

Transition

**Children and Young People's Directorate
&
Adult and Community Services Directorate**

What?

- Transition Policy
- Transition Procedures
- Transition Service

Why?

Benefits to the young person:

- Consistent model of delivery for young people in transition across the county
- Better outcomes for the young person and family
- Single point of contact
- Better Information throughout transitions
- A well planned, co-ordinated and seamless transition for young people and their family

Why?

Benefits to Lancashire County Council:

- Reduce duplication in resources
- Promoting sustainable community capacity building
- Coordinated planning,
- Increased satisfaction levels, and reduction in complaints
- Strategically planned and commissioned services
- Efficient and cost effective service

Why?

Benefits to Partners:

- Single point of contact for information and support
- Co-ordinated planning
- Better outcomes

National Agenda

- SEN Green Paper
- Corporate Spending Review
- Personalisation

Principles

- Right information and advice at the right time
- Work with young person / family making plans
- Help and support choices and taking control
- Support developing skills to deal with daily life
- Emphasis on support within local community
- Organisation work well together
- Check what is important is delivered

Procedures

- Place the young person at the heart of the transition process
- Clear roles and responsibilities
- Places a focus on outcomes for the young person
- Has a clear focus on what needs to happen in each year of the young person's life until the transition is completed
- Support the process of a 'Tell us Once' single assessment
- Improves communication between services

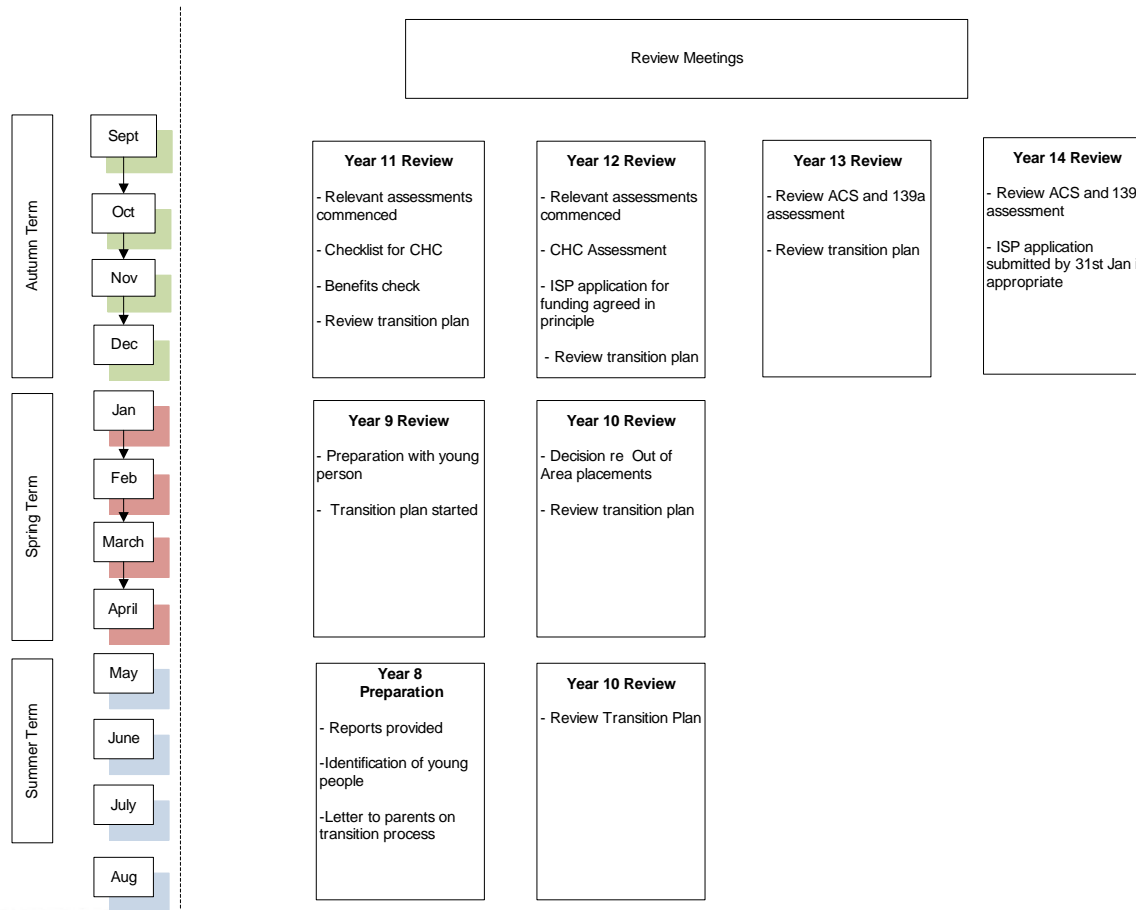
Review Discussion Points

Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
<ul style="list-style-type: none"> • Future Plans • Post 16 options (focusing on aspirations and outcomes). • All aspects life including social relationships, recreational needs, and housing needs as well as education and employment • Identify possible significant input / funding packages e.g. housing, health, transport, college employment, supported living • How they are supported to gain independence skills 	<ul style="list-style-type: none"> • Identify their aspirations and desired outcomes post 16 and adulthood • Explore pathways to achieve their aspirations and outcomes • All aspects life including social relationships, recreational needs, and housing needs as well as education and employment • Identify possible significant input / funding packages e.g. housing, health, transport, college employment, supported living • How they are supported to gain independence skills 	<ul style="list-style-type: none"> • Is a Welfare Benefits Check is required? • Should they have Direct Payments in their own right? • Is a Carer's Assessment needed? • All aspects life including social relationships, recreational needs, and housing needs as well as education and employment • Identify possible significant input / funding packages e.g. housing, , health, transport, employment, college, supported living, • How they are supported to gain independence skills • Feedback from post 16 college/providers 	<ul style="list-style-type: none"> • All aspects life including social relationships, recreational needs, and housing needs as well as education and employment • How they are supported to gain independence skills 	<ul style="list-style-type: none"> • All aspects life including social relationships, recreational needs, and housing needs as well as education and employment • How they are supported to gain independence skills 	<ul style="list-style-type: none"> • All aspects life (with consent) including social relationships, recreational needs, and housing needs as well as education and employment. • How they are supported to gain independence skills • Feedback in relation to any ISP application

How?

- Embedding of the transition process within all relevant service procedures
- Introduction of a clear governance structure
- Specialist staff to support more complex cases
- Comprehensive communication strategy
- Discussions with partners regarding logistics of meetings

Time table



Who delivers transition?

- Social Worker - Children Looked After
- YOT worker - Long term with YOT
- School with support of Young People's Service – SEND statement (not case loaded by the transition service)
- CAMHS - Receiving tier 3 support
- Social Worker - Child protection/ Vulnerable children
- Transition Service - Complex needs