

Transition to Adulthood of Young People with Disabilities Action Plan

2011-2014



INTRODUCTION

The Transition to Adulthood for Young People with Disabilities Sub Group (Transition Sub Group for short) reports to and is mandated by the Children, Young Children and Young People's Strategic Partnership (CYPSP). The Sub Group has been charged with drawing up a plan for integrated commissioning of supports and services for young people with disabilities to improve their outcomes as they transition into adulthood. Membership of the Group consists of representatives from the Statutory, Voluntary and community sectors. Current membership can be found at Appendix A. The participation of young people with disabilities in all stages of this process is paramount, as is the participation of parents of young people with disabilities.

The following draft action plan sets out how the Transition Sub Group will contribute towards the implementation of the Northern Ireland Children and Young People's Plan 2011-2014 set out above. The draft plan includes the priorities that need to be taken forward to improve the six high level outcomes for young people with disabilities as they transition into adulthood. This draft action plan should be read in conjunction with the overall Children and Young People's Plan. This overall Plan sets out that all the CYPSP planning work will contribute towards a shift to early intervention, and to integration of resources from all possible sources in order to improve outcomes for children and young people.

This action plan is one document in the suite of documents, which, together, make up the NI Children and Young People's Plan. The Transition Sub Group will collaborate with the other regional Sub Groups and the 5 Outcomes groups in order to implement the overall Plan, under the leadership of the CYPSP. The Plan is therefore a live document – at any one time the latest version of the overall Plan and the Action Plans of all of the planning groups will be available on our website, at www.cypsp.org.

Young people with disabilities refers to young people who have a physical, sensory or learning disability or prolonged illness or condition which, in interaction with various barriers, and without the provision of adequate support services, may hinder their full and effective participation in society on an equal basis with others and hinder their optimal potential for personal development and social inclusion. The provision of adequate support services into adulthood is vital for this group of young people.

The Sub Group has identified a range of quantitative information. Given the range of indicators that could be used for any outcome, the Sub Group has decided to prioritise a number of key indicators that will enable them to monitor progress against the outcomes over time. The quantitative indicators are either, currently collected and available to the Sub Group, or identified by the group as not readily available but useful information that they wish to collect as part of their ongoing work.

The Sub Group is aware that the timeframe for the action plan is 2011-2014. Through an extensive outcomes based planning process, the group has identified many key issues for children and young people. However given the short time frame, many of the actions are short term and realistic in nature, with a view to address long term issues.



Outcome *Healthy*

What do we know about children and young people...

Quantitative Information

- % of young people with disabilities who receive an Integrated Plan
- Rates of parents/carers experiencing mental health/stress related illnesses
- % of young people with disabilities who experience mental health difficulties who transition into adult mental health services (i.e. are assessed by / access adult mental health services)

Qualitative Information

- There is a need to ensure that young people continue to access services and supports available in children's services into adult services, including Allied Health Professional (AHP) services, as appropriate and services for those with complex physical health care needs.
- Young people have limited access to social activities within their local community, which may lead to isolation/loneliness and possible mental health issues.
- Children and young people with disabilities are at higher risk of developing mental ill health than other children and young people and yet they experience great difficulty in accessing child and adolescent mental health services.
- Transition planning often occurs at a late stage and may not account for the range of needs and challenges faced by young people with disabilities, which causes a lot of anxiety for families

What we will do

The group will explore the potential for a number of mechanisms which aim to improve the experience of transition to adult services for the young person and their families. These mechanisms will include integrated plans and passports.

Integrated plans will be multi-agency and will have a person centred approach. The plan would transverse through and across many areas of all services needed, accounting for the range of physical health, mental health and other issues a young person with disabilities may face as they transition to adult services.

Passports will also be developed where required (with information about the young person). These will be comprehensive, not a medical record, involve all relevant organisations, and follow the young person throughout their lives. They will be closely linked to their integrated plan to ensure continuity, accuracy, safety and efficiency when accessing supports and services based on their needs. These will help reduce the need for retelling of information at the transitions stage.

As a first step, the group will develop a good practice model for integrated plans to ensure that the young person has access to appropriate transition support from age 14 years

Outcome: <i>Healthy</i>					
Actions:	Implementation Milestones	Lead person/ other groups	What difference will it make to children and young people	Other outcome s	By when
As a first step, the group will develop a good practice model for integrated plans to ensure that the young person has access to appropriate transition support from age 14 years	Link with Health and Social Care Trust Stakeholders	Regional Transition Sub Group / Regional CWD sub group	The Integrated Plan and the development of passports will ensure better planning for young people and their families which will reduce anxiety, promote better mental health and enhance the transition process	ELA, LSS, EEEW, CPCS, LSRR	2014
	Scope current Integrated Plans used across Northern Ireland and across agencies				2014
	Agree a template for an Integrated Plan across agencies throughout Northern Ireland				2014
	Develop the use of passports by scoping current practice and developing a good practice model				2014
	Ensure the review of acute and community health at the transitions stage	Transition Sub Group	2014		

Outcome *Enjoying, learning and achieving*

What do we know about children and young people...

Quantitative Information

- % of children and young people leaving compulsory education achieving levels (1-8) on the Qualification Credit Framework
- % of children and young people with disabilities moving into further and higher education
- % of children and young people with disabilities moving into training
- % of young people who receive home tuition
- Numbers and % of young people identified as SLDD in mainstream and discreet provision in Further Education (FE) colleges.
- Numbers and % of young people with a disability leaving further education achieving levels (1-8) on the Qualification Credit Framework

Qualitative Information

- Evidence would indicate that young people with disabilities, on average, have less formal qualifications (GCSE's) on leaving school than their peers.
- Young people with disabilities feel that it is hard to know where to get support for their education or training, for example, when they finish a course and still are not qualified to do a job.
- In some cases, young people with disabilities perceived that they were offered less opportunities than their peers in educational settings
- Young people with disabilities, depending on where they live, may have less access and less choices to post statutory education opportunities
- Patient & Client Council (2011) survey of 88 Severe Learning Disability / Difficulty (SLDD) students across the 6 Further Education Colleges. While most students had a positive and enjoyable experience, a number of concerns were identified including who decides on course students take, limited range of courses, uncertainty about post-college options, large class

sizes, lower support levels, non acceptance by other students.

What we will do

We will keep up to date on the number of young people with disabilities moving into further education, training and employment.. The participation of Education, and other relevant, agencies will be assured given the nature of the Integrated Plans.

Outcome: <i>Enjoying, learning and achieving</i>					
Actions:	Implementation Milestones	Lead person/ other groups	What difference will it make to children and young people	Other outcome s	By when
Develop a system for tracking young people's education, employment and training status, including young people with disabilities	Link with Education and Department for Learning (DEL) members to track young people through education / further education as part of their Integrated Plan	Regional Transition Sub Group	Ensure that, as part of their integrated planning process, young people are supported to access the same opportunities as their peers.	EEEEW, LSRR	2014

Outcome *Living in safety and with stability*

What do we know about children and young people...

Quantitative Information

- % of young people with disabilities living in accessible out of home placements
- % of young people with disabilities living in inappropriate accommodation.
- % of young people with disabilities on the Child Protection Register.
- % of disabled children and young people attending mainstream and special schools who are bullied

Qualitative Information

- Many young people with disabilities experience harassment in public because of their disability. There is also a high incidence of hate crime against young people with disabilities.
- There is a lack of awareness/equality training to highlight issues such as harassment or hate crime towards young people with disabilities.
- Young people with a disability who require mainstream public services such as residential short breaks often have a limited choice with some offered accommodation in residential homes with elderly clients.
- Disability processes should formally recognise the needs of young people as being distinct from those of children or adults.

What we will do

The Sub Group will promote awareness of disability in schools, youth clubs and local facilities in the community. Disability Awareness Training will be provided for staff to ensure young people with disabilities get the most out of the facilities available. The group will also ensure that young people know what their rights are in relation to Human Rights, the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

Outcome: *Living in safety and with stability*

Actions:	Implementation Milestones	Lead person/ other groups	What difference will it make to children and young people	Other outcome s	By when
Promote awareness through training in disability awareness, Human Rights, UNCRC and the UNCRPD	Diversity and Disability Awareness training for all primary and post primary school children and those in community and youth service provision.	Regional Transition Sub Group	More awareness about issues related to disability within mainstream settings will promote the needs of young people and potentially lead to a reduction in the incidence of harassment and disability hate crime.	H, ELA, EEEW, CPCS, LSRR	2014
	Children and young people with disabilities receive rights training based on the Human Rights Act, the UNCRC and the UNCRPD, including advocacy training.	Regional Transition Sub Group / young people			2014
	Training for service providers such as social workers, teachers etc on how to	Regional Transition Sub			2014

Outcome: <i>Living in safety and with stability</i>					
Actions:	Implementation Milestones	Lead person/ other groups	What difference will it make to children and young people	Other outcome s	By when
	<p>identify the symptoms of emotional wellbeing and mental health issues particularly at aged 14+ in children with disabilities</p> <p>Training for service providers and policy makers on how to communicate effectively with adolescents with disabilities in order to help them to identify their needs and wishes and aid participation</p> <p>Training for Teachers, Community Nurses, Social Workers and other relevant professionals to challenge their attitudes to disability and expand their skills in supporting children with disabilities and their families. The aim of this training is to aid the young person to develop to their fullest potential and adapt a can do attitude to life aiding independent</p>	<p>Group / relevant statutory agencies/</p> <p>Regional Transitions group</p> <p>Regional Transition Sub Group / relevant statutory agencies</p>	<p>Training young people with disabilities about their rights will empower them to challenge and report incidences of harassment instead of accepting it as a 'social norm'.</p> <p>Training will enhance the view of a young person with distinct needs from children or adults</p>	<p>H, ELA, EEEW, CPCS, LSRR</p> <p>H, ELA, EEEW, CPCS, LSRR</p>	<p>2014</p> <p>2014</p>

Outcome ***Experiencing economic and environmental wellbeing***

What do we know about children and young people...

Quantitative Information

- % of young people with disabilities in full time paid employment (16+ hrs a week)
- % of young people with disabilities in part time paid employment.
- % of new carers of children and young people with disabilities who are offered a carer's assessment.
- % of siblings who are offered an assessment of their needs.
- % of young people with disabilities attending a range of activities and mainstream leisure and youth services.
- % of young people with disabilities who are not in education, employment or training.

Qualitative Information

- Fewer access to opportunities for young people at the transition stage and they continue to need support to get into employment.
- Up to 90% unemployment / economic inactivity levels for people with disabilities; it is increasingly difficult for young people with disabilities to find and sustain employment in the current economic climate
- Accessible transport, it is not available in all areas for young people. It is more available in some areas than others, for example in rural areas buses are less frequent. Furthermore, parental feedback indicates that the onus is on them to provide transport to and from day time provision because of where they live.
- Young people and their families should be accessing short breaks that are arranged around what they need and prefer, in relation to frequency, suitability, proximity to home, school and friends.
- Leisure opportunities available to young people with

disabilities are limited because of difficulties associated with accessing and participating in mainstream leisure, cultural and youth activities.

What we will do

Scoping will be carried out so adult services know how many young people with disabilities they should be expecting to come through to their service each year. The group will also create one point of access for information which will be available in an accessible format across agencies

The group will scope what short break services are currently available, and set up a multi-agency group to look at day opportunities to guide direction of travel. This group will ensure services are age appropriate and safe for the young person. This group will also be a link in with the Department of Agriculture and Rural Development (DARD) and local councils to provide accessible transport and facilities for young people.

Outcome: <i>Experiencing economic and environmental wellbeing</i>					
Actions:	Implementation Milestones	Lead person/ other groups	What difference will it make to children and young people	Other outcomes	By when
Scoping work across Northern Ireland to determine expected demand and	Scope number of young people with disabilities coming through to adult services in Health and Social Care Trusts. Map the range of adult services and provision across Northern Ireland –	Regional Transition Sub Group / Regional	Better information will lead to better planning of services for young people in transition stage which	H, ELA, LSS, CPCS, LSRR	2014

Outcome: Experiencing economic and environmental wellbeing					
Actions:	Implementation Milestones	Lead person/ other groups	What difference will it make to children and young people	Other outcomes	By when
<p>creating an integrated point of access for information regarding transition from school</p>	<p>both within and outside HSC Trust provision - that are currently available to young people with disabilities</p> <p>Create one point of access for information in an accessible format across agencies and departments. E.g. www.familysupportni.gov.uk</p>	<p>CWD Sub Group</p>	<p>will impact positively on all outcomes</p>		
<p>Review short breaks services</p>	<p>Scope current opportunities</p> <p>Set up a regional cross agency group to look at day opportunities to guide direction of travel.</p> <p>Carry out a regional short breaks review</p> <p>Ensure short breaks are age appropriate and risk managed safe</p>	<p>Regional Transition Sub Group</p>	<p>Short breaks become an event in the lives of children, young people and their families. They enjoy the same access to mainstream play and leisure facilities and transport as their peers. This also impacts on all other outcomes. Mainly, the right of the child or young person to have the</p>	<p>H, ELA, LSS, CPCS, LSRR</p>	<p>2014</p>

Outcome: Experiencing economic and environmental wellbeing					
Actions:	Implementation Milestones	Lead person/ other groups	What difference will it make to children and young people	Other outcomes	By when
Review employment opportunities and supports available to disabled young people to access these opportunities	<p>Acknowledge the young person's right to have a say in when, where and how the short break is delivered, including having break along with their family</p> <p>Link with DARD for access to transport</p> <p>Link with Councils for access to facilities.</p> <p>Scope best practice in the Northern Ireland and rest of UK for young people accessing employment</p> <p>Review the changes and impact of Welfare Reform in relation to children and young people with disabilities</p> <p>Link with NEET Strategy Forum to ensure that young people with disabilities are included as 'Pathways to Success' is reviewed</p>	Regional Transitions Sub Group	<p>same access to mainstream activities as their peers, their right to be included and be the centre of the decision making process and improvement in their mental health and emotional wellbeing.</p> <p>Development of employment opportunities for young people</p> <p>With a full understanding the group is in a better position to address economic hardship for families of children and young people</p>	H, ELA, LSS, CPCS, LSRR	2014

Outcome ***Contributing positively to community and society***

What do we know about children and young people...

Quantitative Information

- % of children and young people who know their rights and where they can get extra support to exercise their rights (survey)
- % of young people who access personalised individual budgets.
- % of young people with disabilities who volunteer in their community.
- % of young people who access direct payments

Qualitative Information

- Many young people and their families are not recognised and respected as partners with professionals in decision making processes. More generally, their participation is limited. Advocacy services and complaints procedures are not routinely accessible to young people.

What we will do

In ensuring a person centred approach the group will look at including self directed support including personalisation of individualised budgets and direct payments for young people. This places the emphasis on the young person to make their own decisions about their care and life. The group will also link with Sport NI Disability Strategy to ensure inclusion of young people in the community. There will also be a scoping exercise carried out on how organisations currently include persons with disabilities into their plan.

Outcome: Contributing positively to community and society					
Actions:	Implementation Milestones	Lead person/other groups	What difference will it make to children and young people	Other outcomes	By when
Promote the inclusion and participation of young people with disabilities in sport and civic activities.	Scope how organisations currently include persons with disability in their plans – Councils, Youth Clubs, and Sports Clubs e.g. GAA. Link with Sport NI Disability Strategy	Regional Transition Sub Group / Relevant Councils, youth, and sports bodies.	Supporting young people with disabilities to access the same opportunities as their peers	H, ELA, LSS, EEEW, LSRR	2014
Ensuring a person centred approach through self directed support including individualised budgets and direct payments	Explore personalised budgets as a tool of the integrated care plan		Empowering young people to have control over the supports and services they access given them more opportunity to participate in community and society. This will also influence positively on all other outcomes	H, ELA, LSS, EEEW, LSRR	2014

Outcome *Living in a society that respects their rights*

What do we know about children and young people...

Quantitative Information

- % of young people living in homes not adapted for independent living
- % of young people with disabilities who know their rights and where they can get extra support to exercise their rights (survey).
- % of young people with disabilities from the BME community receiving an Integrated Plan

Qualitative Information

- Lack of training among some professionals, some accessibility barriers and sometimes a lack of co-ordinated working exaggerate the problems faced by young people.
- Recreational services are sometimes inaccessible to young disabled people in their local area.
- Change the attitude of professionals and people within agencies and organisations, generally, to a 'can do' attitude rather than a 'can't do' attitude.

What we will do

The group will develop a multi-agency approach to individual assessment to best benefit the young person through transition stage. They will also develop an integrated commissioning statement, which will ensure equal opportunities through the transition process across the region. The group will also ensure the roll out of training relating to Human Rights, United Nations Convention on the Rights of the Child, United Nations Convention on Rights of Persons with Disability and Disability Awareness Training for all staff involved in working with young people

Outcome: <i>Living in a society that respects their rights</i>					
Actions:	Implementation Milestones	Lead person/ other groups	What difference will it make to children and young people	Other outcomes	By when
<p>Integrated/ multi agency approach to individual assessment</p> <p>Develop integrated commissioning statement</p>	<p>Develop a collaborative multi-agency approach to individual assessment to best benefit the young person through transition stage from 14 +</p> <p>Develop an integrated cross-departmental commissioning statement, which will ensure equal opportunities through transitions process across the region.</p>	<p>Regional Transition Sub Group</p>	<p>Placing the young person at the centre of planning and delivering supports and services on a multi-agency basis</p> <p>Young people will have equal access to Transition processes across the region</p>	<p>H, ELA, LSS, EEEW, CPCS</p>	<p>2014</p>
<p>Roll out of training on Human Rights, Disability Awareness, UNCRC and UNCRPD</p>	<p>Human rights, UNCRC, UNCRPD and disability awareness training for all staff working with young people and their professional bodies</p> <p>Agree a collaborative training programme for all agencies that is designed to be delivered by young people with disabilities.</p>	<p>Regional Transition Sub Group</p>	<p>Increased awareness will lead to greater knowledge of the rights of young people with disabilities, in turn, these rights are accounted for better when working with young people.</p>	<p>H, ELA, LSS, EEEW, CPCS</p>	<p>2014</p>

Appendix A: Membership of the CYPSP Transition of Children and Young People with disabilities to Adulthood

Chair of this Sub Group is Iolo Eilian, Commissioner for Mental Health and Learning Disability, Health and Social Care Board			
Statutory Sector		Community/Voluntary/BME Sector	
Public Health Agency	Geraldine Teague, AHP Consultant	NI Children's Hospice	Hilary Maguire, Community Services Manager
Education and Library Boards	Sybil Skelton, Assistant Senior Education Officer, Southern ELB	Disability Action	Monica Wilson, Chief Executive
Health and Social Care Trusts	Bria Mongan, Assistant Director of Adult Disability Services, South Eastern HSCT	Mencap	Liam Burns, Head of Employment and Personal Development
	Garry Hyde, Assistant Director of Physical and Sensory Disability, Western HSCT	NI Cancer Fund for Children	Liz Osbourne, Director of Services
	Geraldine Maguire, Assistant Director for Children with Disabilities, Southern HSCT	Now Project	Maria Burns, Training Services Manager
	Kate Lambe, Head of Adult Community Mental Health, Northern HSCT	Barnardos	Rosemary Murray, Disabled Children and Young People's Participation Project
	Pauline McDonald, Children's Services Manager		Teresa Stewart, Disabled Children and Young People's Participation Project
Health and Social Care Board	Kieran McShane, Social Care Commissioning Lead	Cedar Foundation	Rosie McNaughton, Head of Children and Young People's Services
Department for Employment and Learning	Donna Crothers, Further Education Policy and Strategic Development	<i>In attendance</i>	<i>Maurice Leeson, Children's Services Planning Professional Advisor</i>
	Brian Patterson		<i>Andrew Hawthorne, Children's Services Planning Support Officer</i>
	Christina Kelly		
Northern Ireland Housing Executive	Brian O'Kane, Supporting People Lead		
Police Service Northern Ireland	Jeremy Adams, Inspector- Community Safety Branch		
Cookstown District Council	Adrian McCreesh, Acting Clerk and Chief Executive		

