

Best practice models for transition planning from education provision to adult services

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Why do we need best practice models for Transitions?

- Transition although often stressful can have a positive effect on young people's lives
- Decisions made are in the best interests and right for the person and their family
- People are treated as individuals and services are right for the person.
- Reducing failed placements because we are getting them right from the outset.
- The NAS Transition Team have been effectively supporting families during the Transition process and ensuring personalised and high quality services are set up for young people.

Where do we start?

Planning for the future

- We need to start planning the future from as early as Year 9 (aged 14)
- Planning needs to be **PERSON CENTRED** and involve everyone in the young person's circle of support (family, friends, carers, teachers)
- Working together with social services, education and health professionals to see what the future plans need to be in place.
- The Transition Support Service and transition officers are able to support you through this process.



Where do we start?

Key points;

- Know yours and your child's rights and entitlements during the transition process
- Ensure your child is at the centre of planning at all times and look at ways of involving them in a way that is meaningful to them.
- Social workers will come from the transition team to help you build plans with your child.
- From year 9 a transition plan (may be part of EHC plan) will start to form, this is flexible and will change along with your child and their wants/ needs.

Exploring your child's options

College and higher education may not be suitable for everyone and there are a range of different Adult Services available for young people

- Residential Home
- Supported Living
- Day Service
- Outreach Service
- Buddy Service
- Social Groups
- Student Support
- Short Breaks Service



Accept difference. Not indifference.

What is a Residential Service?

Residential Home

- Residential services provide 24 hour care for individuals
- They support from personal hygiene to independent skills.
- The service works on a personalised service
- Residential services are all registered and have full autism accreditation.
- The service can be quite large in size.



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Supported Living



Supported Living

- Supported living services are designed around the individual.
- 24/7 support in their own home.
- The properties are within the community.
- The individuals can live on their own or with other people depending on the person.

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What is a Day Service?

Day Service

- Day Activities for individuals
- Leisure activities (Bowling, swimming, Cycling)
- Social skills session
- Pre-employment courses and skills learning
- Art therapy, music therapy.
- Support through behaviour coordinators



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What is Outreach/Buddy and student support?

- This support is on a 1:1 bases
 - Activities are in the community or the home environment
 - Teaching independent skills
 - Support to access community facilities
 - Offering company and guidance in a structured way
 - Based on individuals needs and wants in the support plan
 - Supporting students through college and university with the course and in social events.
- Working together



Social Groups

- Groups can vary in size and what the group function is about
- The groups are for individuals in the community
- The groups have structured sessions
- Group sessions are based on what the individuals want to learn.



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How do we get the right support?

- Look at evidencing to the LA the support your child already receives at school and what you provide at home; an easy way to do this is breaking down a day into hours.
- What would be the risk if that support was removed?
- At 18 an assessment of needs to be conducted by social services to see what your child is entitled to these can be called either a community care assessment or a FACS (fair access to care services assessment). This should be starting to be developed through you EHC plan, which is replacing the statement.
- You may request to have a carers assessment done where you can have your needs assessed and voice your decisions on how much care you are willing/ unwilling to do in the future.

Autism Act 2009

The guidance includes duties on councils and the NHS to:

- Provide training to all staff in health and care services
- Provide specialist training for key staff, such as GPs and community care assessors
- Provide a clear pathway to diagnosis and assessment for care and support needs. And that this cannot be denied to a person if they do not have a learning disability
- Have an autism lead in the area
- Having a plan in place to develop the right services for the area, based on adequate data about people with autism and their needs. It also encourages local authorities to include autism in their joint strategic needs assessment
- Have a partnership board to involve and bring together key people in the area to make decisions about local services, including people with autism and their families

Getting your child involved

- Your child is the most important person in any plan about them.
- All future plans should have them involved in the process.
- What does your child want to do? Even if at times dreams may seem unrealistic; note these down as these can be broken down into achievable goals
- From Year 9 we need to start working with young people to look at what they want and start to document it down for and with them as evidence
- Be creative getting their views should be taken in to account in whatever format is meaningful to them (on film, photos, electronic format)
- Plans are a live document and **MUST** change and reflect the young person

Making a decision

- Start to explore your options and different providers, visit local residential homes, day opportunities, support living etc.
- You need to speak to your social worker about what plans are already in place for your child. (there may be a local offer or provider that your social workers feels would appropriately meet their needs).
- Evidence you and your child's choice
- Sometimes it can be helpful to have a broker involved who will develop a support plan with your child.

Who will fund the service?

- The Local Authority will conduct an assessment to see what your child is entitled to regarding funding.
- Once funding has been agreed the family is able to select a provider which they feel will benefit their child.
- Some funding is commissioned directly from the local authority and other funding is done through self-direct support money where the family or individual deal directly with the money from the local authority.

How can the NAS support me and
my family during the Transition
process?

The Transition Support Service (TSS)



- Free and confidential information and advice by phone and email during the transition process
- Service is run support from a team of volunteers to provide telephone/ email information and support for young people and their families during the Transition process
- Supports young people and their families from 14 years upwards and isn't limited to those in or wanting to access NAS services
- An explanation of your rights and entitlements and those of your child's throughout the transition process
- Assistance with exploring your child's options so that you and your child can make informed decisions

Transition Support Service (TSS)



- Signpost to other services that families may need such as legal team, community care, welfare rights, brokerage and transition development team.
- Guidance and support on specific issues such as engaging your child, finding suitable provisions, making a complaint or appealing a decision.

Get in contact by email at Transitionsupport@nas.org.uk or by phone at 0808 800 0027

Interested in choosing an NAS service?



What do NAS Services provide?

- The NAS services can provide a staff team that are trained to help support individuals on the spectrum.
- The teams work in a very dynamic and personalised approach to help people on the spectrum develop.
- The teams work in partnership with other professionals to ensure that the overall wellbeing of the person is met.
- The team will create a full proactive transition plan for anyone accessing the service.
- Individual programs of support are designed with the individual.

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Who can help?



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What does the transition team do?

- The transition team will work with the young person and the family to look at services which the NAS can provide
- The team will work in partnership with the local authority and Health services to develop a service for the young person.
- We work with the NAS service manager and will complete a triad assessment for the young person looking at support needs and designing a plan for them.
- Once the comprehensive plan has been designed, the plan will be discussed with all professionals, the family and the young person to ensure that all information is correct and it is productive for the young person.

- The transition officers are able to attend reviews for the young person.
- The transition officers will support you as a family and individuals from designing the service to start of the services
- Regular reviews take place during the transition period to ensure that the right service is being developed for the young person.
- Once the service has been set up reviews will take place to ensure that the service is maintained to the highest of standard built around a person centred approach

Choosing the NAS as a provider

Referral and assessment process;

Our referral process has five stages: enquiry, referral, assessment, contract and commencement.

1) Enquiry

Please contact our referral co-ordinator to ask for a referral pack. We can send the pack via post, email or fax. We ask you to complete the referral form and return it to us.

Please note that the funder needs to complete the referral form.

2) Referral

Once you have returned the referral form to us, the relevant service manager will review it. The person who manages the service will then contact you to talk about your requirements and possibly arrange a visit. If an adult meets our referral criteria and we think they can benefit from our support, we will arrange an assessment.

3)

Assessment

We carry out an assessment to make sure that we can meet a person's needs. Our specialist staff arrange to meet the person and as many people involved in their support as possible. The assessment looks at a range of health and social needs, as set out in Department of Health guidance, and all information is treated confidentially. There is no charge for the assessment. If we believe we can meet those needs, we will make the offer of a place, in writing, to the funder.

4) Contract

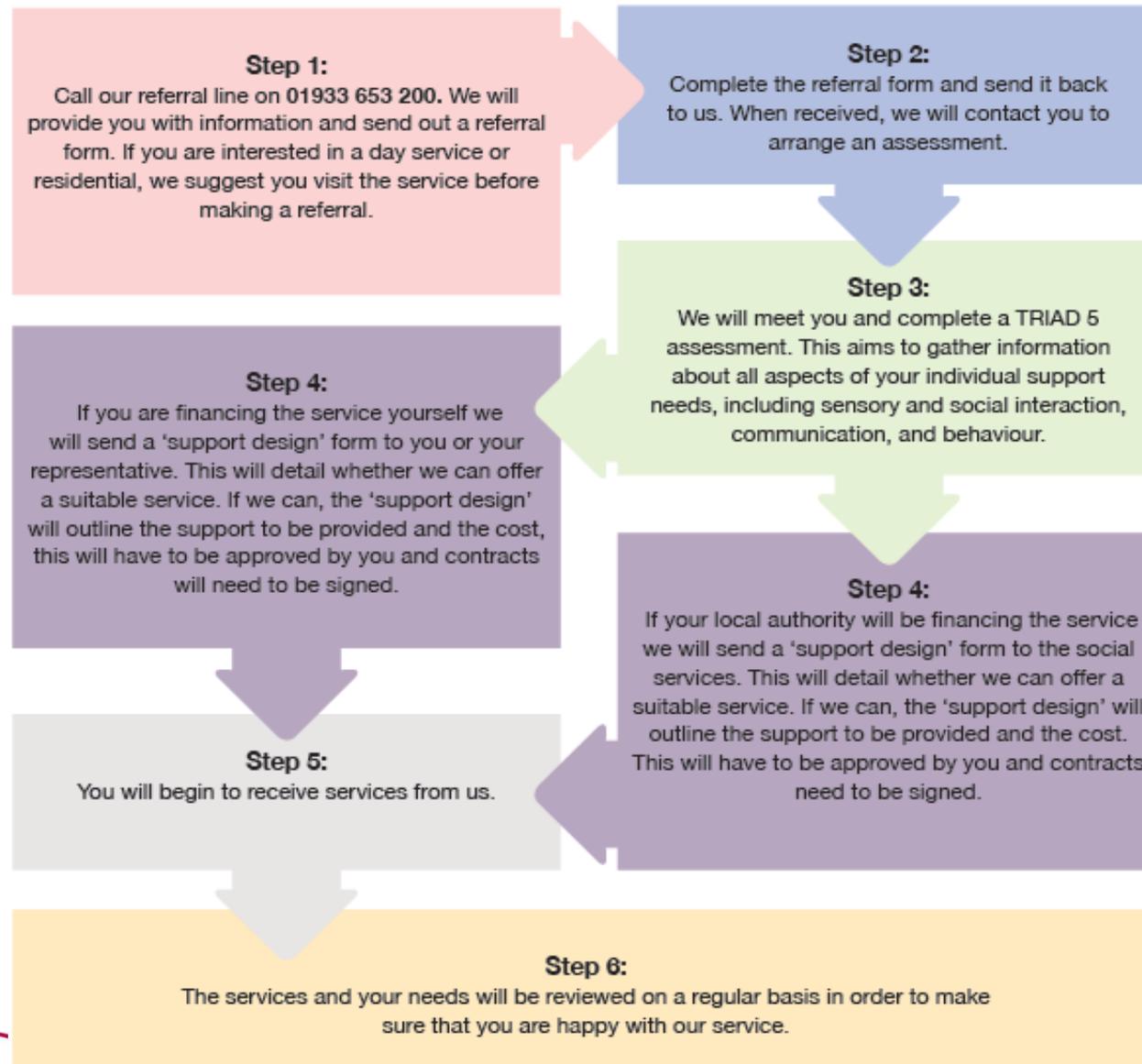
When the funder confirms they will be accepting our offer, we send out a formal contract.

We also create a transition plan and a care plan for the person who we will be providing support to.

5) Commencement

Once we receive a signed contract, the transition process begins. This is managed by a senior member of staff at the service to make sure the support package is well-planned and managed.

We cannot start this process until the funder has returned the signed contract.



Setting up a service provision?

- From the support design the Transition Development team can support you to create a service around your child
- A service should be designed around your child looking at what they need and want.
- This could be finding a place in an existing home, setting up an outreach package or developing new supported living properties for your child
- Using a range of support like Outreach hours, social groups and sessions from the day services.
- A support plan should be diverse to meet the needs of your child.
- A support package should reflect the support that the person needs.

Example of setting up a new supported living

- NAS can help you find a property, by working with other agencies, such as local authorities, housing associations or private landlords.
- We can support individuals and their families to recruit support staff.
- We can support individuals to manage their tenancy.
Other support may include:
 - Managing money and benefits
 - Personal care and help with tasks, such as shopping and cooking
 - Finding voluntary, or paid employment
 - Accessing education and ongoing training
 - Making and maintaining friendships, and relationships
 - Taking part in the day-to-day things that people like to do

Where can I get help from?

- You can get advice from social services directly
- Working with your School to ensure annual reviews and meetings with the authority include conversations about your son or daughters future and the support and planning needed – make sure you know your rights!
- Brokers within your local authority
- NAS advice and Help Lines including Welfare Benefits Advisor and Community Care Advisor. NAS website has a range of information sheets telling you your legal entitlements (please refer to Community Care handout for legal framework)

Where can I get help from?

The Welfare Rights Service can offer information and advice on benefit entitlements for you and your child and how these may change as your child approaches adulthood. The service is by appointment which you can book by calling the Autism Helpline on 0808 800 4104

The Community Care Service can offer information and advice about community care issues, including finding out what help you can get from your local social services department. The service is by appointment which you can book by calling the Autism Helpline on 0808 800 4104.

Parent to Parent is a confidential support service provided by parents who themselves have a child with autism. This is a listening service where you can discuss your concerns and anxieties with someone who knows what life can be like for families affected by autism. For further information about this service call the Autism Helpline on 0808 800 4104.

Contact Details

National Autistic Society Helpline:

Call 0808 800 4104

Transition Support Service:

Call 0808 800 0027 or email

transitionsupport@nas.org.uk

Transition Development Team:

transitiondevelopment@nas.org.uk

Thank You Questions?