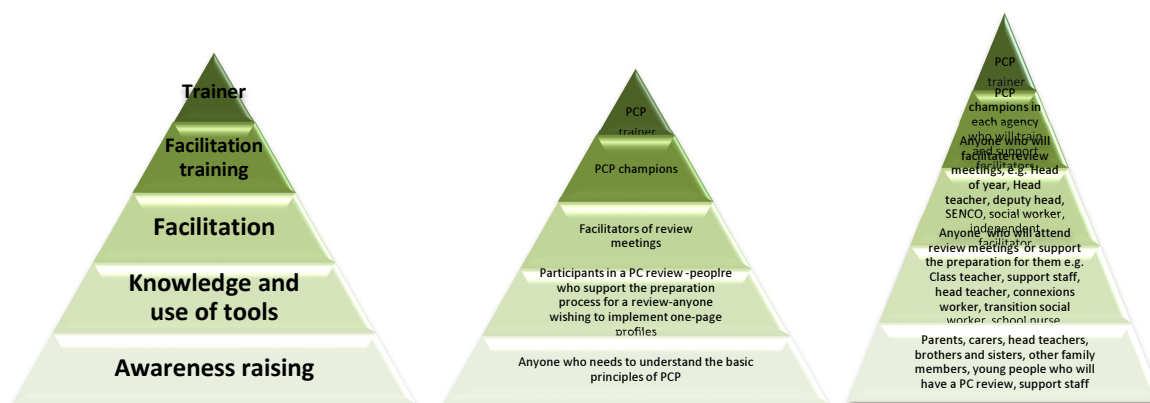
It is evident that young people, families and carers are often ill prepared for the changing model of adult social care with its particular emphasis on personalised approaches, independent living, and use of personal budgets.

The Board has recognised that driving significant change in 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 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. There is little cost involved as the majority of training is delivered by the Transition Champion. The strategy is illustrated in Table 1 and Table 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

<p>Level 1: Awareness raising</p> <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
<p>Level 2: Knowledge and Use of tools</p> <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
<p>Level 3: Facilitation</p> <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
<p>Level 4: Facilitation Training</p> <ul style="list-style-type: none"> • Who needs it? PCP champions • PCP champions in each agency who will train and support facilitators
<p>Level 5: Trainer Training</p> <ul style="list-style-type: none"> • Who needs it? PCP trainer

Update July 2013

Work will continue to roll out the training programme particularly at levels 1 and 2, and in schools. 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 are in the process of organising 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. The next seminar event is scheduled for the 17th September 2013.

5 Information

For some time it had 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.

Update July 2013:

Bath and North East Somerset has produced 'Preparing For Adulthood – A local guide' – which is a local directory for young people, families and carers and other key partners, and provides local information about each of the four pathways of Getting A Life, in addition to a range of further information. This guide has been very well received and has received positive feedback from Parent Carers Aiming High (PCAH), a local group of parents and carers who are also represented at the Strategic Transition Board

The Council has also established a specific webpage for Transition which has links to the guide plus other relevant information and is easily accessed via the Public website – link below.

<http://www.bathnes.gov.uk/services/children-young-people-and-families/transition-adulthood>

6. SEN Reforms

The Green paper *Support and Aspiration: A new approach to special educational needs and disability (2011)* contains a series of reforms for supporting children with a Statement of Educational Need (SEN), many of which will impact on children and young people as they move into adulthood. A local working group has been established to oversee local service redesign and implementation of the reforms, with multi- agency representation including membership from commissioners with Adult Health and Social Care. A key focus for the group is to secure the engagement of agencies, including Health, Social Care and Education in ensuring that responsibilities in delivering the reforms, particularly around the requirement for a single Education Health and Care plan for statemented children through to age 25, are clearly understood and locally adopted. A stakeholder event is being planned for September 2013 to support this focussed piece of work.

In addition, a draft and comprehensive revised SEN Code of Practice has been published for formal consultation later in 2013 to provide information and guidance around implementing the SEN reforms – this has been considered by members of the Strategic Transitions Board and initial feedback is currently being collated.

7 Transition and Safeguarding

The Strategic Transitions Board has been asked by the Local Safeguarding Adults Board and the Local Safeguarding Childrens Board (LSAB/LSCB) to review local procedures relating to safeguarding and joint working around children and young people aged 16+, including the need to ensure that planning around any individual subject to safeguarding procedures is properly undertaken between services, and that information sharing protocols are clarified. This work is underway and a briefing will be provided to both the LSAB and LSCB at meetings in September and October 2013.

8 Transition into Adulthood – Operational procedures

A Transitions 'Operations Panel' meets four times a year to oversee the transition of young people and the transfer of social work care management responsibility from childrens to adult services. The purpose of the panel is to ensure that young people who will be eligible for social care services as an adult are identified within 6 months of their 16th birthday, and allocated to an appropriate team/case manager no later than their 17th birthday.

This panel has led to a significant improvement in joint working between children's and adult services and enabled better planning and commissioning of services for young people in adult services, particularly for people with LD and Autism. The Operations Panel is further supported by a secondary panel comprising Senior Commissioning Managers from Adult Health and Social Care, who will make the final decision regarding allocation if a person has a range of complex needs that cannot be easily met by one service. This ensures that all young people who are transferring to adult social care can be identified and transferred prior to their 17th birthday.

Within Bath and North East Somerset there is no dedicated transitions team or specific transitions social workers, and case management can be accepted by any qualified social worker within the adult care/mental health/learning disability teams. As far as possible individual social workers from the adult teams will begin joint working with their counterparts in children's services and with relevant agencies, i.e schools, colleges at the earliest opportunity to improve transition outcomes for each young person.

As an illustrative example, there are currently 299 young people with a Statement of Need in year 9 or above. Of these, approximately 100 have learning disabilities and/or autism, are the responsibility of B&NES and will be eligible for services as an adult. This equates to approximately 15 cases each year 'transitioning' into adulthood, to be case managed by the LD and Autism social work teams.

9 Summary and Conclusions

There has been a continuous programme of development around improving transition planning and transitions outcomes for young people both at strategic and operational level.

A new Transitions pathway has been introduced for B&NES, based on Getting A Life Pathways and using person centred approaches to transition planning.

This is supported by the introduction of revised transition plan documentation which is being introduced in all schools.

The Transition Project officer is leading on improving practice in the use of person centred approaches by case managing 10 students from two special schools.

Improvements have been made to the provision of information and advice to young people and their families with the setting up of a Transition webpage on the Council public website and the publication of a local guide – ‘Preparing for Adulthood’.

Immediate priorities for the next twelve months include: establishing a local framework for implementing the SEN reforms; auditing the implementation of the revised transition processes across all schools in the autumn of 2013.

Mike MacCallam

Senior Commissioning Manager

Bath and North East Somerset Strategic Transition Board

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

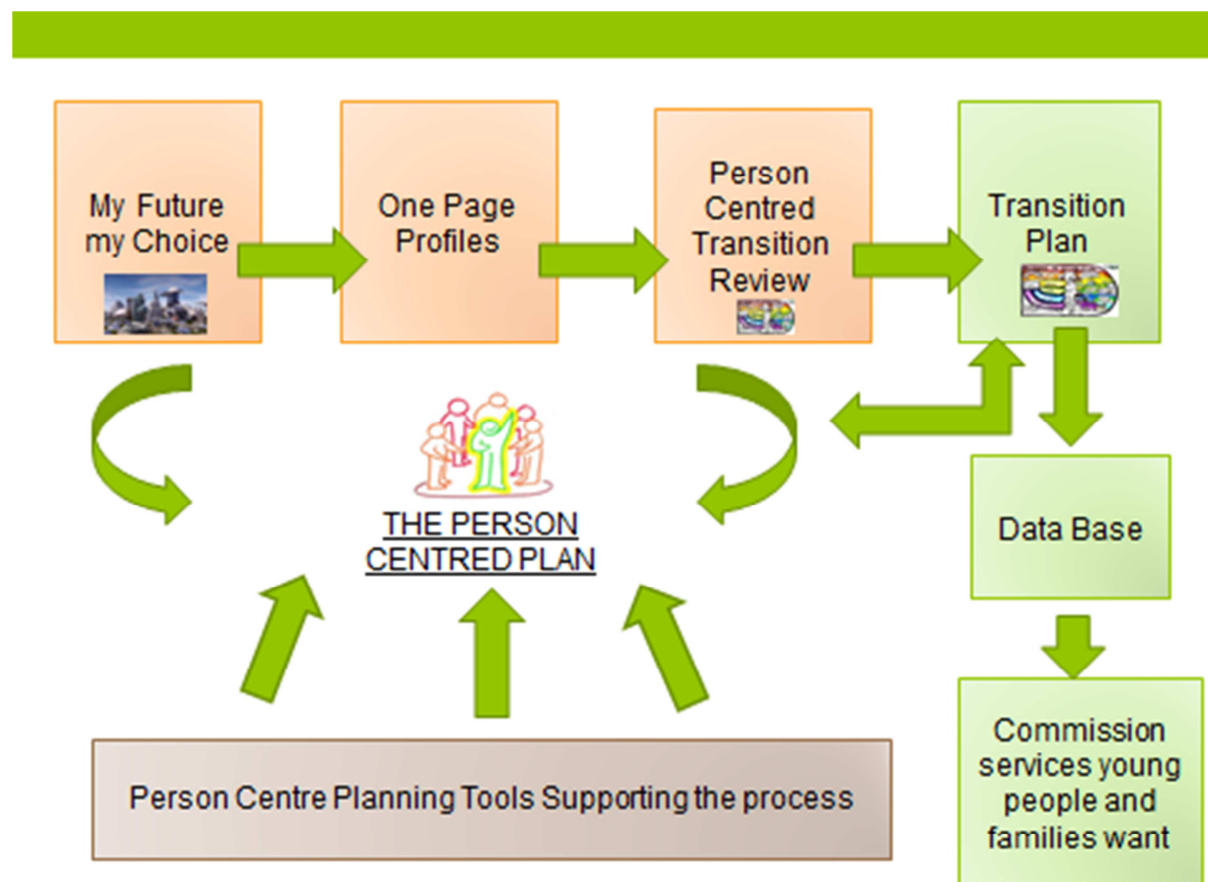
- Children's Social Care
- Joint Health and Social Care Provider
- Acute Health Providers – Children's and Adult services
- Connexions
- Mental Health Joint Commissioning
- Learning Difficulties Joint Commissioning
- Joint Children's commissioner
- Education Liason Manager
- FE Providers
- Mental Health – 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

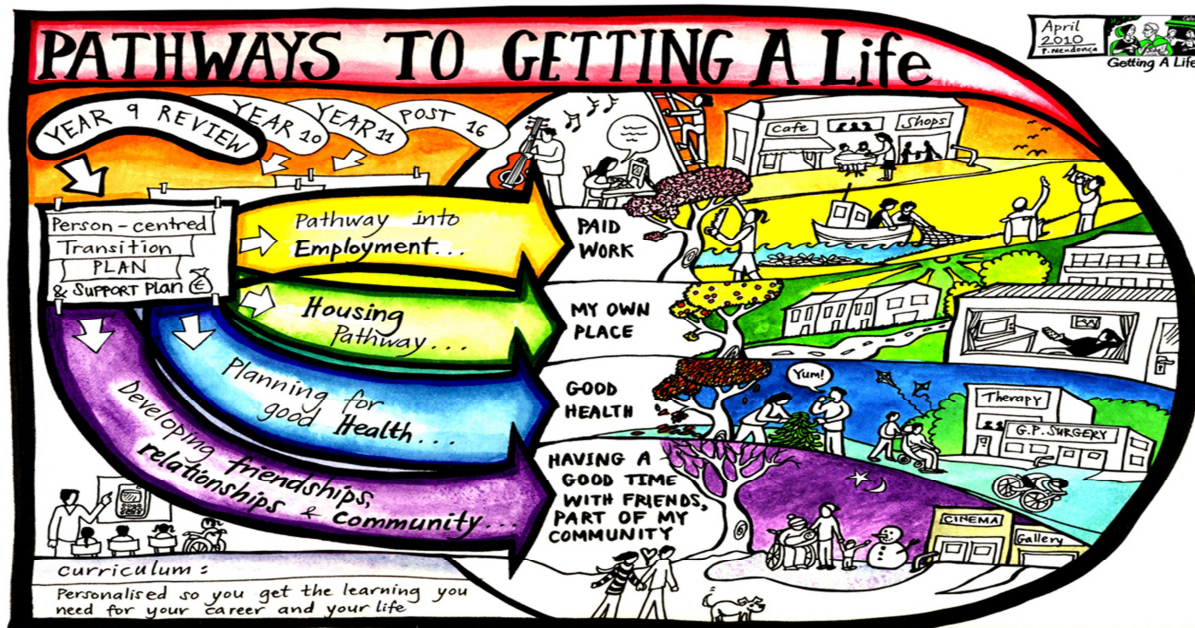
- 5.1 The Board will meet on at least 4 occasions each year. Additional meetings may be required as agreed by the Board.

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



Appendix 4 – Example One Page Profile



A Young Person's

ONE PAGE PROFILE


What people like and admire about me
My friends say I know a lot about ICT and computer games. He likes to smile and laugh.

I live in a town
I am fourteen. I have a brother and my mum and dad are called Jack and Jill

What's important to me
I Like To Watch TV And Play On The Computer.
I Like To Do This On My Own
I Sometimes Go To Gateway Club
I Also Like To Eat Spaghetti Bolognese That My Mum Makes For Me
I Also Sometimes Play On The Wii

What's Important For Me, How You Can Support Me
I Like To Be On My Own
I Like To Be In A Quiet Place
My Computer Games Help Me Have Fun
I Like To Work with Computer Programmes
I Would Like More Help with this
I need Somebody With Me On A Vehicle Like The Taxi
I Need Help With To Go Outside The House

My Hopes and Dreams for the future
I Want To Travel To Italy In August
I Don't Want To Live On My Own When I Am an Adult
I Like To Live With People Who Are Quiet
I Like To Stay In
I Want To Live With People Who Are Interested In Computers



'My meeting was good'

'I talked more than my last meeting and people listened to what I had say it made me feel happy'

'It's helped me think about the future'

'The one page profile helped, I put it on the board and people could see what I like doing'

'I wouldn't have anything to say without my one page profile'

'The Person Centred approach has been valued by all the young people we have worked with.

In particular there has been a shift in emphasis to a broader celebration of the strengths, values and achievements of the whole person.

This has made for a much more positive and meaningful experience for both the young person and their parents.

Professionals working with the child (and often parents too) have discovered much they did not know.

It has created an atmosphere that allows for more honest and open discussions of the challenges faced.

The prior work done before the meeting with a trusted adult has been a key part of the process.

Following the meeting young people, like XXXX, have been much keener to discuss and refer back to the meeting; they really feel it was 'their meeting'.

It has supported the development of them taking responsibility for their future.

I have been impressed with how the young people have risen to the challenge of taking responsibility, meeting and greeting guests, presenting and participating'

Rechel Appell SENCO Norton Redstock School May 2012