

Session led by Department for Education, Department of Health and Social Care and Department for Work and Pensions

**Presentation and interactive workshop; input
into the transitions guidance**

Planning partners:

Sponsors:



Department
for Education



Department
for Work &
Pensions



Department
of Health &
Social Care

Transitions guidance from early years to adulthood

Contact & the National Network of
Parent Carer Forums Conference

Thursday 29th February 2024

Welcome & overview

- Department for Education (DfE) – Katharine Davies, Head of Transitions, Autism and Participation Unit
- Department for Education – Fern Oxley-Browning, Senior Policy Advisor, Preparation for Adulthood
- Department for Work & Pensions (DWP) – Stephen Lismore, Learning Disability and Autism Employment Policy
- Department for Health & Social Care (DHSC) – Eleanor Holton, Adult Social Care Strategy Advisor

Aims

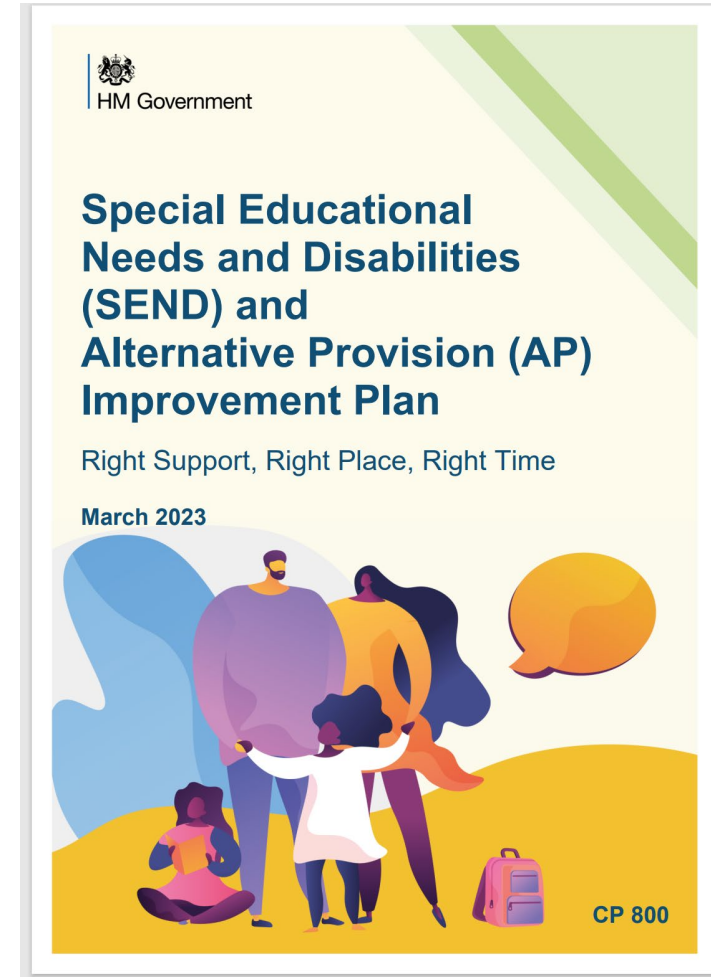
- To provide a cross-departmental update on current work to support successful transitions
- To hear your views on what good looks like with regards to transitions at all stages

SEND and AP Improvement Plan: Transitions guidance

Successful transitions

“Our vision is a SEND and alternative provision system which supports children and young people to successfully move through education and into adulthood, regardless of whether they have an EHCP, through the wide variety of routes available.”

“We will publish guidance to support effective transitions between all stages of education, and into employment and adult services.”



Current work across DfE, DWP and DHSC

DfE - Alternative Provision (AP)

- Alternative provision schools play an essential part in facilitating engagement in education.
- AP should not be used in place of specialist SEND provision, including for SEMH. But AP can have a role in **helping both identification of SEND, and development of strategies to support learners with SEND** within mainstream.
- Our AP reforms have set out our ambitions for a well-functioning local system, where AP provides **outreach or planned short-term placements – supporting the child, their family and their current mainstream school.**
- There will also be alternative provision placements for those needing more bespoke support to make the **transition to a new school, or to a sustained post-16 education or training placement.**
- The reforms will build strong partnership working between mainstream schools and AP schools, which will ensure that movement of pupils between settings are **open and transparent and happen only in the best interest of the child.**

DfE – Preparation for Employment

Apprenticeships

- Apprenticeships are open to people of all ages and backgrounds and provide excellent career development and progression opportunities.
- To support young people with SEND to succeed in apprenticeships:
 - Pilot of English and Math flexibilities
 - Mentoring to LDD apprentices
 - Funding for training providers and employers to make reasonable adjustments

Supported Internships

- Supported internships are a study programme for young people aged 16 to 24 who have an Education Health and Care (EHC) plan, want to move into employment and need extra support to do so.
- We are investing c£18 million to build capacity and drive up quality in the SI programme
- Pilot with 12 local authorities to extend Supported Internships to young people with learning difficulties and disabilities **without** EHC Plans.

DfE - Careers

- Schools and colleges across England must secure independent careers guidance for all secondary pupils and make sure that there are at least six opportunities for pupils to hear directly from providers of technical education or apprenticeships, during years 8 to 13 - enabling young people with SEND to consider the widest possible range of careers and post-16 options.
- We are funding the Careers & Enterprise Company (CEC) up to £32.5m in 2023-24 to support schools and colleges across England to meet their statutory duties and deliver careers programmes in line with the Gatsby Benchmarks.
- At school and college level, Careers Leaders should work closely with the Special Educational Needs Coordinator, inclusion teams and careers adviser, to identify the guidance needs of all pupils and put in place personalised support and a transition plan.
- National network of Careers Hubs – including specialists in SEND provision.
- The National Careers Service provides information, advice and guidance to young people (13+) through website, webchat and helpline and adults can also access guidance in local community settings.

Buckland Review

- Review of Autism Employment, led by Sir Robert Buckland MP, launched April 2023, exploring how employers recruit, retain and develop autistic people, identifying barriers to this happening and developing effective ways to overcome those barriers.
- Aim of significantly improving the autism employment rate over the next 5 years.
- Over the summer of 2023 received views from employers, employer organisations, autistic people, autistic charities, specialist support groups and other stakeholders.
- Report and recommendations published 28 February 2024.

Youth Offer

- The DWP Youth Offer provides individually tailored work coach support to young people aged 16 to 24 claiming Universal Credit and comprises of three elements:
 - The Youth Employment Programme a structured 13-week programme of intensive work coach support, focused on helping young people to access work-related support and find employment.
 - Youth Hubs combining employment support from a Jobcentre work coach and place-based support from local partners, jointly delivering skills, training, employment, and wrap-around support to help young people into work.
 - Youth Employability Coaches providing flexible work coach support to young people who are experiencing additional barriers such as homelessness and other complex needs to find employment.

DWP School Advisers

- Support for Schools supports young people in school years 7-13 who are at particular risk of being out of education, employment or training (NEET) or who face disadvantages when looking for work. School Advisers are also closely involved in supporting those young people with Special Educational Needs and/or Disabilities, and those educated in Alternative Provision establishments such as Pupil Referral Units.
- School advisers work closely with schools to support their statutory duty to deliver careers education and advice, assisting young people to make informed choices about which path to follow when they reach 18 or leave secondary education.

Access to Work

- Access to Work (AtW) is a grant scheme that is intended to support people with a disability or health condition to take up or remain in work. An AtW grant can pay for:
 - Special equipment, adaptations or support worker services to help people do things like answer the phone or go to meetings.
 - Help getting to and from work.
 - A package of home working assistance which can be blended into support in the workplace.
 - An opportunity to complete an Adjustments Planner or Health Adjustments Passport to support the transition into work and remove the need to repeat personal information and reduce the need for an Access to Work holistic assessment.

Effective person-centred planning is essential to help young people, their families and carers prepare for adulthood and transition to adult care and support

Transitions to adult care and support can come at a time of much change in a young person's life, making effective person-centred transition planning essential for supporting young people prepare for adulthood.

The **Care Act 2014** requires that local authorities conduct a transitions assessment if it appears a young person will have care and support needs at 18. This duty also extends to child carers and young carers who are themselves turning 18.

Transitions assessments should be person-centred, ensuring cooperation from all relevant partners to assess how care and support can help them young people to achieve the outcomes that matter to them. Transition assessments provide young people, their families and carers with information so that they know what to expect in the future and can prepare for adulthood.



There is a wealth of guidance to inform standards and best practise for preparing young people for adulthood and supporting high quality transitions into adult social care

1

Care Act Statutory Guidance, chapter 16¹ includes further guidance and evidence of best practise pertaining to Care Act legislating on transitions to adult care and support.

2

Special Educational Needs and Disability Code of Practise: 0 to 25 years statutory guidance² sets out principles regarding Preparation for Adulthood, including requirements and expectations for how professionals should support children and young people with SEND to prepare for adult life (8.59 – 8.74).

3

SCIE transitions resources³ provides guidance for practitioners and young carers for supporting transitions and a training course for social care staff, health, housing workers and organisations providing care.

4

NICE Quality Standard on the Transition from Childrens to Adults Services⁴ provides a set of 6 measurable statements so that attainment can be assessed for identification of the need for quality improvement. These cover how transitions should be prepared for and conducted and how young people should be engaged in this process (last updated December 2023).

5

Study of social work practise with autistic young adults & their families⁵, conducted by the CSW for Adults and the CSW for Children and Families this fieldwork reviewed 4 LA's to understand more about social care provision for autistic people, the findings inform some recommendations when it comes to transitions.

6

National Development Team for Improvement Preparing for Adulthood⁶ contains a range of person-centred planning materials as part of their national Preparing for Adulthood Programme.

7

LGA Preparing for Adulthood⁷ provides a guide to legislation in England focused specifically on people with a learning disability and autism.



There are various pieces of work planned which will provide further information and guidance on how young people are best prepared for adulthood

Future work

1

Research: The Department invests in research through the National Institute for Health and Care Research (NIHR). The NIHR funds research which focuses on improving social care for both adults and children, including research which explores the transition from children's to adult's services.

2

CQC Local Authority Assessments: The Department has introduced assessment by the Care Quality Commission (CQC) of local authorities' delivery of their Care Act duties. CQC assessment will increase transparency and local accountability, meaning people will be able to hold their local authority to account. It will also help to highlight and spread good practice, as well as identifying where improvements need to be made. CQC started the first formal assessments of local authorities in December 2023.

Theme 3, 'Safe systems, pathways and transitions' covers LA's provision of transitions care act duties.

3

Development of the Down syndrome statutory guidance. The Department is in the process of developing statutory guidance, to support the relevant authorities in meeting the needs of people with Down Syndrome following the Down Syndrome Act 2022 receiving royal assent in April 2022. The act represents a significant opportunity to improve the life outcomes of people with Down's syndrome, and to raise the understanding and awareness of the specific needs of people with Down's syndrome. The Department is using responses from the call for evidence and consider inclusion sections on transitions and preparation for adulthood. .

4

Update to the Autism Statutory Guidance (2015). The Department is working closely with the Department for Education to update the Autism Act Statutory Guidance. The guidance will support local authorities and NHS bodies to deliver improved outcomes for autistic people. This guidance will include a section on transitions including what local authorities must and should be doing to support autistic young people as they transition into adult social care services. There will be a public consultation on the new guidance this year.

