

Transition process for young people with learning disabilities (Age 14-25)

This process clarifies responsibilities and timescales in transition.

It also aims to:

- Improve the information to young people with learning disabilities and their families about the opportunities and supports provided by Worcestershire Adult Learning Disability Service
- Improve the information about and planning with young people with learning disabilities who are likely to be eligible for support from Worcestershire Adult Learning Disability Service in the future

Transition social workers do not have case responsibility for young people below age 18.

For young people aged 14 and above, they will seek information from and provide information to young people with learning disabilities, family carers and others.

For young people aged 16 and above, transition social workers will work in partnership with children's services to help plan for a young person's adult life.

1. Initial Information				
	When	What	Who	How
1a.	Age 14-18 Sept each year.	Information to Adult LD team managers about young people with learning disabilities (age 14-18) known to children's services.	Children's disability team managers.	Agreed proforma. Electronic transfer to SPI from Children's Disability Register. Information to finance department re likely future needs.
1b.	Age 14-18 Sept each year.	Information to Adult Learning Disability Short Breaks Co-ordinator about young people using short breaks	Children's short break review manager. Osborne Court. Ludlow Rd.	Agreed proforma
1c.	Age 14 (School year 9)	Invite transition workers to transition reviews of young people <u>with learning disabilities</u> .	Head teachers	Referral to Adult LD team manager for prioritisation.
1d.	Age 14 (School year 9)	Attend transition reviews <u>only</u> of those young people who are likely to be eligible for support from the Adult Learning Disability Service. Give information to families, including Branching Out pack.	Connexions workers <u>must</u> attend Transition social workers. Children's team workers. Community nurses.	Use Adult Learning Disability Service eligibility criteria. If in doubt, gather info from schools, education assessments etc.
1e.	Age 14 (School year 9)	Update Children's Disability Register.	Transition workers Children's team workers	

2. Planning				
	When	What	Who	How
2a.	Age 16-18	<p>Invite transition workers to short break transition reviews.</p> <p>Information re individuals who will need Adult Services short breaks to be passed on to Adult Short Break coordinator for consideration at Short Breaks panel meetings</p>	<p>Children's Short Break reviewing manager</p> <p>Transition social worker</p>	<p>Referral to LD team managers.</p> <p>Minutes of review meetings</p>
2b.	Age 16 (School year 11)	<p>Attend education/care/short breaks review and contribute to young person's transition plan. Give information to families, including Branching Out pack. Identify lead agency for young person. Connexions likely to be lead agency for the majority of young people. Social Services/Health likely to be lead agency for looked after young people and those with complex and profound learning disabilities.</p>	<p>Connexions advisers</p> <p>Children's team workers</p> <p>Transition social workers</p> <p>Community/school nurses</p> <p>After care workers</p>	

	When	What	Who	How
2c.	Age 16-18	<p><u>Where Social Services or Health is lead agency</u> Planning for the future with young person, family and other involved agencies, using person-centred approaches. Health Action Planning to be offered (6 months prior to leaving school). Direct Payments must be considered. Consider Independent Living Fund</p>	Children's team workers Transition social workers Community/school nurses	Connexions may contribute to planning, but do not take lead role.
2d.	Age 16-18	<p><u>Where Connexions is lead agency</u> Planning for the future with young person, using APIR process. Health Action Planning to be offered (6 months prior to leaving school).</p>	Connexions advisers Community/school nurses	Transition workers may contribute to planning, but do not take lead role.

3. Identifying Appropriate Supports (Where Adult Learning Disability Service is lead agency)				
	When	What	Who	How
3a.	Age 17 – 18 (Each April of penultimate year of school)	Projection of likely funding needed for following school year's leavers	Transition social workers Team managers Provider managers	Individual details of likely future needs to Purchasing Manager, Provider Managers and Finance Dept (using agreed pro-forma)
3b.	Age 18	Transfer from children's to adult short breaks, where appropriate. Consider other options e.g. Direct Payments	Short Breaks panel identify appropriate provision. Transition social worker Community nurse	Children's Services Care and Support Plans and other relevant information must be shared with new provision.
3c.	Penultimate and final school year	Planning with young person and family to continue, using person-centred approaches.		
3d.	November of final school year.	Community Care Assessment/ Continuing Health Care Assessment to be completed.	Transition social workers Community/school nurses	
3e.	November/ December of final school year	Transition Resource Panel to be held and support packages agreed.	Purchasing manager Team managers	Local community resources to be used wherever possible. Direct Payments and Independent Living Fund must be considered as part of package. Out-county residential placement will only be considered in exceptional circumstances.

4. Introduction to New Services				
	When	What	Who	How
4a.	December/ January of final school year	Individual assessments and care plans to day opportunities managers.	Transition social workers	
4b.	January-July of final school year	Introduction to new opportunities / services to begin 6 months before school leaving date.	Transition social workers Provider managers	Direct payments ILF Day services Supported living Residential care
4c.	Leaving school	Oversee and support young person and family through the transition to new services/opportunities. Review within 6 months Transfer to review system/Adult LD team	Transition social worker	

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April 2004

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Updated 2007