

Healthier Communities Select Committee			
Report Title	Transition from Children's to Adult Services		
Key Decision	No	Item No.	6
Ward	All		
Contributors	Executive Director for Children and Young People / Executive Director for Community Services		
Class	Part 1	Date:	6 th December 2017

1. Purpose

- 1.1 This report provides Members of the Healthier Communities Select Committee with an update on supporting young people with special educational needs and/or disabilities aged between 14 and 25 years to prepare for adulthood and, where there is an assessed need, transition from Children services to Adult services, since the previous report to the Committee in March 2017.

2. Recommendation

- 2.1 Members of the Healthier Communities Select Committee are asked to note the contents of the report.

3. Policy Context

- 3.1 Both the Children and Families Act 2014 and the Care Act 2014 acknowledge the importance of providing timely information, guidance and appropriate support to young people with special educational needs or disabilities and their families in preparation for adulthood.
- 3.2 These two pieces of legislation provide a context in which Children and Adult multiagency services are required to work collaboratively to ensure that young people and their families are supported to exercise greater individual choice, shape planning decisions and to prepare young people for their adult life.
- 3.3 Under the Children and Families Act, the Special Educational Needs and Disabilities (SEND) reforms emphasise the importance of improving the life chances and well-being for young people with complex needs.
- 3.4 The Children and Families Act 2014 requires and promotes the importance of early intervention and integrated planning across Adults and Children Services.
- 3.5 The SEND Reforms introduced a new approach which seeks to join up support across education health and care from 'birth to 25 years'. The implementation of Education, Health and Care plan (EHCP) replaces both the Statement of Special Educational Needs for children and young people and the Learning Difficulty Assessment.

- 3.6 The principles which underpin the Children and Families Act 2014 and the SEND Code of Practice are in recognition of the importance of planning with young people and their families, rather than planning for them at both an individual and strategic level.
- 3.7 The Care Act 2014 places a duty on local authorities to conduct transition assessments for Young people, children's carers and young carers where there is a likely need for care and support after the young person in question is aged 18. As in all assessments, local authorities need to consider the needs of the person, what needs they are likely to have when they (or the child they care for) become 18, and the outcomes they want to achieve in life.
- 3.8 Consideration should also be given as to what types of adult care and support might be of benefit at that point, and whether other options beyond formal Care Act eligible services might help the individual achieve their desired outcomes.
- 3.9 The SEND Code of Practice includes specific preparing for adulthood duties for local authorities. Local Authorities are required to work together with health services and develop joint commissioning arrangements about health and care provision, in order to enable positive adult outcomes for young people with diverse complex needs.
- 3.10 Under SEND Reforms, the local authority needs to publish a Local Offer provision which is designed to help individuals and their families prepare for adulthood and independent living. Consultation with children and young people about the Local Offer are also required.
- 3.11 In addition, local authorities are required to utilise Education, Health and Care plans to review outcomes for young people aged 13 to 14 years, including outcomes to prepare young people for adulthood. These outcomes would be reviewed on an annual basis and could include goals around further education, apprenticeship, health and wellbeing or life skill training which enable each young person to live as independently as possible.
- 3.12 A joint local area SEND inspection framework was published in Spring 2016. Ofsted and the Care Quality Commission (CQC) will jointly inspect local areas to see how well they fulfil their responsibilities for children and young people with special educational needs and/or disabilities. The local area inspection will judge the effectiveness of Lewisham in implementing disability and special educational reforms, including duties to prepare young people with SEND for adulthood.

4. SEND Partnership Strategy

- 4.1 The SEND partnership strategy 2016-2019 sets out the partnership vision and priorities for improving life outcomes for children and young people with SEND and that of their families. This strategy forms an integral part of Lewisham's Children and Young People's Plan for 2015-18.
- 4.2 The vision and impact for the SEND partnership strategy, is Lewisham is an inclusive community that is welcoming of all and has the knowledge and skills to meet the eligible needs of children and young people (0-25 years) with SEND to enable them to play, learn and work.
- 4.3 The Partnerships vision is underpinned by three key priority areas for change:
 1. Children and young people (0-25yrs) with SEND and their families are informed and empowered to be more resilient and independent within their communities

2. Children and young people with SEND who have been identified as requiring additional support across Health, Social Care and Education receive the right support at the right time in order to enable them to become as independent as possible.
3. Children and young people with SEND have the opportunity to be educated within Lewisham's education provision and are provided with the right support to enable them to achieve their full potential.

4.4 In order to achieve the vision and impact of the SEND partnership strategy, there are a number of work streams including:

- Local Offer
- Quality Teaching
- Specialist Provision
- Education, Health and Care plans, transfers and annual reviews
- Personal budgets and personalisation
- Travel Assistance
- Health
- Social Care and Short Breaks
- Early Years
- Preparing for Adulthood and Transition from Children's to Adult services
- Autistic Spectrum Disorder (ASD) Review

4.5 The key actions for the Preparing for Adulthood and Transition from Children's to Adult services work stream are:

- Adulthood arrangements to begin at 14 years, this includes defined roles and Establishment of a clear pathway across the Partnership which allows for Preparing for responsibility within the Local Authority both strategically and operationally.
- A joint policy and guidance which includes the options available for young people from 14 to 25 years
- Development of shared processes and data collection systems within children and adult services in order to allow for the effective use of data for commissioning, planning and budget monitoring.
- A community strategy to engage parents/ carers and young people on the development of Preparing for Adulthood.
- The ongoing Development of advice, information and signposting for young people, parents/ carers and professionals through the Local Offer.
- The ongoing Development of the market place to ensure that there is suitable post 18 provision in place to support young people's aspiration and life choices through to adulthood, including employment.
- Development of a workforce training programme to up skill and embed the principles of Preparing for Adulthood, in line with legislative duties and children and adult service approaches.
- Establishment of a new Preparing for Adulthood and Transition Team between Children's and Adult's services to embed and co-ordinate a preparing for adulthood pathway.
- A mental health protocol which specifies how young people with a mental health support needs and a learning disability/ difficulty are prepared for adulthood and transition to adult mental health services, where appropriate.

5. Update since March

SEND inspection

- 5.1 On Monday 25 September Lewisham was given 5 days' notice of a joint Ofsted and CQC inspection of SEND provision across the borough. The joint inspection holds local areas to account and supports service improvement to deliver better outcomes. The inspection publishes an outcome letter which provides an assessment of how well the local area is meeting the needs of children and young people with SEND, and how well providers work together to deliver positive outcomes and, where relevant, requires the local area to consider the actions that it should take in light of the report and prepare a written statement that sets out those actions and the timetable for them.
- 5.2 A starting point for the inspection team is a review of the local area's self-assessment of its strengths and areas for development in relation to SEND outcomes. Transition arrangements and outcomes for young people at Key Stage 4 were considered as part of the inspection. The inspection team were on site for 5 days from 2 October 2017 and met with a wide range of staff from across the partnership as well as with a number of schools, parents and young people.
- 5.3 The outcome letter is expected imminently. Once it has been received it will be shared with members and an action plan, to continue to improve in any areas identified by the inspection team as requiring further attention, will be developed.

Update on pilot transition team

- 5.4 Since the update given to the Committee in March, work has continued under the "Preparing for Adulthood and Transition from Children's to Adult services" work stream. The pilot team went live in March and staff from children's social care and adults social care departments are working together on transition. The team is currently focusing on transition and adulthood arrangements for young people aged 17 and above, but are working towards starting to work with young people from the age of 14. Further development of the team, inclusive of the development of a workforce training programme focused on preparing for adulthood, will continue over the coming months. Further development work in the coming months will include the finalisation of the policy and guidance governing the way the team works and the options available for young people from 14-25.
- 5.5 The working arrangements have been developed across the partnership, and partner agencies work closely with the local authority to support individualised planning for young people transitioning to adulthood. The Local Offer continues to signpost families to services and information and advice, and work is ongoing to both increase the breadth of reach of the Local Offer, and engage parents and families more broadly in developing and improving preparing for adulthood work. A recent engagement event with parents focused on Transitions work and highlighted some of the anxieties that parents and young people experience as they approach the time of transition to adult social care or when leaving education. This has informed practice and the way that information and advice is provided. Further events with the Parent group and the local specialist schools are being planned on an on-going basis as this engagement plays an important part in ensuring the on-going development in this area of work is influenced by Parents and the young people.
- 5.6 Since March steps have been taken in further developing the local market place so that there is suitable post 18 provision in place to support young people's aspirations and life choices through to adulthood. This includes good progress in developing some supported living and personalised support plans utilising support within the borough. An example of how this has made a positive difference to a young person's life is evidenced within the case studies in appendix 1

- 5.7 There is more to do to improve the interface with CAMHS before the development of the mental health protocol can begin. The joint commissioners are currently looking at how to move this work forward and develop this particular pathway.

6. Next Steps

- 6.1 Given the importance of ensuring the preparing for adulthood pathway and transition team are developed appropriately and embedded within the Council and partnership working arrangements correctly and proportionately; a review is currently being undertaken of the pathway development to date to better understand, anticipate and respond to future demand. The review focuses on understanding demand, reviewing practice and protocols developed to date, benchmarking good practice and also analysing the financial implications of transition to date and going forward. This piece of work is anticipated to be completed by Christmas and will directly inform the future direction of the pathway.

7. Financial Implications

- 7.1 The current service delivery model of a transition team has been established by using existing resources from both children's and adult services staffing budgets. The annual cost pressure associated with transitions will be reduced as services are commissioned more locally to meet the needs of young people with complex needs who are preparing for adulthood. The review which is currently underway will help develop understanding of the financial impact of transitions, and hopefully identify further opportunities to ensure more appropriate use of resources.

8. Legal Implications

- 8.1 The Care Act 2014 created a new structure for the assessment and provision of care services, encompassing a new approach (also provided for in the Children and Families Act 2014) for child carers and providing for more continuity through the transition, if eligible, of a young person from children's to adult services. There are also new general duties to promote the wellbeing of the individual in the community, and to prevent the need for escalating care and support, by the provision of signposting to relevant services, information and, when considering the delivery of many universal services across the Borough, whether as part of our duties as the Local Authority or in conjunction with Health and other services.
- 8.2 The particular paragraphs relevant to the transition from children's to adult services are found at paragraphs 58-66. The Local Authority must undertake a Child in Need assessment following a request from a parent / carer of a child. Having completed an assessment, where it appears that the young person is likely to have the same needs at 18 the authority may assess:
- a) What the young persons needs for care and support are, and
 - b) What they are likely to be when they become 18.
- 8.3 A Local Authority can carry out an assessment even if the child lacks the capacity to consent, if to do so would be in the child's best interests.
- 8.4 For those young people who don't meet eligibility for social care, yet are vulnerable there will be support available to signpost appropriately.
- 8.5 A child's needs assessment must include an assessment of:

The outcomes that the child wishes to achieve in day-to-day life, and

- 8.6 Whether, or to what extent, the provision of care and support could contribute to the achievement of those outcomes.
- 8.7 In carrying out a child's needs assessment a Local Authority must, so far as it is feasible to do so, consult:
- c) The child
 - d) The child's parents and any carer that the child has, and
 - e) Any person whom the child or a parent or carer of the child requests the local authority to consult.
- 8.8 Where a person to whom a child's needs assessment relates becomes 18, the authority must decide whether to treat the child's needs assessment as a needs assessment for adult services. They must consider when the assessment was completed, and whether there have been any changes of circumstances since becoming 18.
- 8.9 S17 Children Act 1989 is amended by s66 Care Act and there is a requirement to continue s17 services past 18 until a Care Act assessment is completed. There is a similar provision for CSDPA1970 s2 services.
- 8.10 There are wider duties imposed by the Care Act towards young people with whom the Local Authority are not necessarily directly engaged, for example, young people receiving CAMHS support, involved with Youth Justice, or those with Autism hitherto within the education service only. If there is a significant benefit of such a young person receiving a transition plan then there is a duty to prepare one. It is therefore important to identify such young people and to determine whether a plan would be in their interests.

9. Crime and Disorder Implications

- 9.1 There are no specific crime and disorder implications arising from this report.

10. Equalities Implications

- 10.1 An initial equality analysis assessment indicates that the proposals in this report would not unlawfully discriminate against any protected characteristics but would positively promote equality of opportunity for children and young people with special educational needs and disabilities.

11. Environmental Implications

- 11.1 There are no specific environmental implications arising from this report.

12. Background documents

- 12.1 Report to HCSC March 2017

If there are any queries on this report please contact Warwick Tomsett, Head of Targeted Services and Joint Commissioning 0208 314 8362 and Joan Hutton, Head of Adult Social Care on 020 8314 8364 or by email at joan.hutton@lewisham.gov.uk and warwick.tomsett@lewisham.gov.uk

Appendix 1: transition case studies

Case study 1

R is a 25 year old female with special educational needs. She has lived at home with parent and also in residential settings at times when parent was unwell.

She is being supported by the transition team working closely with local providers to set up her own flat so that she can become as independent as possible. There has been a great deal of progress made already and she is now able to shower, wash, dress and undress independently. She has since completed her SEN education and has undertaken courses on self-advocacy, confidence building and life skills.

This has meant that she is now confident to attend adult college, is able to wash, dress, cook, clean her flat and is supported to shop and keep herself as independent as possible. She continues to learn living skills, is involved in the community, and this year, had her first independent birthday party. She was supported to join weightwatchers, has lost weight, is much more mobile and happy to be involved with other people, which is a position that she had not held previously. She has a vibrant activity diary, going bowling, cinema, gym, clubs and she is supported by a very settled care team, and now holds a tenancy in borough, with the support of Lewisham Councils money management team.

She is saving towards a holiday in Spain with her keyworker and another. She has had the same Keyworker and Social Worker throughout her transition.

Case study 2

A is a 25 year old male, who 3 years ago returned to the borough from a residential school. The school/college was closed down overnight by the CQC, he was one of 9 young Lewisham people returned to borough at short notice. The transition team worked with his parents and local providers to establish a local activity diary which is focused on things that are important to him. More recently he has moved into supported accommodation in the borough and he attends college and works part time with support in place to ensure he can make the most of the learning environment that he has chosen.