



Haringey Council

Agenda item:

4

**SCRUTINY REVIEW – TRANSITION FROM CHILDREN SERVICES
TO ADULT SERVICES**

10 DECEMBER 2009

Report Title:

Scrutiny Review of Transition of young people from children's service to adult services – Scoping Report and Terms of Reference

Report of Councillor Martin Newton , Chair of the Review Panel

Signed:

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Wards(s) affected: **N/A**

Report for: **[Key / Non-Key Decision]**

1. Purpose of the report

- To provide the key background for members of the overview and scrutiny review to inform them of the issues relating to the transition of young people from adults to children's services.

2. Introduction by Cabinet Member (if necessary)

2.1 N/A

3. State link(s) with Council Plan Priorities and actions and /or other Strategies:

3.1. This review links with the Sustainable Community Strategy Outcome:

- healthier people with a better quality of life

3.2. This review links with the Council Plan priorities of:-

- A Thriving Haringey** encouraging lifetime well-being at home, work, play and learning
- A Caring Haringey** promoting independent living while supporting adults and children when needed.

- 3.3.** This review links with the following Local Area Agreements:
- NI 54- parental satisfaction survey which is a new indicator capturing the information for the first time in 2009.
- 3.4.** The Council have agreed a local response to Valuing People (2001) and Valuing People Now (2007) which required services to be planned to enable people with learning disabilities to lead full and purposeful lives;
- 3.5.** Local commitments to developing services which are geared towards maintaining People's independence stemming from Our Health Our Care Our Say (2006);
- 3.6** Children and Young People's Service Plan 2009-12 prioritises the need for an integrated approach to transition for vulnerable young people and those with learning difficulties and disabilities including mental health;
- 3.7** The Haringey Youth Strategy identifies the need to support young people with disabilities in transition;
- 3.8** National Transition Support Programme (2008) has been established by the Government to raise the standards of transition in all local areas; and
- 3.9** Aiming High: Better Support for Disabled Children and their Families (May 2007) is the Government's transformation programme for disabled children services. Transition support is one of the identified work streams in the programme and emphasises the importance of joined up working and services centred on children and their families.

4. Recommendations

4.1 That the terms of reference and scope for the review be agreed

5. Reason for recommendation(s)

5.1 Reason for the above recommendation are laid out in the main body of this report

Other options considered - NA

7. Summary

7.1 The overview and scrutiny committee commissioned a task and finish review in to the transition of young people from children services to adult services.

7.2 There is increasing national emphasis that children, as well as their carers and families, having appropriate support to enable them to make the transition from children to adult services.

8. Chief Financial Officer Comments

8.1 The views of Finance have not been solicited at this stage. It is anticipated that any financial implications will be identified during the review process and highlighted within the concluding review report.

9. Head of Legal Services Comments

9.1 The views of Legal Services have not been solicited at this stage. It is anticipated that any legal implications will be identified during the review process and highlighted within the concluding review report.

10. Head of Procurement Comments –[Required for Procurement Committee]

10.1 N/A

11. Equalities and Community Cohesion Comments

11.1 To be confirmed

12. Consultation

12.1 Details of the planned consultation processes to be undertaken within the review are contained within the summary (section 7).

13. Service Financial Comments

13.1 The review will be conducted within the current resources of the Scrutiny Service.

13.2 Any financial implications of the final report will be covered within that report.

14. Use of appendices /Tables and photographs

14.1 As required to support information.

15. Local Government (Access to Information) Act 1985

1. Background

1.1 The Overview and Scrutiny Committee commissioned a task and finish review into the transition of young people from children's services to adult services in Haringey as part of their 2009/10 work programme.

2.0 Definition of transition

2.1 "The ¹ [transition] process must be individual to the needs and aspirations of each young person. It is a fluid process, spread out over a number of years, and often local options for young people are limited and support can be patchy and inconsistent. These challenges are compounded by young people's moves from one service to another at different ages. For example a disabled young person may move from paediatric to adult health care services at 16, then at 18 moves from children's to adult social care. This is alongside the transition stages in their education. Each of these transitions is likely to occur independently of each other, which means that young people and their families may repeatedly have to deal with new agencies and professionals, re-telling their story each time."

2.2 Young people who receive children's services may continue to need services when they are adults. This will involve transferring responsibility for assessing needs and providing services from children's to adults' services. The process of transfer is referred to as 'transition'.

2.3 It is very important that young people with complex needs are properly supported through their move into adult life. As they move into adulthood they will make the transition to adults' services, which are governed by different statutory responsibilities. This transition needs to be planned to manage the process from children's services to adult services.

2.4 Transition from Children's to Adult Services has become an important issue in recent years. The National Service Framework for Children, Young People and Maternity Services highlighted the importance of ensuring safe and effective transition throughout children's services but also dedicates a standard to growing up into adulthood. Government policy emphasises that this is not solely a matter for healthcare professionals, since long-term conditions also have important educational, social and financial implications.

2.5 Successful transition planning and programmes are crucially dependent on collaboration between children's and adult services. Well planned transition improves clinical, educational and social outcomes for young people. Transition should be viewed as a process and not as a single event.

2.6 Implementing improved transition involves: recognition of the importance of the process; adequate consultation with professionals and users; flexibility in the timing of transition; a period of preparation for the young person and family; information transfer; monitoring of attendance until the young person is established in the appropriate adult oriented service.

¹ A Transition Guide for all Services – Department of Health, 2007

2.7 Nationally young people with complex disability present particular challenges because often there is no equivalent adult service able or willing to take on their long-term health care and medical supervision. The need to develop a holistic approach for these young people is emphasized.

3.0 National Context

3.1 Comprehensive Area Assessment Framework² document states that scrutiny reviews carried out locally will provide valuable evidence that can feed into the CAA and may help inspectors understand issues without having to carry out additional work. The three key area assessment questions are as follows:

- How well do local priorities express community needs and aspirations?
- How well outcomes and improvements needed being delivered?
- What are the prospects for future improvement?

3.2 **Valuing People Now: A new three-year strategy for people with learning disabilities** sets out the cross-government strategy for the next three years (Department of Health, 19 January 2009). Under *Aiming High for Disabled Children*, the Transition Support Programme will work to support local areas to improve transition arrangements across children's health and social care, including consolidating person centred approaches for people with learning disabilities. Adult services have an important role as equal partners in transition.

3.3 **Transition: moving on well** (Department of Health, 19 March 2008). A good practice guide on effective transition from children's to adult services for young people with complex health needs has been published by the Department of Health and the Department for Schools, Children and Families.

3.4 **Transition: getting it right for young people** (Department of Health, 23 March 2006). This aims to show that the handover from children's and young people's services to adult services should be planned and managed as a process. The Guide suggests how this can best be accomplished in the context of the evidence base.

3.5 **Every child matters** in 2003 and the subsequent Children Act 2004 facilitated the integration of children's social care with education. As a result, adult social care services and children's services are now separately managed, which creates a new set of boundaries to overcome as well as organisational and cultural differences between services. Councils need to create services for people who have needs over the course of their lives and procure those services so that they can be delivered seamlessly.

Aiming High: Better Support for Disabled Children and their Families (May 2007) is the Government's transformation programme for disabled children services. Transition support is one of the identified work streams in the programme and emphasises the importance of joined up working and services centred on children and their families.

² Comprehensive Area Assessment Framework, Audit Commission, February 2009

3.6 The Education Act 1996 and Code of Practice require that, for all children with a statement of special educational needs, the LA ensures that the Year 9 annual review includes a focus on planning for school leaving and draws up a Transition Plan which is reviewed at subsequent annual reviews. This responsibility rests with the school under the new Code of Practice. The LA must involve other relevant agencies, including the Careers Services, Connexions, Health and Social Services, in the transition planning process where appropriate.

3.7 Section 5 and 6 of the Disabled Persons Act 1986 require the LA to seek an opinion from Social Services as to whether a young person with a statement is disabled, as defined in the Act, and, if they are, the LA must inform Social Services of their expected school leaving date. Social Services must then offer the young person an assessment of their needs before they leave full time education.

4.0 The Personalisation Agenda

4.1 The 2005 Green Paper (Independence, Well-being and Choice) and the Our Health, Our Care, Our Say white paper both proposed the vision of a 'personalisation' of services. Personalisation being: "the way in which services are tailored to the needs and preferences of citizens". The overall vision is that the state should empower citizens to shape their own lives and the services they receive. This transformation in the way that services are shaped and provided is being compared with the changes which occurred with the introduction of the NHS and Community Care Act 1990.

4.2 In December 2007 the Department of Health published a Ministerial concordat 'Putting People First'³ which set out the shared aims and values to drive the transformation of adult social care, by working across sectors and agendas.

4.3 There has been a significant amount of national research carried out on Transition and this shows that the barriers to good transition outcomes include:

- Delays because of transitional worker capacity and slow allocation to teams;
- Limited monitoring and tracking;
- Insufficient strategic planning;
- Parents /carers feeling they have little information;
- The need for transition reviews and plans to be person centred;
- Out of area placements;
- Lack of supported employment service and
- Difficulties accessing activities.

³ Putting People First; a shared vision and commitment to the transformation of adult social care, Department of Health, 2007

- Difficulties around funding4.4 Consultation with young people nationally shows that they want:

- A job;
- To go to college;
- More independent living including housing, shopping, cooking;
- Managing money;
- Making friends through normal channels;
- A boyfriend / girlfriend;
- To be safe;
- To be in control;
- Emotional support;
- To be able to go out locally;
- To have some choices; and
- To know early what they need to do to achieve their goals.

4.5 As part of the Aiming High Agenda parents and carers of over 600 children and young people were consulted over their views on how services could be improved for their children. Transition was highlighted by most families as a concern and the following is a sample of their views:

- Advertise help to different schools so that all parents with children with special needs know how they can get help;
- Tell us about our choices;
- What will happen with regards to respite provision;
- I want my daughter to fulfil her full potential and be happy, feel well loved and valued;
- I would like my son to have the chance to achieve his potential;
- To enjoy activities like others;
- Tel us what transition is and explain how it works;
- Giving us information about the association which provide the service for my kid to adulthood; and
- I want to be supported, listened to and respected, let us know you're there for us and not just a system.

5.0 Local Context

5.1 Summary of Transition Planning

5.2 Children with statements of special educational needs have their statement reviewed annually, at an annual review meeting. The first annual review meeting to focus on transition planning takes place in year 9 when the young person is 14 yrs old.

5.3 The first Transition Plan is drawn up at this year 9 review meeting. It is reviewed and updated at subsequent annual review meetings until the young person leaves school.

5.4 Plans are monitored by the Special Educational Needs (SEN) Administration Team in the Children and Young People's Service (C&YPS) to ensure they are held within timescales and are of good quality. Schools have received training and guidance on

transition reviews, including training provided by Adults Services for special schools on Person Centred Planning.

5.5 Information from the transition plans is collated in the 14+ Transition Panel minutes.

5.6 The 14+ Transition Panel is multi agency, meets monthly and comprises representatives from Children and Young People' s and Adults Services including education and social care, Connexions, NHS Haringey, Special schools and Haringey Sixth Form and CONEL.

5.7 The Panel tracks and monitors all young people with statements, identifies those requiring on going care and follows up actions for individual young people as appropriate.

5.8 The overall data is shared with Adults Services in order to inform future planning in terms of service provision, training and commissioning needs.

5.9 Numbers of people in year, range of needs how we collect data

6.0 There are currently 372 young people aged 14 – 19 yrs with statements of special educational needs in the transition process. Table 1 shows the breakdown of their educational placement.

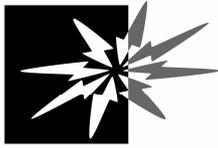


Haringey Council

Table I

Statemented Children aged 14 -19 yrs: 372

Year Group	Mainstream Schools (Independent, Maintained & Academies, In & Out of Borough)	Blanche Nevile	Moselle	PSC	The Vale	William C Harvey	H6FC (Planned Places only)	Out of Borough Maintained Special Places (Independent & Maintained, includes Treehouse)	Residential	Other (Educated at Home, out of school, Tuition)	
10	60	2	13	1	4	2		11	4	5	102
11	79	3	13	5	6	4		13	6	3	132
12	18		1				26	9	5	3	62
13	19						31	8	9		67
14							8		1		9
	176	5	27	6	10	6	65	41	25	11	372



Haringey Council

Key to schools

Blanche Nevile School

Moselle

PSC -Pupil Support Centre

Vale

William C Harvey

H6FC

Deaf and Hearing Impaired

Autistic Spectrum Disorder

Severe Learning Disabilities

Behaviour, Emotional and Social Difficulties

Physical and medical needs

Profound and Multiple Learning Difficulties

Haringey Sixth Form Centre

6.2 There are currently 92 young people with statements in the 14 – 19 yrs age range who have been identified as requiring adult services.

Total who may need adult services: 92

	Numbers likely to require Adult Services	Numbers likely to require Mental Health Services/CAMHS	Joint Referrals (children who may require Mental Health and/or Adult Services)
Year 10			
Year 11	13		
Year 12	31		1
Year 13	32		
Year 14	8	3	4
Total	84	3	5

Statemented Children in Care to Haringey aged 14 - 19 yrs and by category of need: 38

Year Group	ASD	BESD	HI	MLD	PD	PMLD	SLCN	SLD	SpLD	VI
10	3	6	1		1				1	
11		8			2	1	1			
12	2	3								
13	4	1								
14	1			1				2		
	10	18	1	1	3	1	1	2	1	0

12

12

5

5

4

38

Key:

ASD Autistic Spectrum Disorder

BESD Behaviour, Emotional and Social Difficulties

HI	Hearing impairment
MLD	Moderate Learning Difficulties
PD	Physical Difficulties
PMLD	Profound and Multiple Learning Difficulties
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SpLD	Specific learning Difficulties
VI	Visual Impairment

6.3 Connexions monitors the destination routes of all young people leaving school. Data on those Not In Employment, Education and Training (NEET) is also produced annually and reducing this number is a priority for the Council. The position of young people with Learning Difficulties and Disabilities (LDD) is improving as the most recent data shows.

- 4.4% of the 16-19 cohort was identified as having learning difficulties and/or disabilities, which is above the equivalent figure for October 2008 when 4.1% was identified as having Learning Difficulties and Disabilities (LDD).
- 78.0% were in Employment Education Training compared to 71.4% October 2008.
- 8.8% of those with LDD were NEET compared to 9.6% in October 2008.
- 11.9% were with situation not known compared to 18.3%. In October 2008

6.4 Examples of progress to date:

6.5 SEN handbook in all schools includes guidance on transition and sample transition plans including use of symbols to capture young people's views;

- Annual transition meeting for parents/carers to provide opportunities to hear about the process and meet key staff and providers;
Opportunities fairs centrally and in schools increasingly offer more choices;
- All young people with statements of SEN have Transition plans which identify key actions, responsibilities and timescales;
- All Special Schools and Haringey Sixth Form Centre use Person Centre Plans;
- Monitoring of young people's involvement in reviews shows that the majority of young people attend their annual review. For many this requires significant support leading up to the review to ensure they are able to express their views about the hopes and wishes for the future. Communication aids and video evidence are available for young people with the most complex needs;
- The annual Powerful Voices conferences, Youth Council and targeted consultations with young people all provide opportunities for young people to comment on current processes and policy as it affects them and to influence future planning;
- There is a meaningful work experience programmes in place in mainstream and special schools for young people with LDD, including MENCAP Pathways , City Farm, A music club in Hackney, Marks and Spencer, The Roundhouse Cafe, a campaign group office for disabled people's rights and many others. Special Schools have used enterprise schemes to provide work experience for young people with complex needs and proceeds in one school are sent to their link schools in Africa.
- There is good up to date data on all young people with LDD from 14 yrs + including needs, education, health and social care provision and this is shared with adults to inform planning.

- The well established monthly multi agency 14+ transition panel which monitors and tracks young people in transition also fulfils a strategic role in terms of policy and procedures
- Joint protocol in place between Children with Disabilities (CwD) team and Adults Learning Disability Partnership (LDP)
- The restructuring of staff between CwD team and LDP created a transition team in LDP
- Haringey Sixth Form Centre offer wider range of courses to young people who transfer from special schools and there are currently 20 young people accessing mainstream courses
- There are good working relationship between services
- Personalisation pilot underway in LDP
- The use if Individual Budgets is planned for young people in transition from 2010
- Person Centred Planning in place for all young adults in LDP
- A Review of Partnership Board has been completed
- A new transition resource was provided for Adults through Area 51 in 2009
- An Autistic Spectrum Disorder (ASD) Steering Group has been established to consider ASD specific provision for young adults
- Training has been provided for GPs to support the monitoring of health checks
- There is improved liaison between Adults and acute hospitals

6.6 Recommendations and suggestions for action will be presented in the report which might have implications for a wide range of individuals and professional organisations. It is intended that when this review is completed consideration should be given to undertaking a further review, looking at what is done to help young people, without disabilities move into independent living i.e., Housing, education, finding work etc.

6.7 The Children and Young People and Adults' Services have identified the need to further improve transition for young people with Additional Needs, Learning Difficulties and Disabilities, including young people with special educational needs but without a statement, young people with mental health difficulties and young people leaving care. There is also a need to ensure all planning reflects the National Transition Programme to raise standards and to learn from best practice identified through this process and also the Personalisation agenda. Greater emphasis also needs to be placed on the key roles young people and their families, separately and jointly have in this agenda.

6.8 My Service at 18

6.9 My Service at 18 has now been established as a joint strategic transition planning group between the C&YPS and Adults LP. Up to this point each Directorate had its own strategic group with some representation from the Directorates on each. The new strategic group comprises wide representatives from Statutory and voluntary services, parents and providers. The group has had its first away day and has agreed a joint action and delivery programme comprising short, medium and long term goals. The group meets six weekly and a further away day to reflect on progress is planned for May 2010. The group will report into The Disabilities Forum, the Children's Trust and to the Learning Disability Partnership Board and the Well Being Stream Board which in turn links to Haringey Strategic Partnership.

6.10 My Service at 18 strategic planning group has identified four work streams to take this work forward. They are:

- A needs analysis of specific complex needs/mapping of services in Children's and Adults
- Protocols including procedures and pathways
- Social inclusion and personalisation
- Information, participation and consultation

6.11 The group has identified the need to review the multi agency transition pathway to reflect:

- The establishment of the joint My Service at 18 Steering group
- a wider age range of 14 -25 yrs
- increased number of pathways into transition as follows
- Young people with Learning difficulties
- Mental health needs with Learning difficulties
- Physical health care needs
- Autistic Spectrum Disorders and Learning difficulties Mental health needs without Learning difficulties
- Vulnerable young people including those with Asperger's Syndrome, at School Action and School Action +, Not in Education, Employment Training and leaving care
- Young people with continuing care needs, in particular those placed out of borough

6.12 The revised pathways include short, medium and long term goals within a two year timeframe. An example is to reframe the 14+panel to the Transition Support Panel and to map out how all the Pathways are linked. This requires clarification of all eligibility criteria and the identification of key people in all agencies and clear roles and responsibilities.

6.11 A medium term example includes is to further define the multi agency commissioning role for vulnerable young people who currently may fall through the net. A long term goal includes an agreed governance process which will enable regular monitoring and review of protocols and pathways.

7.1 The Scrutiny Review

7.2 This review has agreed the following terms of reference:-

7.3 Terms of Reference

7.4 "To assess the current transition services available to young people moving between children's and adult services specifically to provide an objective view of these services and whether they provide value for money"

7.5 This will include reviewing:

- How children with special needs, disabilities and mental health issues are transferred from services delivered by children's services to adult services. This will cover planning, consultation and the handover of responsibility.
- What is done for those children who do not meet the eligibility for adult services but who need some kind of lower-level support?
- To consider how the implementation of the National Guidance on transition support programme is ensured in Haringey.

7.6 Children and adult services have recognised the need to further review and develop these services and this work had begun. The first step was the joining together of two transition steering groups separately located in the CYPS and ACCS. The newly established steering group "my service at 18" quickly identified four work streams; following this an away day was organised to agree a strategic plan and delivery programme. The delivery programme includes short medium and long term goals and four work streams namely: {1) Needs analysis of specific complex needs/mapping of services in Children's and Adults (2) Protocol, procedures and pathways (3) Social Inclusion and Personalisation (4) Information, partnership and consultation. The very successful day was attended by over forty stakeholders (see appendix 1 for list of attendees. The day was characterised by a commitment to be forward looking.

7.7 Objectives of the Review

- Assess the transition process from initial planning to the move to adult services including initial planning, re-assessment, consultation with the young person and their carers and the actual transition.
- Assess the monitoring process, any problems that occur and how they are resolved
- Assess the numbers transferred both in the past and predicted in the next few years.
- Assess how the transition is financed, i.e. the budget, how it is spent, does it follow the child, and, is the financial provision sufficient?
- Assess whether any budgets pooled and if so which agencies are involved, what are the financial controls and have the desired efficiencies been achieved as a result.
- Assess whether there is any scope for further pooling of budgets
- Determine how do the Children's Trust and Wellbeing Board manage overall process and what action do they take to ensure continual improvement
- Benchmark with similar local authorities.

7.8 With reference to the transition process from initial planning to the move to adult services including initial planning, re-assessment, consultation with the young person and their carers and the actual transition the review aims to consider the following:-

- Protocols
- Pathways
- Pilot of Individual Budgets
- Reorganise the transitions support panel

- Amend the transition plan proforma to give more holistic information
- of Common Assessment Framework (CAF) for young people who do not have a statement.

7.9 Value for money.

7.10 The review aims to consider the following questions:

- Do costs compare well with others (allowing for external factors)?
- Are costs commensurate with service delivery, performance and outcomes achieved?
- Do costs reflect policy decisions?
- How is Value for Money monitored and reviewed?
- How is procurement managed?
- How external funding is obtained?

8.0 Methodology

Panel Membership

Councillor Martin Newton – Chair
 Councillor Charles Adje
 Councillor Rachel Allison
 Councillor Emma Jones

Stakeholders: - See appendix 1

Children's Services

Eleanor Brazil – Deputy Director Children and Families
 Phil Di Leo – Acting Head of SEN
 Rashma Toora – Manager Leaving Care
 Marion Wheeler – Head of Children in Care Service

Adult Services

Lisa Redfern - Assistant Director, Adult Services and Commissioning

Beverley Tarka - Acting Head of Learning Disabilities
 Una De Vere - Manager Older People's Team
 Douglas Maitland-Jones - Mental Health Services Manager

Other Agencies

Connections
 Learning Skills Council
 Haringey Autism
 Havco [community link forum]
 CONEL

9.0 Timescale

9.1 The review aims to report to the Overview and Scrutiny Committee by March 2010. The recommendations will then go to Cabinet and other bodies, for example NHS Haringey, following this.

	Nov	Dec	Jan 10	Feb	Mar.	Apr.
Scoping						
Meetings						
Consultation with service users						
Reporting						
OSC						
Cabinet						

9.2 The proposed meeting structure is as follows:

Evidence Sessions		
<p>Meeting 1 Thursday 10th December</p>	<p>Context of the review Receive report from Directors of Children Services and Adult, Culture and Community Services setting:</p> <ul style="list-style-type: none"> • The transition process from initial planning to the move to adult services including initial planning, re-assessment, consultation with the young person and their carers and the actual transition. • The monitoring process, any problems that occur and how they are resolved • The numbers transferred both in the past and predicted in the next few years. • How the transition is financed, i.e. the budget, how it is spent, does it follow the child, and, is the financial provision sufficient? • Are any budgets pooled and if so which agencies are involved, what are the financial controls and have the desired efficiencies been achieved as a result. • Is there any scope for further pooling of budgets • How do the Children's Trust and 	<p>Lisa Redfern Eleanor Brazil Phil DiLeo Beverley Tarka</p>

	<p>Wellbeing Board manage overall process and what action do they take to ensure continual improvement</p> <ul style="list-style-type: none"> • Benchmarking with similar local authorities. <p>The Panel will discuss the transition arrangements with council and its partners and determine whether there are any issues on which they require further information, how efficient the service is, whether it meets assessed needs, its cost effectiveness and capacity for continual improvement.</p> <p>The first meeting will also include:</p> <ul style="list-style-type: none"> • Joint CYPS / ACCS presentation • Scoping report and Terms of reference 	
<p>Meeting 2 Thursday 14th January</p>	<p>To follow up on any action required from previous meeting, meet young people being transferred and adults recently transferred to obtain their views about process. If appropriate also invite other local authorities to talk about their process.</p>	
<p>Meeting 3 Thursday 28th January</p>	<p>Finalise Report</p>	

10.0 Independent Expert Advice

10.1 In addition, the Panel may wish to consider if their work would be assisted by the provision of some independent expert advice. This could “add value” to the review by:

- Impartially evaluating current practice providing advice on successful approaches and strategies that are being employed elsewhere
- Suggesting possible lines of inquiry
- Commenting on the final report and, in particular, the feasibility of draft recommendations.

11.0 Engagement:

11.1 Young people and their families have been consulted about their expectations for their future and what are the barriers and what would help the transition process. These areas have been covered in a variety of forums – Youth Council, Powerful Voices conference, Mpower group at Markfield, Student Social Worker participation programme.

11.2 Families have been consulted through the Aiming High programme in addition to the on going work initiated by the AEN/SEN Parent /carers Forum.

11.3 The newly established Parent/ Carers Disability Forum is an umbrella organisation for all parent/carers group are involved in detailed work on protocols, service delivery and review.

11.4 The ASD steering Group is looking at the development of autism specific provision for young adults post transition was informed by parents carrying out small group and individual discussions on their experiences to date, good practice and gaps in the provision.

11.5 The Learning Disability Partnership Board has parent representatives of young people in transition. On 21st October 2009 Haringey Learning disability Partnership hosted an Away Day to enable us to look at the work we wished the Partnership board to undertake. Scott Watkins, co- National Director of the Valuing People Team and Debbie Robinson, London Regional lead attended the morning session. Discussion on the day included how to improve service for young people and their families. Representatives of services such as housing and leisure also attended. In addition parents who are also members of the Partnership Board and other carer forums now lead on service developments and their work with Autistic Spectrum Disorder provision is an example of this outcome.

11.6 A parent has agreed to keep a transition diary for her 14 year old daughter with Down Syndrome. We are aiming to recruit other parent and their young people to so other diaries.

APPENDIX 1

MY SERVICE AT 18.

<u>NAME</u>	<u>ORGANISATION</u>
1 NEATHYA Rochester	Disabled Children's Tee
2 Teunette Braw	" " "
3 Michael Edelstein	NHS Haringey
4 Tony Antoniou	GOSH in Haringey
5 FAZAD FAUZI	ADULTS, Comm. LGBT
6 Lydia Jones	HAIL
7 Lynsyan William (transitias)	LD Combined Team Harge
8 Sim Goodey	Connections LDD P.A.
4 Chris Rowell	Haringey 14-19 Team
10 J.D. BERT	PTS
11 Cameron Dillon	Haringey Council
12 Coki Mogyi	" "
13 Rosemary Dins	HSE C
14 Cristiana Kanemae	Haringey LD team
15 Mayluka Janszelle	Leedsy Dr. Hary
16 Salla Morgan	GOSH in Haringey
17 Catherine Hymen Trawnta SW	ETPLD
18 Sarah Miller	Madfield
19 Julia Bouster	Open Door
20 SEBASTIAN DACRE	LD COMBINED TEAM
21 Mark Mark	Autism Consultant
22 LISA NEOFEN	
23 Atank Craig	CIC BD
24 Tony Hitting	CIC ED
25 Janet mill	PSW
26 Loayhe Langley	Combined LD Team
27 KUDA GUWESA	NHS HARINGEY
28 Claire Wright	NHS Haringey
29 Eleanor Brazil	L.B. Haringey
30 Sweet Janelesters	Haringey

<u>NAME</u>	<u>ORG</u>
31 Jane Lewis	L.B.H.
32 Nichi Quastman	ARSA SL ED.
33. Cenk Orhan	BME CAREERS
34 Roshni Jora	LBH. Language Series
35 Una de Vee	LBH. Physical disability
36 Sharon Miller	LBH - SCRUTINY
37 FAIZA RIZVI	BME CAREERS.
38 Ana Beaumont	CoYPS
39 VIKKI MENKMEYER	GOSS in R <small>Series manager Special for (apologize)</small>
40 Gillian Rodway	CTPLD (Apois)
41 CILLY MARTIN NEWTON	LBH
42 CILE. RACHEL ALLISON	LBH.
43 Phil Dileo	LBH
44 Beverley Turka	L.B.H
45 LUCIANA FREDERICK	L.B.H.
46 SANJIDA SATTAR	ANNE HARRINGEY - CAMP