

## **Transitions Team**

The remit of the team is to assess all young people leaving school who have a significant level of disability, and a Statement of Special Educational need. This includes young people who have a learning disability, and young people whose primary disability is physical, mental ill health or sensory impairment and brain injury.

The role of the team is to carry out comprehensive Social Care Assessments for young people leaving school and/or children's services who meet our criteria. Once the young person's needs, skills and abilities have been determined, services are then commissioned to meet their needs. The legal framework is determined by our responsibilities under section 5/6 of the Disabled Persons Act 1986 and the NHS & Community Care Act 1990.

### **Referral Process**

Referrals to the Transitions Team are made through two main channels. The first is by transfer from the Disabled Children's Team. These young people will often have the most complex needs and may have already been receiving children's services for several years. There is usually a period of co-working between allocated workers within the Disabled Children's Team and the Transitions Team prior to us taking on full case responsibility. Our role will be to arrange suitable equivalent adult services, if this is deemed necessary following our assessment. It is often at this time that complex health needs will also be identified and Multi Disciplinary Team meetings held to complete the Decision Support Tool and to discuss future roles and responsibilities.

The other main route of referral, which is often for young people who have not previously received services or have only had these at a low level, is through the annual school review process.

We work closely with Special Needs Schools within Leicester City as well as some schools which fall outside of the county boundary. In a small number of cases, we are responsible for assessing and arranging services for young people who are

currently placed out of county in residential schools and are returning to Leicestershire when they leave school.

A small number of other referrals may come directly to the Transitions Team from young people and their families, Child and Adult Access Teams in the various localities, the 18+ Team, Child Care Operation Teams, the Connexions Service, schools, colleges, children's health professionals and Home Care providers.

### **Assessment Process**

The process of assessment involves preparation, the collection of information, the use of professional knowledge, formulating judgements and advocating a course of action. The legal framework in which this process of assessment sits, including the NHS & Community Care Act 1990, provides guidance for practice in supporting adults and places an obligation on local authority social services departments to make sure that services and support are available to those in most need. For young people who have disabilities, the Transitions Team continue to work with them after the assessment to develop a support plan and put in place services to support them and their families.

Assessments that are carried out by the Transitions Team are done so in a person centred way delivering increased choice and control to the young person. As mentioned, the Transitions Team are involved with the Person Centred Reviews taking place in some schools. This means that as a team being based within adult services we are unable to commission any support until a young person reaches the age of 18. However, the team can become involved earlier if necessary to establish networks and plan complex support arrangements ready for the alteration of services when the time comes.

The assessment process takes into account a young person's health needs, behaviour management, identified risks, any child protection concerns that may require a transfer into safeguarding adult procedures and issues around mental capacity. As a young person enters into adulthood from Children's Services, the issue of mental capacity can often be overlooked. In considering these issues, the team can complete a Mental Capacity Assessment if

necessary (Mental Capacity Act 2007). This then supports the young person to make decisions they feel are important to them.

### **Support Planning Process**

If, following the assessment process, a decision has been made that a young person is eligible for Social Care Services, a Support Plan will need to be developed setting out how to best meet the identified social care needs using a person centred approach. A Personal Budget is also determined and gives an indication of how much money might be available to meet the young person's needs. This ensures that the person is at the centre of the planning process and the young person and their family will participate in important decisions about health and wellbeing and the outcomes that the young person wishes to achieve. This may include:

Advice and guidance

Leisure and social activities, including Direct Payment

Self Directed Support

Short breaks and community opportunities

Support in the home

Living independently or semi independently

Shared Lives placement

Long term supported living

Equipment and adaptations to the home including assistive technology

Employment and voluntary work

Travel

Once the Support Plan has been decided the next step is to agree the Support Plan. This involves identifying various funding streams. For example; Adult Social Care, Continuing Healthcare Funding, and Charity Applications. The funding for an individual's Support Plan can be agreed by the Transitions Team Manager, up to a limited amount. If the Support Plan is above this amount it will need to be approved by more senior managers.

### **The Reviewing Process**

The support is put in place and then is reviewed after four to six weeks to ensure that the young person's needs are being met effectively. For young people with learning disabilities, their case is then transferred to an Adult Social Care Locality Team who continue to monitor and review the young persons needs. An Annual Review of the Support Plan is carried out to ensure that the support package continues to be effective in meeting the young person's needs.