PREPARING FOR ADULTHOOD
- TRANSITION

CROYDON’S LOCAL OFFER OF SERVICES FOR CHILDREN & YOUNG PEOPLE AGED 0-25 WITH SEN

CROYDON
www.croydon.gov.uk
The transition from childhood to adulthood can be a stressful time of change for all young people and their families. It can lead to anxiety and questioning about who they will become as adults and how they will make their way in life and achieve their aspirations. For young people with disabilities and special needs this period can be even more daunting. They need to prepare for:

- Higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies.
- Independent living – this means having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living.
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community.
- Being as healthy as possible in adult life.

Other young people may leave school at 18 or 19 and may choose to remain at home with their family, engaging in training or employment. Others may need support in finding suitable accommodation.

The key is that the transition process should be suited to each individual. This means that the stage at which a young person has completed their transition into adult life will vary.

An important part of this is that planning for transition is centred around the individual young person. They should be actively involved, exploring their aspirations and abilities, their plans for what they want to do when they leave education or training and the support they will need to do this.

To help young people and their families it is essential that there is a smooth handover of responsibility and joint working across education, health and care services.

Who is included in transition?

- Young people who have a Statement of Special Educational Needs (until 31 March 2018), an Education Health and Care Plan or receive services for SEN Support. These young people will need additional support with their transition. There are also young people without a Statement or Education Health and Care Plan who may still require support in planning and adapting to adult life because of social, behavioural or emotional impairment, including higher functioning autism.
- Young people with a disability covered by the Disability Discrimination Act 1995 (a physical or mental health impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities).
- Young people who are likely to have on-going community care needs over the age of 18 which would fall under the provisions for the NHS and Community Care Act 1990, and other legislation such as Fair Access to Care (it should be noted that all current legislation relating to adult social care will be repealed on implementation of the Care Act in 2015).
- Young people with mental health needs or long term medical conditions – including those who may, from time to time, need intensive support or intervention and help with managing their condition for their social and educational needs.
- Young people who have a disability and who have been supported by children’s services and need on-going support from adult services.

There will be other young people who have been identified with special educational needs whilst at school and who will need advice and guidance from services as they progress into adult life. They are not likely to be eligible for support from social care or other agencies. These young people and their families will be signposted to other services as they progress through transition. They will be able to access mainstream career services and support from voluntary agencies for advice and guidance.

WHEN DOES TRANSITION START?

Transition should be discussed at school from the beginning of Year 9 (when a young person is approximately 14 years old) and will be completed by age 25. However, some young people will complete their transition planning before the age of 25 because they will achieve stable adult life arrangements before this age.
WHAT HAPPENS AT YEAR 9?

The Year 9 transition review is the starting point for a single planning process which supports the young person until they are settled into adult life. The Year 9 review should start with the young person’s aspirations and ideas for adult life and how these can be met. This is an opportunity to look beyond educational needs and to include wider aspects of life such as health needs, personal and social development, training and employment, transport and independent travel, housing and leisure. Parent/carer expectations for their son or daughter’s adult life should also be included. The Year 9 review is also an opportunity for early information to be gathered that will support adult services to plan for the young person as an individual and the year 9 cohort as a whole as they progress through later school years.

The Year 9 review must result in a transition plan which records the actions needed to help the young person achieve their short and longer term goals. The plan should state who is responsible for carrying out agreed actions. The plan should be reviewed annually and if relevant should be linked to the annual review for an Education Health and Care Plan or other review processes such as those for Looked After Children. A lead professional will take forward the transition work with the young person and will oversee delivery of the transition plan.

Who else is involved?

As well as the young person and their parents/carers, the Year 9 review will involve:

- The head teacher of the school and the school’s Special Educational Needs Co-ordinator (SENCO). The SENCO will organise a review at a convenient time, when possible, for the young person and parent/carers. Any specialist communication needs, including interpretation or translation services, should be identified and support provided at the review meeting.

- Other relevant professionals will also be invited. They could include:
  - An educational psychologist – who will assess a young person’s learning and emotional needs and maintain awareness of any key changes for learning and support
  - Health professionals such as speech and language (and other) therapists, paediatricians, mental health professionals. Every health service has a series of assessments which are carried out during appointments with young people with special needs and disabilities. With permission from parents, information from these assessments can contribute to the review meeting. This information will include medical needs but may also include notes on communication needs, and ideas from discussions on self-care and independent living. This information will help to ensure that effective support is planned in a holistic way.
  - The Children’s Hospital at Home team will be aware of young people with complex health needs and medical conditions. This team will provide information to adult health services – including specialist health care – as well as the Adult Services Learning Disability team
  - Children and Adolescent Mental Health services (CAMHS) can provide information about young people with psychiatric conditions who will need to transfer to adult mental health services at age 18.
  - Transition workers in the Children with Disabilities team and in the Adult Services Learning Disability team. These teams manage the handover of information from children’s to adult services. They also manage information on young people in care ensuring that transition plans are aligned to care plans, personal education plans etc.
  - Parents and the young person can also identify any key people such as advocacy services that they wish to attend the review. A professional may not always be able to attend a review but they will have provided information from their meetings with the young person.
WHAT HAPPENS AT YEAR 10-11?

The Year 10-11 review should be conducted in the same way as for Year 9 – the young person’s aspirations and ideas should be at the centre. The SENCO or another designated member of staff in the school should help the young person prepare for the review by helping them to develop a person centred plan. Any specialist communication needs, including interpretation or translation services, should be identified and support provided at the review meeting. The young person and their parents/carers should be helped to identify any key individuals, such as advocates, that they wish to be present for the review.

Other relevant professionals (as before) should be invited to the review and should provide information to support the review.

• Careers advisors need to be involved to ensure applications for post-16 education are made and timed to meet deadlines
• Transition workers need to establish when the young person is likely to cease full time education either from school or further education

If a young person has a disability and is likely to be eligible for adult services, their children’s social worker should make a referral to the Transition Team in Adult Social Care when the young person is aged 16. The Transition Team will be available to provide the young person and their parents/carers with general information and advice about adult services including personalisation, and advice regarding benefits and charges.

The transition plan should be updated with key action points and those responsible for carrying them out. A lead person will be confirmed to oversee delivery of the plan.

ADDITIONAL ACTIONS AT YEAR 11 REVIEW

The transition plan needs to include:
• Issues around transport – as the post-16 transport policy will differ from the home-to-school transport policy
• Moving from school to college – agreeing with the young person that their information may be shared with a post-16 education provider and course tutors
• Ensuring the young person has access to careers and learning advisor support
• Funding applications and longer term plans
• Health services, including the young person’s GP, are made aware of the young persons’ needs
• Agreement on who co-ordinates the next review.

WHAT HAPPENS AT YEAR 12 ONWARDS?

Review meetings should be organised as before by head teacher or designated staff member in school or college. Information from range of professionals should be collated to support the review meeting.

The review should be carried out in a relaxed and person-centred way and should result in the transition plan being updated, identifying those responsible for each action. A lead person will be assigned to oversee delivery of the transition plan.

• Curriculum activities need to include work experience in line with the young person’s goals
• Information on adult services, eligibility criteria, personalisation, benefits and charging policies should be provided.
• A young person who will require adult services needs to have a social assessment completed by age 17 ½ years – a Transitions worker will meet with the young person to carry out the assessment. Information about this assessment and how adult services support people can be found at www.croydon.gov.uk/healthsocial/adult-care/asc-assessing/ascreferral

• Following the needs assessment, the Transition Team will help them to develop a Personalised Independence /Support Plan to meet the young person’s eligible needs when they turn 18. It will set out who will provide this support, how much it will cost and how it will be arranged and managed. This plan will support the young person to, as far as possible, lead a fulfilling and independent life in their local community.
• There will also need to be confirmation on whether a transition worker from adult services has been identified.
• Social care services should review the dates when the young person will cease to receive full time education either from school or further education colleges.
• A learning advisor will support the young person in applying to FE/HE and, where relevant, will liaise with social care over care needs and personalisation. SEE SPECIALIST LDD PERSONAL ADVISERS BELOW
• The young person may be in the process of transferring from paediatric to adult health services depending on needs and readiness. A young person with complex needs and/or learning disability should be provided with a health action plan.
• For Looked After young people their Pathway Plan outcomes should be considered as part of the transition plan.
• If there are safeguarding concerns, an alert may be needed to adult services as the young person approaches 18.

WHAT HAPPENS BETWEEN 18 UP TO 25 YEARS?

From 18, a Transition worker will become the young person’s allocated worker.

The Transition worker will review their personalised independence / support plan every year to make sure that it is still meeting the young person’s needs. For example, making sure that their needs are met once they leave school and that the plan accounts for any changes in their lives such as new personal interests, or a desire to find a job.

The Transition worker will continue to work with the young person up until they leave full-time education. The age that young people will leave full-time education will vary, however the team do not work with anyone beyond the age of 25.

Will the young person be charged for the services they receive?
The young person may have to pay for some of the services they receive as an adult. This will depend on their income and how much help they need. They will be asked to complete a financial assessment and their Transition Worker can give them advice and support with this. For further information go to: www.croydon.gov.uk/healthsocial/adult-care/asc-assessing/ascreferral

TRANSITION FOR YOUNG PEOPLE EDUCATED IN OUT OF BOROUGH SCHOOLS

The school will plan the transition review in the same way as Croydon and should invite SEN, health and transition workers to the meeting and ask them, where relevant, to provide information to support the review. A copy of the transition plan will be requested to ensure that key actions and responsibilities for Croydon are carried out.

For Looked After Children or those in receipt of social care, Croydon representatives will ensure that appropriate services are identified before the young person leaves school. If the young person chooses to remain in the host area as an adult, Croydon social care will liaise with its counterparts in the host area and establish that the young person will be ordinarily resident in that area. The host area will be requested to carry out a social assessment and Croydon will provide all relevant information.

If the young person chooses to return to Croydon, children’s and adult transition workers will work together to identify which services may be needed.

YOUNG PEOPLE APPLYING TO SPECIALIST COLLEGES

Learning advisors will liaise with local colleges to arrange for assessments to see if needs can be met locally.
• Funding will be available for specialist colleges only if needs cannot be met locally – such as support for working opportunities.
• Joint funding may be requested from social care but will only be agreed if the funding falls within Fair Access to Care eligibility criteria and is affordable under personalisation.

Where a local college has decided it cannot meet a young person’s needs, this will be fed into the transition planning process. Needs that cannot be met locally will be included within future commissioning arrangements for young people with disabilities and complex needs so that local service provision can improve.
**SPECIALIST LDD PERSONAL ADVISERS**

Specialist LDD Personal Advisers will work in partnership with the young person, their family/carers, the school and other professionals to agree how they prepare for the process of transition planning.

**Eligibility:** Young people aged 13 – 25th birthday in special schools needing specialist placements post-16 and 19. For residents of Croydon only. Those attending a Croydon school but living in another borough will be expected to use that authority’s service.

**Referrals:** Young people can refer themselves to the service. Referrals may also be made from teachers etc.

**What the service provides:** Helps young people to find a mainstream college place, apprenticeship or a job. The service is borough wide and mainly delivered in schools, colleges, and in local authority premises.

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Floor 4, Zone A
Bernard Weatherill House,
8 Mint Walk, Croydon, CR0 1EA

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**TRANSITION TO ADULT SOCIAL CARE**

**What happens when a young person reaches 18?**

If a young person has support from children’s social care and will be eligible for social services as an adult, their support will be provided by Adult Social Care services once they reach 18.

For young people with low to moderate needs any social care support will finish on their 18th birthday. They will be signposted to alternative support options including the voluntary sector.

To find out if you can have social care support go to

**Transition Team**

The Transition Team is based within the Adult Services department at the council. They work with young people and their carers who will continue to need social care support after the young person reaches 18. These are young people with ‘substantial or critical social care needs’ who will meet the eligibility criteria for adults services set out in the Fair Access to Care Services policy.

If the young person meets the criteria for adult services then from 16-18 the Transition Team will work in partnership with the young person’s children’s social worker to ensure that the young person has a smooth, well managed transition into adult services.

The children’s social worker will remain the young person’s allocated social worker until they turn 18 years old (i.e. they will continue to monitor, update and review their children’s support package and support plan). From 18 up to 25 the Transition worker will be their allocated worker.

**Contact:**
Social Services for Adults,
Bernard Weatherill House,
8 Mint Walk,
Croydon CR0 1EA
[020 8726 6500](tel:+442087266500)
referral.team2@croydon.gov.uk
TRANSITION TO ADULT HEALTH CARE

What happens when a young person reaches 18?

If a young person has ongoing health needs their health team will support them to plan their future. This could include their GP, Paediatrician, Occupational Therapist, Speech and Language Therapist, Physiotherapist and Nurses.

CROYDON JOINT COMMUNITY LEARNING DISABILITY TEAM

The team covers a range of community based health services providing specialist support for adults with learning disabilities in Croydon.

Eligibility: Age range – over 18. Must have a diagnosed learning disability with evidence of medical diagnosis in referrals where eligibility is not confirmed. People must be registered with a GP in Croydon.

What the service provides:

- Community Learning Disability Nursing
- Clinical Psychology
- Speech & Language Therapy
- Physiotherapy
- Dietetics
- Acute Liaison Nurse service within Croydon University Hospital.

The service works with people with a diagnosed learning disability in supporting them to maintain and gain further independence in their lives. This includes access to mainstream primary and secondary health services, positive behavioural support, communication and healthy living, psychological wellbeing, health education and health action planning. Services are provided in the home, in residential homes, and supported living within the borough of Croydon.

Croydon Joint Community Learning Disability Health Team, Floor 2 Zone B, Bernard Weatherill House, 8 Mint Walk, Croydon, CR0 1EA

📞 020 8726 6000 extension 84552
🌐 www.croydonhealthservices.nhs.uk
🌐 www.slam.nhs.uk
CONTINUING HEALTH CARE

Some people may be referred for an NHS Continuing Health Care assessment for adults.

What is continuing health care?
NHS continuing healthcare is free care outside of hospital that is arranged and funded by the NHS. It is only available for people who need ongoing healthcare and meet eligibility criteria.

Who is eligible for NHS continuing healthcare?
To be eligible for NHS continuing healthcare you must be over 18 and have a complex medical condition and substantial and ongoing care needs. You must have a ‘primary health need’, which means that your main or primary need for care must relate to your health.

Eligibility for NHS continuing healthcare does not depend on:
• a specific health condition, illness or diagnosis
• who provides the care, or
• where the care is provided

If you have a disability, or if you’ve been diagnosed with a long-term illness or condition, this doesn’t necessarily mean that you’ll be eligible for NHS continuing healthcare.

To find out whether you are eligible your care needs will be assessed by a health professional.

Where is NHS continuing healthcare provided?
If you are eligible, you can receive NHS continuing healthcare in any setting, for example:
• in your own home – the NHS will pay for healthcare, such as services from a community nurse or specialist therapist, and personal care, such as help with bathing, dressing and laundry
• in a care home – as well as healthcare and personal care, the NHS will pay for your care home fees, including board and accommodation

NHS continuing healthcare is free, unlike social and community care services provided by local authorities for which a charge may be made, depending on your income and savings.

For more information please go to:


www.croydonccg.nhs.uk/Localservices/Pages/NHSContinuingCare.aspx

PREPARING FOR ADULTHOOD

A programme set up to provide information and guidance on transition to adulthood. For factsheets and other help go to:

0207 843 6348
info@preparingforadulthood.org.uk
www.preparingforadulthood.org.uk

Twitter: @PfA_tweets
Facebook: preparingforadulthood