

SOCIAL AND HEALTH CARE OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday, 25 th January 2018
Report Subject	Transition Team
Portfolio Holder	Cabinet Member for Social Services
Report Author	Chief Officer for Social Services
Type of Report	Operational

EXECUTIVE SUMMARY

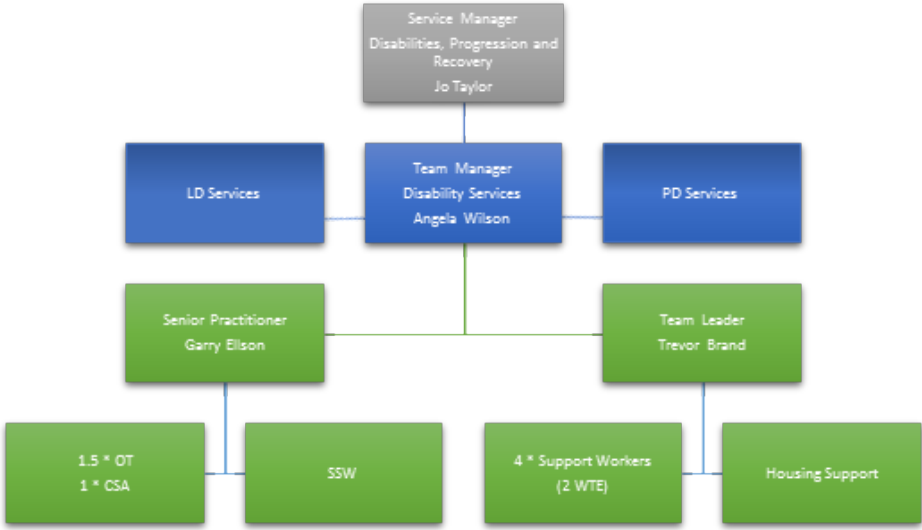
This report provides information to Scrutiny Committee on the function and purpose, of the Transition Team for young people with Disabilities in Flintshire. The report uses case examples to illustrate how the Team works and to demonstrate the positive outcomes delivered for young people. The report also identifies key challenges for the Service where there are increasing numbers of younger people with complex needs.

RECOMMENDATIONS

1	Scrutiny Committee members are informed and aware of the Transition service and its purpose.
2	Members support Officers in working proactively with families to maximise the use of local college provision to support young people in their local community.

REPORT DETAILS

1.00	EXPLAINING THE TRANSITION TEAM
1.01	The Transition Team was established in 2011 to provide specialist support at a time of great change for the young person with a disability, for example transitioning from a child to becoming an adult, leaving school, starting work/college and leaving home. Support is provided to people with learning disabilities, physical disabilities or both.

1.02	<p>To provide a co-ordinated service , the Transition Service is located within the adults Disability Services and is joined with Children's Integrated Disability Team (CIDS)</p> 
1.03	<p>CIDS and Transition are jointly managed by one Team Manager. The structural arrangements were developed as a result of feedback from parents/young people who told us that continuity of worker and support was important to them.</p>
1.04	<p>Typically the Children with Disability Service (CIDS) support children up to the age of 14 years old. The Transition team support young people 14-25 years. At 25 years, people then receive support from Adult Services.</p>
1.05	<p>How we work</p>
1.06	<p>Children with a disability can be referred at any time to the CIDS Team for a variety of reasons, including support for parents, safeguarding, carer support, equipment to help at home and adaptations.</p>
1.07	<p>There are currently 114 children supported by the CIDS Team. As children grow into teenagers they need a different kind support and this is provided by Transition Team by way of support workers.</p>
1.08	<p>We know that young people with more complex needs are coming to service and living longer than historically they used to, and the Transition Team currently support 97 young people.</p> <p>Examples of the transition work include supporting younger people to use public transport, to get work experience, to try social activities outside the family, to visit colleges and try different courses.</p>
1.09	<p>Over all we currently provide Direct Payments for 83 children. Typically, people would use Direct Payments as flexible short break support or to help child participate in a community activity.</p>

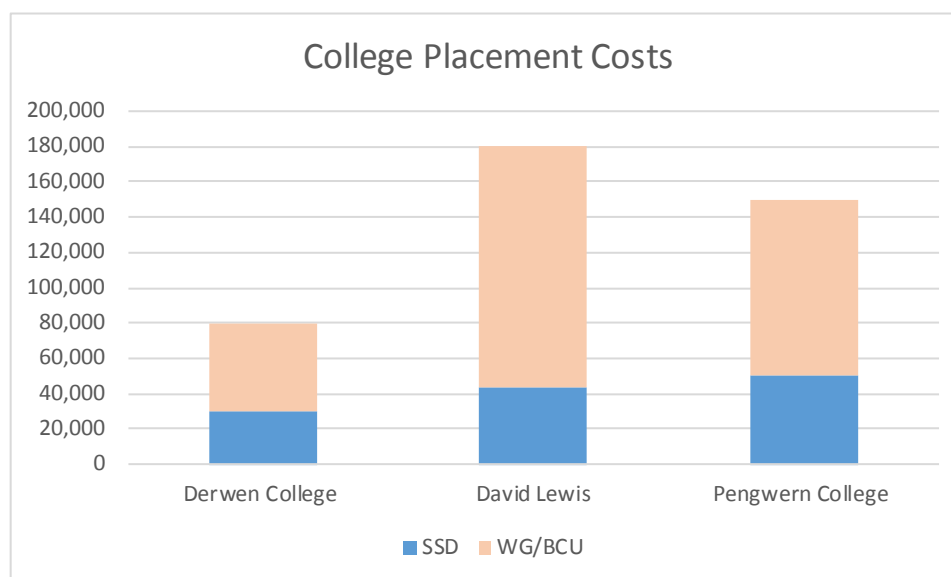
1.10	Transition Panel
1.11	There is a Panel in place which meets monthly, the panel considers cases, it's a place where we can discuss young people's plans, pool our expertise and support the best outcomes for young people and their families. The Panel is made up of social workers, careers advisors, community nurses, school staff and education representatives.
1.12	<p>Here is an example of us working together:</p> <p>Case Study 1 – A</p> <p>A is a young man, living with his parents and a group of younger siblings. A has a learning disability and some physical difficulties with movement and walking. His life at home wasn't as good as he deserved. All children were on the child protection register through neglect. Out of all the children A had the toughest time and often went to school unwashed, in dirty clothes, with no money for trips out or treats. He was quiet, withdrawn and seemed unhappy.</p> <p>He wanted the things most youngsters want; to learn new skills, to listen to music and sing, to look good and have friends.</p> <p>The panel discussed his situation and the representative described a lovely young man who liked school, his friends and the staff. She explained how they offered him showers, clean clothes and an opportunity to take part in all school activities. A's team worked together to find a vacancy in a supported living house which already supported 2 other young men. They worked with A and his parents to agree a plan.</p> <p>He met the other men, visited the house, visited the local college and after much hard work on everyone's part, he now lives in the shared house. Life has changed for him. He now has his own money to buy nice clothes, music, computer equipment, pay his bills, furniture and all the other expenses associated with living with friends. He has joined a secure social media site, records singing, goes to college, has been on his first holiday, has become very chatty and smiles a lot now.</p> <p>School staff have commented – the difference in A is incredible – there has been a marked improvement not only in his physical appearance but also with his behaviour. Staff within school have all made reference to how happy and relaxed he is which shows there is remarkable difference in his wellbeing.</p> <p>The Team who made this possible include his school staff, his social worker, his supported living staff, an OT, a nurse and a Transition support worker.</p>
1.13	<p>Case Study 2 – B</p> <p>B is a young man who has LD and attended special school. B is a polite, sociable young man who can push boundaries, displaying strong will to be more independent. He struggles to understand social situations which makes him vulnerable. He does have the potential to develop his skills. He lived in foster care since he was 7. His foster placements broke down because he reacted against their "parenting" and wanted more independence. There were incidents of aggression on his part which usually ended the placement. As he</p>

	<p>turned 18, he could no longer access foster carers so his social worker explored the options with him. They agreed to try “Adult Placement” which is a managed arrangement for an adult to live in a registered families’ home and be part of all that means. Lots of work was undertaken led by the social worker but B moved in with a couple who understood his need to be more independent and more responsible. They worked with B and the social worker to agree some steps to achieve independence and these included getting himself up for school, going to the local shop for small items, taking responsibility for his own washing.</p> <p>He did display some challenging behaviour in the first month and the couple responded with understanding and patience. A was voicing his rights as an adult and not responding to carers. After a month or so, these behaviours decreased as he developed skills and trust.</p> <p>He can now:</p> <ul style="list-style-type: none"> • Shop for up to 4 items at the local shop. He was previously assessed as not able to go out alone. He now goes daily to the shop. • His carer is now teaching him how to use public transport. He has made 2 journeys on his own. • Washing and ironing his own clothes with prompts. He used to look dishevelled but now bathes regularly and takes great pride in his clean appearance. • B now has a choice of food to make (with support) and can eat when he chooses. He can now make snacks on his own. • B has struggled with school but a recent review recorded B was displaying extremely positive behaviour in school. Previous behaviours no longer presented and he was proud of his achievements. <p>There are still areas for B to develop in the future but this does show how supporting someone to develop their independence can have such a positive effect on his life, his self esteem and his future. The social worker has worked really hard with B and carers which demonstrates what a difference we can make to someone.</p>
1.14	Review of Service
1.15	<p>The Transition Team have held a number of evaluations/reviews of the service which included finding out what people thought of the services provided and what they wanted to change to improve support . Here are some examples:</p> <ul style="list-style-type: none"> • People said they wanted information on the changes and decisions they would need to make as part of their transition, this included information about Department of work and pensions (DWP) benefits, colleges and adult services. • We have extended our Transition Guide leaflet to include more information. A copy is provided to individuals and also made available on FCC website. • People said they wanted the same workers, and not to have to change at 14 years old. • We formally joined CIDS and Transition Team, so that if a person wants to keep the same Social Worker, they can. Both teams share expertise, knowledge and specialism needed to support children and young people.

	<p>The Family Support Advisor at Maes Hyfryd School said this about us:</p> <ul style="list-style-type: none"> • <u>Transition Panel</u>: I attend transition panel every four weeks to represent our school. I find it is extremely beneficial to have the opportunity to discuss the needs of the youngsters whom we support across all care settings in a relaxed, confidential setting. Having the opportunity to work as part of this multi-disciplinary team has ensured that effective communication is maintained, which ultimately benefits the young people and families whom we are supporting. It also ensures that duplication of referrals is avoided and that the information which we are providing to parents is consistent between all care settings. • <u>Successful Transition</u>: In July 2017 sixteen of our pupils successfully transitioned to college placements. College links were established early within the school year and visits were encouraged. Parents/Carers reported that they felt that the transition process was seamless. I believe that this is due to the fact that the youngsters experienced an enhanced transition from school to college and because the youngsters were provided with the appropriate support which they required. • <u>Information</u>: Parents have also expressed that they feel the updated and the 'Guide to the transition process for young people with disabilities' is both helpful and informative.
1.16	Challenges for the future
1.17	There is a rising numbers of young people in need of CIDS and transition services. The average number of young people leaving school every year (based on stats from 2014-2020) = 47. All of these children and young people are entitled to and will be offered support from the Transition Team.
1.18	In addition to new young people needing a service, there are approximately 10-15 younger people who leave residential college each year and all will require support from adult services.
1.19	Whilst the Team work hard to ensure an independence approach most of these young people will always need support from the local authority and this has a significant financial pressure for services.
1.20	As you expect there are high expectations for younger people and their parents. Individuals and their families have over a number of years come to expect support from colleges that offer 'specialist' residential provision. It true to say that the residential colleges offer the same level of educational support as other colleges, but they also offer families respite for 38 weeks of the year, and young people opportunities for a positive social life.
1.21	None residential colleges provide a 5 days education and a range of social activities, however they do not provide the respite elements which are often attractive to families.
1.22	The cost for residential and non-residential can vary depending on the placement. The placement costs are split three ways. Social Services make a contribution, as do Health depending on the Health need of the young person. The cost for post school education are met by Welsh Government (WG).

1.23 To give members an example of costs

	Placement Cost £	SSD £	WG/BCU £
Derwen College	80,000	30,000	50,000
David Lewis	180,000	44,000	136,000
Pengwern College	150,000	50,000	100,000



The two most local residential colleges have announced they are seeking 100% fee increases this year. These places are sought after by other Councils and so the costs are demand lead. These costs represent educational and social aspects including residential costs.

1.24 The Managers in the Transition Team are expert at negotiating placement costs down, nevertheless there are increasing and significant costs for services.

1.25 There is a duty on the local authority to provide choice, and whilst local provision has grown and is available, families and the individuals can and do choose options where respite is available. Social Workers encourage the use of non-residential placements, however there are historical expectations that individuals have respite alongside their educational needs, as perhaps individual would have if they went to university. This presents us with challenges, social service are working hard to try and change the expectation, and maximise local provision, although there are no quick fixes.

1.26 The Social Service and Well-being Act means more vulnerable people qualify for social service support. As a result there are increasing numbers of younger people with for example Autism who are entitled to an assessment and support bring with it the need for creative solution and additional resources.

1.27	<p>To address the challenges in the future we need to:</p> <ul style="list-style-type: none"> • Continue to use Transition Panel to plan, co-ordinate, ensure efficient use of resources for every package of support and receive feedback on outcomes. • To support people to achieve their personal outcomes, focusing on people becoming more independent. • Work with Education as the new Additional Learning Needs (ALN) legislation is introduced. It changes the way college placements are funded/agreed. Welsh Government will not becoming involved in future and decisions/funding will be transferred to Education. We will be working closely with Education to minimise any potential adverse financial impact of these arrangements, on both service areas.
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2.00	RESOURCE IMPLICATIONS
2.01	<p>The staffing budget for 2017 – 2018 is £236,108 (includes CIDS) The Purchasing budget 2017 – 2018 £478,000 (placements/college etc.) Budget pressure for people with Autism Spectrum Disorder for 2018/19 is - £150k this year.</p>

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	<p>Consultation with service users is regularly carried out through:</p> <ul style="list-style-type: none"> • Individual statutory reviews • Our attendance at school reviews • Our attendance at school parent evenings • Our (almost) annual review of the service, where we have developed creative ways to engage people including 'graffiti wall', photo booth, crafted tree labels and musical workshops. <div style="display: flex; flex-wrap: wrap;">     </div>

4.00	RISK MANAGEMENT
4.01	<p>Transition operate within a high risk environment including safeguarding, high financial risk and the nature of work being very important for children and young people. These risks are managed within existing processes. We have adopted a positive risk management approach in our work of promoting independence.</p> <p>There is considered to be a medium risk in relation to the financial position and the possible under estimating the £150k budget pressure.</p>

5.00	APPENDICES
5.01	L9 Parent and Carer guide to transition English
5.01	L9 Parent and Carer guide to transition Welsh

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>Contact Officer: Jo Taylor, Service Manager, Disability, Progression and Recovery.</p> <p>Telephone: 01352 701341 Email: jo.taylor@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	<p>(1) Transition: Refers to a time in life (teenage years) when people change circumstances/make life changes which can be traumatic but also exciting.</p> <p>(2) CIDS: Children's Integrated Disability Service. This relates to Social Worker and Occupational Therapist support for children 0-14 years who have substantial learning and physical disability.</p> <p>(3) Budget: a statement expressing the Council's policies and service levels in financial terms for a particular financial year. In its broadest sense it includes both the revenue budget and capital programme and any authorised amendments to them.</p> <p>Derwen College, Pengwern College, and David Lewis College are all specialist residential colleges which provides 38 week residential per year.</p>