

Education, Children and Families Committee

10:00am, Thursday, 27 April 2023

Policy for the Transition from Children to Adult Support

Routine
Wards: All
Council Commitments

1. Recommendations

1.1 It is recommended that Education, Children and Families Committee:

1.1.1 Approves the updated policy for the transition between Children's and Adults services for young people with a disability that went to the Policy and Sustainability Committee in March 2023 which has been referred to the Education, Children and Families Committee.

1.1.2 Notes the request from the Policy and Sustainability Committee asking for a further report in 2 cycles providing an update on the policy and addressing the issues raised by members including why the policy had not been updated before now, the impact not having an updated policy had had on young people affected and consultation with young people making the transition.

Judith Proctor

Chief Officer, Edinburgh's Health Social Care Partnership

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Policy for the Transition from Children to Adult Support

2. Executive Summary

- 2.1 This policy replaces the previous version that expired in 2015. This policy determines how both children's and adult services deliver the transition for young people between their services.

3. Background

- 3.1 As part of the Edinburgh's Health and Social Care Partnership's (the Partnership) Transformation programme, a project was identified to focus on 'Transitions'. This programme identified four key areas, one of which was developing a revised policy on transitions.

4. Main report

- 4.1 Transition between children's and adult services has remained a key area of work that has raised challenges for both departments, young people and their carers. It remains crucial that both departments have a very clear understanding of what is required to make a successful transition.
- 4.2 As part of the transformation project, four recommendations were agreed:
- Children's Services and the Partnership need to develop and implement clear transition processes and pathways.
 - Children's Services and the Partnership need to work together to develop packages of support that both partners understand and can commit to.
 - Self-directed support (SDS) options need to be shared with young people and their families at the onset of their secondary education.
 - To provide clear information to young people and families on life choices and the process of moving from children to adult support.
- 4.3 The first recommendation has produced a new policy that covers both children's and adult services. This policy has been developed and co-produced through close partnership with both departments.
- 4.4 The policy needs to be presented to the Policy and Sustainability committee in relation to adult services; it also needs to be presented to Education, Children and Families committee.

5. Next Steps

- 5.1 Once agreed by both Education, Children Families Committee and Policy and Sustainability Committee, this policy will be implemented in full and used by both departments.

6. Financial impact

- 6.1 There are no direct financial implications related to these recommendations.

7. Consultation

- 7.1 A wide range of staff involved from children and adult services were involved in developing the policy and recommendations.
- 7.2 There was also direct input from carers who presented their views in written form.

8. Background reading/external references

None

9. Appendices

- 9.1 Appendix 1 – Policy for Young People with a Disability transitioning from School to Adult Life to promote positive outcomes.

Policy Title	Young People with a Disability transitioning from School to Adult Life to promote positive outcomes
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Last Review Date		
Implementation Date		
Review Date	One year after implementation	
Agreed by		
Date Agreed		

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1. Policy Statement & Purpose

This is a joint policy between the Edinburgh Health and Social Care Partnership and City of Edinburgh Council Children's Services. The policy sets out our shared vision and commitment to improving and enabling young people with additional support needs, who are making the transition to young adult life.

Life beyond school can be a daunting prospect for any young person and their family. For those with additional support needs, this transitional change and the options for consideration can feel particularly overwhelming. Young people with additional support needs have the same hopes as other young people; to have a voice, a social life, to be involved and to participate as active, included and valued citizens.

We recognise that when transitions are supported well at an appropriate age (14 years), this leads to positive outcomes and increases the young persons' ability to reach their full potential.

Young people with a disability often require additional support in different areas of their lives, for example, moving from school to further education or employment, benefit, welfare and/or housing support.

This policy promotes early intervention and the development of life skills, alongside clear pathways to support people to meet their identified needs and outcomes are central to achieving a positive destination and a fulfilling life.

2. Scope

2.1. Who Does This Policy Apply To?

- Young people with additional support needs from age 14 years to their 26th birthday (including people with additional support needs who are care experienced, looked after and accommodated).
- Carers of Young people (including Adult Carers, Young Adult Carers and Young Carers).

- Young people transitioning to adult health provisions is out with the scope of this policy however, Children's and Adult Services will work collaboratively with health professionals to support this.

2.2. What Will This Policy Aim to Achieve?

- Ensure a range of pathways and opportunities are available to young people, to achieve a positive destination with a fair and consistent approach.
- Provide a definition of a positive destination, which is clear and equitable for young people and allows them to access a range of supports which meet their personal outcomes and enables them to reach their full potential.
- Empower young people through an outcome focussed approach, increasing flexibility and choice across an increasingly diverse population.
- Children's and Adult Services will work collaboratively to achieve these aims.

2.3. Principles and Approaches Embedded in this Policy

- Good Transition Principles.
- A human rights-based approach, as broken down within the PANEL Principles (Participation, Accountability, Non-Discrimination and Equality, Empowerment and Legality).
- Principles of self-directed support.
- Three Conversations Approach/ Children's assessments.

3. Terms and Definitions

Term	Definition
Additional Support Needs	<p>A child or young person is said to have additional support needs if they need more - or different support - to what is generally provided to children or young people of the same age.</p> <p>Factors which may individually or jointly impact on a child or young person's capabilities include:</p> <ul style="list-style-type: none"> (1) Learning environment (2) Family circumstances (3) Disability or health: learning disability/intellectual disability/physical disability, autism – with or without a learning disability, sensory impairment, Profound and Multiple Learning Disability, complex needs, acquired brain injury (4) Social or emotional factors: mental health needs. <p>The list is not exhaustive, and a person may have one or multiple diagnoses.</p>
Adult Carer (of a Young Person)	<p>A person over the age of 18 years (who has left school), who provides, or intends to provide, help and support to a person who is a relative, friend or neighbour who cannot manage to live independently without the Adult Carer's help due to disability, and who have needs around the transition into adulthood and accessing age-appropriate adult supports.</p>

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Advocate	An advocate offers independent support to ensure the young person's own voice is heard and their rights are respected.
Agency	Partner organisations who support the delivery of social care.
Assessment of Need and Risk/Section 23 report	This is the assessment carried out by Children's Services Social Work teams for a child with Additional Support Needs.
Autism	A life-long developmental disability which affects how people communicate and interact with the world. Autism is a spectrum condition and affects people in different ways.
Capacity	The ability of a person to use and understand information to make an informed decision which may impact on their life and be able to communicate any decisions made.
Care Experienced People	Any young person who is care experienced at any stage in their life, including adopted children who were previously looked after.
Child	Legal definitions vary in different legal contexts. A child is someone up to the age of 16 years, or 18 years if placed on a Compulsory Supervision Order. As soon as a young person becomes 18 years of age they are no longer be considered a child.
Complex Needs	The term complex needs is used to refer to people with intellectual/learning disabilities who also have one or more of the following; behaviours which impact adversely on the young person or others (it is noted that this may include behaviour which is not severe in itself, but becomes severe due to its high frequency), forensic support needs, mental health needs, autism.

	Young people can also have complex health care needs or profound and multiple disabilities.
Continuing Care - Health	A funded package of care that young people and adults may receive due to their disability.
Continuing Care-Social Work	Continuing Care refers to a local authority's duty (s17 Children (Scotland) Act 1995), subject to a welfare assessment, to provide young people on or after their 16 th birthday, and whose final looked after placement was in foster, kinship (if they were looked after under section (17(6) or section 25 of the 1995 Act) or residential care with the same accommodation and other assistance as was being provided by the local authority, immediately before the young person ceased to be looked after. It enables a young person to remain in the same placement (or equivalent level of care and support if that placement is not available) they were in when they were looked after, the aim being provide to young people with a more graduated transition out of care, reducing the risk of multiple disruptions while maintaining supportive relationships and supporting positive outcomes It also places a duty to assess the need for aftercare support until their 26 th birthday
Corporate Parent role	The Children and Young People (Scotland) Act 2014 defines corporate parenting as the formal and local partnerships between all services responsible for working together to meet the needs of looked after children, young people and care leavers.
Development Officer for Post School Transitions	In post until January 2024, the Development Officer (ASN Post School Transitions) works with schools, social care professionals, health care professionals and third sector service providers to develop, encourage and support joined up procedures and practice.

Disability	A lifelong physical or mental condition that limits a young person's movement, senses and ability to manage day to day living.
Eligibility	The eligibility criteria policy describes levels of need that fall into 4 categories: critical, substantial, moderate and low. It also sets out the level of need, the partnership and children's services supports through the provision of services using the 4 self-directed support options. Levels of need are determined through engagement in a 3 conversations approach to support planning and/or an assessment from children's services.
Intellectual Disability	A term used internationally for a learning disability, increasingly being used across the United Kingdom.
Learning Difficulty	An additional support need, which affect areas of learning such as reading, writing, spelling and mathematics. There are many different types of learning difficulty, some widely known may include dyslexia, dyspraxia and attention deficit-hyperactivity disorder. A learning difficulty should not be confused with a learning disability.
Learning Disability	A learning disability is a significant, lifelong condition that starts before adulthood and affects a person's development. This means that the person may need help to understand information, learn skills and live independently. People with certain specific conditions can have a learning disability, e.g., people with Down's Syndrome. Other young people with other diagnoses may have a Learning Disability. There are different categories of Learning Disability; mild, moderate, severe and profound.
Leavers Passport	These will be developed for each young person by their school, giving information on the young person which can

	then be shared with any providers looking at support options.
Outcome focussed	Support planning which seeks to increase the independence, health and wellbeing of young people offering more choice and control over the support they receive.
Personalised and Individual supports including care and support	Individualised support applies to outcomes which cannot be met or provided by universal or targeted support. The purpose of individualised support is to provide an appropriate level of care and support which meets the physical, social, and wellbeing needs of the young person. This is arranged through self-directed support where a support budget will be agreed.
Positive Destination	A range of outcomes which are individual to the person wishes for their future. A positive destination may include, college, volunteering opportunities, supported employment/employment, support services, community networks, university.
Preventative and Universal Supports	Supports which are open to everyone, some provided and guided by local partner organisations and generally already available to support young people to make the best use of the strengths, capabilities and supports already available to them. These types of supports will always be considered first and remain accessible if more targeted or individual supports are required, (see conversation 1 under 'Three Conversations').
Protected Characteristics	A group of characteristics defined by the Equality Act 2010, in which it is against the law to discriminate against someone because of: age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation.

Self-Directed Support (SDS)	A way of providing social care support that empowers people to have an informed choice about how support is arranged, with a focus on working together to achieve individual outcomes.
Social Care Direct	First point of contact for people who want to access social care support in Edinburgh.
socioeconomic factors	Social and economic factors such as income, education, employment, community safety, social supports and family circumstances which may affect a person's quality of life.
Targeted and specialised supports	Where a young person's outcomes cannot be fully met through preventative or universal support, more targeted supports are available. These are typically more specialised which focus on a particular issue and may require access to services which are already funded by Edinburgh Health and Social Care Partnership.
Three Conversations	<p><u>Conversation 1: Listen and connect</u></p> <p>Conversation 1 is about listening hard to people and their families to understand what's important and working with them to make connections and build relationships to help them get on with their life independently. Conversation 1 is not about whether the person is 'eligible'.</p> <p><u>Conversation 2: Work intensively with people in crisis</u></p> <p>When we meet people who need something to happen urgently to help them regain stability and control in their life, we use Conversation 2 to understand what's causing the crisis, put together an 'emergency plan' and stick with the person to make sure that the changes happen quickly, and that the plan works for them.</p> <p><u>Conversation 3: Build a good life</u></p> <p>We always exhaust Conversations 1 and/or 2 before moving on to Conversation 3 – and often we find that we</p>

	<p>don't get this far. But for some people, longer-term support in building a good life will be necessary, so Conversation 3 is about understanding what this good life looks like to them and their family and helping them to get the support organised so they can live the best life possible.</p>
Transition	<p>The period when young people develop from children to young adults. This is not a single event, such as leaving school, but a growing-up process that unfolds over several years and involves significant emotional, physical, intellectual and physiological changes. During this period young people progressively assume greater autonomy in many different areas of their lives and are required to adjust to different experiences, expectations, processes, places and routines. Transitions also impact on the family or on those who care for the child or young person.</p>
Transition Coordinator	<p>The person identified to be the lead professional in transition planning meetings.</p>
Young Adult Carer (of a Young Person)	<p>Young adult carers are aged 18-25 years, who provide, or intend to provide, unpaid help and support to a person who is a relative, friend or neighbour who cannot manage to live independently without the Young Adult Carer's help due to disability, and who have needs around the transition into adulthood and accessing age-appropriate adult supports</p>
Young Carer (of a young person)	<p>A young carer is a carer who is under 18 years old or is 18 years old and is still at school, who provides, or intends to provide, unpaid help and support to a person who is a relative, friend or neighbour who cannot manage to live independently without the Young Adult Carer's help due to disability, and who have needs around the transition into adulthood and accessing age- appropriate adult supports.</p>

Young Person	A person between the age of 14 years to 26 years of age
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[4.1. Introductory Principles of Supporting Young People in Transition](#)

We recognise young people as rights-holders by placing them at the centre of transitions and fully taking their views into account as equal partners in planning for a positive destination. We recognise the rights of Parents and Carers as equal partners and will consider their views in a way that takes account of the young person's maturity and understanding; recognising with increasing age and experience, a young person can progressively assume greater autonomy and capacity.

[4.1.1. Ensuring Effective Transitions](#)

The intention is to ensure transitions for young people are as effective as they can be, not prescriptive, restrictive or service led. Young People's needs and outcomes are individual and diverse therefore, planning for the future should be creative, flexible and co-produced alongside key people, with the young person at the centre.

[4.1.2 Understanding Personal Outcomes and Needs](#)

In order to identify personal outcomes and needs of young people the following points must be considered:

- any impact of having one or more protected characteristics.
- any socio-economic factors which may affect equalities of outcome.
- any additional needs including family circumstances (e.g., one or multiple siblings with or without additional support needs and other caring responsibilities of unpaid carers).

[4.2.3. Implementing Support](#)

Achieving a positive destination should be as straightforward as possible, help to support the Young Person's health and wellbeing, be planned around what is

important in their life and improve their personal outcomes. This can be across different areas of their lives which may include help with:

- making connections
- linking in with community resources
- universal and/ or preventative supports
- targeted and specialised supports
- identifying and achieving employment, education or training
- welfare and housing changes
- healthcare needs
- information and advocacy
- assessing capacity
- guardianship and power of attorney
- managing risk
- personalised and individual supports including care and support
- social activities/friendships
- independence skills

4.2. Points to Consider

- Supports for the young person, and in meeting their personal outcomes, may benefit others (e.g., family members and carers) which can help to maintain and sustain relationships.
- Young people, parents and carers must have access to wide ranging and accessible information, taking into consideration any additional needs, e.g., large print or easy read format.
- Transitions can occur, not just from leaving school, but because of changing circumstances of either the young person or a person who provides unpaid care and support (e.g., age, illness, moving home, leaving or moving towards long term care, caring for people with terminal conditions). This can impact on the wellbeing of either party therefore transitions should be considered broadly and individually.

4.3. Approach

4.3.1. The Principles of Good Transitions 3 Framework:

Developed by The Scottish Transition Forum this framework provides 7 principles of good transitions:

- Planning and decision making should be carried out in a person-centred way.
- Support should be coordinated across all services.
- Planning should start early and continue up to age 25 years (we will provide planning support up to the young person's 26th birthday in line with the Disabled Children and Young people - Transitions to Adulthood (Scotland) Bill.).
- All young people should get the support they need.
- Young people, parents and carers must have access to the information they need.
- Families and carers need support.
- A continued focus on transitions across Scotland.

4.3.2. Transition Pathways

Identified outcomes can be met flexibly across universal, preventative, targeted or individual supports based on the identified needs of the Young Person.

The level of need is determined through an assessment carried out by a professional or other approved person. Edinburgh Health and Social Care Partnership use the Three Conversations Approach for assessment and planning. Information from Children's services will be accessed where relevant to assist with the 3 conversations approach.

The young person's diagnosis, needs and outcomes, will determine the appropriate pathway and person to lead on supporting successful transition.

Support for young people will be agreed based on their needs and individual outcomes. Where this is the case, young people will be empowered to access the full range of Self-Directed Support options.

4.3.3. Information for young people, parents and carers

Documentation will be made available, detailing appropriate pathways and support to ensure young people, parents and carers have clear information, understand the process and know what to expect throughout transition. These will include (and may be added to):

- Professionals Guide to Post School Transition Planning - Information, advice and support for young people with significant additional support needs.
- Parent and Carer Guide to Post School Enhanced Transition Planning - Information, advice and support on what to expect for your young person with additional support needs in the lead up to leaving school.

4.3.4. Practitioner and Professional Guidance and Procedure

A local procedure will be developed, providing clear information to support professionals and practitioners in applying this policy and ensure a consistent approach across the varying pathways. The 'Professional's guide to Post School Enhanced Transition Planning' is available as a user guide.

4.3.5. Preparing and introducing a Transitions Plan

(Subject to the Disabled Children and Young people - Transitions to Adulthood (Scotland) Bill being Ratified by the Scottish Government)

Every young person with a significant additional support need will have a Transition Plan introduced and developed from the age of 14 years. This will provide a statement of the young person's needs from before their 16th birthday until they reach their 26th birthday and details of the care and support which will be required to support their personal outcomes and needs. This may include plans to enhance opportunities including, but not limited to:

- Education
- Employment
- Training
- Health and wellbeing
- Community connections
- Financial affairs
- Housing
- Leisure
- Active citizenship
- Independent living
- Advocacy support

Schools play a significant and lead role in the introduction of the Transitions Plan. The transitions co-ordinator will be identified as the lead facilitator and this plan will travel with the young person as a live document, minimising the need for repetition of circumstances and needs. In preparing the Transition Plan the views of the young person is paramount. Others, whose views may be captured include:

- Parents, carers and family members.
- An advocate or support agency, requested by the young person, parents or carers to act on the young persons' behalf.
- Professionals e.g., Teachers, Occupational Therapists, Physiotherapists, Social Work/Social Care staff.
- Any other individual the young person sees as key participants in the development of their plan.

The Transition Plan will be reviewed at least once a year while the young person is at school, and - once left school - will remain open for review and be revised when the needs of the young person change, resulting in a change of care and support needs or planned outcomes.

If the young person moves within the boundaries of a different Local Authority, their Transition Plan should be shared with the new Authority. If a young person is

moving to Edinburgh from within Scotland, the Transition Plan should be shared by the previous Local Authority.

4.3.6. Transition Planning Meetings

These meetings can be one of the most important steps in a young person's transition journey, allowing for the start of conversations about post school destinations and consideration of the range and scope of opportunities as the young person moves towards adult life.

There will be a planning meeting held as part of the young person's annual review meeting when they are 14 years old (third year in secondary school). Schools will co-ordinate and schedule planning meetings. They will also ensure key people are invited to attend, including the young person, their parents or carers and relevant professionals who work both within and outside of the school. The frequencies of these meetings will vary depending on individual circumstances and not all involved people will attend all meetings.

4.3.7. Leavers Passports

The development of a leavers' passport will:

- help young people express their views on their transition.
- reduce the need for young people and their parents or carers to repeat information that has already been captured.
- provide an opportunity for consent to share vital and consistent information with any support agency about the young person's needs and outcomes.
- be worked on within class time alongside young people. Contributors may also include parents and carers as key partners, professionals or any other relevant person the young person wishes.

4.4. Social Care Support Agencies

4.4.1. The Children Affected by Disability Practice Team

A specialist team of children's Social Workers working with Children and Young People who have a significant and lifelong disability who:-

- support children and young people up to and including their final year in school.(In some circumstances this team may be required for a longer period if the young person is care experienced).
- carry out an assessment of need, which may result in self-directed support funding.
- determine, alongside the young person, parents and/or carers, which is the most appropriate pathway and thereafter refer the person on appropriately to: Universal Supports, Local Area Co-ordination Team, Community Link Worker within GP Practice, Young Adult Disability Team, Locality Social Work Team, or Lothian Exceptional Needs Funding Team.
(Details of timing of these process and how they will applied will be outlined in the procedure).

4.4.2. The Local Area Coordination Team (LAC)

LAC support young people who have a mild or moderate learning disability or Autism (with or without a learning disability) to:

- develop skills of self-reliance and independence.
- access existing community resources.
- use transport independently.
- make plans.
- maintain friendships and meet new people.
- look into further education.
- find work on a paid or voluntary basis.
- health appointments.

- offer advice and signposting to young people and carers.
- make referrals for additional support, where needed.

4.4.3. [The Young Adult Disabilities Team \(YAD\)](#)

A specialist team of Social Workers who support young people with a severe (diagnosed) learning disability, who may also have complex needs or profound and multiple learning disabilities (PMLD) to:

- determine areas of unmet need and personal outcomes through a Three Conversations Approach.
- link with community resources.
- identify if a support budget may be required to meet individual needs and outcomes, and make this request.
- explore all self-direct support options to maximise choice and control.
- source an appropriate social care provider (where this is required) in partnership with the young person and other key people.
- manage the planning and transitional arrangements for anyone who requires care and support.
- track young people who attend college .
- carry out a review once a positive destination has been sourced and thereafter refer the Young Person to the locality social work team for ongoing case management, including supporting the young person throughout the duration of their Transition Plan (until their 26th Birthday).
- to consider Guardianship options and carry out reviews where a Young Person lacks capacity.

4.4.4. [Locality Social Work Teams](#)

These teams operate across four localities. The responsible locality is determined based on the Young Persons home address and are the responsible Social Work team for:

- assessing and reviewing all young adults who are not supported directly by the Children affected by Disability Team or the Young Adult Disability Team, and have been referred for Social Work support #.
- leading on all adult support and protection issues, concerns or actions, for young people over 16 years, including those who are involved with the Disability Practice Team or Young Adult Disability Team.
- ongoing case management and review for all Young People with Social Work involvement or paid supports in place.

4.4.5. Voluntary and Independent Sectors

The voluntary and independent sectors are vital partners in the development of health and social care in Edinburgh. Engagement and collaborative planning are central in building trusting and lasting relationships, and ensuring sustainable social care supports. We will continue to work with both sectors co-producing, planning and shaping the local market based on demand, individual needs and personal outcomes.

We are committed to ensure ethical commissioning practices, wrap around and integrated care and support; building towards the future of a National Care Service and improving the continuity of approaches to deliver support and opportunities for Young People.

5. Roles and Responsibilities

Employees should follow and apply this policy alongside all available guidance.

Generally, for most young people with a disability, up until a young person leaves school, responsibility, including funding responsibility lies with Children's Services and Families and thereafter Edinburgh Health and Social Care Partnership.

As highlighted within the policy there are some occasions when this is not the pathway. This will be clearly defined within the procedure and guidance for Young People, parents, carers, professionals and practitioners.

The procedure and guidance will include information on:-

- Day support for LAAC children out with Edinburgh.
- Ordinary Residence.
- Case transfer requests within the Council, including children who are accommodated.
- Budgets and funding of assessed support and when this moves to adult services.
- Children who are in final year of school but not known to children's services.

6. Integrated Impact Assessment

An Integrated Impact Assessment has been completed

7. Risk Assessment

Not supporting young people transitioning to a young adult life effectively risks the potential of deteriorating health and wellbeing outcomes for young people and other key people in their life, such as unpaid carers. This Policy has detailed the mitigations to address these risks and ensure young people have fulfilling lives, with access to appropriate support that is right for them.

8. Review

This policy will be reviewed on an annual basis.

9. Legislative Context

9.1. [The Children & Young People \(Scotland\) Act 2014](#)

This legislation provides a framework for local authorities' support, information and services to children in need and their families, including children with disability or affected by disability. The Scottish Government's [Getting it right for every child \(GIRFEC\)](#) has been built into this legislation and commits to provide all children, young people and their families with the right support at the right time, so that every child and young person in Scotland can reach their full potential.

9.2. Disabled Children and Young people (Transitions to Adulthood) (Scotland) Bill

This bill aims to improve opportunities for disabled children and young people as they grow up. On agreement of this Bill, a statutory requirement will be placed on local authorities to develop transitions a plan for every young disabled person.

9.3. The Social Care (Self-Directed Support) (Scotland) Act 2013,

This legislation enables people who are eligible for social care support to have greater choice and control over how they receive this support, meaning support can be personalised to individual needs and wishes. Young People, parents and carers should be provided with information and advice about Self-Directed Support (SDS) options and staff must offer and explain a range of choices to them and the person they care for, about how support can be provided.

9.4. The United Nations Convention on the Rights of the Child (UNCRC)

embodies the idea that every child should be recognised, respected and protected as a rights holder and as a unique and valuable human being

9.5. Social Work (Scotland) Act 1968

places a duty on local authorities to assess a person's community care needs and decide the appropriate support or services, taking account of the persons preferences.

9.6. Community Care and Health (Scotland) Act 2002 introduced new legislative measures that aim to make it easier for health and social care organisations to deliver joined up care for people who rely on multiple different services.

9.7. Public Services Reform (Scotland) Act 2010 instigated the development of the Health and Social Care Standards; to make health and social care and social work services better for everyone, so that every person is treated with respect and dignity and has their human rights upheld. These standards are central to ensuring young people get the care and support that is right for them.

9.8. The Carers (Scotland) Act 2016 places a legislative requirement to provide support to Carers and offer an Adult Carer Support Plan, which includes

considering if a Short Break would help meet the Carer's outcomes. The Act also requires that a Statement is published which sets out information about Short Breaks, including what services are available for Carers and the people they support.

9.9. [Continuing Care \(Scotland\) \(Amendment\) Order 2019](#)

This order places a duty on Local Authorities to provide continuing care aftercare support under S.26A of the 1995 Act from the age of 16 years to 26 years of age.

9.10. [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#) (amended 2009) places duties on local authorities to identify, meet and keep under review the needs of the young people for whom they are responsible.

10. Related Documents

10.1. [City of Edinburgh Council Professionals guide to Post School Enhanced Transition Planning.](#)

City of Edinburgh Council Professionals guide to Post School Enhanced Transition Planning.

10.2. [City of Edinburgh Council Parent and Carer Guide to Post School Enhanced Transition Planning](#) - Information, advice and support on what to expect for your young person with additional support needs in the lead up to leaving school.

City of Edinburgh Council Parent and Carer Guide to Post School Enhanced Transition Planning - Information, advice and support on what to expect for your young person with additional support needs in the lead up to leaving school.

10.3. [Leavers Passport](#)

These are developed by individual schools to meet the needs of each young person.

10.4. [The Keys to Life \(2013\) and The Keys to Life Framework and Priorities \(2019-2021\)](#)

[The Keys to Life \(2013\) and The Keys to Life Framework and Priorities \(2019-2021\)](#)

is the Scottish Government strategy for people with Learning Disabilities. It recognises that people who have a learning disability have the same aspirations and expectations as everyone else and is guided by a vision shaped by the Scottish Government's ambition for all citizens. It follows on from the Same as You (2000), a review of support for people with learning disabilities.

10.5. [Staying Put Scotland](#)

[Staying Put Scotland](#) provides guidance on making care planning decisions that prioritise relationship-based practice, as well as extended and graduated transitions.

10.6. [Supporting Adult Carers and Caring Relationships Policy](#)

- (Currently being developed)

10.7. [City of Edinburgh Council Eligibility Criteria for Adult Social Care Policy](#)

- [Eligibility Criteria for Adult Social Care Policy](#)