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# **Halton Multi Agency Transition Strategy for Children with Complex Needs**

**2007-2010**

# DRAFT

<b>CONTENTS</b>	<b>PAGE NUMBER</b>
<b>INTRODUCTION</b>	<b>3</b>
<b>WHAT DO WE MEAN BY TRANSITION?</b>	<b>3</b>
<b>NATIONAL CONTEXT</b>	<b>4</b>
<b><u>The Key Principles for Transition Planning</u></b>	<b>5</b>
<b>THE HALTON CONTEXT</b>	<b>6</b>
<b>WHAT DO YOUNG PEOPLE AND THEIR PARENTS HAVE TO SAY?</b>	
<b>STRUCTURE TO DELIVER THE STRATEGY</b>	
<b>LOCAL POPULATION DATA</b>	
<b>WHAT WE WANT TO ACHIEVE WITH THIS STRATEGY</b>	
<b>HOW WE ARE GOING TO DO IT</b>	
<b>HALTON MULTI AGENCY STRATEGY FOR CHILDREN WITH COMPLEX NEEDS ACTION PLAN</b>	
<b>GLOSSARY</b>	

# DRAFT

## Introduction

The transition of young people with complex needs from childhood through to adulthood is the focus of this strategy. It will acknowledge the real challenges that families encounter in Halton and nationally. It will also describe how, in Halton, these challenges will be confronted and managed in ways that promote choice, participation and inclusion. Moreover this strategy is a strategy for Halton, it involves all families, services and professionals who care, work and engage with young people with complex needs.

*Young people and their parents go through transition together, but their experiences of this process can be far removed as they see, hear, listen, feel and respond differently to the many aspects that come together to make transition happen. In Halton we want to ensure we support these different experiences sensitively and proactively.*

Transitions occur at various stages throughout life, from starting school, leaving primary school and starting secondary school, to preparing for independence and leaving home. Each transition can be fraught with uncertainty, fear, confusion, embraced with enthusiasm and excitement about what happens next. What makes the difference in how these transitions are experienced is the planning, understanding and information available to those facing transition. When it goes well children, young people and their families can look to the future confident that their child will enjoy their future with whatever guidance, support and opportunity on offer. When it goes wrong families are left angry, upset and afraid for their children as they prepare for independence. These emotions can be heightened when the child or young person facing transition has complex needs.

This strategy will set out the plan that all agencies in Halton will follow to ensure a successful transition for young people with complex needs. By successful we mean that the transition to adult services takes full account of the views of young people and their parents, is well planned and co-ordinated and enables as seamless a transition as possible across organisational boundaries. A successful transition will also support independence, choice and improved outcomes. In Halton we seek to support young disabled people to maximise their potential, to live independently and to have the opportunity to have as many ordinary experiences as possible. This can include working, making and keeping friends, relationships and leisure activities. All day-to-day experiences that non-disabled people take for granted.

## What do we mean by Transition

Transition for the purposes of this strategy is defined as the process that occurs when children move from children's services to adult services. This involves physical, emotional and psychological developments that are coupled with changes to roles and relationships with family and friends, care staff and the wider community.

### *What are complex needs?*

*'The term 'complex needs' can be defined in a number of contexts and this can lead to confusion and misunderstanding. For this strategy 'complex needs' means a combination of multiple and profound impairments, challenging behaviour and learning disabilities and acute and chronic medical conditions.'*

*Growing Up Matters 2007*

*National Service Framework Standard 8*

# DRAFT

This move is not restricted just to services provided by the local authority, it includes all agencies that provide services and support, which allow young people to have the opportunities to experience life as their peers do. Given the magnitude of factors that are involved, this particular transition can be a very uncertain time for young people and their families and needs particular attention from local agencies to ensure that the experience of transition is positive

## **Good transition planning involves:**

- *Being individual to the needs and aspirations of the young person*
- *Responsibility spread out over all groups starting at transition review following the young person's 14<sup>th</sup> birthday*
- *Statutory processes from transition need to be used consistently*
- *Adult and children's services need to work together to ensure that young people maximise their life chances.*

Transition planning for young people with complex needs requires a co-coordinated multi agency approach, which extends far more widely than schools and family. It also needs to link to the various systems in place for all young people and it needs to consider the way services change to support and empower the young people's move from childhood dependence to adult independence.

## **The National Context**

The transition from children to adult services is one of those rare things, an event in the future that can be effectively and efficiently planned for and reviewed regularly leading up to it, because it occurs at a fixed point. Therefore there is plenty of time to get the planning right and the transition appropriate for the young person.

In recent years we have seen much guidance and research encouraging services to be more proactive with this particular transition. However there are a number of challenges, which will need addressing because there are a number of difficulties that arise as children move through to adult services.

## **Adult Social Care Outcomes:**

- *Improved Health*
- *Improved Quality of Life*
- *Making a Positive Contribution*
- *Exercise Choice and Control*
- *Freedom from Discrimination and Harassment*
- *Economic Well Being*
- *Personal Dignity and Respect*

## **Every Child Matters Outcomes:**

- *Be Healthy*
- *Stay Safe*
- *Enjoy and Achieve*
- *Make a Positive Contribution*
- *Achieve Economic Wellbeing*

This transition can have specific difficulties because it straddles distinct service areas and service providers with distinct and separate requirements, demands, ethos and culture. The national agenda for improving the transition for young people and their families is given prominence through initiatives such as Valuing People, Aiming Higher for Disabled Children, Fair Access to Services, the Every Disabled Child Matters campaign and Growing Up Matters

# DRAFT

Additionally the introduction of an Adult Social Care Outcomes framework alongside the Every Child Matters framework will assist services to transform into a continuum of provision as each adult outcome can be viewed as a natural progression from the outcomes identified in the Every Child Matters framework. This is based on the principle that services should grow with the individual, mould to fit their developing needs through their childhood, into adolescence and through into adulthood, to reflect the needs, wants and desires we have for ourselves and our families as we age.

Developing these principals into service delivery however is more complex as the organisations which assist young people moving from children's to adult services will need to adopt strategies, policies and procedures that enable a seamless transition that supports, rather than dictates what, when and how young people are enabled to live their lives to their fullest potential.

## **The Key Principles for Transition Planning**

**Person Centred Planning (PCP):** When done correctly person centred planning provides a comprehensive portrait of who the person is, what they want to do with their life and brings together all of the people who are important to that individual. This provides a foundation to plan on the basis of the needs and aspirations of the individual.

*“Local agencies will be expected to have introduced some form of person centred planning for all young people moving from child to adult services by 2003.”*  
*Valuing People 2001*

### ***Direct Payments and Individualised Budgets:***

*A direct payment is a cash payment made in lieu of social service provision to individuals who have been assessed as needing services.*

*Direct Payments differ from individualised budgets for the following reasons:*

- The funding for individualised budgets can come from a number of streams, e.g. supporting people independent living fund. The person in receipt of an individualised budget can spend this money as they feel necessary to achieve independence.*
- The funding for direct payments comes only from the Local Authority. If the individual is in receipt of direct payments, they are unable to buy back social service resources.*

### **Individual Budgets and Direct Payments:**

Individualised budgets and to a lesser degree direct payments enable people needing social care and associated services to design that support and give back the power to decide the nature of services they need.

# DRAFT

## The Halton Context

In Halton, we recognise the barriers disabled young people face, we also recognise that adolescence is a difficult time, made more difficult if the young person has complex needs. This is why we have engaged in some key activities to improve the experience of young people with complex needs moving through transition.

We have started **engaging strategic partners through the Children's Alliance Board structure and the Children's Disability Partnership Board as well as establishing Partnership Board's for adults with learning difficulties and physical and sensory disabilities.** This will enable us to promote effective partnership working between organisations and systems. It provides a strategic role model for service delivery, in addition to recognising and proactively managing any presenting difficulties or opportunities quickly and effectively.

We are **committed to establishing person centred planning as the way forward for transition planning in Halton.** PCP is in the very early planning stages, but we are clear that this is where we see the future of transition planning in Halton. It is essential if the transition from children to adult services is to be fully inclusive and responsive to the young person.

We have a **Transition Protocol in place** to assist operational staff manage the transition process effectively. We are currently in the process of reviewing the protocol to ensure it is fit for purpose and addresses the requirements of national guidance and local requirements.

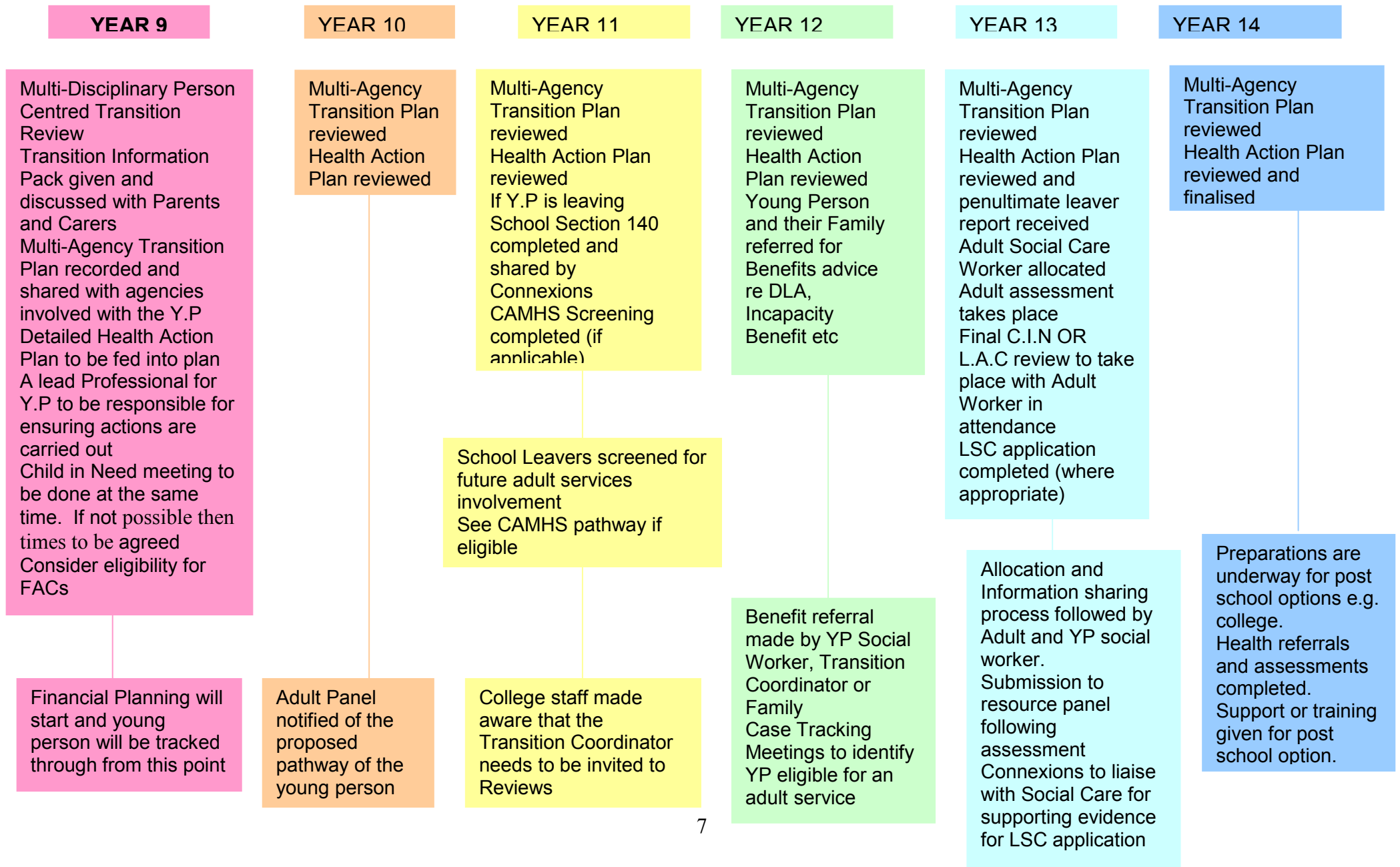
We have a comprehensive range of strategic actions across children and adult's services to address the specific needs of children, young people and adults with complex needs.

**Establishing commissioning frameworks across children and adult services and ensuring they are complementary.** Effective commissioning requires efficient and effective planning so that services reflect the identified need. Children and Young People's Directorate are currently implementing their commissioning framework, adult services have linked their framework so they address how outcomes for adults will be improved. The planning framework will assist in creating an additional feedback loop into both commissioning cycles as a means of continuous review and improvement of services for children, young people and their families.

We have established a **planning framework for addressing the process of young people making the transition** from children's to adult services. This is represented in the diagram below. We have implemented this framework as a means of encouraging services to plan together how young people with complex needs make the transition from children's to adult services. It is intended to alert adult services as the child reaches Year 9 so adult services can begin shaping their commissioning cycle to include specific areas of need, or increase existing provision depending on the input given at these planning events.

# DRAFT

## Transition Pathway for Young People with Complex Needs



# DRAFT

## **EDCM Pledge for Local Authorities is:**

*Families with disabled children to have ordinary lives  
Disabled children to matter as much as all other children  
Disabled children and their families to be fully included in society  
All disabled children and their families to get the right services and support no matter where they live  
Poverty amongst disabled children and their families to be cut by 50% by 2010 and eliminated by 2020  
An education system that meets the needs of each child and enables them to reach their full potential  
Disabled children and their families to shape the way that services are planned, commissioned and delivered.*

**Halton was the first local authority in the North West to sign up to the Every Disabled Child Matters Charter.** Local Authorities who sign up to the charter pledge to deliver nine measures, including a key worker service, timely information and targets for services in Local Area Agreements by 2008. Further information can be found at [www.edcm.org.uk](http://www.edcm.org.uk).

**We have introduced direct payments across children and adult services.** In Halton we recognise that direct payments offer increased flexibility for families to decide how best to manage significant care and support needs. Individualised budgets are an extension of this and brings together more opportunities for young people and their family to become their own care managers. This is a key feature of 'In Control.' We are planning to sign up to 'Taking Control' and piloting individualised budgets in children's services.

**We offer a carers assessment to all parents/carers of children and young people with complex needs.** We recognise that this group of individuals are an integral aspect of how children and young people with complex needs are cared for and supported in Halton. We also recognise that caring responsibilities place significant additional stress on families and endeavour to address these additional stressors through a formal assessment of their caring responsibilities.



# DRAFT

## **Greater Merseyside Connexions Partnership (GMCP)**

GMCP is committed to the provision of an impartial, accessible and confidential service, which meets the needs of all individuals who have learning difficulties, disabilities and those who have social, emotional and/or behavioural difficulties

GMCP will work closely with individuals, parents/carers and partner agencies to ensure that the individual's abilities, aspirations and interests can be matched to appropriate learning opportunities. GMCP will work with young people up to the age of 25.

We are working with colleagues to **establish ways to encourage and enable young people to experience paid and unpaid employment**. This has been assisted by transferring supported employment into Halton People into Jobs which means in addition to the specialist employment support offered to people with disabilities, there is now an enhanced service providing access to mainstream programmes.

## **Local Population Data**

A key aspect of service development and improving outcomes is being able to ascertain how many children are facing transition, how many young people are moving through transition and what their destination is. It allows us to effectively plan and target service commissioning and delivery for future children. It also allows us the review what went well and what needs improvement for those children now in adult services.

**The following table shows the number of children currently going through transition.**

<b>Age</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
<b>School Year</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
<b>Transition Year</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
<b>Total</b>	<b>12</b>	<b>16</b>	<b>18</b>	<b>12</b>

# DRAFT

The next table shows where the destination of young people who have gone through transition between April 2001-May 2007

	School	College	Petty Pool	Social Care Package	Specialist College	Employment (inc Supported Employment)	Training	NEET*	Deceased	Information not available	Total
<b>18+ Years</b>	<b>5</b>	<b>17</b>	<b>7</b>	<b>34</b>	<b>16</b>	<b>10</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>12</b>	<b>108</b>

NEET: Not in education, employment or training

This information is based on young people who were referred to adult care services at age 18/19

It is anticipated the numbers will increase in the coming years, as medicine is increasingly able to keep children and young people alive despite significant challenges and complexity. In Halton we need to engage with these improvements as it has a significant effect for future delivery of services in Halton in an increasingly challenging atmosphere of delivering services. There are opportunities to plan ahead purely because children grow up. This forward planning is promoted because we have established comprehensive multi agency planning mechanisms as represented in the structure illustrated on page 9. In Halton, we want to do more for young people with complex needs, we want to address more than just the transition process but the possibilities effective transition planning has for children and young people with complex needs.

## **What we want to achieve with this strategy**

The overall aim of this strategy is to ensure that the key actions are in place to support a successful transition from children's to adult services. To achieve there are six key prerequisites that will be reflected in the action plan:

1. Commitment by senior managers of all agencies to ensuring that priority is given to transition planning and the allocation of resources to ensure successful transition.

# DRAFT

2. Commitment at all levels within children's and adults services to working together with a shared understanding and shared values to support the successful transition for young people with complex needs and their families
3. Young People and their families are actively involved in all aspects of individual transition planning and in strategic planning and development
4. Strategic planning and commissioning of adult services is informed by an analysis of transition needs of the cohort of young people from 14yrs onwards receiving support from children's services and who will be requiring services from adult health and social care within 5 years. Strategies are underpinned by good financial planning and the range and quality of services commissioned and outcomes for young people are systematically monitored.
5. There is a multi agency approach with good protocols, systems and processes to support transition. This includes:
  - Active support for transition from 14yrs onwards
  - A pro active approach from adult services from m14 yrs onwards towards transition planning
  - There is a lead professional responsible for the co-ordination of transition
  - Clear systems and processes that support the monitoring and management of transition planning and care across agencies at an individual , operational, managerial and strategic level.
6. There is a person centred approach that includes:
  - Person centred planning methods and processes to create integrated transition plans
  - The promotion of direct payments
  - A focus on achieving outcomes, improving and supporting independence and providing normal life opportunities.
7. There is a regular monitoring and follow up to ensure that plans at all levels remain appropriate and deliver the desired outcomes.

# DRAFT

## What are we going to do?

**We will** reach out to partner agencies and organisations that have yet to join our strategic planning arrangements such as Registered Social Landlord's, Further Education providers and private enterprise. We are intent on engaging with these key players, because transition is not just about moving from children to adult services, It is about regaining the future for young people with complex needs and assisting them to realise aspirations and ambitions.

**We will** continue to build links with other agencies and partners, such as schools and the Primary Care Trust so we are able to progress our plans efficiently and consensually.

**We will** deliver on our pledge, and develop a solid foundation within children's services so young people are ready to make the transition. This is about information, advise and education for all concerned. We recognise in Halton that having a child with complex needs can bring uncertainty in terms of planning for the future. Future arrangements can be reliant on external agencies and professionals being open with families and young people as early as possible. Parents and their children must feel in control of the child's pathway through childhood, into adolescence and adulthood. This is the aspiration we must make clear as we provide the detail of what happens through transition.

**We will** endeavour to reach agreement whereby all agencies address the age for which transitions occur. It is important there is agreement so systems and organisations work together simultaneously to offer a smooth and seamless transition to young people.

**We will** work closely with partners in CAMHS services to map services available to young people with complex needs and ensure that there is coordination of services through transition for young people with learning disabilities. The protocol for transition through CAMHS to adult mental health services will be reviewed.

**We will** develop a 5yr plan that tracks all young people in transition to inform adult services commissioning strategies

**We will** ensure that there is early involvement from adult services for all young people in transition and intensive involvement from 17yrs of age

**We will** engage in dialogue that shapes expectations, opinions and culture within CYPD and with partner agencies by talking about a process, which engages in exploring possibilities for children and how these can be realised through effective transition planning.

# DRAFT

**We will** ensure that families have better information about transition to inform their preparation for the transition from children's to adult's services

**We will** work together with schools to set a consistent and high standard for transition reviews

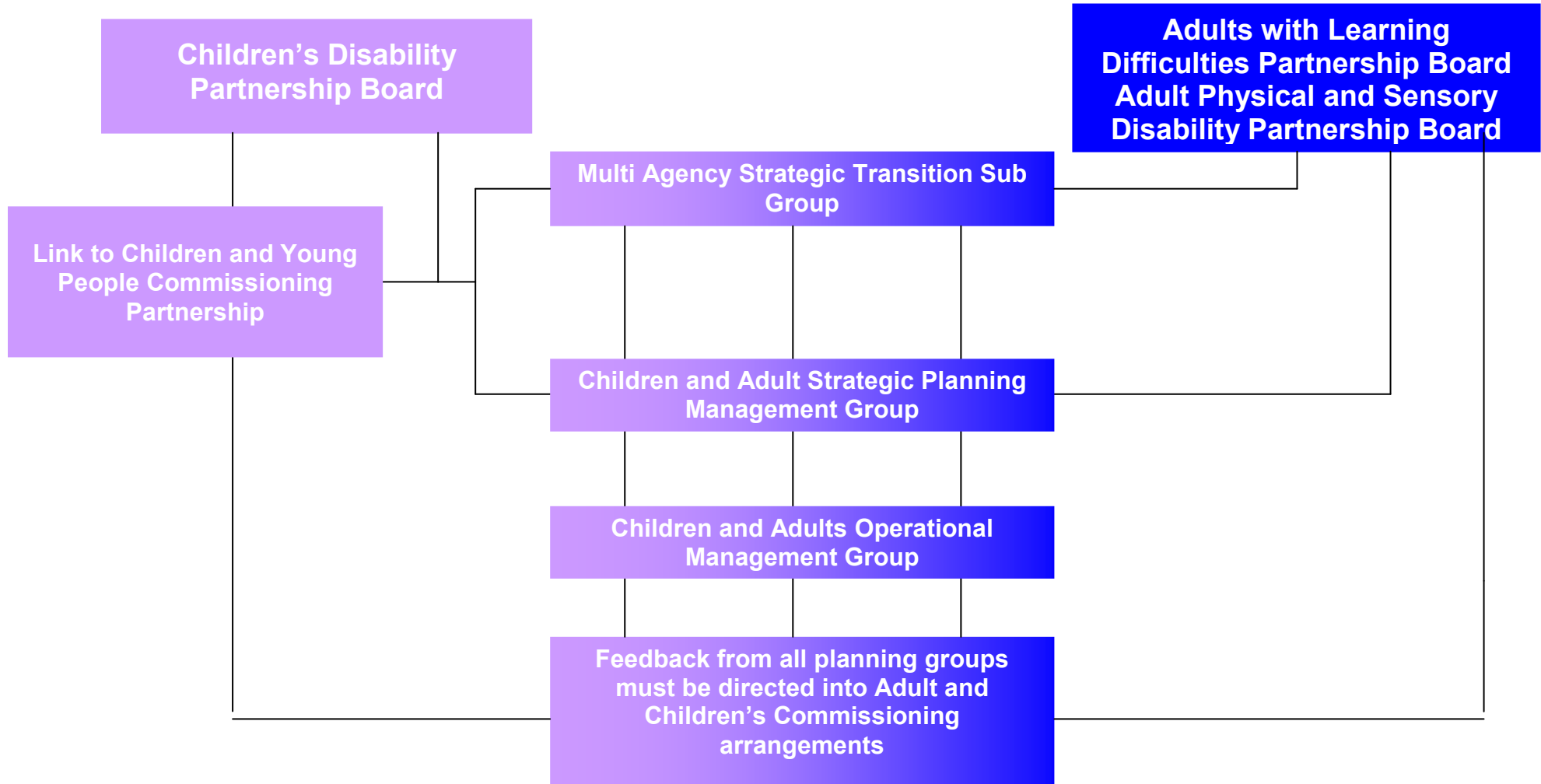
**We will** increase the number of person centred transition reviews and the number of young people accessing person centred planning.

**We will** ensure the involvement of all stakeholders by holding an annual transition conference to review progress and set new challenges.

# DRAFT

We see this structure as the beginning of our ambition to improve the transition process for young people with complex needs and therefore improve outcomes

## STRUCTURE TO DELIVER THE STRATEGY



DRAFT

**Halton Multi Agency Transition Strategy for Children with Complex Needs**

**ACTION PLAN**

<b>REF</b>	<b>KEY TASKS</b>	<b>ACTIONS</b>	<b>OUTCOME MEASURES</b>	<b>LEAD</b>	<b>TIMESCALE</b>
1.	Engage with schools to improve quality in transition planning.	<ul style="list-style-type: none"><li>• Hold an annual transition review</li><li>• Hold joint transition/child in need reviews where possible</li></ul>	<ul style="list-style-type: none"><li>• Annual review of transition strategy</li><li>• An increase in joint reviews from baseline to be established</li></ul>	Parent Partnership/Connexions  Transition co-ordinator / PM CWD Team	
2	Engage with schools to address a collective understanding of transition	<ul style="list-style-type: none"><li>• Hold information and training days for school governors regarding transition</li><li>• Increase amount of information available to schools, governors, parents/carers about process, choice and knowledge</li><li>• Begin the process of discussion about</li></ul>			

# DRAFT

		transition earlier			
3.	Engage with partner agencies to explore their role in transitions, e.g. RSL's, private enterprise.	Consider possibility of devising and implementing single assessment process		Joint Commissioning Manager ALD/PSD	
4.	Utilise additional expertise within CYPD to assist schools and external providers to engage with the possibilities of working with children and young people with complex needs	<ul style="list-style-type: none"> <li>• Utilise expertise of School Improvement Partners in sharing good practice on transitions with schools</li> <li>• Utilise expertise of Educational Psychologists to assist families and schools to engage in transition process</li> <li>• Utilise expertise of Equality and Diversity Officer and Transition Co-ordinator in helping re-shape expectations.</li> </ul>			
5.	Improve young person and parental	Hold information days at school		Transition Co-ordinator/ Schools/ Connexions	



# DRAFT

	engagement/participation in transition process	<p>Sessions at school with young people who have undergone transition to talk about their experiences</p> <p>Increase in number of young people attending their transition reviews from an established baseline</p> <p>Increase number of person centred reviews from established baseline</p>			
6.	Build in process within children and adult commissioning cycles so they inform each other of presenting issues earlier.	<p>Develop a 5yr plan to inform adult services commissioning strategies that is reviewed annually</p> <p>Track young people through transition</p> <p>Ensure early involvement from</p>		<p>Transition Co-ordinator/ Operational management group</p> <p>Operational Management group</p> <p>Operational Management group</p>	

# DRAFT

		adult services at aged 17yrs			
7.	Review and re-launch transition protocol	Hold a workshop to review and re-launch the transition protocol	Protocol reviewed and relaunched	Transition Co-ordinator	November 2007
8.	Develop robust process for Person Centred Planning implementation	<ul style="list-style-type: none"> <li>• Re-launch person centred planning in Halton</li> <li>• Identify key groups and professionals able to undertake PCP's</li> </ul>		Divisional Manager ALD	
10.	Establish regular monitoring arrangements of transition arrangements to ensure they are fit for purpose			Operational Director, Adults of Working Age	
11.	Map current CAMHS provision for young people with learning disabilities and ensure coordination between health, education, social services and the voluntary sector	Robust action plan followed by a business plan to be submitted to the EWB Board. The aim is to secure rolling funding to instil capacity and capability	Baseline established to support development of transition pathway	Emotional Well Being Partnership Board	March 2008

# DRAFT

		through a stepped training package			
12.	Clarify CAMHS pathways for children with a learning disability, their families and carers	To develop and publish information to families and cares on how to make a referral , the care pathways in place and the services and interventions available	Clear Pathways in place to support transition	Emotional Well Being Partnership Board	March 2008

# DRAFT

## **Glossary**

### **Aiming Higher for Disabled Children:**

Report commissioned by HM Treasury and DFES published in April 2007.

Money attached to deliver improved services over 3 priority areas:

Access and empowerment

Responsive services and timely support

Improving quality and capacity of services

### **NSF 8**

Children and young people who are disabled or who have complex needs receive coordinated high quality and family centred services which are based on assessed needs, which promote social inclusion and where possible, which enable them and their families to live ordinary lives.

Marker of good practice is multi agency transition planning with an identified key worker to oversee the delivery of services from all agencies involved in the care and support of the family.

### **Learning and Skills Act 2000**

This piece of legislation places a duty on the Secretary of State to make arrangements for an assessment of people who have SEN and are likely to leave school to continue with Post 16 education or training. This will set out a person's learning needs and provision to meet these needs. The responsibility for ensuring that these assessments take place rests with the Connexions Service.

# DRAFT

## The Local Context

### **The Halton Children and Young People's Plan**

The Halton Children and Young People's Plan (2006, and reviewed in 2007) sets out the overall plan for all partners agencies working with children in Halton. The Plan provides information for what life is like for children and young people in Halton and outlines our main priorities and actions to be taken to improve outcomes for all children and young people and to reduce the gap between those who do well and those who do not.

### **Building Bridges, Multi Agency Strategy for Children with Disabilities and Complex Needs**

In Halton there is a recognition that there needs to be a continuum of support available to disabled children and their families if it is needed. The strategy provides a focus for agencies to work together to improve outcomes for those children and young people and their families with complex needs who will require specialist interventions and support. It sets out the underpinning values and principles for the provision of services to disabled children with complex needs and their families, the outcomes to be achieved, the planning structure required to deliver the strategy and actions that will support agencies in enabling disabled children with complex needs to achieve the five high level outcomes set out in the Every Child Matters Framework.

The Children's Disability Partnership Board is the Strategic multi agency group that is responsible for advising on strategic developments and needs for disabled children with complex needs.

Halton was the first local authority in the North West to sign up to the Every Disabled Child Matters Charter. Local Authorities who sign up to the charter pledge to deliver nine measures, including a key worker service, timely information and targets for services in Local Area Agreements by 2008. Further information can be found at [www.edcm.org.uk](http://www.edcm.org.uk).

### **Halton Children's Disability Mini Trust**

The Children's Disability Mini Trust is one of a series of service specific mini trusts that have been developed in Halton, with the purpose of developing integrated, co-located and multi disciplinary services with single processes and services delivered and commissioned from a pooled budget. The Children's Disability Mini Trust is managed by an Integrated Manager responsible for the range of health and social care services within the mini trust. These include Woodview Child Development Team, Inglefield Short Break Unit, Children's Social Care Team, Community Paediatric Physiotherapy and Occupational Therapy, Community Speech and Language Therapy for Complex Needs, Shaping Services Team and the Children's Community Nursing Team.

DRAFT