



Transitions

Principles of Good Transition

Introductions

Questions

What do people think of when they hear the word transition?

What do people think of when they hear the word positive
outcomes?

What do people think about when they hear the word positive
destinations?

What are transitions?

transition

tranˈzɪʃ(ə)n, trɑːn-, -ˈsɪʃ-/

noun

plural noun: transitions

1. the process or a period of changing from one state or condition to another. "students in transition from one programme to another"

synonyms: Change, move, passage, transformation, conversion, adaption, adjustment, alteration, changeover.

What are transitions continued...

The concept of transition in relation to young people (14-25) can be viewed from three (or more) distinct perspectives.

Firstly, from a **developmental perspective**, adolescence is a crucial stage of emotional, psychosocial, personal and physiological developments as young people embark on adult roles through tasks such as separating from family, deciding on a career path and defining self in a social context.*

Secondly, from a **health, social care and criminal justice perspective**, young people have to move from one service to another upon reaching certain age milestones.

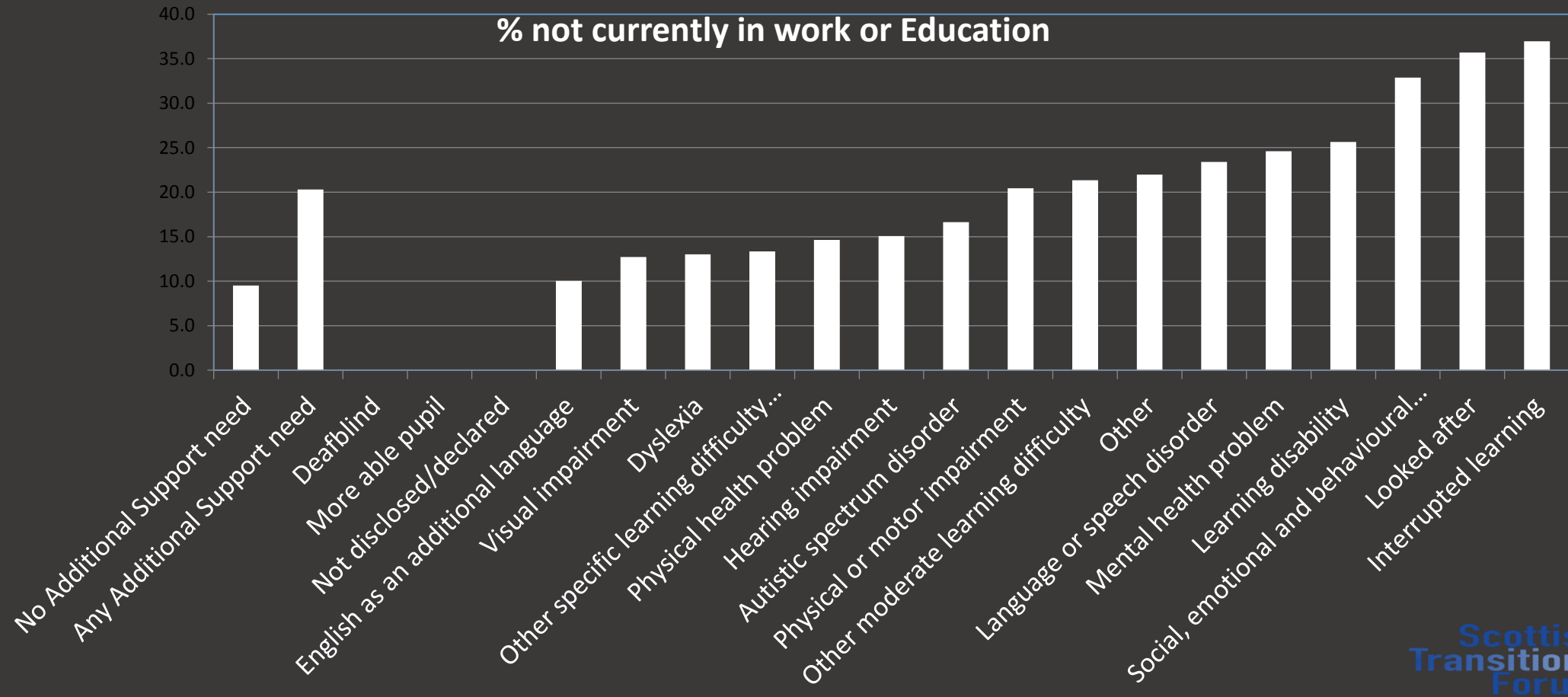
Thirdly, from a **situational perspective**, individuals experience changes as they move from one institutional environment to another.

Some transition stats

- Currently 138 000 approx. (that's 1/5th) of children with a range of ASN in Scotland in the school and paediatric system.
- Transitions are primarily supported by Education (Additional Support for Learning) Act 2004/9 duties
- Transitions are however a holistic cross professional concern and need to be supported legislatively.



Graph Showing lack of positive destinations



Why isn't it working?



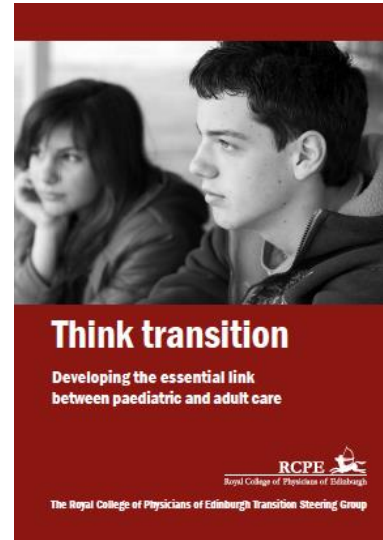
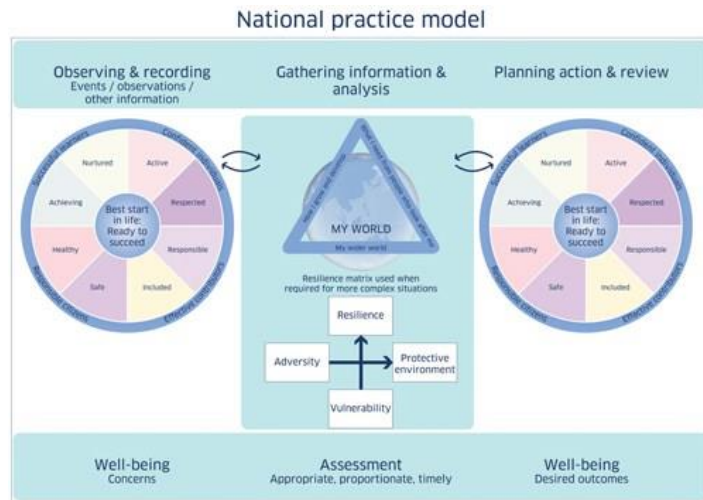
- One of the issues that this legislation rubs up against is the holistic approach from other agencies such as Health, Social work, welfare systems etc.
- It has to relate to other areas of concern and professions, especially for individuals with complex support needs have to work well together to be effective.
- Transitions needs to be embedded within wellbeing and positive outcomes not just end results of positive destinations.

Key Legislation

- It is by working together as a collective, imbedding mutual principles, focussed in the well being and Outcomes of the young person that we can achieve better transitions for all involved.
- Duties relating to the Children and Young Peoples Act and Self Directed Support Act amongst others
 - These roles are the named person/lead professional
 - Indicative budgets for SDS and personal outcomes
 - Joint Public Bodies Act and integrated budgets.
 - Carers Bill.
- The principles within the Principles of Good Transitions 2 ensure we can align the young peoples wishes with those of ALL service provider duties and best practice and provide overall better transitions experiences for young people across all practice, policy and legislative areas.



Embedding transitions into wellbeing and outcomes.



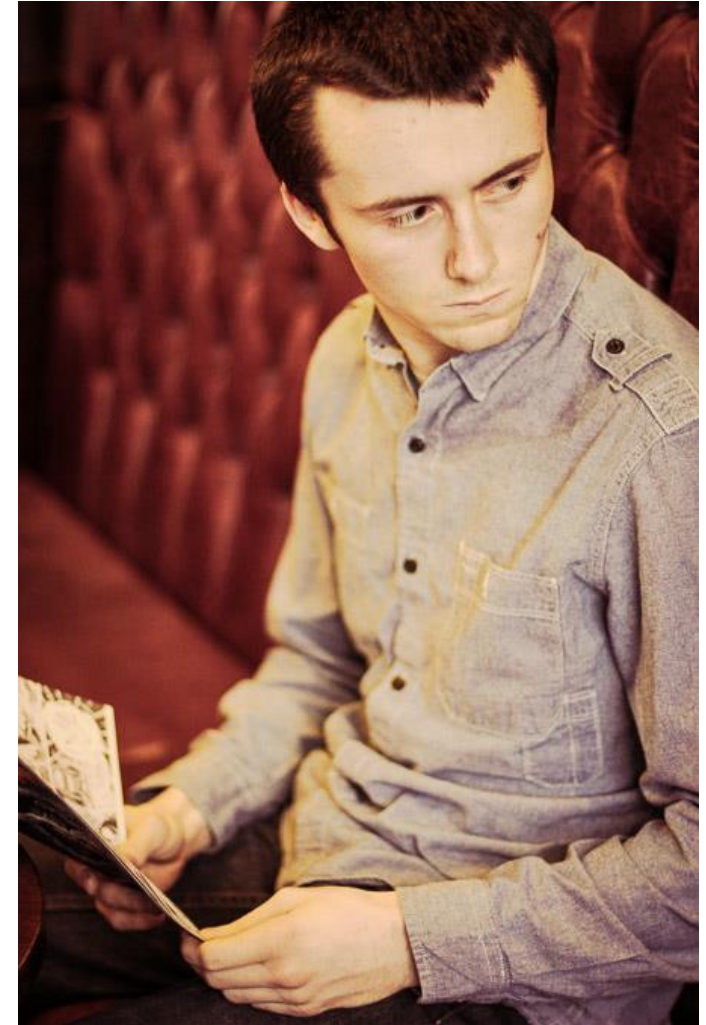
- SELF-ACTUALIZATION**
Need to grow and use abilities to the fullest
- ESTEEM NEEDS**
Need for respect, prestige, recognition
- SOCIAL NEEDS**
Need for love, affection, sense of belonging
- SAFETY NEEDS**
Need for security, protection, stability
- PHYSIOLOGICAL NEEDS**
Need for biological maintenance (food, water, etc.)

What transitions look like

Transitions can seem so complicated because there are so many different options, people and agencies involved at different times including transitions coordinators, child social services, adult social services, pre-16 education, post 16 education, families, teachers, housing, welfare, advocates, health services and third sector organisations – all with different budgets, agendas and assessments required. The individual in transition themselves should of course be at the centre of all this. It is easy to see how the process can seem very complicated.

The Principles

- The principles have been developed from
 - Extensive cross sector policy,
 - Extensive group work and consultation
 - research,
 - practice and
 - views of young people are others who use services.
- The Principles have been widely endorsed across Scotland's multi professional sectors, including the Children's Commissioner, keys to life, national managed clinical networks (CEN), academics and many 3rd party organisations from across Scotland.
- The Autism strategy is asking you if you feel these principles would help support transitions for those with Autism and Lynsey will talk more about this in the next presentation.



Principles of Good Transition

- **Principle 1 – Plans and assessments should be made in a person centred way**
 - All young people must be at the centre of their transition planning.
 - All young people should have access to a personal outcomes approach and person centred planning in its fullest sense.
 - There should be a shared understanding and commitment to person centred approaches across all services.
 - All young people should have a single plan.
 - Advocacy should be available from the start of the transitions process.

Principles of Good Transition Continued...

- **Principle 2 - Support needs to be Coordinated Between all Services.**
 - Education must take the lead in coordinating transition services.
 - There should be a coordinate approach to transitions in each local authority area.
 - There should be a Transitions Coordinator available to all young people who need them over the transitions period.
 - Staff training should include an understanding of all aspects of transition.
 - Transitions processes should be evaluated.

Principles of Good Transition Continued 2...

- **Principle 3 – Planning needs to start early and continue up to age 25.**
 - Planning must be available from Age 14 and proportionate to need.
 - Children's Plans and assessments should be adopted by adult services.
 - Plans should be flexible and accommodate change.
 - Transition planning and support should be legislated to continue to age 25 and build individuals resilience.

Principles of Good Transition Continued 3...

- **Principle 4 – Young people should get the support they need.**
 - Eligibility criteria should not be the only measure of entitlement to support.
 - Services should be allocated to support outcomes not needs.
 - More services should be made available for those who don't meet eligibility criteria.
 - Further Education should not be a substitute for lack of services.
 - Planning and commissioning services should be done in partnership with young people.

Principles of Good Transition Continued 4...

- **Principle 5 – Young People, parents and carers must have access to the information they need.**
 - Information should clearly state what they are entitled to during the transitions process.
 - Information should show what support is available.
 - Information should be inclusive of different communication needs.
 - Information needs to conjoin all areas of education, health, and social care.
 - There should be common and agreed language used within the transitions process

Principles of Good transition Continued 5...

- **Principle 6 – Families and carers need support.**
 - Family wellbeing needs to be supported.

Principles of Good transition Continued 6...

- **Principle 7 – Legislation and policy should be coordinated and simplified.**
 - There should to be a dedicated team at a national level to review how current policy and legislation interlink.
 - There needs to be National and Local accountability.
 - The Scottish Government should provide briefings that clearly indicate links between the policy and legislative environment surrounding transitions.

Case Study: Group Discussion

2 identical twins with Autism, both are in their final year of school in a semi rural setting outside of a city (50 mins by bus). Both at age 18 and are being kept on due to their complex and challenging behaviour till age 19 due to lack of choice they face as young adults. It has been suggested they might have to attend a secure unit to be successfully supported outside of school. They are supported in the classroom by an external support agency at a ratio of 2-1. They have no outside support in the home. They cannot manage their own personal care, they cannot self-travel, they get very agitated with change and this can cause their behaviour to get become more of a challenge to manage. They cannot communicate except with simple macaton signs.

Case Study Continued...

The parents are unable to work due to the support of other children and the twins. Both parents are very stressed and very worried about the upcoming change.

Consider all those who maybe involved:

Education fe/he

Employment

Support workers

Advocacy

Social work

Allied health professionals

Speech and language

Guardianship

How would you manage this transition in light of the 7 principles of good transition?

Take home messages

- Transitions is a complicated area – there needs to be accountability
- Joined up working is the key, which can be helped by having “good collective conversations”.
- Local Authorities should develop transition forums that bridge professional silos and barriers across health, social care, education, third sector and employment areas.
- Personalisation, choice independence and control are very important to achieve the best outcomes for young people.
- Services need to build on skills such as resilience and self efficacy amongst others and look wider than positive destinations as a measure of success.
- Transitions coordinators/dedicated cross professional teams can be a great tool to help solve the transitions puzzle.



www.scottishtransitions.org.uk
scott.read@arcuk.org.uk

Education Law Unit www.edlaw.org.uk
Contact a Family www.cafamily.org.uk
Enquire Helpline 0845 123 2003
Lead Scotland www.lead.org.uk