



## Preparing for Adulthood Screening Assessment for Adult Social Care

The purpose of this assessment is to identify if a young person should be referred to Adult Services for a Preparing for Adulthood (Transitions) Assessment. The following should be considered before making a referral to Adult Social Care;

- Do the needs arise from, or are they related to, a physical or mental impairment or illness?
- Are there 2 or more of the below outcomes which the young person will not be able to achieve?
- Is this likely to have a significant impact on their wellbeing?
- Is now the right time to refer? (is now the time of significant benefit) & are you confident that their needs are unlikely to change?

**The Screening Assessment should be used at all Year 9 Annual Reviews for pupils with an Education Health & Care Plan (EHCP).**

The Screening assessment should be completed and returned to the Preparing for Adulthood Team. At the Year 9 EHCP review it should be agreed who will be doing this and who has assumed responsibility should be clearly recorded. All assessments should be discussed and agreed with the young person, their family and/or carer. **If all 4 areas above result in a 'yes', indicating that the young person may have needs that meet Care Act (2014) eligibility criteria, a worker from the Preparing for Adulthood Team will attend the Year 10 EHCP review, when a referral to the Team will be discussed.**

If support is required to complete the form, please contact The Preparing for Adulthood Team on 01202 451051 or email [preparingforadulthoodteam@bcpcouncil.gov.uk](mailto:preparingforadulthoodteam@bcpcouncil.gov.uk)

Referrals should be sent to Care Direct for Bournemouth & Christchurch young people Telephone 01202 454979 or email [caredirect@bcpcouncil.gov.uk](mailto:caredirect@bcpcouncil.gov.uk)

Or Helpdesk for Poole young people Telephone 01202 633902 or email [sshelpdesk@bcpcouncil.gov.uk](mailto:sshelpdesk@bcpcouncil.gov.uk)

<b>Name of Young Person</b>	
<b>DOB</b>	
<b>School/College</b>	

### 1. Needs



The young person’s needs arise from, or are related to, a physical or mental impairment or illness. (This may include physical, mental, sensory, learning or cognitive disabilities or illnesses, substance misuse or brain injury).

Yes  x No

Please comment on the nature of the young person’s disability (e.g. Learning disability, mental health, physical disability):

## 2. Outcomes

**IMPORTANT – The questions below should be answered in relation to the expected ability of the young person when they are an ADULT, i.e. you should consider if they will be able to learn these skills & be independent. It is important to be sure that this is a time of ‘significant benefit’ for the young person and that their needs are not likely to change.**

	<b>Outcomes</b>  Please indicate in the column to the right if, because of the impairment mentioned above, the young person is likely to be able to achieve the below points without assistance in adulthood. These are known as outcomes. <b>(NB. These MUST be considered in relation to the guidance notes regarding “unable to achieve” in the attached guidance notes).</b>	Yes	No	Brief Details
1	<b>Managing and maintaining nutrition</b> - e.g. Are they able to eat and drink independently, are they able to access, prepare and consume food and drink? Are they able to choose a varied and healthy diet? Are they able to get to the shops to buy food?			

2	<b>Maintaining personal hygiene</b> – e.g. Can they wash themselves all over? Can they take a bath or shower independently?			
3	<b>Managing toilet needs</b> - e.g. Are they able to access and use the toilet and manage their own toilet needs? Do they have mobility problems which make them unable to get to the toilet? Can they take their clothes off or put them back on to use the toilet? Do they experience incontinence?			
4	<b>Being appropriately clothed</b> – e.g. Are they able to dress themselves and be appropriately clothed? Can they put on and fasten their clothing? Are they able to know if their clothes are clean?			
5	<b>Being able to make use of the home safely</b> - e.g. Are they able to move around the home safely, including climbing stairs and getting on or off a bed or chair? Can they use kitchen facilities and access the bathroom/toilet? Are they able to use home appliances properly and safely e.g. a cooker or heater?			
6	<b>Maintaining a habitable home environment</b> - e.g. Will the young person be able to maintain their home, e.g. cleaning? Can they maintain amenities such as water, electricity and gas or pay their rent or mortgage? Are they able to understand and manage paying these bills?			
7	<b>Developing and maintaining family or other personal relationships</b> - e.g. Are they able to use a telephone or computer? Can they leave their home safely? Are they able to communicate successfully or interact with others? Do they feel lonely or isolated?			
8	<b>Accessing and engaging in work, training, education or volunteering</b> - e.g. Do they need support getting involved in work, training, education or volunteering? Are they able to access work (paid or voluntary) or adult education/training?			
9	<b>Making use of necessary facilities or services in the local community including public transport and recreational facilities or services</b> – e.g. Are they able to leave their home safely? Can they communicate successfully or interact with others? Are they able to access information about opportunities available to them? Can they travel independently by public transport?			
10	<b>Carrying out any caring responsibilities the young adult has for a child</b> - e.g. Are there any parenting or other caring responsibilities?			



### 3. Wellbeing

As a result of the young person's needs and their inability to achieve some of the outcomes identified above, is there likely to be a significant impact on the young adult's wellbeing? (**see definition of wellbeing and significant impact in the guidance notes below**)

Yes  No

### 4. Significant Benefit

A Preparing for Adulthood assessment must be conducted for all those who have likely needs, however the timing of this assessment will depend on when it is of **significant benefit** to the young person. The right time for an assessment will likely be at the point when their needs for care and support as an adult can be predicted reasonably confidently.

Is this the right time for this young person to have an assessment? Can the needs for care and support as an adult be reasonably predicted now?

Yes  No

If no, when would be the most appropriate time? If you have an idea of your plans for the future, this would help us to advise you when to contact us again.

Screening Tool completed by  
Organisation  
Position  
Date

If the Screening Tool is NOT positive, you can find guidance & support online by accessing the BCP Local Offer & My Life My Care. You can also contact The Preparing for Adulthood Team for support & guidance on 01202 451051 or email [preparingforadulthoodteam@bcpcouncil.gov.uk](mailto:preparingforadulthoodteam@bcpcouncil.gov.uk)

### Guidance Notes

## Likely need

The duty to conduct a transition/Preparing for Adulthood assessment applies when someone is likely to have needs for care and support (or support as a carer) under the Care Act, when they or the person they care for transitions to the adult system.

## Unable to achieve;

**The following Care Act Guidance provides examples to define “unable to achieve”**

- is unable to achieve the outcome without assistance.

*This would include where an adult would be unable to do so even when assistance is provided. It also includes where the adult may need prompting for example, some adults may be physically able to wash but need reminding of the importance of personal hygiene.*

- Is able to achieve the outcome without assistance, but doing so causes the adult significant pain, distress or anxiety.

*For example, a young person with restricted mobility may be able to prepare a meal but doing so will leave them in severe pain and unable to eat the meal.*

- Is able to achieve the outcome without assistance but doing so endangers or is likely to endanger the health or safety of the adult, or of others.

*For example, if the health or safety of another member of the family, including any child, could be endangered when an adult attempt to complete a task or an activity without relevant support.*

- Is able to achieve the outcome without assistance but takes significantly longer than would normally be expected.

*For example, an adult with a physical disability is able to dress themselves in the morning, but it takes them a long time to do this, leaves them exhausted and prevents them from achieving other outcomes.*



## Wellbeing

'Wellbeing' is a broad concept. It is described as relating to the following areas in particular:

Personal dignity (including treatment of the individual with respect)

Physical and mental health and emotional wellbeing

Protection from abuse and neglect

Control by the individual over their day-to-day life (including over care and support provided and the way they are provided)

Participation in work, education, training or recreation

Social and economic wellbeing

Domestic, family and personal domains

Suitability of the individual's living accommodation

The individual's contribution to society.

## Significant Impact

What does significant impact mean?

A given situation could have a 'significant impact' on one individual but not on another. Therefore, professional judgement and analysis of the information gathered are crucial to establishing whether there is indeed 'significant impact' on the individual's wellbeing.

The following are examples of what 'significant impact' could mean:

Significant impact could be a consequence of a single effect: this means that the inability to achieve two or more outcomes affects at least one of the areas of wellbeing in a significant way. Significant impact could be a consequence of a cumulative effect: this means that the individual may have needs across several of the eligibility outcomes, perhaps at a relatively low level, but as these needs affect the individual in various areas of their life, the overall impact on the individual is significant.

For example, an adult is struggling to manage and maintain their nutrition, personal hygiene and toilet needs as their standards are reducing due to low social interaction and decreasing mobility around the home. The adult is consequently very close to becoming unable to meet most of the outcomes.

For example, an individual has identified needs around their inability to maintain relationships with their family and in making use of facilities or services in the local community, but currently does not have any problems with managing and maintaining their nutrition, personal hygiene, toilet needs or a habitable home environment. However, the individual is depressed, affecting their ability to interact socially. As a result, their emotional situation is decreasing further, to the extent that it is clear, that in the near future, they also will not be able to manage or maintain nutrition, personal hygiene, toilet needs or a habitable home. Therefore, the impact on the individual's wellbeing is significant.

## Significant Benefit



A transition/preparing for adulthood assessment must be conducted for all those who have likely needs (see above), however the timing of this assessment will depend on when it is of significant benefit to the young person or carer. This will generally be at the point when their needs for care and support as an adult can be predicted reasonably confidently, but will also depend on a range of other factors discussed in the section below 'when a transition assessment must be carried out'.

### **When a transition assessment must be carried out**

Transition assessments should take place at the right time for the young person or carer and at a point when the local authority can be reasonably confident about what the young person's or carer's needs for care or support will look like, after the young person in question turns 18. There is no set age when young people reach this point; every young person and their family are different, and as such, assessments should take place when it is most appropriate for them.

### **Eligible needs**

This SCIE web page breaks down eligible needs and provides examples that may be helpful.

[www.scie.org.uk/care-act-2014/assessment-and-eligibility/](http://www.scie.org.uk/care-act-2014/assessment-and-eligibility/)