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(Please note that "Information Only" reports do not require Integrated Impact Assessments, Legal or Finance Comments as no decision is being taken)

Title of meeting: Health, Wellbeing & Social Care Portfolio meeting

Date of meeting: 10th March 2022

Subject: Transition into Adulthood

Report by: Rachael Roberts, presented by Andy Biddle

Wards affected: All

1. Requested by

Cllr Jason Fazackarley, Cabinet Member for Health, Wellbeing & Social Care

2. Purpose

To update the Portfolio holder and spokespeople of the needs, protocols in place and ambition to provide a transition pathway for all young people who will be in need of adult social care.

3. Information Requested

An outline of the arrangements to ensure person centred transition

4. Background & Context

For children and young people who have disabilities and support needs which mean they are likely to require support as they become adults, there should be a planned entry into adult social care, (ASC) provision.

This is enshrined in legislation under the Care Act 2014 and The Children Act 1989. For those with Special Educational Needs, the Children and Families Act 2014 also requires organisations and services to work together to support these young people as they move into adulthood. This working together should be detailed in an Education Health and Care plan (EHCP) brings together education, children's social care, adult social care and health service support in one document.

The term "Preparing for Adulthood" (PfA) is used to describe the process of moving from young adulthood into adult life. It takes place for young people with care and support needs when a young adult moves from children's social care to adult services, or when young people start to think about what they want to do as an adult. This usually happens between the ages of 14 and 25.

The Department for Education (DfE) fund the Preparing for Adulthood programme and their mission is that young people with Special Educational Needs and Disabilities, (SEND)

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have equal life chances as they transition into adulthood. For example, paid employment, housing, independent living, choice and control, friends and relationships.

There is also a group of young people who have particular difficulty in accessing the assessment and support services that they are entitled to under the Care Act due to autism/neuro-diversity. Whilst there is disagreement about terminology, the young people who engaged in helping to write the Portsmouth Children's Trust draft Neurodiversity strategy have chosen the terms as defined below:

Neurodiversity is a way of saying that everyone's brains are organised in a different way. Different people think, feel and behave differently - not just because of differences in culture or life experience, but because of variations in the way that brains are "wired".

Neurodivergent is a term used to describe a person who has atypical neurological development. Some people have brains which are organised in a very different way, sometimes people may have a diagnosis like Autism, Learning Disability, ADHD, Dyslexia, Dyspraxia, Dyscalculia, Tourette syndrome but sometimes the differences don't fit neatly into a diagnosis.

Neurotypical is the opposite of neurodivergent

Neurodisability is an umbrella term for conditions associated with impairment involving the nervous system and includes conditions such as cerebral palsy, autism and epilepsy; it is not uncommon for such conditions to co-occur.

5. Service provision

5.1 Preparing for Adulthood Group

The Preparing for Adulthood group consists of representatives from teams across the Council, Schools and colleges, community resources, young people and parents. This group meets alternate months, sitting under the Portsmouth SEND strategy:

"Preparing for Adulthood: Ensuring young people with SEND develop independence, achieve good health, make and maintain positive relationships, be included in their local community and receive support, where necessary to successfully prepare for employment." There is a Preparing for Adulthood delivery plan which promotes 'effective preparation for adulthood and smooth transitions to adult services.'

5.2 Transition Protocol

This policy is issued to ensure that young people and their families know what to expect (when preparing for adulthood) from professionals across education, health and social care from 14-25 years. The aspiration is for this process to be:

- Well planned
- Integrated
- Person centred

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- Discussions will take place with the young person, their family / carer / significant others regarding their future.

The protocol sets out how the transition process should work in Portsmouth. It outlines that children's services should be making a referral to adult services when the young person turns 14 and keep the adult's team updated if there are any significant changes to the young person's circumstances.

It gives direction as to who should be the lead professional in each academic year from year 9 (age 13-14 years) up to the young person turning 18, and the actions to be completed at each stage.

Adult services should have completed their assessments and confirmed eligibility so they young person can transition to the respective adult team when they reach their 18th birthday.

6. Governance and Audit

In May 2019 Portsmouth Safeguarding Children Partnership (PSCP) and Portsmouth Safeguarding Adults Board (PSAB) published reviews regarding 2 young people at the same time, due to the number of shared themes which highlighted learning needs for those working with young people in transition.

As a result of this PSCP and PSAB are delivering a multi-agency audit of young people moving from children's social care to adult social care. The audit will include young people with complex medical needs, physical disability and/or learning disability. It will also include people who are, or have been, looked after children. This work will help to understand the experience of young people and their families going through this transition and learning from this will inform future development work.

7. Service development

In November 2021, adult social care appointed a Transition Lead, a new role with a strategic focus on the Transition Pathway. The transition lead will be working with colleagues across adult services, children's social care and education, working with teams to develop understanding of the needs of young people and their families in the transition from children's to adult services and to foster good practice.

The lead will develop data and intelligence on the number and profile of young people due to enter adult social care to enable service and financial forecasting and development and work with commissioners where there are gaps in service provision to explore solutions and promote development of resources and opportunities.

The initial focus for the lead will be:

- Building links across the teams and services.
- Meeting with young people and families to enable the audit

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- Develop and implement a single referral process which will support those making referrals, improve reporting and forecasting, ensuring referrals are sent to the right team to facilitate early joint working.
- Recruitment to social work posts
- Developing the information available on the Local Offer website.

It has also been identified that adults who are neurodivergent may struggle to access support and this requires some dedicated work to address. The transition lead will therefore also work with the Portsmouth Autism Community Forum and link in with existing work to establish mechanisms for identifying neuro-divergent young adults who may require support and develop a transition pathway so these young people can access support and achieve their aspirations. This will require the recruitment of dedicated Social Work posts to work with this group.

8. Conclusion

This approach to service provision conforms with the aims of the ASC strategy:

- Deliver individual services to people that meet their needs and help them achieve outcomes they want to achieve, while keeping them safe
- Personalise care and support responses to individuals and their circumstances
- Work more collaboratively with communities and individuals to enable them to exercise choice and control
- Develop a wide range of support options that meet varied needs

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Signed by (Director)

Appendices:

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location