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**Report to Clackmannanshire Council**

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**Date of Meeting: 01 February 2024**

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**Subject: Transitions Policy**

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**Report by: Head of Strategic Planning and Health Improvement, Health and Social Care Partnership**

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**1.0 Purpose**

- 1.1. To present a Transitions Policy (Appendix 1) which outlines the requirements of Education Services, Children's and Adult Services across the Health and Social Care Partnership, both Councils, and NHS processes to support transitions for young people and their families.

**2.0 Recommendations**

- 2.1. To agree the draft Transitions Policy for young people moving from Education and Children's Services to Adult Services as a guide for young people, families and carers.

**3.0 Considerations**

- 3.1. Transition is not just one event, like leaving school, but a growing-up process that happens over several years and involves emotional, physical and mental changes. During this time, young people can take more control or responsibility, changing to different experiences, expectations, processes, places and routines. Transitions also impact on the family or those who care for the young person.
- 3.2. The Education (Additional Support for Learning) (Scotland) Act 2004 provides obligations on the Education Authority on the transition of young people, with additional support needs, ceasing to receive school education. Included in the legislation are provisions to adhere to specific timelines. At 12 months the Education Authority should engage with Children's Service, the young person, carers and parents and family as well as any agencies which the Education Authority sees fit and take account of any information and the views of the young person, parents and carers.
- 3.3. No later than 6 months before the school leaving date of the young person, Education and Children's Services to provide such agency as the Education

Authority thinks fit such relevant information the Education Authority considers appropriate concerning the young person on additional support needs.

3.4 A framework of legal rights and duties underpins the Transition Policy. These are detailed below:

- United Nations Convention on the Rights of the Child
- The Equality Act 2010
- Education (Scotland) Act 2016
- Adults with Incapacity (Scotland) Act 2000
- Education (Additional Support for Learning) (Scotland) Act 2004
- Carers (Scotland) Act 2016
- Social Care (Self-Directed Support) (Scotland) Act 2013
- NICE Transitions Guidelines N.G43
- Getting it right for every child (GIRFEC)
- Scottish Government National transitions to adulthood strategy for disabled young people - Statement of Intent Sept 2023

3.5 The Public Bodies (Joint Working) Scotland Act 2014 created the conditions for integrated community health and care services. As members are aware, adult community health and social work/care across Clackmannanshire and Stirling are managed within the delivery vehicle of the Health and Social Care Partnership.

This Transitions Policy provides information for families to support a smooth move from education and children's social work services into adult social work services, community health services and wider third sector supports from children and families social work services following a full assessment of need.

3.6 As outlined in Scottish Government's Principles of Good Transitions, there should be one overarching Transitions Plan, co-ordinated across children and adult services by a lead professional. The individual Transitions Plan should include information as part of this holistic approach to planning transitions along with adult health and social care, further and higher education and employment sections.

3.7 There will be a financial considerations as part of delivery of any transition between the Council's Children and Adult Social Work teams, taking account of assessed needs and the requirements of the Self-Directed Support legislation. The Self-Directed Support options offer choice and control to individuals around their package of care and support. These packages of care represent a life-long responsibility for the Council for young people and adults whilst they require care and support following an assessment of their needs.

#### **4.0 Developing the Transitions Policy**

4.1 The programme of engagement and consultation was key to the development of this Transitions Policy and the implementation of a refreshed approach to support young people and their families' move into Adult Social Work Services.

- 4.2 Key groups and individuals were pivotal to supporting the development of the draft Policy; parents and families, Education Services, Children and Families' Social Work, Third Sector partners, SDS Lived Experience Group as well as practitioners within Adult Services. This list recognises the scope of stakeholders and partners and the programme of engagement required to reflect the totality of interested parties.
- 4.3 The programme of consultation and engagement has been developed in partnership with parents through the HSCP Self Directed Support Lived and Living Experience Group, a focus group of parents and young using the Children with Disability Social Work service and alongside local third sector providers.
- 4.4 Throughout August and December 2023 there was a programme of consultation and engagement with an on-line consultation survey for communities, stakeholders and partners.
- 4.5 Officers and practitioners had the opportunity to participate in the consultation process and offer their professional expertise alongside those with a lived or living experience of transitions. Members will be aware that adult services focus on working with individual adults and meeting their outcomes, making it a different relationship between families and services, therefore the supportive role they have been used to with child services may feel more remote in adult services.
- 4.5.1 The focus of the consultation was: "What matters to you? As parents, as young people, as practitioners and as providers of care and support.
- 4.5.2 How do we support families to meaningfully through the transitions process?
- 4.5.3 The focus of the Transitions Policy needs to reflect choice and control & outcomes for people - how can we best ensure this happens for families, carers and young people?
- 4.5.4 The Transitions Policy needs to reflect care and support models and whether this meets the agreed assessed outcomes of young people:
- Assessment of needs
  - Being eligible for services
  - Day Service support
  - Reviews
  - Adult Carer Support Plan
  - Respite
  - Options upon leaving school
  - Welfare Benefits
  - Welfare and Financial Guardianship

- Continuing Care – GIRFEC

4.5.5 Following the feedback from this consultation process, the Transitions Policy was developed in line with the Council's responsibilities. It is also worth noting that involvement and participation of partners and stakeholders does not end with the publication of the Transitions Policy; but rather creates the conditions for ongoing good conversations and effective planning based on individual outcomes for young people and their families.

## 5 Sustainability Implications

5.1 N/A

## 6 Resource Implications

6.1 The Council will continue to be responsible for the delivery of care and support as part of the requirements linked to adult social care/social work, as such there will be ongoing and life-long financial commitments to the young people and their families as long as care and support is assessed as being required.

## 7 Exempt Reports

7.1 Is this report exempt? Yes  (please detail the reasons for exemption below) No

## 8.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box )

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all	<input type="checkbox"/>
Our families; children and young people will have the best possible start in life	<input checked="" type="checkbox"/>
Women and girls will be confident and aspirational, and achieve their full potential	<input checked="" type="checkbox"/>
Our communities will be resilient and empowered so that they can thrive and flourish	<input checked="" type="checkbox"/>

(2) **Council Policies** (Please detail)

## 9.0 Equalities Impact

9.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes, x No

## 10.0 Legality

10.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes x

## 11.0 Appendices

11.1 Please list any appendices attached to this report. If there are no appendices, please state "none"

Appendix One: Transition Policy

## 12.0 Background Papers

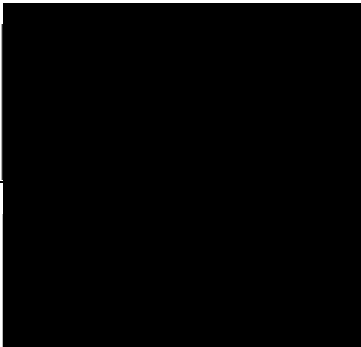
12.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes  (please list the documents below) No X

### Author(s)

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### Approved by

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# Transitions for young people with additional support needs to adulthood

January 2024

## Overview

Young people with additional support needs hope for the same things as other young people; to be independent, to have a voice and a social life. It is important that the transition from Education and Children's services to adulthood is as seamless as possible. This can help ensure the young people of Clackmannanshire have positive experiences and independence as they reach a new stage in their lives. The aim of this Policy is to support young people, their families and carers to understand and participate in the process of transitions between different types of services.

## Human Rights, Equality & Ecology

Human rights belong to everyone. They are relevant to many decisions that people make and experience on a day to day basis. Clackmannanshire and Stirling Health and Social Care Partnership is putting human rights at the heart of how our services are delivered.

This policy applies a human rights based approach (HRBA) which is directed to promoting and protecting human rights as a tool to empower the most vulnerable people to participate in decision-making processes and hold duty-bearers (public bodies) to account.

This approach is supported by five key principles known as [PANEL](#);

<a href="#">Participation</a>	Everyone is entitled to active participation in decision-making processes which affect the enjoyment of their rights.
<a href="#">Accountability</a>	Duty-bearers are held accountable for failing to fulfil their obligations towards rights-holders. There should be effective remedies in place when human rights breaches occur.
<a href="#">Non-discrimination and equality</a>	All individuals are entitled to their rights without discrimination of any kind. All types of discrimination should be prohibited, prevented and eliminated.
<a href="#">Engagement</a>	Everyone is entitled to claim and exercise their rights. Individuals and communities need to understand their rights and participate in the development of policies which affect their lives.
<a href="#">Legality</a>	Approaches should be in line with the legal rights set out in domestic and international laws.

## Children's rights and transitions

Support for service transitions should be firmly rooted in children's rights. This is achieved by placing the child at the centre, recognising them as rights-holders, and acting in their best interests while taking their views into account.

'Evolving capacities' are referred to in the United Nations Convention for the Rights of Children (UNCRC) (articles 5 and 14). Parents' rights have to be used in a way that takes account of the young person's maturity and understanding, especially as their capacity evolves. The Staying Put Scotland Guidance mentions a similar approach. These approaches should be embedded within transitions; meaning with increasing age, maturity, understanding and experience, a young person can progressively assume greater autonomy.

Additionally, the United Nations Convention on the Rights of Persons with Disabilities (UNRPD) reaffirms that all persons with all types of disabilities must enjoy all fundamental human rights, and includes specific protections for the rights of disabled people.

The Education (Additional Support for Learning) (Scotland) Act 2004 provides obligations on the Education Authority on the transition of young people, with additional support needs, ceasing to receive school education. Included in the legislation are provisions to adhere to specific timelines. At 12 months the Education Authority should engage with Children's Services, the



young person, carers and parents and family as well as any agencies which the Education Authority sees fit and take account of any information and the views of the young person, parents and carers.

No later than 6 months before the school leaving date of a young person, Education and Children's Services should provide such agency as the Education Authority thinks fit such relevant information the Education Authority considers appropriate concerning the young person on additional support needs.

The Education Authority and Children's Services will work together to ensure Adult Services receive relevant information for young people deemed eligible for assessment in Adult Care or Adult Learning Services. This enables Adult Services to have a plan in place and a budget allocated six months before a young person's school leaving date and for the relevant receiving agency/organisation(s) or placement to be given appropriate information.

A Framework of legal rights and duties underlies the Service Transition Policy. If a person is eligible to receive funding for services they will be able to choose the services or resources they want as long as they meet the assessed needs and outcomes. The process used to determine who is eligible and determine what the budget will be is described in the stages below.

## [Links to Legislation, Guidance and Policy](#)

[United Nations Convention on the Rights of the Child](#)

[The Equality Act 2010](#)

[Education \(Scotland\) Act 2016](#)

[Adults with Incapacity \(Scotland\) Act 2000](#)

[Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)

[Carers \(Scotland\) Act 2016](#)

[Social Care \(Self-Directed Support\) \(Scotland\) Act 2013](#)

[NICE Transitions Guidelines N.G43](#)

[Getting it right for every child \(GIRFEC\)](#)

[Scottish Government National transitions to adulthood strategy for disabled young people - Statement of Intent Sept 2023](#)

## Introduction

The transition to adulthood is the period when young people develop from children to young adults. This is not a single event, but a process which takes place over a number of years. It is a period of personal development which can involve changes in every area of life.

Transitions to adulthood open a number of options for young people. These changes can be exciting, but they can also be confusing and stressful. We are working together support young people and their families through this transitional period.

A young person with additional support needs may receive support for their needs throughout their time at school. When a young person is due to leave school and children's Social Work

Services, it is essential that the transition is well planned and directed around the wishes of the young person.

This policy addresses the formal process around this transition, and includes a flowchart which outlines the process for young people, their families and carers.

## Who this policy is for

This policy is for young people who access additional support on ceasing to receive school education and will be transitioning from Children's and Education services into Adult Care services.

There are many reasons why children and young people may need support to help them learn, to help them flourish and reach their full potential. This transition to adulthood looks different depending on each individual.

This policy details the process and how services work together with the young person, their families and carers to support each young person into adulthood. We need to make sure the young person's capabilities, views, needs, choices and aspirations are central to their transition.

## Why we need a policy

We know through our engagement that transitioning to adulthood for young people with additional support needs can include:

- Stress and uncertainty for the young person
- Difficulties transferring from children's to adult services
- Changes in eligibility for services and support arrangements
- Changes in types of support
- Lack of clear information about the transitions process
- Lack of communication and collaboration between services and partner agencies
- Stress and difficulties faced by family members relating to their young person's transition.

This policy aims to lay out clearly the procedures and actions to work towards positive transitions for all young people across Clackmannanshire.

## Priorities

This policy follows the [Transitions to adulthood strategy: statement of intent](#) published by the Scottish Government in September 2023. The Principles of Good Transitions seeks to implement coordinated and joined up service delivery to achieve the outcomes disabled young people want. It puts the young person at the centre of their transition planning.

There are five priorities within the Principles of Good Transition which include:

### 1. Choice, control and empowerment for the young person

This priority puts the young person at the centre of planning and decision making for their future. Transition planning should start early and should allow the young person to explore their goals and aspirations for the future. Education have informal conversations with young people from the age of 12, and the formal process begins at the age of 14.

## 2. Clear and coherent information

Young people with additional support needs, their families and carers should be aware of their rights and entitlements, and the support and services available during the different points of transitions. The provision of national and local information will be clear and accessible.

## 3. Coordination of individual support and communication across sectors

Multidisciplinary and multi-agency working (health, social work, education, third sector, employment, housing etc.) will support the planning and implementation of the transition. Support from professionals and consistent relationships are key to effective support during this time. Communication across all partners to the young person and their family/carer will ensure smooth transition and a point of call.

## 4. Consistency of practice and support across Clackmannanshire

Professionals supporting disabled young people with additional support needs during their transition to young adult life should be given the support and guidance they need to explore and improve transitions practices and align them to practice nationally. Young people with additional support needs, their families and professionals supporting them will have access to learning opportunities to support better transitions.

## 5. Collection of data to measure progress and improvements

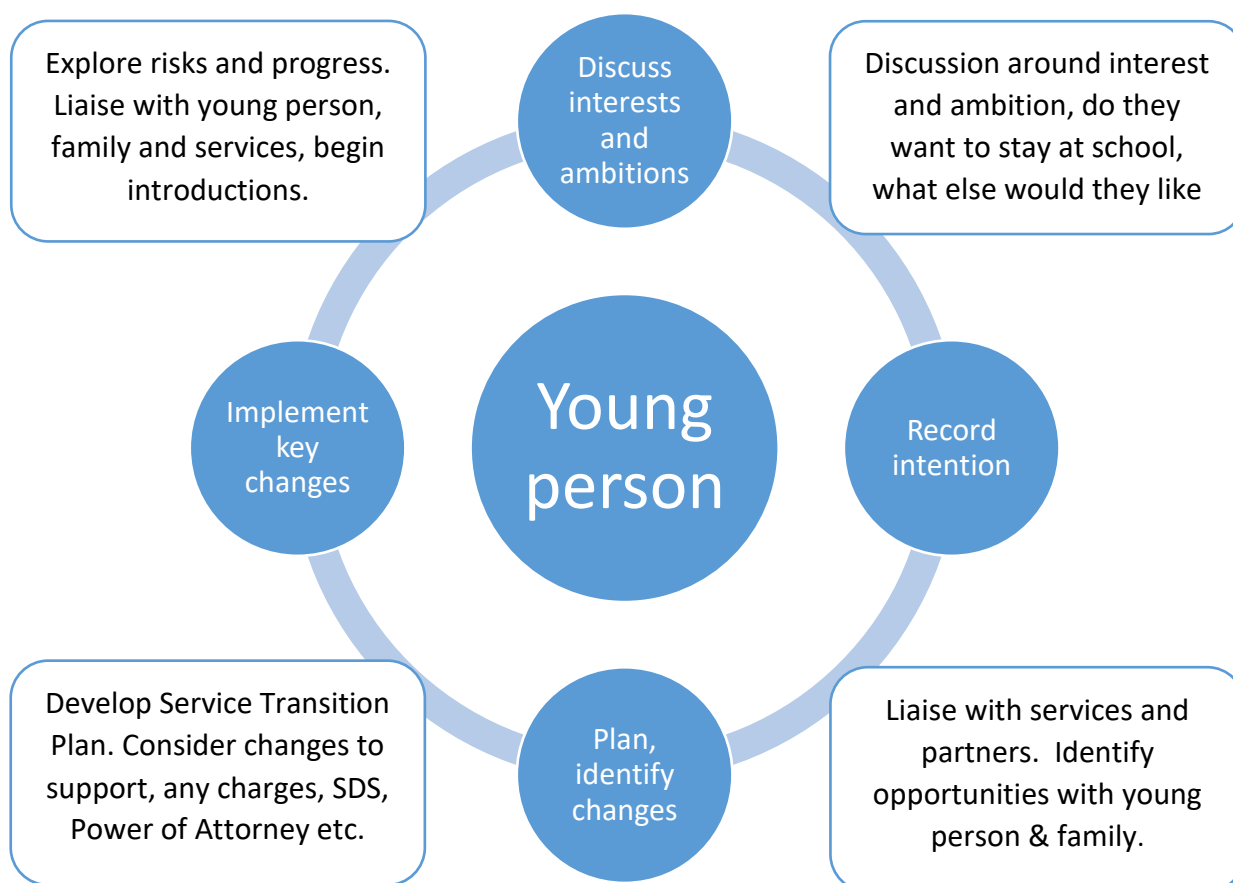
The measures of successful transitions to adulthood will consider life courses, in addition to traditionally understood positive destinations. Data relating to young people's experiences of their transitions will be collected, analysed and reported to understand the experiences of young people and their families and support network. Reviews of procedures will also help to make changes to improve transition experiences.

## Process

We know that many young people with additional support needs and their parents and carers find the transition to young adult life particularly challenging, and we are working to reduce these challenges through engagement and co-designing Service Transition Plans with young people and their families.

This policy provides clear guidance around the role of professionals to plan and deliver the support for young people as they transition within:

- Paediatric and adult health
- Child and adult social work and social care
- Education – secondary, further and higher
- Employment and training
- Third sector
- Public sector services (such as housing and welfare)
- Scottish Government and Scottish Parliament.



The process is a continuous process. Conversations start early on with the young person, their families, education and social work to identify what opportunities there are and any changes to services. This is a holistic approach to support the young person to reach their full potential and look forward to their independent adult life. Good communication with the young person and their family and with services is key to positive transitions to adulthood.

### When does a Transition start?

Transition is not a single event, it is a gradual process where a young person and their family are supported throughout their teenage years and into adulthood with confidence and ability to manage the care and support they need where they have capacity to do this.

Education and Children's Services staff form good relationships with the young people and through information conversations learn about the young person, their strengths, interests and aspirations. This supports the information gathered to develop the plan for the future.

The formal process should begin from age 14 and be well under way by age 16. The age however depends on each individual, depending on when they started school and their circumstances. Communication between Education, the young person and their families will help decide the right time to start planning, based on what is best for the young person.

A good transition should build on the young person's strengths and where possible work with them to plan for how they can meet their aspirations in life. Access to good information is key to helping the young person and their family to make informed decisions.

## Making Plans

Throughout the transition process, five key stages should be met to ensure that all young people are supported to achieve a good transition.

- Stage 1: Every young person from age 14 should be supported to be at the centre of preparing for adulthood and the move into adulthood, whether this is with support from health and social care services or not. Their families should also be supported to prepare for their changing role.
- Stage 2: Every young person is supported to plan proactively for their future. They are involved in ongoing assessments and developing a comprehensive, holistic plan that reflects their wishes for the future.
- Stage 3: Every young person has a plan which is developed in parallel to planning for ongoing care and support in adult services or out-with adult services in their chosen education or career path.
- Stage 4: Education and Children's Services and Adult services actively work together to ensure a smooth transition.
- Stage 5: Young people are supported in adult services with a multi-agency team fully engaged in facilitating care and support. The young person and their family are equipped with realistic expectations and knowledge to ensure confidence in their care and support needs are being met in the future.

## Operational Transition Group (OTG)

In Clackmannanshire, the Operational Transitions Group is a multidisciplinary team tasked with the coordination and progression of Transitions from Education and Children's services to Adult services. Members include Education, Children's Services, Adult Learning Disabilities Team and Adult Social Care Team.

Pathways to prepare for transition are discussed for each young person with input from appropriate services and a member of the group is responsible for communicating to the young person and their family/carer.

Information is also provided to families by this group to help signpost them to appropriate services and supports in the community.

This group is key to success of the transition, updating key partners, tracking progress and working with the young person and their family/carer.

## Co-designing the plan in partnership

### Health

For young people with complex and life threatening health conditions, their transition to adulthood will need to be underpinned by strong partnership working between Education and

Children's and Adult health services. This may involve community health, hospital and hospice care teams.

From the age of 14, healthcare professionals, the young person and their family/carer plans should formally begin to discuss the transfer to adult healthcare. Staff should be introduced to the young person and family during the transitioning process to provide opportunities to discuss what changes to expect with them.

Plans should be focused on the wishes of the young person. Having parallel plans will help meet the needs and wishes of the young person should their health stay stable, but also for times when their condition may deteriorate. These should be reviewed regularly. It is also important to check that any documented wishes the young person may have regarding treatment are in a format that is accepted by Adult services and copies are given to the GP and uploaded to the Ambulance Service. This is important in any emergency as the Ambulance services will actively treat unless written and signed instructions are seen.

### Social Care & Third Sector

For many young people, their social life and relationships with friends are very important and they will need support to enable them to lead the social life they want. Adult Social Care team are responsible for ensuring that a care package is in place, should one be required and should discuss these options using the Self-Directed Support framework. A discussion around care and aspirations will assess needs in terms of care, services and/or equipment which may support them to live their life as independently as possible. Further information on Self-Directed Support will be provided to families by Children's and Adult Services during the transition process as required.

Signposting and referrals to community groups and support should be made as a primary starting point, as well as signposting to advice on housing, benefits and transport to review if any changes will affect the household. This is available from all services supporting families and information is updated regularly. In Transition events have been organised for families where agencies and services provided information to young people and parents. It is intended to continue such events and consultation with parents and young people suggests this would be welcomed.

### Education

There are various choices available to young adults after 16 years of age and the young person may want to consider one of the following routes:

- Full time education, such as continuing in school, college or home education
- Work-based learning, such as an apprenticeship
- A mix of part-time education or training, employment, self-employment or volunteering
- Colleges offer tailored curricula for young adults with profound and multiple learning difficulties.

### Employment

Options for work and/or volunteering must be considered and part of the plan. There are a range of work-based opportunities to develop work and vocational skills. These will be

considered within the Service Transition plan. Links with Skills Development Scotland and Local Authority Employability teams will be made.

### Housing

There are a range of options for young people and we can work to identify the right setting for the young person that best suits them with the right support and care. This may be at the family home, in residential/supported living or living independently. We will work with Housing providers to provide information on different housing options such as, social housing, housing association accommodation, private renting, shared housing and shared ownership. Information will also include where financial and other support (personal assistant, assistive technology or modifications) to enable independent living with the right level of support.

### Third Sector and community supports

Clackmannanshire has a wealth of organisations working in the area to provide people with support and care alongside traditional services provided by the Clackmannanshire and Stirling Health and Social Care Partnership. The Third Sector can support the young people and their parents/carers to find the most appropriate support. This could be a support group for peers, befriending and social groups or volunteering opportunities.

### Engagement

To produce this policy we have employed a number of methods of engagement. We have met with service representatives and people involved in supporting young people and their families as well as the organisations that are linked with the transition process.

We have spoken to young people and their parents about their experiences, what they would like to know and what would help them in their transition to adulthood. We have also had an online survey open from October to December 2023.

In implementing this policy, we will engage with people with lived and living experience of the service transition process to learn about how we can improve the process in the future.

### Access to Information

Throughout the engagement process, access to information has been at the forefront of conversation. People want to understand the process and help to understand what is available to them as young people with additional support needs and parents/carers of those young people..

Through this engagement, it has been identified that young people and parents/carers would benefit from a webpage dedicated to young people and their families transitioning to adulthood. This would provide a step by step of the process, things to consider, information for young people and information for parents and carers. This will also provide support for planning, details of who they can talk to and links to organisations that can assist the transition into the future. This will be developed with young people, parents and carers.

This will allow people to access the information when it suits them, but also does not take away the communication with the multidisciplinary team and the guidance and support provided face to face.

## Advocacy

Independent advocacy is loyal to the people it supports and stands by their views and wishes. Independent advocacy ensures peoples' voices are listened to and their views taken into account. Independent advocacy is available through the third sector within Clackmannanshire and carers' centres can provide independent advocacy support for adult carers. Children's and Adult services staff

## Guide for Parents/Carers

In Scotland, the legal age of an adult is 16 and at this point it is important to assess a young person's capacity to make decisions about their life, including their care and treatment. Where a person is unable to make decisions about their life, care and treatment, the Adults with Incapacity Act (Scotland) 2000 gives another person the legal power to make decisions on the adult's behalf.

For Looked After Children, local authorities are required to provide aftercare support until care leavers turn 19, and to assess any eligible needs for aftercare support until they are 26 (or beyond in some cases).

When a young person approaches adulthood, parents may wish to consider the use of Power of Attorney. A Power of Attorney could allow a person (the appointed attorney) to make certain decisions on behalf of another person including cases where there is a loss of capacity. . A Power of Attorney is a legal document and the advice of a solicitor should be obtained by both the parent and the young person on the use of a Power of Attorney. The Law Society of Scotland (<https://www.lawscot.org.uk/>) can provide assistance in referring a suitable lawyer to assist.

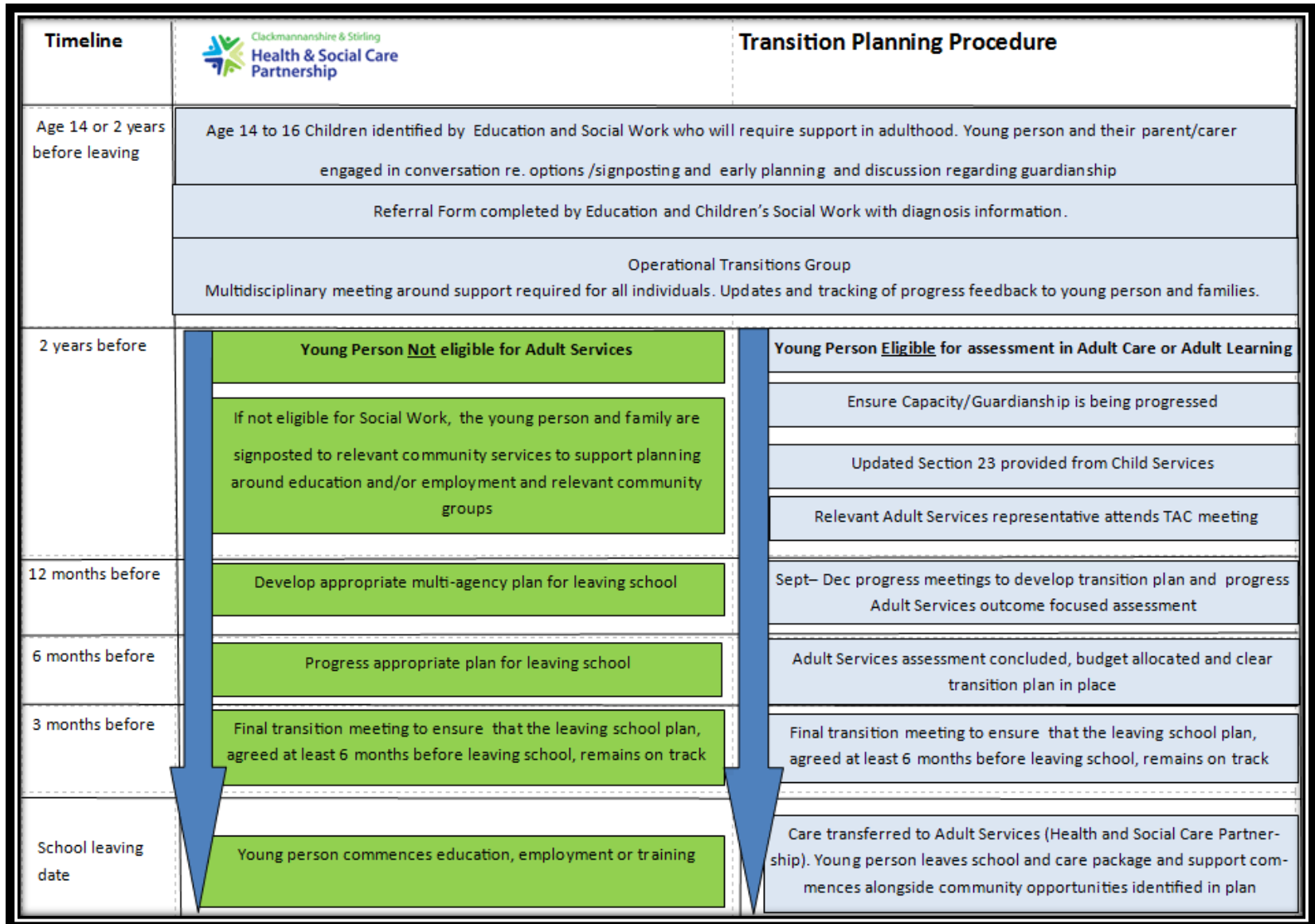
## Guardianship

Subject to the legal due diligence, where it is believed that an adult does not have capacity to make their own decisions, then it may be possible to obtain a guardianship order. The guardianship order, if granted, would allow the guardian to handle property and financial matters, personal welfare, or a combination of these.

Where there is a young adult with capacity issues Education, Children's Services and Adult Care Services should signpost families to make application for guardianship to be in place three months before a young person's 16<sup>th</sup> birthday.



# Transitions Flowchart






## Process

The following section outlines the process for three possible outcomes: the young person is not eligible for Adult Social Care Services; the young person is eligible for Adult Social Care services or the young person is eligible for Adult Learning Disability Services. Steps 1-5 are the same for all young people with additional support needs.

Timescales depend on the individual and their circumstances. While the informal conversations begin when the young person starts secondary school, the formal process should start at age 14. This can then determine when the young person wishes to leave school. If they wish to leave at age 16, the process should begin at age 14. If they wish to leave at age 17, then the process should begin at age 15. If they wish to leave at age 18, then the process should begin at age 16. Factors such as the age they started Primary 1 can also impact the leaving year. Staff will support young people and families/carers to make the decision.

All young people accessing Additional Support			
Step	Process	Who	When
1	Informal conversations with young person about interests and aspirations	Young person & family Education	This normally starts age 12
2	Decision regarding whether Young people meet eligibility criteria for adult services	Education, Children's Services	Age 14
3	Referral to Operations Transition Group (OTG) made, collating key information on diagnosis and supporting information	Education Children's Services	Age 14 or 2 years before leaving
4	Completion of Referral Form for multidisciplinary OTG meeting to consider	Education Children's Services	Age 14 or 2 years before leaving
5	OTG determine eligibility and progress to relevant stage.	Education Children's Services Adult Social Work Teams	Age 14 or 2 years before leaving

		
Young Person not eligible	Young Person referred to Adult Social Care	Young Person referred to Adult Learning Disability

## Process for young people not eligible for Adult Services

The following steps outline the process from the Operational Transitions Group decision for young people not eligible for Adult Services.

Although the young person is not eligible to transition to Adult Services, Education and Children’s Services support the young person and family through signposting to relevant services and organisations to help them fulfil their aspirations.

Young Person not eligible			
Step	Process	Who	When
6	Young person and family are supported with information and options open to the young person.	Young person & family, Education, Children’s Services	Age 14 or 2 years before leaving
7	Signposting to relevant supports and opportunities – Skill Development Scotland, Employability and further and higher education.	Young person & family, Education, Children’s Services	Age 14 or 2 years before leaving
8	Links with Third Sector for community support.	Young person & family, Education, Children’s Services	Age 14 or 2 years before leaving
9	Develop appropriate multi agency plan for leaving school	Young person & family Relevant organisation/s	Age 14 or 2 years before leaving
<b>School leaving date</b> Young person leaves school and enters employment/training or higher or further education with access to community supports relevant to their aspirations			

## Process for young people eligible for Adult Social Care services

The following steps outline the process from the Operational Transitions Group decision for young people who are eligible for Adult Social Care services and the steps towards school leaving date.

Young Person referred to Adult Social Care			
Step	Process	Who	When
6	Ensure diagnosis is completed and available	Young person & family, Education, Children's Services	Age 14 or earlier
7	Family advised about Guardianship and changes in relationship	Young person & family, Education, Children's Services	Age 14
8	Updated Section 23 Assessment form provided	Children's Services	2 years before leaving
9	Young Person added to Transition list for allocation to complete outcomes focussed assessment	Young person & family, Children's Services, Adults Social Care	12 months before leaving
10	Discussion with Young person and family around options and outcome focussed assessment	Young person & family, Education, Children's Services, Adult Social Care	12 months before leaving
11	December Progress Meeting held	Education, Children's Services, Adult Social Care	6 months before leaving
12	Six months before school leaving date, adult assessment will be concluded, budget allocated and clear transition plan agreed.	Education, Children's Services, Adult Social Care	6 months before leaving
13	Final progress meeting to ensure everything is in place for young person, as planned.	Education, Children's Services, Adult Social care	3 months before leaving
14	Young person transferred to Adult Social Work and closed to Children's Social Work	Adult Social Care,, Children's Services	School leaving date
15	Links to Third Sector and community supports	Young person & family Third Sector	School leaving date
School leaving date			
Young person leaves school and Care Package commences alongside any community supports identified in the Plan.			

## Process for young people eligible for Adult Learning Disability services

The following steps outline the process from the Operational Transitions Group decision for young people who are eligible for Adult Learning Disability services and the steps towards school leaving date.

Young Person referred to Adult Learning Disability Team			
Step	Process	Who	When
6	Ensure diagnosis is completed and available	Young person & family, Education, Children's Services	Age 14 or earlier
7	Family advised about Guardianship and changes in relationship	Young person & family, Education, Children's Services	Age 14
8	Updated Section 23 Assessment form provided to Adult Learning Disability Team	Children's Services	2 years before leaving
9	Young Person added to Transition list for allocation to complete outcomes focussed assessment.	Young person & family, Children's Services Adult Learning Disability Team	12 months before leaving
10	Discussion with Young person and family around options and outcome focussed assessment	Young person & family, Education, Children's Services, Adult Learning Disability Team	12 months before leaving
11	December Progress Meeting held	Education, Children's Services, Adult Learning Disability Team	6 months before leaving
12	Six months before school leaving date, adult assessment will be concluded, budget allocated and clear transition plan agreed	Education, Children's Services, Adult Learning Disability Team	6 months before leaving
13	Easter: Final progress meeting to ensure everything is in place for young person, as planned.	Education, Children's Services, Adult Learning Disability Team	3 months before leaving
13	Young person transferred to Adult Social Work and closed to Children's Social Work	Adult Learning Disability Team Children's Services	School leaving date
School leaving date			
Young person leaves school and Care Package and support commences alongside community opportunities that are identified in Plan.			

