

Transition process for young people with physical disabilities/sensory impairment.
(Age 14-25)

This process clarifies responsibilities and timescales in transition. It has been agreed between Children's Service and Adult Learning Disability Service.

It also aims to:-

- Improve the information to young people with physical disabilities/sensory impairment and their families about the opportunities and supports provided by Worcestershire Adult Physical Disability/Sensory Impairment Service
- Improve the information about and planning with young people with physical disabilities/sensory impairment 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. Between the ages of 16-17.5 years, if young people meet the criteria of critical or substantial in Fair Access to Care Services they will have a joint assessment by the Children's Social Work Team and the Transition Social Worker in the Adult Physical Disability Team.

For young people aged 14 and above, they will seek information from and provide information to young people with physical disabilities/sensory impairment, 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 September each year	Information to Adult PDSI team managers about young people with physical disabilities/sensory impairment (age 14-18) known to Children's Services.	Children's Disability team managers.	Agreed proforma. Framework I details shared Information to finance department re likely future needs.
1b.	Age 14-18 September each year	Information to Adult Physical Disability/Sensory Impairment Provider Team Manager about young people using short breaks.	Children's short break review manager. Osborne Court. Bromsgrove SB Unit Ludlow Road	Agreed pro-forma.
1c.	Age 14 (School year 9)	Invite transition workers to transition reviews of young people <u>with physical disabilities/sensory impairment.</u>	Head teachers.	Referral to Adult PD/Sl 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 Physical Disability/Sensory Impairment Service. Give information to families, including Branching Out pack.	Connexions workers <u>must</u> attend. Transition Social Workers. Children's team workers Community Nurses	If in doubt about eligibility, gather info. from Children's Social Care, Schools, Education assessments, etc.
1e	Age 14 (School year 9)	Update Children's Disability transition spreadsheet	Transition workers Children's team workers	

2. Planning				
	When	What	Who	How
2a.	Age 16-18	<p>Invite transition workers to Looked After children short break transition reviews or Family Support 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 PD/SI 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.</p> <p>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.</p> <p>Adult and Community Services/Health likely to be lead agency for looked after young people and those with complex and profound physical disabilities/sensory impairment.</p>	<p>Connexions advisers</p> <p>Children's team workers</p> <p>Transition social workers</p> <p>Community school nurse</p> <p>After care workers.</p>	
2c	Age 16-18	<p><u>Where Adult and Community Services or Health is lead agency.</u> Planning for the future with young person, family and other involved agencies, using person-centred approaches.</p> <p>Health Action Planning to be offered (6 months prior to leaving school).</p> <p>Direct Payments must be considered.</p> <p>Consider Independent Living Fund.</p>	<p>Children's team workers</p> <p>Transition social workers</p> <p>Community/School nurse.</p>	<p>Connexions may contribute to planning, but do not take lead role.</p>

	When	What	Who	How
2d.	Age 16-18	<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).	Connexions advisers Community/School nurses.	Transition workers may contribute to planning, but do not take lead role.
3.	Identifying Appropriate Supports (Where Adult Physical Disability/Sensory Impairment 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 Department (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 including Transition Pathway 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.	Adult 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 PD/SI team	Transition social worker	Ongoing support/Review of Care Plan

**Worcestershire Adult Physical Disability/Sensory Impairment Service. Chris Parker Children's Services
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