

# Transition to Adulthood of Young People with Disabilities Draft 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 transition into adulthood. Membership of the Group consists of representatives from the Statutory, Voluntary and community sectors. Current membership can be found at Appendix The participation of young people with disabilities in all stages of this process is paramount, as well as 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](http://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.

**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) and complex health 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, which causes a lot of anxiety for families.

## What we will do

The group will develop an integrated plan for each young person. These plans will be multi-agency and will have a person centred approach. The plan will then be carried through from childhood into adult services and will transverse through and across many areas of all services needed.. Passports will be developed for each young person ( with information about the young person which can be used to provide information on the young perspn). 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.

### Outcome: *Healthy*

<b>Actions:</b>	<b>Implementation Milestones</b>	<b>Lead person/ other groups</b>	<b>What difference will it make to children and young people</b>	<b>Other outcomes</b>	<b>By when</b>
Develop an integrated plan including the use of	<p>Link with Health and Social Care Trusts stakeholder groups</p> <p>Scope current plans used across Northern Ireland across agencies.</p> <p>Agree an integrated plan across agencies throughout Northern Ireland</p>	Regional Transition Sub Group /	Integrated plans will ensure the young person is placed at the centre of the supports and services they receive. The multi agency approach will ensure all necessary agencies are involved.	ELA, LSS, EEEW, CPCS, LSRR	2011-2014



**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 moving from mainstream, special units and special schools into further and higher education
- % of children and young people moving from mainstream, special units and special schools into training
- % of children and young people moving from mainstream, special units and special schools into employment- under 16 hours a week / over 16 hours a week
- % of young people with special educational needs and disability who transfer from mainstream education to special schools at age 16
- % 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.

**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.
- Young people in special schools may not be encouraged to achieve as much as those in mainstream or learning support
- Young people with disabilities, depending on where they live, may have less access to post school 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.

- Numbers and % of young people with a disability leaving further education achieving levels (1-8) on the Qualification Credit Framework
- Numbers and % of young people with a disability leaving further education into paid work under 16 hours, over 16 hours/ week

**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. We will also examine the number of young people with disabilities receiving home tuition. The participation of Education, and other relevant, agencies will be assured given the nature of the multi agency care plans. We will ??

<b>Outcome: <i>Enjoying, learning and achieving</i></b>					
<b>Actions:</b>	<b>Implementation Milestones</b>	<b>Lead person/ other groups</b>	<b>What difference will it make to children and young people</b>	<b>Other outcomes</b>	<b>By when</b>
Track the number of young people moving into further education, training and employment	Link with Education and Department of Learning (DEL) members to track young people through education / further education as part of their integrated plan	Regional Transition Sub	Ensuring that, as part of the integrated plan, young people are supported to	EEEW,	



<b>Outcome: <i>Enjoying, learning and achieving</i></b>					
<b>Actions:</b>	<b>Implementation Milestones</b>	<b>Lead person/ other groups</b>	<b>What difference will it make to children and young people</b>	<b>Other outcome s</b>	<b>By when</b>
Examine home tuition	Set targets based on the identified indicators	Group	access the same opportunities as their peers.	LSRR	2011-2014
	Standardise Good Practice model based on integrated working, as above, to address regressions and to support young people as they progress to leaving compulsory education				
	Track the number of young people receiving home tuition	Regional TransitionSub Group	It will identify inequalities and ensure that young people who cannot attend school are supported to access the same opportunities as their peers.	EEEW, LSRR	2011-2014

**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 special schools who are bullied

**Qualitative Information**

- 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).

<b>Outcome: <i>Living in safety and with stability</i></b>					
<b>Actions:</b>	<b>Implementation Milestones</b>	<b>Lead person/ other groups</b>	<b>What difference will it make to children and young people</b>	<b>Other outcome s</b>	<b>By when</b>
Promote awareness through training in disability awareness, Human Rights, UNCRC and the UNCRPD	<p>Diversity and Disability Awareness training for all primary and post primary school children and those in community and youth service provision.</p> <p>Children and young people with disabilities receive rights training based on the Human Rights Act, the UNCRC and the UNCRPD, including advocacy training.</p>	<p>Regional Transition Sub Group</p> <p>Regional Transition Sub Group / young people</p>	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	

<b>Outcome: <i>Living in safety and with stability</i></b>					
<b>Actions:</b>	<b>Implementation Milestones</b>	<b>Lead person/ other groups</b>	<b>What difference will it make to children and young people</b>	<b>Other outcome s</b>	<b>By when</b>
	<p>Training for service providers such as social workers, teachers etc on how to 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</p>	<p>Regional Transition Sub Group / relevant statutory agencies/</p> <p>Regional Transitions group</p> <p>Regional Transition Sub Group / relevant</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</p>	<p>H, ELA, EEEW, CPCS, LSRR</p> <p>H, ELA, EEEW, CPCS, LSRR</p>	

<b>Outcome: <i>Living in safety and with stability</i></b>					
<b>Actions:</b>	<b>Implementation Milestones</b>	<b>Lead person/ other groups</b>	<b>What difference will it make to children and young people</b>	<b>Other outcome s</b>	<b>By when</b>
	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 independence.	statutory agencies	view of a young person with distinct needs from children or adults		

**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 children 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. Group will ensure services are age appropriate and safe for the young person. There 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.

<b>Outcome: <i>Experiencing economic and environmental wellbeing</i></b>					
<b>Actions:</b>	<b>Implementation Milestones</b>	<b>Lead person/ other groups</b>	<b>What difference will it make to children and young people</b>	<b>Other outcomes</b>	<b>By when</b>
Scoping information to determine expected demand and creating an integrated point of access	<p>Scope number of children coming through to adult services in Health and Social Care Trusts.</p> <p>Develop an understanding of what services are currently out there.</p> <p>Create one point of access for information in an accessible format across agencies and departments.</p>	Regional Transition Sub Group / Regional CWD Sub Group	Better information will lead to better planning of services for young people in transition stage which will impact positively on all outcomes	H, ELA, LSS, CPCS, LSRR	2011-2014

<b>Outcome: <i>Experiencing economic and environmental wellbeing</i></b>					
<b>Actions:</b>	<b>Implementation Milestones</b>	<b>Lead person/ other groups</b>	<b>What difference will it make to children and young people</b>	<b>Other outcome s</b>	<b>By when</b>
Review short breaks services	<p>E.g. <a href="http://www.familysupportni.gov.uk">www.familysupportni.gov.uk</a></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 safe</p> <p>Link with DARD for access to transport</p> <p>Link with Council s for access to facilities.</p>	Regional Transition Sub Group	Short breaks become an exciting 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 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	H, ELA, LSS, CPCS, LSRR	2011-2014



<b>Outcome: <i>Experiencing economic and environmental wellbeing</i></b>					
<b>Actions:</b>	<b>Implementation Milestones</b>	<b>Lead person/ other groups</b>	<b>What difference will it make to children and young people</b>	<b>Other outcome s</b>	<b>By when</b>
Review employment opportunities	<p>Scope best practice in the 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>Review the strategy on Young People not in Education, Employment or Training (NEET strategy) to ensure the inclusion of young people with disabilities</p>	Regional Transitions Sub Group	<p>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	2011-2014

**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 directs 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.

<b>Outcome: <i>Contributing positively to community and society</i></b>					
<b>Actions:</b>	<b>Implementation Milestones</b>	<b>Lead person/other groups</b>	<b>What difference will it make to children and young people</b>	<b>Other outcomes</b>	<b>By when</b>
Ensuring a person centred approach through self directed support including individualised budgets and direct payments	Scope how organisations currently include persons with disability in their plans – Councils, Youth Clubs, and Sports Clubs e.g. GAA.	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	2011-2014
	Link with Sport NI Disability Strategy  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	2011-2014

**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 professionals, accessibility barriers and a lack of co-ordinated working exaggerate the problems faced by young people.
- Recreational services are often inaccessible to young disabled people in their local area.
- Change the attitude of professionals and people within agencies and organisations 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.

<b>Outcome: <i>Living in a society that respects their rights</i></b>					
<b>Actions:</b>	<b>Implementation Milestones</b>	<b>Lead person/ other groups</b>	<b>What difference will it make to children and young people</b>	<b>Other outcome s</b>	<b>By when</b>
Integrated/ multi agency approach to individual assessment	Develop a collaborative multi-agency approach to individual assessment to best benefit the young person through transition stage.	Regional Transition Sub Group	Placing the young person at the centre of planning and delivering supports and services on a multi agency basis	H, ELA, LSS, EEEW, CPCS	2011-2014
Develop integrated commissioning statement	Develop an integrated cross-departmental commissioning statement, which will ensure equal opportunities through transitions process across the region.		Young people will have equal access to Transition processes across the region		
Roll out of training on Human Rights, Disability Awareness, UNCRC and UNCRPD	Human rights, UNCRC, UNCRPD and disability awareness training for all staff working with young people and their professional bodies  Agree a collaborative training programme for all agencies that is designed to be delivered to young people with disabilities.	Regional Transition Sub Group	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.	H, ELA, LSS, EEEW, CPCS	2011-2014

## **CONSULTATION RESPONSE FORM**

We would be very interested in your feedback on these initial priority areas as set out above. These will inform the action plan for the Transitions Sub Group. It is important to us to hear what you have to say about what the Group has planned to address for children and young people going through Transitions, across Northern Ireland.

We are happy to receive comments in any format. If you require this document in an alternative format (such as large print, Braille, disk, audio file, audio cassette, easy read or in minority languages to meet the needs of those not fluent in English please contact us at the details provided below.

**Please return your response by TUESDAY 25<sup>th</sup> SEPTEMBER 2012 to**

**Andrew Hawthorne  
Children and Young People's Strategic Partnership  
Health and Social Care Board  
12-22 Linenhall St.  
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**Thank you very much for your response**

**YOUR CONTACT DETAILS**

**NAME ( if wishing to provide)**

**ADDRESS**

**( if wishing to provide)**

**TELEPHONE:**

**( if wishing to provide)**

**EMAIL**

**( if wishing to provide)**

**Text Phone:**

**Please select one:**

I am responding from an organisation

I am responding on behalf of myself as a parent

I am responding on behalf of myself as a child or young person

I am responding on behalf of a group of children / young people