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Covering Information Transition to Adult Social Care Protocol

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**Preparing for Adulthood: Principles & Procedures**

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# Introduction:

The Children and Families Act 2014 and the accompanying Special Educational Needs and Disability (SEND) Code of Practice place duties and responsibilities on local authorities and partner agencies in respect of support for they provide to children and young people with SEND between the ages of 0-25 years. In particular, it emphasises the importance of a timely and well-coordinated approach to supporting young people moving from the stages of young adulthood through the stages of adulthood.

Portsmouth City Council, Portsmouth Integrated Care Board (ICB) and partner agencies recognise the importance of supporting young people with SEND and their families in preparation for adulthood and are committed to ensuring that the young adult’s journey to adulthood is well planned, integrated, person centred, and takes place when it is felt to be of significant benefit to the young adult and their family/carer.

High aspirations are crucial to success. Discussions about longer term goals should start early and ideally from Year 9 onwards and should always focus on the young adult’s strengths and capabilities and the outcomes that s/he wishes to achieve.

This policy aims to ensure that professionals across education, health and social care support young people with SEND to prepare for an adult life and help them to go on to achieve the best possible outcomes in employment, independent living, health and community participation.

# Policy Statement:

This policy is issued to ensure that young people and their families know what to expect when preparing for adulthood. All professionals involved in supporting young people and their families are required to abide by these principles.

Information about services and other support can be found via the Local Offer Website; <http://www.portsmouthlocaloffer.org/>

# Purpose:

To make explicit the principles all professionals will work to in supporting young people and their families. Different services across Portsmouth will have different procedures, administrative arrangements and processes, these must not become a block to working according to the principles laid out above and to ensure the smooth transfer of responsibility from children's to adult services. All professionals are required to support young people and their families and help address any challenges encountered as they move into adulthood,

The purpose of the protocol is to:

* Ensure every young adult and their parents/carers have a positive transition experience.
* Make clear the transition planning and review processes that support the move from adolescence to adulthood for young people from fourteen up to their 25th birthday.
* Facilitate joint working, good quality transition planning and positive outcomes for young people who are likely to have care and support needs in adulthood and their carers
* Make clear how we will ensure that vulnerable young people who may need care and support in adulthood are identified
* Ensure that young people and carers likely to be in need of care and support in adulthood are offered a transition assessment at a time agreed as appropriate
* Ensure that the most appropriate adult pathway is identified at an early enough point in the young adult’s transition to facilitate a smooth transition
* Set out outcomes, performance measures and standards to be achieved
* Set out the roles and responsibilities of all the services working with young people at the transition stage and ensure the process is coordinated, systematic and consistent
* Support the local and sub-regional commissioning cycle enabling us to commission services and opportunities effectively, based on early identification of he needs of the local population.

# Scope:

The policy will provide guidance on arrangements for young people between the ages of 14 to 25 years with special educational needs and/or disabilities (SEND). The policy will be adopted and operated by all frontline workers and managers working in Education, Health, Social Care services and the voluntary sector. This policy has been broadly agreed by the relevant agencies and partners and sanctioned by the SEND Implementation Group.

The policy applies to:

* Young people between the ages of 14 and 25 years who have special educational needs and/or disabilities
* Family Carers of young people between the ages of 14 and 25 years who have special educational needs and/or disabilities
* Commissioning managers in Education, Health and Social Care.
* Managers and practitioners in the Special Education Needs Team
* Managers and practitioners in Children's social care
* Managers and practitioners in Adult Social Care
* Managers and practitioners in the Adult Learning Disability Service
* Managers and practitioners in Portsmouth CAMHS
* Managers and practitioners in the ACHC team
* Independent advocates
* Heads and teachers in Schools/Academies
* Heads and teachers in local colleges
* Managers and practitioners in post-16 providers

**Principles:**

**Person-centred transition planning**: The young adult should be at the centre of the transition planning process, giving them choice and control over their own future ensuring the focus is on their needs, hopes and aspirations. Person-centred planning and reviews that support young people, where possible, to express their views, should inform support planning and ensure positive outcomes for young people.

**Involvement and consultation of parents and carers**: Young people and their families should be recognised as partners in the process and be actively involved in planning their future. The experience of young people and their families should inform strategic planning and commissioning.

**Partnership working across agencies:** A shared vision, which places young people and their families at the centre and focuses on improving life chances, should be developed across all partners. Partners must be committed to working together and have a clear understanding of the specific roles and responsibilities of all the key agencies involved in transition.

**Provision of accessible and clear information**: Clear information should be shared with young people to help raise aspirations by illustrating what has already worked for others. Information should be developed with young people and their families to ensure it is relevant, accessible and understandable. Young people should be encouraged to develop the skills and understanding they need to make informed choices. Even if they are not eligible for services and transition assessment good information and advice about support in the community can be helpful for young people who may not be aware of support available in the community.

**Working towards positive outcomes**: Transition planning should keep focussed on life outcomes, promoting independence and support young people to lead meaningful and enjoyable adult lives. This includes where transition planning involves consideration of personal budgets or other forms of allocating resources.

**Early assessment and transition planning**: Early assessment and transition planning facilitates more responsive and flexible forward planning. Timely transition assessments are essential for Commissioners to plan services and budgets in advance, for the projected support needs of young people moving into adulthood.

**Relevant information sharing**: Information sharing is vital to support an effective assessment and planning process which fully identifies needs and outcomes and the education, health and care provision needed by the young adult or young adult. As far as possible, there should be a ‘tell us once’ approach to sharing information during the assessment and planning process so that families and young people do not have to repeat the same information to different agencies, or different practitioners and services within each agency. Local Authorities must discuss with the young adult and young adult and their parents what information they are happy for the Local Authority to share with other agencies. A record should be made of what information can be shared and with whom.

**Quality and monitoring for outcomes**: Mechanisms need to be built in to ensure the quality of provision meets appropriate standards and that the transition process is as effective as possible.

**Safeguarding**: It is a fundamental principle that young adults with disabilities have the same right as non-disabled young adults to be protected from harm and abuse. Often disabled young adults have additional needs related to physical, sensory, cognitive and/or communication requirements and many of the problems they face are caused by negative attitudes, prejudice and unequal access to things necessary for a good quality of life. For all practitioners and agencies, ensuring young people are safeguarded should therefore always be integral to everything they do. Practitioners should ensure that any young adult subject to a protection plan is supported to remain safe as they move in to adulthood, making use of the 'multi-agency framework for managing risk and safeguarding people moving into adulthood' ([4LSAB-Framework-for-managing-risk-and-safeguarding-people-moving-into-adulthood-vFINAL-May-2022.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.portsmouthsab.uk%2Fwp-content%2Fuploads%2F2022%2F08%2F4LSAB-Framework-for-managing-risk-and-safeguarding-people-moving-into-adulthood-vFINAL-May-2022.docx&wdOrigin=BROWSELINK)) where appropriate and necessary.

Portsmouth City Council and partners will ensure that all appropriate Safeguarding checks are in place and the safety and welfare of the young adult is paramount when arranging transition between children's and adult services. We will ensure that all staff working with vulnerable young people and adults have had the appropriate Disclosure and Barring Service (DBS) or appropriate background checks and are provided with safeguarding training and management supervision in order to minimise risks and provide a high level of protection to the young adult. Staff will respect confidentiality and will adhere to local guidance related to sharing information.

This policy and guidance will be reviewed with parents, young people and ICB partners regularly and revised as appropriate.

# Legislation & guidance:

Children and Families Act 2014, Part 3

Special Educational Needs and Disability Code of Practice 2014 Special Educational Needs and Disability Regulations 2014 Special Educational Needs (Personal Budgets) Regulations 2014 Care Act 2014

Children Act 1989

Children Act 2004

Mental Capacity Act 2005 - [Mental Capacity Act Code of Practice - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice)

A guide to the Mental Capacity Act for parents and carers written by Mencap is available on the local offer website. [https://portsmouthlocaloffer.org/?s=mental+capacity](https://portsmouthlocaloffer.org/?s=mental%2Bcapacity)

Mental Health Act 1983

National Framework for Children and Young People’s Continuing Care 2016 National Framework for NHS Continuing Healthcare and NHS-funded Nursing Care, Breaks for Carers of Disabled Children 2011 regulations

Transition ‘Moving on well’. A good practice guide for health professionals and their partners on transition planning for young people with complex health needs or a disability, Department of Health 2008

Implementing fulfilling and rewarding lives ‘Statutory guidance for local authorities and NHS organisations to support the implementation of the autism strategy 2010

Children (leaving care) Act 2000

Working Together to Safeguard Children. A guide to Interagency working to safeguard and promote the welfare of Children – HM Government March - 2015

Equality Act 2010

Prioritising Need in the Context of Putting People First – Department of Health 2009

5 [www.portsmouth.gov.uk](http://www.portsmouth.gov.uk/)

# Service Contact Details

**Adult Social Care**

Address: Adult Social Care, Civic Offices, Floor 5, Core 6, Guildhall Square, Portsmouth, PO1 2EP

Telephone number: 023 9268 0810

Email address: acstransition@portsmouthcc.gov.uk

**Integrated Learning Disability Service**

Address: Integrated Learning Disability Service, the Kestrel Centre, 2nd Floor Mountbatten Gallery, Civic Offices, Guildhall Square, Portsmouth PO1 2GJ Telephone number: 0300 1234019

Email address: ALDDuty@secure.portsmouthcc.gov.uk

**Adult Continuing Health Care team**

Address: Continuing Care /117 Team, Floor 5, Core 5/6, Civic Offices, Guildhall Square, Portsmouth, PO1 2EP

Telephone number: 02392 437963

Email address: Continuingcare117@secure.portsmouthcc.gov.uk

**Children's Social Care - Multi Agency Safeguarding Hub**

Telephone number: 023 9268 8793

Email address: MASH@secure.portsmouthcc.gov.uk

**Child and Adolescent Mental Health Service**

Telephone number: 0300 1236632

Email address: SNHS.CAMHS-General@nhs.net

**Children and Young Persons Continuing Health Care team**

Email address: ChildrensComplexCare@portsmouthcc.gov.uk

**SEND team**

Telephone number: 023 9284 1234

Email address: sen.education@portsmouthcc.gov.uk

# What do we mean by ‘Preparing for Adulthood’?

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, Families and Education services 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) funded the Preparing for Adulthood programme and their mission is that young people with SEN and Disabilities have equal life chances as they transition into adulthood. For example, paid employment, housing, independent living, choice and control, friends and relationships. You can find out more about this programme at <https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources>

The term is also used by professionals to refer to the changes in services when a young person becomes an adult. However, this transition can happen at different times for different young people.

Some parent carers may feel their young people are not ready for adulthood; however this is what the transition process is for; to help build those stepping stones for young people to prepare them for the move from school or college to a successful and independent adult life, whether this is into further education, employment, Supported Internship/Employment, training or volunteering.

During transition there will be changes in the support that is offered. There will also be emotional changes to go through as the young adult starts the journey to becoming more independent. As well as leaving school and perhaps going to college or training, young people will be making new friends, starting new relationships, and maybe thinking about where they want to live. These decisions and changes can be both exciting and challenging.

There may be several different agencies involved in supporting the transition including health, social care and education services, and these will all change as the young adult approaches adulthood. In addition, these changes may happen at different times and it can be challenging to ensure that the support available remains joined up. This is why it is important that all professionals involved in supporting young people to prepare for adulthood follow the principles in this document, no matter what the local arrangements are within their services.

**What are the Preparing for Adulthood outcomes?**

* Higher Education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
* Independent living – this means young people have choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
* Participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
* Being as healthy as possible in adult life – ensuring access to the right health professionals who understand the young adult’s learning difficulties and disabilities

Most young people will require some support in at least one of these four areas in order to ensure the transition into adulthood is smooth.

**Preparing for Adulthood means planning:**

To enable young people to progress and develop so that they can achieve their outcomes and make that positive transition into adulthood the local authority has developed and will continue to develop a number of pathways. Together with social care and health services, joint commissioning arrangements will be made to secure health and care provision to support and prepare young people for further education and or employment.

The following pages set out the expected stages in the process of moving from being supported by children and young people's services to adult services for young adults living in Portsmouth.

## PFA Pathway/procedure:

In most instances young people who receive support from Children's social care due to their disability will be eligible for support from one of the services in Adult Social Care, whether this is in connection with a physical or learning disability, Neurodivegence or other care and support needs. The Adult Social Care learning disability (ASC led), mental health (Solent NHS Trust led), and continuing health care (ASC led), teams are all integrated services.

All services managed by the Local Authority Adult Social care function are governed by Care Act Eligibility Criteria. Whilst different services will have their own arrangements for transition therefore, the starting point is eligibility under the Care Act or Continuing Health Care, (CHC).

Some young people will not have been known to Children services and a referral will need to be made to adult social care. Referrals can be made using the referral form (appendix B) or through the helpdesk: 023 9268 0810. Again, the starting point for eligibility for funded support is the Care Act.

The following pathway constitutes the principles of transition and will be adhered to by all Local Authority/ICB services.

**Age 14/ Academic Year 9:**

Conversations with the young person and their family/network to plan for their adulthood, considering their strengths, the skills and knowledge they need to develop and what support they may need. Signposting to information about what they can expect and what may be available making use of the Local Offer website.

Year 9 EHCP reviews should have a focus on the Preparation for Adulthood outcomes.

If there is a children's social worker involved they should be considering whether the young person may have care and support needs into adulthood, discussing with the young person and their family/network and making a referral to adult services if appropriate. On receiving the referral, representatives within Adult Social Care will review the information to ensure the referral is progressed to the most appropriate team. If further information is needed the referrer will be asked to provide this.

Adult Social Care will not normally become actively involved at this stage but will consider the information provided as to whether the young person is likely to have ongoing needs past 18 which would meet the Care Act eligibility criteria.

 **Age 15/Academic Year 10:**

Conversations with the young person and their family/network continue around future planning and aspirations for into adulthood. Development of knowledge and skills should be reviewed regularly with achievements being recognised and celebrated.

Year 10 annual review will continue to focus on Preparation for Adulthood outcomes.

If there is a children's social worker involved they will keep the Adult Social Care team informed, providing updates on progression and planning for the young person. Other members of the network, including school representative should also maintain links with the adult social care team. This is of particular importance if there when there is no Children's service involvement and support may be required into adulthood.

**Age 16/ Academic Year 11:**

The young person and their network should have a shared vision for what the next few years and early adulthood will look like, recognising that this may be flexible and changes can happen.

Year 11 annual review will explore what education pathways are available and suitable going forwards. Transition to college, where appropriate should be planned.

Where there are likely to be support needs into adulthood, the relevant adult social care team should be invited to the annual review. Although Adult social care may not be able to attend all year 11 reviews, an update on the referral can be provided and the minutes from the review should be shared.

The Mental Capacity Act applies from 16 years old. Therefore in all documents there should be evidence of the young person making their own decisions, with support as necessary. If decisions are to be made on the individual's behalf there should be records of Mental Capacity assessments and decision making rationale. For those individuals who lack capacity to agree to their care arrangements and are under constant supervision there will need to be consideration given to whether they are being Deprived of their Liberty and any necessary action taken/authorisation obtained.

**Age 17/ Academic Year 12:**

The young person and their network should be able to see the progress made towards adulthood over the past few years. There will be further skills and knowledge to develop, recognising that the progression for young people with SEND may look different and take longer compared with peers.

The year 12 review will continue to have a focus on preparation for adulthood. Adult social care should be included in this, and all subsequent, education reviews.

Adult Social Care assessment and Continuing healthcare assessments will take place, or be reviewed if early assessments have been completed.

Services provided by children's services will continue while a planned move to adult services at 18 years old can be put in place.

**Age 18/ Academic Year 13:**

The transition into adulthood should be planned, with changes expected and plans reviewed so they are as easy as possible.

If children's social care have been funding support in the community, their involvement will cease once the handover to adult social care has been completed and there is confirmation that funding from Adult Social Care is in place. This should happen when the young person turns 18 but if there have been delays this will be in discussion with both services.

For those young people that have been accommodated by children's services, they may be entitled to provision through the Leaving Care Offer. In these cases the young person may have someone from the Supporting Our Future team and an Adult Social Care team involved.

The Adult Social Care worker will be responsible for completing a Care Act Assessment, developing the support plan for meeting social care needs and arranging support to meet eligible needs, reviewing the support plan and updating the assessment and plan as necessary.

The Supporting Our Future worker will be responsible for completing and reviewing the young person's pathway plan.

**Age 19-21**

If the young person is care experienced, the Personal Advisor from Supporting our Futures and allocated worker from Adult Social Care will work together.

**Age 22-25**

If the young person is care experienced, Supporting our Futures and Adult Social Care will continue to work together. During this period the support from Supporting our Futures will gradually reduce and the Adult Social Care worker will be the lead professional.

**Young people who are not known to Children’s Services:**

Although most young people who receive support from Children’s Service will automatically be referred onto Adult Services around the time of the Annual Review of the EHCP in Year 9, it is typically a much smaller percentage of the total number of young people who may be eligible to access support when they reach adulthood.

In order to ensure that all young people are identified, and their journey monitored throughout this phase, a PfA tracker has been developed to capture all young people between the ages of 14-19 years who live in Portsmouth and have an EHCP. This will capture the PfA Profile of Need form in line with the four Preparing for Adulthood outcome areas.

The Profile of Need form will be completed by the Plan Coordinator at each Annual Review of the EHCP from Year 9 onwards and returned to the Portsmouth SEN team. The information will then be entered on to the young adult's record in the Education database, so that the information can be included in future reports. The SEN service will review the scores and ensure referrals are made to Adult Social Care as appropriate, the referral may be made by the Plan Co-ordinator or the SEN Worker.

**Transition assessment:**

If the young adult is already open to Children’s Services, the allocated key worker will be required to update their assessment of the young person at least every 13 months, or where there are significant changes to the young person's needs or circumstances. Consequently, the assessment will be updated on at least 4 occasions between Year 9 and Year 13. These assessments will consider not only the young person’s abilities, strengths, preferences and any current care and support needs, but also the support required to assist the young adult’s journey to adulthood with particular regard to the four Preparing for Adulthood outcome areas. Updates should be shared with the relevant Adult Social Care team.

When a referral is made to Adult Social Care an assessment will be made as to whether the young person is likely to have care and support needs when they turn 18, and appropriate advice given to the individual and their family regarding the types of support that may be available. As young people's needs may change over this period it may be necessary to keep this under review, informed by the updated assessments from Children's services and education reviews. As the person approaches 18 a full Care Act Assessment will be completed and the transition to Adult support will be planned.

 

## Appendix A - Eligibility Criteria for Adults with Care and Support Needs under the Care Act 2014

**The following information is useful in determining a young adult's likely need for Adult Social Care and describes how the assessment process works;**

A local authority is required to carry out an assessment, which is referred to as a “needs assessment”, where it appears that an adult may have needs for care and support. The objective of the needs assessment is to determine whether the adult has care and support needs and what those needs may be. It is the mechanism by which local authorities assess whether a person requires some form of care and support, and whether the nature of their needs is such that the local authority will be under a duty to meet them (in other words, whether the person has “eligible” needs). Whether or not a person has eligible needs, they will receive tailored information on the services available in their local community to help meet the needs they do have.

**The eligibility criteria**

Where a local authority is satisfied on the basis of a needs or carer's assessment that an adult has needs for care and support or that a carer has needs for support, it must determine whether any of the needs meet the eligibility criteria as follows;

**Needs which meet the eligibility criteria: adults who need care and support**

(The Care and Support (Eligibility Criteria) Regulations 2015) states that:

**2.**—(1) An adult’s needs meet the eligibility criteria if—

1. the adult’s needs arise from or are related to a physical or mental impairment or illness;
2. as a result of the adult’s needs the adult is unable to achieve two or more of the outcomes specified in paragraph (2); and
3. as a consequence there is, or is likely to be, a significant impact on the adult’s well-being.
4. The specified outcomes are—
	1. managing and maintaining nutrition;
	2. maintaining personal hygiene;
	3. managing toilet needs;
	4. being appropriately clothed;
	5. being able to make use of the adult’s home safely;
	6. maintaining a habitable home environment;
	7. developing and maintaining family or other personal relationships;
	8. accessing and engaging in work, training, education or volunteering;
	9. making use of necessary facilities or services in the local community including public transport, and recreational facilities or services; and
	10. carrying out any caring responsibilities the adult has for a young adult.
5. For the purposes of this regulation an adult is to be regarded as being unable to achieve an outcome if the adult—
	1. is unable to achieve it without assistance;
	2. is able to achieve it without assistance but doing so causes the adult significant pain, distress or anxiety;
	3. is able to achieve it without assistance but doing so endangers or is likely to endanger the health or safety of the adult, or of others; or
	4. is able to achieve it without assistance but takes significantly longer than would normally be expected.
6. Where the level of an adult’s needs fluctuates, in determining whether the adult’s needs meet the eligibility criteria, the local authority must take into account the adult’s circumstances over such period as it considers necessary to establish accurately the adult’s level of need.

In addition to Care Act eligibility the Integrated Learning Disability service works with people where:

* An IQ below 70 (this usually means someone who accesses special education, has an EHCP and is not functionally numerate or literate).
* Coupled with a severe impairment in social functioning (not being able to manage activities of daily living without support)
* And that both of these problems manifest before the age of 18.

In addition to Care Act eligibility the Continuing Health Care eligibility information is found here: <https://www.portsmouthccg.nhs.uk/nhs-continuing-healthcare.htm>

## Appendix B: Transition Referral to Adult Social Care form

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[www.portsmouth.gov.uk](http://www.portsmouth.gov.uk/)

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