

A Professionals Guide to the Single Transition Assessment Process

Introduction

The Foundation for People with Learning Disabilities was commissioned to develop a Single Transition Assessment which is person centred and based on the belief that people should be in control of their own lives and at the centre of any planning or meeting about them.

The Assessment process and paperwork used for families and individuals with learning disabilities is one that is considered onerous. From referral to receipt of support or service, families and individuals have to complete many different forms and assessments, often repeating the same information and feeling disengaged from the process. Staff in turn find themselves having to complete and hold vast amount of information and find it difficult to incorporate this into a person centred framework.

This guide should be read along with the London Borough of Redbridge Transition Protocol, Children in need procedures, Safeguarding Children Procedures, Safeguarding Adults Procedures, Disability Discrimination Act, Children Act and Community Care Act. The paper work amalgamated relate to each of these acts.

Our mission

To amalgamate all assessment paperwork and make this seamless and person centred

Through a multi agency partnership, this document aims to put in place a single assessment process which is in line with the transition protocol that holistically provides for the needs of disabled children and young people as they progress through from child to adulthood. The outcome is to ensure that these children and young people, including those with complex health conditions, are able to access high quality care resources and support, to enable them to live a full and satisfying life as adult members in their communities and within society as a whole.

The focus of the project was the transition period for young people with learning disabilities,, the objective being to ensure that there is a smooth transition and continuity of care/service for a young person and their family.

This paperwork refers to all assessments relating to Transition and Planning. It incorporates:

- Person Centred Planning questions and guidance;
- Community Care Assessment;
- Section 140/139a;
- Section 5 & 6;
- Common Assessment Framework;
- My Shared Care Plan;
- Health Action Planning;
- Statement of need;
- Parts of Application to Panel.

Transition

The move from school to an adult life is referred to by families as the hardest time in their life. Many departments take a lead at different times within this very difficult period for young people. This paperwork, along with the “person centred reviews” recommended by Valuing People for transition should create a climate of partnership and hope.

We hope that this process will enable young people and families to gain more control and gather the information and support they need to make change seamless and positive. They also won't need to repeatedly answer questions already shared about their life.

For staff, the process will offer an opportunity to truly know who the person is and how best to support them. If undertaken in a truly person centred way, the process will make it possible for the individual and the family to be well supported.

Single Transition process

The project team has recommended that Redbridge and Waltham Forest consider using this process at whatever age or stage a person is referred to social services. It is also recommended that work is undertaken to integrate the assessment into the Liquid Logic Protocol and the CareFirst systems. This should make it possible to keep historical information safely and ease case transfer.

Using this process will make multidisciplinary involvement easier, with less reliance on the social worker. Any professional will be able to take the lead in completing the assessment, although a social work professional will still need to assess the eligibility for social care services, if it is likely that a social care service is necessary. It will only be necessary to complete the one form to meet all agencies roles and responsibilities.

The objective is to ensure that:

- there is continuity of care;
- the movement between the different professionals involved is seamless;
- the movement from children's to adult services is smooth;
- and most important that the process is person centred and hence the disabled child/adult and their family remain in control.

Included in appendix 1 is the recommended Pathway that shows the current structure used and that recommended by the project team.

The Single Transition Assessment Form

The form has been developed by amalgamating all the current paperwork that may be used by agencies to support the planning for disabled young people in transition. It is designed to be used alongside a Person Centred Review Process.

The main changes are that the duplication has been taken out and the language made more person centred, making the form (Book 3) more accessible and respectful to the young person.

The form should not be used as a questionnaire but should be used as a guide to ensure that you ask all the questions needed to complete the assessment in a person centred way.

It is important to meet with the person and/or their family in a comfortable place. It is vital that the person is present and that questions are addressed to them. If working with someone with high level support needs or unique communication, it is important to include the people who know the person best, while finding ways to include the person as well.

Getting started

This information is designed to give you guidance and information to facilitate the assessment in a person centred way. The information is written in sections in order to make the process easier. All the information that you would need is provided in a printer friendly format for you to copy and give out. Also provided is information at the end of this pack for you to read, and contact details if you would like to pursue some training.

The Guidance below will help with implementing this process.

You will also find 3 booklets:

- **Book one** – Getting to know me. A planning booklet for disabled young people.
- **Book two** – Getting to know me. A planning booklet for the parents and carers of disabled young people.
- **Book three** – My Transition Plan. A single transition assessment form. This will also be available as a word document.

The Guidance

Step 1: Information about the Transition process

It is important that disabled young people and their families are prepared for the young persons transition to adulthood, and have information about the support that is available at this time. In the summer term of year 8 each young person with a Statement of Educational Need should be provided with a Transition Information Pack, which provides them with information on the different stages of transition support, and with the contact details of relevant organisations.

Step 2: Getting Started - Getting to Know Me

Book 1 – Getting to Know Me, section one, is to be used with the young person. It should be used to support a young person to prepare for their review. The booklet is there as a guide and does not have to be completed. The information should be gathered in a way that takes into account the communication needs of the young person. For some young people this might mean writing the information on a computer, for others it might mean using pictures and photographs. For those young people with very complex communication needs it may be for the people working with a young person to provide the information, from their knowledge of the young person.

The young person should be offered support to think about the questions in Book 1. It may be that school is the best place for this to be done with support from the staff that work with them.

It is important to introduce the process and explain what you are to do. You need to agree with the young person and their family who will be facilitating this process. They may already have a person centred plan or someone facilitating their plan and circle. Discuss with the young person and their family how they will be involved and how this process will be facilitated by whom.

Building a person centred relationship is important. The lead professional should meet the focus person with their family to introduce yourself and discuss the process. It is important to find out who they are. Many feel this takes too much time but it is important to spend some time to find out who this young person is without writing anything down. Who is the young person? What do they like? What are their qualities? Use this as a way to get to know them.

You will find in a Privacy Statement and Consent Form that will need to be signed by the individual and/or their family. This information can only be shared with informed consent.

Book 2 should also be completed at this stage. This is a booklet for the parents or carers of a disabled young person to complete, to gather their perspective on the young person's needs and aspirations for the future.

Example:

PEOPLE IN MY LIFE
OR THAT ARE IMPORTANT TO ME

People closest to me

Friends

ME

People I say hello to

People who are paid to
work with me



Step 3: Person Centred Review

Information about this can be found in Book 2 – The Review Meeting

This is the most important section in the whole review/assessment process and it is important to give it time. The time spent now will mean a saving later.

This is a chance for the young person or adult and their family/supporters to talk about all the things that are positive about and important to the person. This is an important start as it helps to set a respectful positive environment that will enable you later to ask some more difficult questions. Families often feel they are not listened to so it is important that you are truly listening and showing respect. The information below is best collected in a person centre review meeting.

Books 1 and 2 should be used to prepare the young person and the family for the review, and to give them the opportunity to think about the areas that will be discussed prior to the review meeting. Sometimes the young person and their family choose to complete this on their own and come to the meeting with it to make a presentation.

The headings that should be used at the meetings are:-

What we like and admire about ... ?

My dreams for the future

My family and other peoples dreams for my future

What is important to me?

What is important for me?

What is working (this should include what is working at school)?

What is not working (including what might need changing in the statement)?

Action Plan

You may want to consider using flip chart paper, and either allowing each person at the review to write their answers on each sheet, or the facilitator gathering the response from participants, and scribing them.

The purpose of the person centred review meeting is to:

1. Review the information that everyone has about what they like and admire about the person; what is important to the person (now and for the future); and what help and support the person needs.
2. Identify what else we need to be able to develop this information into a person centred transition plan and agree actions for this.

3. Identify what is working and not working from different perspectives (the young person's, the school's, the family's, and others)
4. Agree actions that will continue what is working and change what is not working.

Step 4 – The Form

Information on this form will be recorded on a computer database. This Council is registered for this purpose under the Data Protection Act of 1988, which provides you with protection as to how the information will be used, stored and shared. The information will be maintained in accordance with the principles in the Act and, where appropriate, in other legislation relating to your rights in respect of access to or disclosure of your information. Other legislation includes The Human Rights Act of 1998, The Access to Health Records Act 1990 and your common law right to confidentiality.

Once the review is completed the information from the young person and parents booklets, and from the review meeting should be entered into the form. This should then be updated after each subsequent review. If there are any gaps in the information you may need to talk to the young person or their family to gather additional information.

Each young person will be given a folder for their transition plan, in which they can keep a copy of their plan, as well as any other information regarding transition.

Timeline

Step 1.

- 1a During summer term provide all year 8 students with a statement of special educational need with a Transition Information Pack.

Step 2.

- 1a Meet the young person and their family/carers – Informal meeting.
- 1b Give the young person and their family an explanation letter and consent form. Explain and answer questions. Get signature.
- 1c Give the young person and their family the preparation format and explain it. (spend time completing this with them if required.)
- 1d Do a relationship map and get to know the young person.

Step 3i.

- 3a Plan and arrange the person centred review meeting.
- 3b Get information from the young person and family in order to put the information on charts for the meeting.
- 3c Use the information from the young person on what helps in order to prepare the right environment for the meeting (create a relaxed, informal environment with refreshments).
- 3d Decide if you are running the meeting on your own or if you will facilitate the meeting while someone else records.
- 3e Decide if you will add some of the information at the end of this form during the meeting or meet separately with the young person and family to complete the form.

Step 3ii.

- 3f Welcome everyone and explain how the meeting will be managed. Go through the ground rules.
- 3g Ask everyone to say what they admire about the person and record the answers. Make this informal and friendly.
- 3h Ask the young person to present what they have prepared, with/without support, or ask the family to present on behalf of the young person. (Be prepared to offer support if the young person is not be able to be part of the meeting or would prefer to go in and out).
- 3i You need to judge the group. If it is a big group, ask everyone to get up and put their answers to questions on the flip charts. Or go around in a circle and record

what people are saying. Always check that the young person and the family are in control and comfortable with the process.

- 3j Once the meeting is over, ask the group to say how they felt the meeting went and to add their name to the action plan.
- 3k Once the meeting is over, use the information collected to complete the Single Common Assessment form.
- 3l Make sure that the contribution from all other professionals involved has been incorporated into this.
- 3m Once this is complete, meet the person and their family/circle and discuss the whole plan. Complete the missing sections from the form and check its accuracy.
- 3n Once you're sure it is accurate, give them a copy.
- 3o Add dates for next meeting. Give a copy to young person and family.
- 3p The form should be sent to all the relevant professionals to make sure that action is taken.

Step 4

- 4a Use the information to complete the computerised form.
- 4b If this is a year nine review, make sure that the action plan is focussed towards a planned exit from school and collecting as much information as needed from the school. For example 'what helps my learning and communication passport?' The person centred process will provide answers to the questions as above.
- 4c Use the summary and action plan to provide the information required by the panel to consider needs. Accompany this with a completed 'Resource Allocation Form'.

Dear _____



We are going to meet with you and your parents or carers to talk about what is important to you and to ask you some questions.



We will write the answers to the questions and give you a copy.



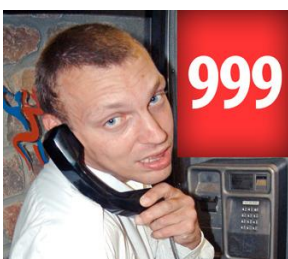
We want to know if you are happy for us to share this information with the people in your circle.



We may also need to share the information with other people, for example if you need help, they may need this information to be able to help you well.



By sharing this information it means that the new people in your life do not need to keep asking you the same questions but only ask you the questions that are important.



In an emergency we may need to give this information to others so that they can help you well and quickly.



We will tell you if we are going to share this information with anyone.

If you are happy for us to give others the information about you then we would like you or someone from your circle to sign this form.

Information on this form will be recorded on a computer database. This Council is registered for this purpose under the Data Protection Act of 1988, which provides you with protection as to how the information will be used, stored and shared. The information will be maintained in accordance with the principles in the Act and, where appropriate, with other legislation relating to you rights in respect of access to or disclosure of your information. Other legislation includes The Human Rights Act of 1998, The Access to Health Records Act 1990 and your common law right to confidentiality.



Meetings will be facilitated by _____ who will make sure that the information is put on the computer and make sure that everyone does what they said they will do. If the facilitator changes then they will write their name here so that everyone knows whom to talk to.

**Appendix 1
Early Childhood**

Now	Recommended		
<p style="text-align: center;">Referral (0-5)</p> <p style="text-align: center;">Who should be there</p> <p style="text-align: center;">10 points IT system for SW</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Initial Assessment incorporating carers assessment - offered</td> <td style="width: 50%; padding: 5px;">If needs one, complex CORE assessment</td> </tr> </table>	Initial Assessment incorporating carers assessment - offered	If needs one, complex CORE assessment	<p>Person centred Review</p> <p>Single common assessment meeting</p> <p>Social Worker confirms eligibility</p> <p>Add any new question from complex core assessment to single common assessment</p>
Initial Assessment incorporating carers assessment - offered	If needs one, complex CORE assessment		

Age 5-10

Now	Recommended
Initial Assessment Review from SW	Person centred Review
Referral to Social Services	

↓ Initial Assessment	Person centred meeting Social worker Check eligibility
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Age 11

Now	Recommended
Secondary Transfer	
Initial assessment + Respite?	Add extra needed questions to single common assessment in agreed review meeting (with family)
<p>If residential respite</p> <pre> graph TD A[Looked after children plan] --> B[Redbridge Annually reviewed] A --> C[Reviewed every 5 months - Waltham] C --> D[SW initiate] D --> E[+ IEP] D --> F[+ Statutory Medicals] D --> G[+ Personal Education Plan] H[Redbridge only for those in full time residential care] </pre>	

Age 14+

Now	Recommended
<p>Commissioning, deciding primary disability</p> <p>↓</p> <p>Which team they belong to</p> <p>Connexions involved</p> <p>SW attend review and Has responsibility for Transition plan</p> <p>If a new referral → Initial Assessment</p> <p>If need for accommodation or residential school</p> <p>↘</p> <p>Core assessment</p> <p>14+ Review</p> <p>SW does not have to be there unless child is looked after.</p>	<p>Incorporate information 0-14 in single common assessment. If a new referral at 14, just use SCA</p>

Age 16

Now	Recommended
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Same as 14	Single common assessment
SS review every 6 months	Reviewed as agreed
Educational Statement reviewed annually	
Eligibility worked out → FACS → Appropriate Team	Add extra eligibility questions